

CCR
3
Meet
303
V. II

CALIFORNIA ADVISORY COMMITTEE
to the
CIVIL RIGHTS COMMISSION

ASIAN-AMERICAN PUBLIC HEARING
SAN FRANCISCO, CALIFORNIA

Vol. II

JUNE 23, 1973

REPORTER'S TRANSCRIPT

1 Because living in Korea has been so difficult.

2 CHAIRMAN SILLAS: My question is why the increasing number,
3 Is it because of the quota increase, sliding scale, or just a
4 greater desire now?

5 MS. BLANK: The Korean Government has always made it very
6 difficult for Koreans to immigrate and recently, because of the
7 economic situation, they have become much more lenient. For the
8 first time, the Koreans are filling or almost filling their immi-
9 gration quota to the United States.

10 CHAIRMAN SILLAS: Is there any community paper or Korean
11 language based newspaper within the San Francisco area?

12 MR. MOON: There are four.

13 CHAIRMAN SILLAS: Do you have any idea what the circula-
14 tion is per-day? Are they weekly or daily?

15 MR. MOON: We have dailies, we have two dailies, one semi-
16 monthly and one monthly.

17 CHAIRMAN SILLAS: And these are in Korean?

18 MR. MOON: Some of them are all in Korean. Others have
19 a portion of English.

20 CHAIRMAN SILLAS: To your knowledge, has any of the State
21 agencies ever made use of those newspapers in an effort to communi-
22 cate to the communities?

23 MR. MOON: I think I will have to have Ms. Kim answer that.

24 MS. KIM: No, they haven't.

25 CHAIRMAN SILLAS: What is the number of papers, the

1 circulation of the newspapers? Do you have any idea at all?

2 MEMBER OF THE KOREAN PANEL: This is only a rough estima-
3 tion, but I would say that the San Francisco Bay Area would have
4 about 3,000.

5 CHAIRMAN SILLAS: Circulation?

6 MR. MOON: Yes.

7 CHAIRMAN SILLAS: What of radio? Any radio stations?

8 MR. MOON: Yes, we have Wednesday and a Saturday, but only
9 30 minutes each.

10 CHAIRMAN SILLAS: Do you know of any attempt by any State
11 agency to make use of those stations for communications of health
12 services, and so forth, that you mentioned?

13 MR. MOON: Not at all. It is only -- strictly local,
14 community news, but there is no interaction between the State
15 Government or City Government, and there is no communication of
16 employment opportunities or anything of that sort. It has been
17 strictly up to the individual to find a job, whatever they can
18 get.

19 There is also one television station, Channel 24, an hour
20 on every Sunday.

21 CHAIRMAN SILLAS: In the Korean language?

22 MR. MOON: In the Korean language, but there are sometimes
23 five or ten minutes of interviews taking place.

24 MR. KIM: And then there is the reality, if you don't have
25 a job, you are not going to buy even a newspaper, and, you know,

1 some of the stations we are talking about are on FM, so there is a
2 real reality for you there.

3 CHAIRMAN SILLAS: What about the newspapers? Do people
4 buy the newspapers? Is the newspaper a good means of communicating
5 with the community, or is it a problem because of economics?

6 MR. MOON: That is a factor. That may not be the total
7 factor, but it is a factor that has to be taken into consideration.

8 CHAIRMAN SILLAS: What would be the best way to communicate,
9 assuming you had a message you wanted to get out to the Korean
10 community? What means would you use to do it?

11 MR. MOON: I happen to be the President of the Korean
12 Residents' Association of the San Francisco Bay Area, representing
13 some 8,000 members. I have been trying to research the problem
14 of communication but so far almost no door is open to me. This
15 will require research to find some way that we could have constant
16 communication between the Korean society and the American society.
17 The membership fee is \$3.00 per person, but most of them are not
18 able to pay it. Out of this we collect only forty or fifty dollars
19 a year. With that money we have tried to have one meeting. Say
20 you want to have doughnuts and coffee. Sometimes we cannot afford
21 to do that.

22 CHAIRMAN SILLAS: My question is: Assuming that you are a
23 government agency --

24 MR. KIM: Maybe the answer should be this. We are an
25 emerging community and the line of communication that you are

1 asking about are in process of being developed. But if you ask
2 do we have a complete communication network, no, but we are in the
3 process of trying to develop it.

4 CHAIRMAN SILLAS: But supposing I am a governmental agency
5 and I am saying, "All right, I want to get a message to your com-
6 munity about service that we are going to provide. Where do I go?
7 Who do I talk with?"

8 MR. KIM: The factor really is, if you are talking about
9 government services that you aren't really capable of delivering
10 anyhow --

11 CHAIRMAN SILLAS: Let's assume for the sake of my question
12 that I have a service I can provide, I want to provide. I have
13 the funds and I now want to get the message to the community.

14 MR. MOON: I am sure if you had a concrete, viable service
15 that fits a need, by word of mouth, by mutual communication, the
16 word would get out, if it was a very real thing. You know, I can't
17 really accept an "if" situation. The reality would have to be
18 there.

19 CHAIRMAN SILLAS: My question assumes the reality. I am
20 not trying to put you on the spot. Assume the reality. What can
21 we recommend, say to a government agency, to get the message to
22 the community? What vehicle do we take?

23 MR. MOON: As far as communications to the Korean community,
24 let me repeat again that I represent the Korean Residents' Associ-
25 ation of the San Francisco Bay Area. If I get the message from the

1 State or Federal level, I would try to get this message across to
2 the minds of the Korean residents in this area. But then there
3 has to be some funds backing that up. Even newspaper printing or
4 radio, you have to pay for that because they can't operate without
5 nothing, either. So this is the thing.

6 I will give you my address.

7 MS. HERNANDEZ: I was very impressed to find so many people
8 from the community here. I think that is fantastic. This is the
9 only community that has turned out for this hearing in the numbers
10 that you have, and it might be because of the fact that you are
11 an emerging community with a real sense of priority about what you
12 want to do.

13 I think Mrs. Wang made a very specific kind of recommenda-
14 tion. She asked for a Korean community center. If by some strange
15 quirk we were able to find somebody willing to be financially sup-
16 portive of such a community center, who would we direct the inquiry
17 to?

18 A MEMBER OF THE KOREAN PANEL: I think the first thing we
19 all accept is that there would have to be a coalition to deal with
20 it and not a singular type of effort.

21 MS. HERNANDEZ: Do you represent the beginning of that
22 kind of a coalition, so that if we needed to get in touch, we would
23 have a way of communicating with your community?

24 MEMBER OF THE LOREAN PANEL: Yes.

25 MS. HERNANDEZ: Do you have a proposal put together for a

1 Korean community center, what it might cost?

2 MEMBER OF THE KOREAN PANEL: Not per se, because we under-
3 stand one reality and that is just putting a proposal together
4 doesn't mean anything. It depends on your funding source.

5 MS. HERNANDEZ: That is why I was asking you. I am sure
6 that most of you recognize that, before you get anything, they are
7 going to want to see what is on paper, and I wondered if you had
8 some alternatives. Do you have ideas as to what you would like
9 to start with? Maybe not a full-blown center proposal, but do
10 you have an idea of what kind of building you want? I heard you
11 mention a child care service center and a senior citizens' facili-
12 ties and a number of other things. Are you going to be in the
13 process of putting together something that will give the full
14 amount?

15 MEMBER OF THE KOREAN PANEL: Maybe I could backtrack a
16 little bit. We have submitted proposals in '68, '69, '70, '71 and
17 '72.

18 MS. HERNANDEZ: To whom?

19 MEMBER OF THE KOREAN PANEL: The EOC. We are always turned
20 down.

21 MS. HERNANDEZ: I can understand why, because EOC has
22 been steadily going through funding problems in all of those years
23 you mentioned. But there are other sources, and what I would like
24 to ask is that, if you begin to put something down on paper, I
25 would be willing to talk to you about some possibilities of where

1 you might put your proposal.

2 MEMBER OF THE KOREAN PANEL: I think we could take it fur-
3 ther than that. I happen to be involved in a project that is
4 supposed to have some government funding for Asian-Americans.

5 MS. HERNANDEZ: Who funds that?

6 MEMBER OF THE KOREAN PANEL: That comes under SRS, HEW,
7 but comes under SRS, Social and Rehabilitation Services, which, by
8 the way, might be terminated by the end of this month because of
9 political reactions. But the whole reality is that in our in-
10 vestigation, in going to government agencies, especially at this
11 time, most of the people -- I am not speaking of yourself, but
12 most of the people -- who have made offers of help toward us have
13 really been token type of gestures and, when it came down to the
14 wire, we find out that it is another token gesture.

15 MS. HERNANDEZ: I want to be very certain that you under-
16 stand that I was not in a position to be able to fund the center,
17 but I was making a suggestion as to an alternative place or places
18 to put a proposal. Sometimes government is not the only resource,
19 and I would be very happy at least to explore with you some other
20 possibilities on foundation funding.

21 MEMBER OF THE KOREAN PANEL: We would love that, and not
22 only that, we would like support from the whole Civil Rights
23 Commission in these areas in terms of our needs.

24 MEMBER OF THE KOREAN PANEL: May I have a say right now?
25 Going into Mr. Sillas' earlier question, which is a very

1 critical one, could I add to the answer some of us gave as to why
2 the sudden influx of Korean immigrants into San Francisco and the
3 Bay Area? The reason being it is over and beyond the quota allowed
4 for Koreans, because some of us, some of the Koreans, immigrated
5 to Canada and some to South America and some to Germany, and also
6 Vietnam, and many veterans are coming from Vietnam and also Germany
7 and through Canada and South America. That is why, I understand --
8 I do not have the tangible, exact statistics, but according to the
9 Immigration authorities and some reliable sources, they say that
10 last year, '71 and '72, the Koreans exceeded any other nationality.

11 CHAIRMAN SILLAS: Now, is there a problem of illegal
12 aliens or immigrants coming in?

13 MEMBER OF THE KOREAN PANEL: There are hardly any illegal
14 immigrant problems. They are all legal.

15 MR. MOON: Chairman Sillas, I would like to make one more
16 point very clear, that any message any agency wants to get across
17 to the Korean residents, please contact me. Secondly, on the
18 question of future proposals of any kind that we want to make to
19 the state or federal level, as representative of the Korean resi-
20 dents, I would like to make it, and so I want to leave my name and
21 my address where I can be contacted.

22 CHAIRMAN SILLAS: Our staff knows how to get in touch with
23 you.

24 On behalf of the Panel, I want to thank all of you for
25 your very kind presentation, and I can assure you that it has had

1 an impact on this panel. Thank you very much.

2 (Applause.)

3 CHAIRMAN SILLAS: We will now take a 10-minute break.

4 (Recess.)

5 CHAIRMAN SILLAS: This session of the hearings from the
6 Asian-Americans will now reconvene.

7 The first person to make a presentation will be Mr. Frank
8 Quinn.

9 MR. QUINN: Mr. Chairman, members of the Commission, I am
10 Frank Quinn, the Regional Director for the Equal Employment Com-
11 mission. The Region covers 13 states with a District Office in
12 San Francisco, one in Los Angeles, one in Phoenix, one in Denver,
13 Colorado, and a small one in Seattle, Washington.

14 I brought for your information a piece of history. In
15 January of 1960, I presented testimony to the United States Com-
16 missioner on Civil Rights, your parent body, when it was here.
17 I have Xerox copies of that testimony because I thought you would
18 like to look at it, to compare what has happened in 13 years, and
19 specifically in the statements that I made on Chinatown.

20 Before you strain your eyes to find out what has happened
21 in 13 years, I can tell you -- Nothing. The housing situation,
22 as you heard yesterday, is worse now than it was then. And this
23 testimony tried to call attention to the United States Civil
24 Rights Commission and the City of San Francisco what the effects
25 of the redevelopment would be upon minority neighborhoods, black

1 neighborhoods, and Asian neighborhoods primarily in San Francisco.

2 I was asked to come here, not to make a formal presentation
3 but to respond to questions. But I would like to tell you what
4 the composition of the work force is in my Agency's Region. We
5 have a total of 96 professionals. The figures that I am about to
6 give you are as of the end of March. Of those 96 professionals,
7 33% are black, 49% are Mexican-American, 21% were "Others" -- that
8 is mainly white. Six percent were Native American, 5% were Asian.
9 Those are professionals and that is the most integrated work force,
10 I am sure, in the Federal Government.

11 Of the clericals, 31% were black, 26% Spanish surname,
12 9 1/2% Native American, 9 1/2% Asian, 24% white. There have been
13 some changes in those figures in that we have hired two more
14 Asians; and a couple of whites who are represented there in the
15 higher jobs, particularly, are no longer with us. They have moved
16 on to other areas and they happen to have been replaced by two
17 people who were black.

18 Of the professionals, 70% are male and only 30% are
19 female. We are attempting to change this as rapidly as we can.
20 As a matter of fact, I have two positions for attorneys in two
21 District Offices where selections were made of males and I am
22 holding them up until the Directors can give me proof that they
23 tried to recruit not only in terms of race, national origin, but
24 also in terms of sex, and that the women who were attorneys to
25 whom they spoke were not as qualified as the males whom they

1 selected. So far, I can tell you that instead of giving me proof
2 they are out recruiting so that they will have an opportunity to
3 find some women who are attorneys.

4 That is the extent, Mr. Chairman, of my presentation. As
5 I indicated, your staff asked me here to respond to questions.

6 VICE CHAIRMAN JIMENEZ: Thank you very much, Mr. Quinn.
7 Would you identify the gentleman next to you?

8 MR. QUINN: I am sorry, I should have identified him.

9 This is Mr. Gerald Chann, who is in my Regional Office.
10 He is a volunteer program officer and he is here to advise me if
11 we get into figures that I don't happen to have on the top of my
12 head.

13 VICE CHAIRMAN JIMENEZ: Is Mr. Chann going to make a state-
14 ment or give you supportive information?

15 MR. QUINN: He is here to advise me -- unless he wants to.

16 MS. HERNANDEZ: Could I ask the question, Frank? We are
17 learning in this particular hearing that putting everybody under
18 the category of "Asian" doesn't say very much about the individual
19 groups. Can you give us specific information as to how many of
20 the various Asian communities are represented in that?

21 MR. QUINN: I will have to go down through the offices.
22 In Seattle, we have an investigator who is Filipino-American. We
23 have a woman, an attorney, who is a Japanese-American, and we have
24 a clerical worker who is Japanese-American.

25 In the San Francisco Regional Office we have Mr. Chann,

1 who is Chinese-American, and we have a clerical worker who is
2 Chinese-American.

3 In the District Office we have an investigator, Mr. Gloria,
4 whom you heard from yesterday, who is a Filipino-American.

5 We have selected a person who is Chinese-American who is
6 an investigator, and we have a clerical worker who is Chinese-
7 American.

8 In the Los Angeles office we have an investigator who is
9 Japanese-American. I don't believe there are any clerical workers
10 -- yes, one Filipino-American clerical worker.

11 And in the Phoenix office there is one technical analysis
12 writer who is Hawaiian.

13 MS. HERNANDEZ: And what about complaints? Do you have
14 any information on the receipt of complaints from the Asian com-
15 munity?

16 MR. QUINN: It is very low.

17 (To Mr. Chann) Do you have some specific figures?

18 MR. CHANN: No.

19 MR. QUINN: It is very, very low, and I would like to tell
20 you why, I think. In 1960 I said these same words. I think that
21 persons from various Asian-American communities, for one reason
22 or another, don't have much faith in the Federal Government or
23 state and local governments to produce. I think you have heard
24 all the reasons. You heard yesterday the statement that in my
25 office here in San Francisco there is a backlog of some 4,000

1 uninvestigated charges.

2 In the last fiscal year that office took in 800 charges.
3 As of March of this fiscal year, that would be from July 1st to
4 the end of March, that office had taken in 2,400 charges, a three-
5 fold increase before the year was anywhere near over.

6 We have eight investigators in that office, four concilia-
7 tors and four writers. It takes us a year and a half to two years
8 from the time we receive a charge to begin investigation on it. I
9 don't want to ignore that fact at all. I want to emphasize it, and
10 I will repeat it. It takes us a year and a half to two years in
11 the San Francisco office, and in the Los Angeles office, from the
12 time we receive a charge until the time we can start to investi-
13 gate it. It takes a slightly shorter time in the other offices,
14 about a year.

15 MS. HERNANDEZ: Are there still Commissioner-initiated
16 complaints and are any of those complaints being handled on a
17 kind of class action basis?

18 MR. QUINN: Yes, they are, and some of those complaints
19 have specified discrimination against persons of various Asian
20 background.

21 MS. HERNANDEZ: Does that get at some of the problems that
22 perhaps can be incorporated under the individual complaints?

23 MR. QUINN: Yes, it does.

24 Mrs. Hernandez, as you know, having been a member of the
25 Commission, however, that when we take an individual complaint

1 we look at more than just the situation of the individual. We
2 look at the class to which the individual is a member. Suppose
3 somebody said, "I was discriminated against because I am a bar-
4 tender and they told me they don't want anyone of Chinese ancestry
5 as a bartender." We would be concerned with more than what hap-
6 pened to that individual. We would want to find out how that
7 restaurant or hotel treated all persons of Chinese ancestry. And
8 as a matter of fact, we would want to know how they treated all
9 persons of the protected classes. Those would be racial, ethnic
10 minorities, and women.

11 MS. HERNANDEZ: On cases which involve equal pay complaints,
12 which, of course, are just male and female, do you sometimes auto-
13 matically refer some cases directly to the Wage and Hour Division,
14 or do you not? Do you have any kind of relationship with the
15 Wage and Hour Division on equal pay?

16 MR. QUINN: No, we do not defer to the Wage and Hour
17 Division.

18 MS. HERNANDEZ: I did not mean defer.

19 MR. QUINN: We wouldn't refer either.

20 MS. HERNANDEZ: You have no informal relationship with
21 them so that they are aware of cases alleging equal pay discrimi-
22 nation, where they would be able to get onto the case a little
23 faster than you can?

24 MR. QUINN: No, we do not. Usually our charges are far
25 broader than they cover. One of the difficulties that we have had

1 with Wage and Hour is that we look for the class action and the
2 causes of the discrimination. We found instances where there is a
3 differential in pay. However, the work done is substantially
4 different and we would want to look at why is it substantially
5 different. And we do not have that working relationship.

6 MS. JACOBS: Mr. Quinn, in the written testimony you sub-
7 mitted to us, you indicated that several years ago there was a
8 problem with housing in terms of minorities moving into the city
9 and the majority group moving out of the city into the suburbs.
10 Could you give us a picture of housing in San Francisco now?

11 MR. QUINN: Thirteen years later?

12 MS. JACOBS: Yes.

13 MR. QUINN: I don't have the figures in my head, or I
14 don't even have them in the office, but the situation that was de-
15 scribed there has continued. The usual cliché is that middle-
16 class white families are flowing to the suburbs and that whole
17 trend has continued.

18 MS. JACOBS: In terms of problems of minority people, in
19 this instance Asians, buying or renting in San Francisco, do you
20 have some figures on that?

21 MR. QUINN: Well, you may notice in that testimony that
22 we indicated that discrimination against persons who were black
23 in the field of housing was more severe than other minorities, and
24 I cited an instance of a man who is black who offered \$24,000 for
25 a home and was refused. The home was sold to a Chinese-American

1 for \$22,000. I am sure that a white person could have gotten it
2 for \$20,000. That is just a barometer of the discrimination that
3 still remains. The most severe discrimination in apartment rentals
4 and in sales is against people who are black. However, there is
5 far from an open market to persons who are Asian-Americans.

6 Just recently I was looking for an apartment myself, and
7 I went to an apartment that was located, not on the fringe of
8 Chinatown, but in it. And I thought it was a rather reasonable
9 apartment and a very nice apartment, and in talking to the young
10 man, I couldn't get him to admit but I am certain that he would
11 not have rented to anybody who was not Caucasian. So the discrim-
12 ination in terms of buying and in terms of renting, if people
13 have the wherewithal, still exists.

14 VICE CHAIRMAN JIMENEZ: Mr. Quinn, you mentioned that you
15 get very few complaints from Asian-Americans.

16 MR. QUINN: Yes.

17 VICE CHAIRMAN JIMENEZ: And then you also went on to say
18 that probably the reason for it is that they don't have any confi-
19 dence in the agencies.

20 MR. QUINN: The Government in general.

21 VICE CHAIRMAN JIMENEZ: And then you went on to say that
22 it takes a year and a half to two years in order to investigate a
23 complaint, and that this probably contributes to it. It is evi-
24 dent from the testimony that we have received in the last couple
25 of days that, while people are not complaining to you, there is a

1 great injustice. What do you view or what do you think the solu-
2 tion would be that would enable you to, one, get the complaints
3 faster and, two, make it easier for people who have complaints to
4 complain?

5 MR. QUINN: Mr. Jimenez, a bureaucrat always responds to
6 a question like that by saying "more staff." In fact, our Agency
7 has grown quite a bit. When I first came to San Francisco, we
8 had five professionals. Today we have 30 professionals in the
9 District Office. We have a litigation center of some 25 attorneys.
10 I forgot to mention, though, of those attorneys who are Asian-
11 American in background, one is a woman. Only one of those three
12 is a woman. About half of the attorneys in that office are women,
13 a little less than half.

14 For us to make an investigation, we have to do more than
15 make a phone call. We have to serve a charge, we have to talk to
16 the charging party and the witnesses, we have to go out and we
17 have to get records. We have to look through the records. We make
18 a tour of the facilities. We make a very thorough investigation
19 because at the end of our road is the Federal Court. If we find
20 discrimination, we then attempt to effect an agreement, a signed
21 agreement between the charging party and the company or the union
22 or the state and local government and ourselves, a three-party
23 agreement. The charging party's rights are brought up, too, and
24 the parties made whole money-wise, and we look for the class
25 action.

1 If that fails, then we may go to court. In the case of
2 state and local government, the Attorney General may go to court.
3 We have now an effective enforcement activity in terms of going to
4 court. By the time, however, we get through the investigation,
5 do the investigation and get to court, many months have gone by.

6 There has been presented by the Office of Management of
7 Budget on behalf of this administration every year in Congress a
8 much stronger budget than has passed. Where we lose on our budget
9 is in the House, and we lose because of conservatives in the House
10 of Representatives, both Republicans and Democrats, who knock the
11 budget way down. Last year the White House asked for \$46 million,
12 which is not a very large budget for a national program such as
13 this, but is still much larger than we got. The House knocked it
14 down to \$26 million and there was a compromise somewhere in the
15 early thirty millions somewhere, and the same thing is going on
16 now. The White House has asked for a budget of \$49 million but
17 the hearings before the House of Representatives committee indicate
18 that we are not going to get anything near that through the House
19 of Representatives.

20 So an increase in staff is one thing.

21 Now, we have streamlined our procedures considerably, and
22 I don't think, given the seriousness of going to court, and so
23 forth, that we can do much more than we have done.

24 I don't want to get technical, but there is a use of mail
25 interrogatories, and so forth, questionnaires, that we could use

1 much more. But I really think that what it takes is a larger
2 staff. This is a federal problem and a budget in the early thirty
3 million for the entire country, and we have a national backlog of
4 70,000 uninvestigated charges. A budget of that size is, I think,
5 quite clearly not consistent with the needs of the problem.

6 MS. HERNANDEZ: I would think that the number of charges
7 indicates at least that the people are aware that the Equal Em-
8 ployment Opportunity Commission exists and maybe that is a plus.
9 Could you tell me whether or not the present jurisdiction, the
10 new approach in the court, has been used yet? Have any cases
11 actually been filed under the new change in the law, and did the
12 law change also include the opportunity for the Commission to
13 investigate complaints of discrimination on faculty discrimination
14 in universities?

15 MR. QUINN: Yes, the amendment to the Act, which went
16 through last year, gave us jurisdiction over state and local
17 governments and educational institutions. We have had quite ex-
18 tensive investigations of some educational institutions. Probably
19 the one that you have heard about -- I can't speak about things
20 that have not appeared publicly because of the confidentiality
21 provision of Title 7 -- but the University of Hawaii is a very well-
22 known, thorough investigation. The charges there had to do with
23 sex discrimination in various departments. These investigations
24 of the universities turn out to be very difficult to do.

25 We have now the right to bring suit against employers in

1 the private sector. As I indicated earlier, the Attorney General
2 does it for the State and local government, the Attorney General
3 of the United States.

4 I don't know the full number of suits throughout the
5 country, but it is somewhere over 100 suits. A number of them
6 have been filed in the San Francisco Litigation Center. The last
7 report I saw was about 25, and that was a couple of months ago.

8 I would just love to tell you about some -- Well, I can
9 tell you because it is a matter of public knowledge. We have
10 filed suits against the Operating Engineers, Ironworkers and Bar-
11 tenders, and other culinary unions. These are unions which have a
12 long history in this city of discrimination. We have filed suits
13 against a number of employers, which are large employers, Safeco
14 Insurance Company, and others, again because we made investigations
15 and we found discrimination. We filed suits on the basis of sex,
16 on the basis of race, on the basis of national ancestry. If you
17 want, I will be happy to get you the figures and submit them to
18 you for the national picture and for the San Francisco Litigation
19 Center.

20 VICE CHAIRMAN JIMENEZ: That would be very helpful..

21 MS. HERNANDEZ: I am smiling only because, Frank, as my
22 outgoing present to the Commission, I left the Commissioner com-
23 plaints on all six of those unions, and that was four and a half
24 years ago.

25 MR. QUINN: Yes.

1 VICE CHAIRMAN JIMENEZ: We noticed also in a document that
2 was presented to us by the Chinese, employment and discrimination
3 against Chinese, that there are still today the millwrights, the
4 miners, the operating engineers, the painters, the plasterers,
5 the hod-carriers, the sandblasters, the sprinkler fitters, and
6 temperature control where they employ no Asians still, according
7 to these figures that were given to us. Can you react to that?
8 Are these some of the unions that you are talking about, and where?

9 MR. LAU: Mr. Chairman, that is in regard to the Holiday
10 Inn.

11 MR. QUINN: Some of those unions do have some integration.
12 I don't know about Asians in those unions. I don't happen to have
13 those figures here. We could look them up for you. We get reports
14 from the unions.

15 I would like to comment on the comment made by Ms. Hernandez
16 about the four and a half years. That is true. It takes that kind
17 of time to go through the routine. First there is a delay of our
18 getting to the charges, and then we do an investigation. In the
19 case of several of those unions, we were challenged on the right
20 to do the investigation so we had to trot through the courts and
21 we won in the courts on a subpoena type approach. And then it is
22 a question of going in and looking at the records. The Operating
23 Engineers have 132,000 members. They claim to have had seventy or
24 eighty thousand non-white. We checked it out and found out that
25 was high. They did not have that many.

1 And then long periods of negotiation finally failed. We
2 had a long, long period of maneuvering and negotiating, and then we
3 filed in court almost as soon as we were able to, but it took four
4 and a half years.

5 MS. HERNANDEZ: Are those cases now going into the court?
6 Are they across the gamut of discrimination or are they alleging
7 discrimination specifically against blacks and are they including
8 Asians, sex discrimination?

9 MR. QUINN: I think those are specifically on blacks. I
10 am not that familiar, frankly, because I am somewhat removed from
11 them but I think they are. I can check that out and we will let
12 you know.

13 We have got even a greater degree of sophistication on how
14 to write charges than we had four and a half or five years ago.

15 MR. HESBURGH: What kind of damages?

16 MR. QUINN: No damages. Four and a half years is from the
17 time the case was filed, of course. How long it will take for the
18 case to go through the courts is another couple of years, maybe.
19 No damages are awarded. The person is made whole. That is, any
20 back pay or anything else that the person may have lost as a result
21 of discharge or failure to hire. There have been a couple of cases
22 -- I can't call them to mind -- where damages were asked for and
23 where the courts did give some damages, but they were not Title 7
24 cases. However, some courts have awarded very heavy lawyers' fees
25 to the attorneys representing the charging party, and this, in a

1 sense, is a damage situation.

2 I know of one court where the amount of money that could
3 be given to the charging party was quite small, and the court
4 awarded the attorney \$5,000. The attorney said -- and he did --
5 that he was going to split this with the charging party, and the
6 court knew that, but that was the only way. There is no right to
7 give damages under Title 7.

8 We were joined by Miss Connie Nuwana, who is a Management
9 intern in my Regional Office out of Washington, D.C.

10 MS. HATA: Since this is an Asian-American hearing, I am
11 concerned about the specific lack of figures dealing with charges.
12 Can you give us an estimate, be more precise as to how many charges
13 have been submitted to you that deal with Asian-Americans and how
14 these charges have been handled?

15 MR. QUINN: I understand your concern. It is not an easy
16 matter for me to research that, but we will do it. We don't have
17 a computer system where we can simply go through a computer and
18 pull out the number. What we have to do is go through the charges
19 and make counts. We are so badly behind that we don't do that
20 kind of thing except upon a specific request from an Agency such
21 as yours.

22 MS. HATA: And you have not had a specific request until
23 right now; is that right?

24 MR. QUINN: That is right. Now we will do it. It will
25 take time but we will give you that information.

1 MR. HESBURGH: Could you give us an idea how long it will take
2 you so that we can expect --

3 MR. QUINN: A week or two before we could get it to you.

4 MS. HATZ: A week or two? Okay.

5 MR. QUINN: It means going through all the charges, and
6 that is a considerable number.

7 MR. HESBURGH: Could I come back to the point on damages?

8 MR. QUINN: May I make a guess? I would say that probably
9 not more than 20 charges, as a guess.

10 MR. HESBURGH: Coming back to the damages again, you
11 mentioned \$5,000 as, you know, the damages, in effect, that were
12 awarded. How much incentive is this to a major union who is intent
13 on keeping certain minorities out, if it costs them \$5,000 in the
14 course of four years that it takes to bring them --

15 MR. QUINN: Not much, but the real incentive to a union
16 or company is a court order, and the courts have come down. I
17 don't want to give you the impression that we are not developing
18 a body of law. We are developing a very important body of law,
19 and you have heard all these quotes on quotas and people saying
20 quotas are illegal. I would point out to you that quotas are
21 legal, that a number of courts, including some here in San Francisco,
22 have come down with a quota approach to companies and unions, and
23 state and local governments.

24 Now, they come down with a quota approach when it has been
25 proven that discrimination existed. Discrimination does not have

1 to be conscious and does not have to be based upon bad motivation.
2 Discrimination is the reality of practices. Your motivations, as
3 the Federal Supreme Court said in the Gregg case, don't count.
4 You may have the best motives in the world but, if it has a dis-
5 criminatory effect on one class or another, women or members of
6 racial and ethnic groups, if it has an adverse effect, a disparate
7 effect, that is a violation of Title 7.

8 What the courts have said, when there is a showing of
9 past discrimination, they said, "We have to effect a remedy, and
10 we will assume that there are qualified people available."

11 Let's take the situation with the Police Department -- I
12 think it was Pittsburgh, was to hire 100 policemen. And the court
13 said that out of that 100, 50 of those policemen will be Black
14 or Mexican-American. And we have had that kind of decisions.

15 We have had several up in Seattle two or three years ago
16 against construction unions, and that is what the companies and
17 the unions are concerned about, not the loss of a relatively small
18 amount of money. The instance I gave you was a very, very unique
19 one.

20 MR. HESBURGH: So you feel it is working?

21 MR. QUINN: To a degree, it is working but it is not work-
22 ing nearly the way it should work because of the slowness by which
23 we have to process charges and the difficulty of getting into
24 court, and the smallness of our staff, and I think also the fact
25 that the law does not allow punitive damages against a respondent.

1 If it did allow, say, a \$50,000 fine, I think that companies and
2 unions would tend to set up a bit more.

3 MS. HERNANDEZ: Mr. Quinn, the other thing you mentioned,
4 operating under a confidentiality restriction — that is, you may
5 not share information on the cases that have been filed with you
6 until they get to the point of being in the press themselves, do
7 you consider that a hindrance to your operation or would you con-
8 sider the confidentiality provision a positive approach?

9 MR. QUINN: I consider it a hindrance. That is my personal
10 opinion.

11 I would like to give you an instance where it is a hindrance.
12 We require, under the law, companies and unions, and now state and
13 local governments, and perhaps employment agencies, to file regu-
14 lar reports of the so-called EEO 1's, 2's and 3's. This shows
15 the patterns of the membership of unions in joint apprenticeship
16 committees. This shows the employment pattern of companies. We
17 are not allowed to share these with others who are not members of
18 governmental agencies and they are not allowed, as we are not
19 allowed, to share these with the public. I think that this in-
20 formation should be public information. Some of the companies
21 will say, "Well, we don't want to show the number because, if we
22 show the numbers of employees we have, it gives a certain ad-
23 vantage to our competition."

24 Well, that can be overcome very easily by simply showing
25 percentages.

1 Now, there is one instance, I think, where the confidenti-
2 ality should be taken off. As far as I am concerned, I really see
3 no reason why charges and cases, and particularly determinations
4 of discrimination -- I might see a reason where a charge might be
5 held confidential until such time as we can make an investigation
6 and determine whether, in our estimation, it was true or false.
7 And about eighty percent of the charges we investigate, we find
8 cause on. But once cause is found, I certainly think that we
9 ought to be given the opportunity to share that information.

10 I do not have any idea if the members of Equal Employment
11 Opportunity Commission itself share in that viewpoint. That is
12 my own personal viewpoint, but I am willing to stand by it.

13 MS. JACOBS: Are there other built-in hindrances to the
14 Commission accomplishing its job?

15 MR. QUINN: We have a situation where we must defer to
16 the State Government for a period of 60 days, and we cannot take
17 a charge until such time as they resolve it, release it, or send
18 it back to us. Sometimes that is a hindrance in that we have an
19 ongoing charge that we are investigating against a company and
20 we can take some more recent charges and work them right in on
21 the investigation.

22 I think that the Commission has dealt recently with its
23 procedures in such a way that we are pretty streamlined. We now
24 have the opportunity to go in and effect a settlement even before
25 we do an investigation, if the company is willing to do so, or the

1 union. I do feel that our voluntary program, which Mr. Chann
 2 represents -- he is one of three people only for the entire Region
 3 has some hindrances placed on it. I would like to see our volun-
 4 tary program have a little bit more authority in opening up doors,
 5 but we have found, though, that you can't. I found this out 22
 6 years ago in Civil Rights work. When you go hat in hand, the door
 7 doesn't usually open. And if it does, it does not open very wide.

8 The Act itself, by not giving us cease-and-desist powers,
 9 in my estimation -- and this is a personal opinion which the Com-
 10 mission does not share, and the Commission has wholly supported
 11 the approach we have -- is a hindrance. I think if we had cease-
 12 and-desist powers, public hearing powers, that we could move faster.
 13 And I think, as Mr. Hesburgh has been getting to, that the fact
 14 that we don't have damages, that damages can't be assessed, I
 15 think is a hindrance.

16 MS. JACOBS: You speak of the Commission. People are
 17 appointed to the Commission. There is a Commission Board?

18 MR. QUINN: It is a five-member commission appointed by
 19 the President. Mrs. Hernandez was one of the original members.

20 MS. JACOBS: Apparently there are no Asians on the Com-
 21 mission.

22 MR. QUINN: No, there are not.

23 MS. HERNANDEZ: There never has been.

24 MR. LAU: Mr. Quinn, you mentioned you had three Asian-
 25 American lawyers on your staff, and Mr. Chann mentioned that you

1 had an investigation of the major CPA firms in the Bay Area. Have
2 you considered an investigation of the hiring practices of the
3 major San Francisco law firms?

4 MR. QUINN: Mr. Lau, for us to start an investigation, we
5 must have a charge. A charge either comes in to us or we ask a
6 Commissioner to write a charge. We have not considered an in-
7 vestigation against the major law firms. I do not know if we
8 have a charge against the major law firms in San Francisco. We
9 have to set some priorities in trying to determine what kind of
10 impact our investigation will have. We don't just take cases on
11 a first-in/first-out basis.

12 I told you it was a year and a half to two years before we
13 get to a charge. When we set priorities, we can cut that down
14 to only about one year. I would think that we would have several
15 priorities that would go beyond -- that would be higher than in-
16 vestigating a number of law firms, and I will tell you why.

17 That kind of investigation, to get proof, would be quite
18 difficult. The number of persons involved as a class is not as
19 high as it would be, for instance, in the trucking industry where
20 there is very little representation of non-whites, where training
21 is much easier to get, and where the pay, while it is not nearly
22 as high as law, is quite high. So we have to try to figure out
23 where will our efforts have the greatest impact.

24 Now, that is just an off-the-top-of-my-head kind of re-
25 sponse, but you have such a limited staff, limited in terms of

1 numbers, and so many charges, and you really try to make your time
2 count.

3 MR. LAU: If you had a charge, would you consider an in-
4 vestigation in light of the fact that we have been told that there
5 are now 55 Asian-American students at Boalt Hall, well over 100 at
6 Hastings, and about 40 or so at USF right here in the Bay Area.

7 MR. QUINN: We have no choice, if we have a charge, but
8 to consider it. There is one thing I think that you should under-
9 stand, and it is a very common thing, and that is filing a charge
10 with the Equal Employment Opportunity Commission is the first step
11 for an individual to get to Federal Court. The Equal Opportunity
12 Commission -- and I think this is one of the best things about
13 the Act -- can't do anything to keep that person from getting into
14 Federal Court, as long as it is a valid charge.

15 If it is a challenge on age discrimination, it is not a
16 Title 7. Whether we feel it is discrimination or not, that person
17 may still get into Federal Court.

18 Now, we have done quite a bit to find lawyers who would
19 take cases on a contingent fee basis, no-fee basis, so that people
20 can go to court. So that if we got such a charge from a person
21 with legitimate interests in filing a charge, that is somebody
22 who had been looking for a position or somebody whose own employ-
23 ment situation -- this is as defined by the courts -- was affected,
24 we would certainly investigate it.

25 MS. HATA: I would like to pursue a little bit the question

1 about hindrance, and direct it to Mr. Chann, if I may.

2 Do you see any built-in hindrances that would especially
3 hinder discrimination against Asian-Americans?

4 MR. CHANN: Yes, I think that, aside from my duties as a
5 Volunteer Program officer, and being Asian, I think that I have
6 taken on an added responsibility in terms of this charge area. I
7 am going to give you an example of something I have been working on.

8 I have been working with some students from U.C., Berkeley,
9 in the Accounting School. I think that yesterday when I made
10 reference to examples, it was so fresh in my mind, and I have been
11 working on that case for something like about four months. When
12 it was initiated, what happened was that it was a student at U.C.,
13 Berkeley, and he was interviewed and he was rejected for a job,
14 and this was after he had been through something like about ten
15 interviews. And what this individual went through was that he
16 looked at his grades, which was about something like 3.2, and he
17 started talking with some of his white friends in terms of numbers
18 of job offers that they got in relationship to the rejection
19 notices that he got, you know. And he compared it with his grades,
20 and stuff, and he was fuming mad.

21 So he came to me and then we started talking, and, you
22 know, it was a real problem to have him understand the concept
23 of discrimination. I think for an Asian, or for any Third World
24 person, the concept of discrimination is very ugly. And I think
25 it is a very ugly thing, much more so in terms of our community

1 because of what I know, like my parents or this individual, in
2 terms of, you know, working hard. And if you work hard, you get
3 your reward, you know, and I think the real world, which is very
4 cold, it just isn't like that, and I think that when I was working
5 with him, I think there was this real concern on the part of his
6 parents.

7 Here I was, coming and talking to a son, and I had to talk
8 to his father, you know, "Your son's civil rights are violated."
9 And I started explaining to him how Title 7 operated and why this
10 incident -- why it was a case, a pure case, of discrimination as
11 to why his son was not considered for employment by an accounting
12 firm.

13 Now, it started there, and it has mushroomed to the point
14 where now, on Monday, I have been working with about something
15 like four students. And we have a lot of reluctance. There is
16 something like about 30 at Cal this year, and only about two of
17 the students have been able to get employment at a public account-
18 ing firm. But there is a deep reluctance on the part of Asian
19 students to become a part of something like this. It is very new
20 in the community.

21 At many meetings I have had with the kids, you know, there
22 are a couple of things that we have to bear in mind when we are
23 talking about anybody who avails himself of a civil right. You
24 are talking about sticking your neck out. And this is very alien,
25 I feel. I myself have found it very alien, and it is only the

1 fact that I work with this Commission that I have changed my con-
2 cept of how I would feel in terms of if my rights were violated.

3 And this is the problem. It is penetrating this, and I
4 think there are several things that I think those of us like myself
5 in an agency can do to help expedite things. I think one thing
6 that I have been toying with is the idea of intervention.

7 If we have cases already investigated, then I think one of
8 the things that we could do in our Agency is to make our investi-
9 gators aware of the fact that there are certain industries where
10 there are Asians and where, in terms of the labor force participa-
11 tion by Asians, it is very bad. And when we have an ongoing in-
12 vestigation, I think it is imperative that the investigator expand
13 the charge. And if there are Asians, to see where they are and not
14 just isolate themselves to a particular charge.

15 I think in this instance, with these students, what we
16 are going to do is have the students file a charge and, hopefully,
17 have them become part of an investigation that has already been
18 conducted, so that in this way it could move faster. I would
19 sort of like it to be an illustration to the community that per-
20 haps in this one small area we might get some quick action and
21 perhaps in the future we might get better action and perhaps start
22 new actions on our own. But it is going to be slow and awfully
23 difficult, and we are penetrating many barriers, just, you know,
24 the kind of racism that all of us face, and plus the fact in terms
25 of our own culture, in terms of our own families, and how they

1 perceive the term of "sticking your neck out."

2 MS. HATA: You do not see any obstacles within your own
3 Agency that would hinder an Asian from coming to you?

4 MR. CHANN: If we had more Asians, that really helps, I
5 think. I think it has been really a problem to get people from
6 our community qualified by the Civil Service Commission. I think
7 this has been one of the stumbling blocks, and this has made job
8 recruitment kind of difficult.

9 MR. QUINN: Even though we make a prerequisite the ability
10 to speak Cantonese, we find very few people on the Civil Service
11 Registers who speak Cantonese. And we can go out and recruit people
12 and then we try to qualify them based upon their education and
13 their experience, both paid experience and volunteer experience,
14 and we work very hard trying to do it on a voluntary experience
15 basis and we come out with much lower grade levels than we wanted.
16 And we found on the last three people we have that we could only
17 qualify one person. The other two were not within reach because --
18 Now, this is in a situation, you understand, where they are not
19 competing with others because of this requirement of the ability
20 to speak Cantonese. It gets much worse if you don't have that,
21 because then you are competing against persons reduced in force
22 from the Government or veterans, and so forth. It is very diffi-
23 cult.

24 I have always felt that the Federal Civil Service exams
25 are not validated, but that is a national contention that I am not

1 a part of here.

2 VICE CHAIRMAN JIMENEZ: Mr. Quinn, thank you very much.

3 One final question and then we are going to have to move on.
4 Can you give us a breakdown as to nationality or race of the five
5 Commissioners that you have?

6 MR. QUINN: Yes. The Chairman, Willie Brown, is black.
7 The Vice-Chairman, Luther Holcomb, is white. The Commissioners
8 are ethnically balanced, with a woman who is white; Raymond Taos,
9 who is Mexican-American; and Colston Louis, who is black.

10 VICE CHAIRMAN JIMENEZ: And are the Commissioners compen-
11 sated?

12 MR. QUINN: They are full time. They serve a four-year
13 term and they are compensated at executive levels -- five-year
14 terms. Yes, they are compensated.

15 Well, the top you can get now in the Federal Government
16 is \$36,000. Nobody gets beyond that, but their salaries are
17 actually pegged higher than that.

18 VICE CHAIRMAN JIMENEZ: Thank you.

19 MR. QUINN: Thank you. I am sorry I have a dismal picture
20 to present to you, but that is the reality of it.

21 VICE CHAIRMAN JIMENEZ: Thank you for being so candid with
22 us.

23 The next people to make presentations will be Mr. Wilbur
24 Hamilton and, I believe, Mr. William Keller, Mr. Arnold Baker and
25 Mr. Richard Kono. Would you step forward, please?

1 For the record, if you would state your names when you
2 speak for the court reporter.

3 MR. HAMILTON: My name is Wilbur W. Hamilton. I am
4 Assistant Executive Director for the San Francisco Development
5 Agency, and I might take the liberty to introduce the others of
6 our staff who will accompany me here today: Mr. William Keller,
7 who is the Area Director for the Western Addition, a two-part pro-
8 ject in which Nihonmachi or Japan Town is located; Mr. Arnold B.
9 Baker, to his left, who is the Director of Relocation Services
10 for the City and County of San Francisco, and the Director of
11 Residence and Business Services for the San Francisco Agency; to
12 his left, Mr. Richard Kono, Business Development Specialist and
13 Liaison with the Redevelopment Agency in the Japanese community
14 on the development of Nihonmachi.

15 Mr. Chairman, I would like to make some preliminary comments
16 and then we will ask Mr. Keller to respond basically to some of
17 the concerns expressed here this morning.

18 I should like to comment initially on at least one thing
19 which was said yesterday by one of the representatives of the
20 Chinese community that I think should be responded to. In men-
21 tioning the Stockton-Sacramento Project, which now awaits HUD
22 funding before it can commence, this is the first of the housing
23 projects which we have long sought in terms of development in the
24 Chinese area, recognizing the terrible situation with respect to
25 housing. That project is approved, was announced as approved with

1 much fanfare by the Federal Government. But then on January 8th
2 of this year it was caught in the web of what is known as the
3 housing moratorium, as announced by then Secretary Romney, advanc-
4 ing, of course, what is administration policy on no further con-
5 struction or financing of low and moderate income housing until
6 an exhaustive examination of the subsidized programs is undertaken
7 and completed. But for that moratorium, as far as our Agency is
8 concerned, and certainly the Chinese community, the project would
9 now be under way.

10 We have sought specifically a waiver of the effect of the
11 moratorium with respect to this project. That request has gone,
12 we know for certain, to the desk of now Secretary Lyon. Beyond
13 that, we are advised by the Area Office and the Regional Office
14 that it is under advisement and we have no way of knowing when and
15 if it will be dealt with positively.

16 Again let me say that as far as we are concerned, we are
17 prepared to proceed. That is the only area at this time where we
18 could, because the Agency can't acquire or undertake the develop-
19 ment of land which is not part of or in an approved redevelopment
20 project. We will await the decision of the Administration with
21 respect to what may happen on that, the first of what we would
22 like to see as several projects.

23 Many statements were made here this morning by representa-
24 tives of the Japanese community, by CANE particularly, and I will
25 have to tell you that many of the things that you heard cannot be

1 factually supported. We will demonstrate quite clearly the fact
2 of that statement.

3 We don't feel that that was presented to you in an attempt
4 to deceive you, but a great deal of history has gone into the
5 planning, the development and the implementation of the Nihonmachi
6 plan which, I am afraid, is lost on some who have not been involved
7 from the beginning. It is something which must be seen in that
8 perspective, if it is to be understood.

9 Let me make one further general statement. We are probably
10 the most examined, criticised, and analyzed agency in existence.
11 And of course one of the things continually under review by the
12 courts, by HUD and by various groups, is our relocation plan.

13 Not too long ago, completed in 1971, there was an exhaus-
14 tive examination of the relocation plan program effort in the
15 Western Addition and, after an examination by legal representatives,
16 the plaintiffs, and by HUD, of some six months, of some 600 cases,
17 there were two cases found perhaps to be in question, which were
18 later explained as satisfactory. And when you have had that many
19 cases examined and no one can put the finger on the body or a
20 case of where the law has been violated or the program is deemed
21 to be non-responsive, you have to be doing something right.

22 With that comment, I will ask Mr. Keller -- and I will
23 join them at the table, if it will not offend you -- to get imme-
24 diately into the question of Japan Town and Nihonmachi, and try
25 to put that issue in perspective, in a fashion which will perhaps

1 resolve some of the questions which were raised this morning.

2 Mr. Keller?

3 MR. KELLER: Mr. Chairman, members of the Committee, I
4 will try to be very brief, but as Mr. Hamilton has indicated,
5 unfortunately the process of renewal and redevelopment across these
6 United States is a very long and exhaustive process. And there
7 are not many occasions in my 16 years of experience that we have
8 had the opportunity, I think -- and I think this is why it takes
9 some understanding of the process -- to show an overall picture
10 of what has happened to a particular group, ethnic, in this case
11 Asian American, in the Western Addition project area.

12 We are completely aware that there is no precedent for the
13 pre-planning activities and the execution of those activities
14 that have been undertaken by the Japanese community with the Agency
15 anywhere in the United States; not with just Asian-American groups,
16 but with any ethnic group or any community involved in the renewal
17 process from its inception until today.

18 The chronology of the Western Addition project and the be-
19 ginning of Nihonmachi planning goes back to sometime in 1960 when
20 the Board of Supervisors of the City and County of San Francisco
21 requested the Redevelopment Agency to submit a planning proposal
22 concept to develop the Western Addition project area. It is the
23 largest renewal project area west of Chicago, comprising some 74
24 blocks with substantial amounts of acreage and residences, and so
25 forth.

1 The planning advanced for that contract was actually signed
2 in September; September 5, 1961. So you can see already that
3 there are within our own Agency not too many people available now,
4 and we do have to rely on the records, that can attest to many
5 things that happened. Fortunately, I became involved in the pro-
6 ject as the Project Manager in 1964, so some of the history I am
7 prepared to comment on.

8 September 5, 1961, the planning advance contract was signed.
9 Very early it was realized by the Japanese community that -- they
10 were quite aware that what had taken place in our A-1 Project,
11 which was the development of the Japanese Cultural and Trade Center,
12 the Miyako Hotel, and other facilities, that did result certainly
13 in an enterprising situation.

14 The community at that time demanded of the Renewal Agency
15 that all of the land within the area designated as the Nihonmachi
16 area or Japanese Town, which at that time was some four blocks, --
17 demanded that they wanted to acquire title to all of the properties
18 within that four-block area. And they also wanted to develop under
19 contract their own urban design plan, their own controls, and would
20 be prepared to submit a plan for development of that area to the
21 Redevelopment Agency. That urban design study was separate and
22 apart from any funds provided by the San Francisco Redevelopment
23 Agency and was first submitted on March 13, 1963, and the vehicle
24 or the instrument for the control of that area was by joint agree-
25 ment of the Japanese community, the United Community representing

1 the Japanese community, and the Nihonmachi Community Development
2 Corporation -- some of those materials we have made available to
3 the Committee members -- was actually formed in February of 1964.
4 The plan itself for the Western Addition project was approved by
5 the Board of Supervisors in October of 1964.

6 The Agency began acquiring property within the project area
7 only in 1967. As many of you may be aware, Proposition 14 did
8 withhold funds to California for some two-year period.

9 The final Nihonmachi Master Plan, as presented to the Re-
10 development Agency as formulated by Nihonmachi Development Cor-
11 poration, was submitted to the Agency on March 18 of 1968, and the
12 corporation agreement, which bound the Agency to turn over all
13 titles to land and property within the four-block complex, was
14 approved and entered into on March 19, 1968.

15 There are some minor things that happened after that, such
16 as the establishment of their own design controls, development
17 controls, and one document that you see before you is the response
18 of the Development Corporation which offered, prior even to the
19 final agreement that was entered into, not just the opportunity
20 but the responsibilities of all property owners, all business
21 tenants, and through the United States Japanese Association, the
22 residents in the area, to be members of the Development Corporation.
23 That is, the Nihonmachi Redevelopment Corporation. There are to
24 date 52 members in the Nihonmachi Development Corporation, made up
25 of property owners, business tenants, business owners and

1 residential tenants.

2 Throughout the process that I have just mentioned, there
3 were many, many changes, revised changes, both on behalf of the
4 Redevelopment Agency and the Community Development Corporation.
5 Presently the project is full into execution.

6 We have remaining within the -- One other comment. In-
7 cluded as part of that plan was the requirement -- or the final
8 plan did show that certain buildings would remain, to be rehabili-
9 tated both for residential purposes by their existing owners, and
10 also some commercial properties. To date there are 39 -- there
11 are 40 families left within the area described as Nihonmachi and
12 within additional blocks which are to be made available to the
13 Japanese-American Region Federation to develop 264 housing units
14 both for family and for senior citizens. So there are 40 families
15 remaining within that area and there are 32 individuals and there
16 are 37 businesses.

17 There are two other areas we would like to cover. There
18 will be developed, both through new housing actually constructed
19 within the five-block area -- Now I am speaking of some 600
20 housing units. In addition, both Nihonmachi Community and the
21 Redevelopment Agency were aware that this was not necessarily done
22 to meet the total requirements and needs of the Japanese community
23 or the Western Addition Project Area community. There were, in
24 addition to that, some 3,000 other subsidized housing units.
25 Currently some are up and occupied; others are under construction

or are to be constructed, and there are some 800 units of senior citizen housing. In addition to that, it provides for a scattered public housing site within the Western Addition project area and permits public housing sites on the periphery of the project area.

Some have, again, been constructed and occupied. There are others now under construction and to be constructed.

That, ladies and gentlemen, is a brief summary of what the Nihonmachi planning process, as far as the Redevelopment Agency situation is concerned, is, and we believe that one comment should be made and we feel that one comment should be made in response to two comments in those statements presented to you.

One, that this has been an effort on the part of the City and County of San Francisco and the Redevelopment Agency to both decentralize business and to destroy the Japanese community, both housing and business-wise and cultural-wise, and so forth. I would like to point out some things to you. We do have a map, a planning map, in front of you. I did provide to the Committee a smaller map. I would like to briefly point out some things that we feel are important.

Number one, there are --

VICE CHAIRMAN JIMENEZ: Would you put this in a place where the members can look at it? I think it is a colored scale which might be easier to read.

MR. KELLER: I know it will be impossible for you to read the names. We have each parcel identified there. I would like to

1 point out to your lower right -- Dick, could you point out on the
2 chart the project, which is the housing project to be constructed
3 by the Japanese Federation?

4 There are actually five blocks that we have considered as
5 being part of the Nihonmachi complex, although the plan itself
6 primarily dealt --

7 MS. HERNANDEZ: Is it not on the map?

8 MR. KELLER: It is not on the map because the Nihonmachi
9 Corporation, the plan has been submitted and has been -- the agree-
10 ment that we have entered into only concerned itself with the
11 four-block area. The additional housing site to be developed by
12 the Japanese Regional Federation is on the lower -- is a block
13 that appears to your lower -- the lower right-hand portion of the
14 wall there. It is important, I think, to recognize that what you
15 see there -- that all of the land within that four-block area
16 either will be owned by Japanese-American surnames who are owners,
17 tenants, or people doing business within that area, as well as
18 three Japanese churches: The Konko Church, which is a new building-

19 Do you want to point some of these out?

20 -- which is a new building recently -- opening in the ad-
21 joining residential units, adjoining them. The Christ United
22 Presbyterian Church, a new church facility presently in the area,
23 and, unfortunately, it is located now on the housing site.

24 The Soko Mission Church, which that site will be made
25 available and will be developed by them. It will be the

1 headquarters of the Japanese-American Citizens' League, on that
2 particular site. It will also be the home of some long history of
3 Japanese-American Associations. There is also a provision for a
4 Japanese community center located in the top left, and also the
5 Golden Gate Language Institute, which is in a building scheduled
6 to remain. The other businesses, small businesses that were pre-
7 viously in the area that will remain in their present facilities,
8 the Seiki Brothers, which is a hardware store; Yukeseke, a commer-
9 cial building; the Kyoto Cafe; Fuji Electronics; Ricksha Realty;
10 the Toraya Restaurant; and the Hosoda Brothers on the corner, just
11 across the street. Those businesses will remain in their present
12 facilities.

13 Other businesses who will construct new facilities are
14 Imperial Imports, House of Imports, same location; Nikko Sukiyaki
15 Restaurant; Nichi Bei Busson; Marina Coffee Shop. In fact, where
16 Mr. Kono is pointing to now, all of those businesses are on the
17 east side of what we call Buchanan Street, and all of those busi-
18 nesses were moved across the street into new buildings that have
19 been completed, and they are businesses that are now operating.
20 Fuji-Ya Gift Shop, Otafuka Restaurant, Kawatomi Restaurant, and
21 Nichi Bei Times, which was in the area and has built a new facility
22 outside of the project area, two blocks away. Plans to construct
23 and continue to operate in new facilities are Mimatsu Restaurant,
24 Hokobei Mainichi Newspaper, Kintoki Restaurant, and an Oriental
25 book store.

1 Two firms that will rent in the new facilities are Honnami
2 Gift Shop and Kyoto, and the Japanese Japan Trading Company.

3 If you will refer to your map, members of the Committee,
4 your small map, while we have pointed out many of the small busi-
5 nesses, we also would, at your pleasure, if you feel you have the
6 time to go completely around the total four-block area and point
7 out the owners of the residential property and the owners of
8 commercial property that are there and that will participate in
9 the development project --

10 MS. HERNANDEZ: Would you also indicate which ones are
11 coming in from outside, people who do not now own businesses or --

12 MR. KELLER: I thought I covered that.

13 MS. HERNANDEZ: If you are going to go around again, just
14 to refresh our memories, if you are going to go through the whole
15 four-block area --

16 MR. KELLER: Except for one dealer, who is a member of the
17 Nihonmachi Development Corporation, all of the people that are
18 participating in the corporation were landowners, business tenants,
19 or residential tenants that were in the area before we acquired
20 the property.

21 MS. HERNANDEZ: Then there is one developer?

22 MR. KELLER: One developer, Hos Enterprises (phonetic),
23 which is developing a bowling alley on the corner that Mr. Kono
24 is pointing to, and the Ted See Inn (phonetic), which will be a
25 hotel on that particular corner.

1 Is it the pleasure of the Committee to go around the four-
2 block area and point them out? We have their names here. Starting
3 at the top right, on that corner mentioned, the Konko Church, and
4 the adjoining residential -- new construction residential that
5 they will be involved in. We then go into the yellow properties
6 rehabilitation --

7 MR. JIMENEZ: What kind of residential construction, can
8 you explain, on the Kokusae? What kind of residences?

9 MR. KELLER: Whether it is subsidized or --

10 MR. JIMENEZ: Whether it is multi-high-rise.

11 MR. KELLER: Multi-family market rate development that is
12 privately financed.

13 MR. JIMENEZ: Do you have any projection of what the rents
14 will be on those high-rise apartments?

15 MR. KELLER: Dick, I know we have figures. Since these
16 are not, except for the Japanese-American Regional Federation,
17 which is a 236 project of 240 units, the others fall into both multi
18 family units and town houses, and I would imagine the rents on
19 efficiencies and one-bedrooms and two-bedrooms are what we call
20 within the market range, upwards of \$225.00.

21 MS. HERNANDEZ: What size units?

22 MR. KELLER: Efficiency and one-bedroom up to three-bedroom
23 apartments. I point out again that this was not -- and this is
24 very important -- this was not a plan that was presented to the
25 Nihonmachi Development Corporation by the Redevelopment Agency.

1 It was their choice. It was their desire. They recommended in
2 the plan the type, the size and the financing mechanisms that
3 would be utilized on this site. There was nothing that was re-
4 quired by the Redevelopment Agency in the housing pattern.

5 As I indicated earlier, we were convinced that with the
6 amount of rehabilitated housing that would be available, the 240
7 units developed by the Federation, and the other housing units
8 that I have mentioned in the entire Western Addition area, and
9 our relocation plan says that there was more than enough adequate
10 housing subsidized, and for senior citizens, to be constructed
11 within the Western Addition area.

12 MS. HERNANDEZ: To meet the needs of those people then
13 living in that area?

14 MR. KELLER: That is correct.

15 MRS. HERNANDEZ: How does that compare with the figures
16 we got, with the number of units that have been there before and
17 what is likely to remain afterwards?

18 MR. KELLER: I don't think there is any fact to those
19 figures.

20 MS. HERNANDEZ: Could you tell us what the total number
21 of housing units will be when this four-block area is completed,
22 and approximately what size those units will be? Do you have
23 those figures handy?

24 MR. KELLER: I don't have, but we do know from memory that
25 the size of the units go from efficiency apartments up to three-

1 bedroom apartments.

2 MS. HERNANDEZ: I know, but I also recognize that you can
3 find a whole lot of them at one end and none at the other end.

4 MR. KELLER: You mean the actual breakdown?

5 MS. HERNANDEZ: Do you have a breakdown as to how many
6 efficiencies, how many one-bedroom, how many two-bedrooms, how
7 many three-bedroom, and the price range of each? Is that avail-
8 able? Can you get that?

9 MR. KELLER: It is readily available, but we didn't know
10 what material the Committee might want. I did mention earlier
11 that there were to be developed in the area some 600 new housing
12 units.

13 VICE CHAIRMAN JIMENEZ: One more question before we go on.
14 On that 600 new housing units, do you have a cost, and whether
15 they are going to be bought or rented, and what they are going to
16 run, what the rent will run, and in what vicinity the cost will
17 run?

18 MR. KELLER: Mr. Chairman, I said that the specific informa-
19 tion on the unit mix as to apartment size we can give you. We
20 can't give you the precise rent that will be associated but it is
21 what we call "market rate housing," which means upward of \$200 for
22 efficiencies, one-bedroom, two-bedroom, three-bedroom apartments.

23 I don't have, even though we see the applications as they
24 come through our Agency, just by way of information, because we
25 do not control the --

1 MS. HERNANDEZ: I am confused. Are you saying that an
2 efficiency apartment in that complex is \$225.00? Is that the top
3 figure for a three-bedroom? Would you give us that quote again?

4 MR. KELLER: What I am saying is that there is a range.
5 There are some 4,000 housing units to be developed in the Western
6 Addition. I am doing this by memory. I said we will provide the
7 specific information to the Committee, but from remembering the
8 applications that have come through indicating what kind of
9 financing the developers were going to use, there is a range start-
10 ing from the efficiency apartment up to a three-bedroom apartment.

11 MS. HERNANDEZ: Do you have any idea what your low figure
12 is efficiencies?

13 MR. KELLER: Just in the four-block area?

14 MS. HERNANDEZ: Right.

15 MR. KELLER: Mr. Kono might.

16 MR. KONO: Two twenty-five for what we call a studio or
17 efficiency.

18 MR. KELLER: I thought I covered the fact that there was
19 no obligation at the time to provide housing on a four-block area
20 to meet all of the needs of the Nihonmachi families living within
21 that four-block area. I have attempted to indicate that the
22 relocation plan that was presented by the Redevelopment Agency
23 shows rehousing within the Western Addition area at more than
24 enough to meet the needs of families, by income and by apartment
25 size. The four-block area, as you see here, as I have tried to

1 show you, as developed by the Nihonmachi Corporation, was a base
2 to be used, and I think I have gone through the kind of commercial
3 uses, the kind of social uses, the kind of church uses, and if
4 what you are suggesting is that maybe those uses could have been
5 eliminated and more housing, for example, could have been put in
6 as subsidized units, that is perfectly correct.

7 But since it was not our plan and we felt -- and HUD ap-
8 proved our relocation plan -- that there were adequate relocation
9 resources within the area, then we accepted the proposal of the
10 Nihonmachi Development Corporation and are presently trying to
11 complete that program.

12 Adjoining those four blocks, aside from the 260 units of
13 236 housing to be built by the Japanese-American Regional Federa-
14 tion, there are additional housing units subsidized both in scat-
15 tered public housing sites, permanent public housing sites, other
16 236 family housing sites, and other 236 senior citizen sites. In
17 fact, within one block of that area, going to the left of the map,
18 we have a 236 project of approximately 100 units, family units,
19 and within a block away from that, on two corners, we have under
20 construction by one church some 220 units of subsidized senior
21 citizen housing.

22 MS. JACOBS: Is this an Asian church doing that?

23 MR. KELLER: No, it is not.

24 MS. HERNANDEZ: Could you supply us with the figures also,
25 then, within the area around the four-block Nihonmachi situation,

1 what is presently being built there and what the relocation of
 2 Asian families who have lived in the Western Addition is? Are
 3 they relocating in an area right in the Western Addition? Will
 4 you supply that to us also when you do the others?

5 MR. KELLER: Yes, I can. The only comment that we have
 6 is that that information is readily available and we can have it
 7 to your staff by early next week.

8 MR. HAMILTON: We are beginning to flirt with an issue
 9 which really becomes relevant before this Committee. As Mr. Keller
 10 has pointed out, the Nihonmachi is a four-block area within the
 11 approved redevelopment project area in the Western Addition. It
 12 is not in and of itself the project area. Therefore, the provi-
 13 sion of subsidized housing or housing to meet all income needs
 14 and ranges relates to the total of the project and could never
 15 have been accomplished in that four-block area.

16 As a result of community planning, from series of community
 17 hearings, the community decided this four-block area would be de-
 18 veloped in that fashion.

19 Now, the Agency in its own Master Plan for the entire
 20 Western Addition is making available far more housing than is
 21 necessary to rehouse everybody else, including those members of
 22 the Japanese communities who may elect to live -- stay in the
 23 community. But now there you become -- you start to deal with an
 24 issue, and that is whether or not the members of the Asian com-
 25 munity will avail themselves of the opportunity to live in the

1 other 236 developments which are made available adjacent to the
2 Nihonmachi part of the Western Addition A-2 project.

3 MS. JACOBS: The problem that you question, they may not
4 avail themselves of the housing, would be what?

5 MR. HAMILTON: The problem would be what?

6 MS. JACOBS: Yes, why would they not avail themselves of
7 the housing?

8 MR. HAMILTON: They may elect to live somewhere else.

9 MS. JACOBS: I am just saying, can you give us reasons why
10 they may elect to live somewhere else?

11 MR. HAMILTON: The only test case would be -- the most
12 ideal test case we have had leaves some real questions unanswered
13 in our own minds. There is a Western Park Apartments, a senior
14 citizens' development, which was constructed just outside of A-2
15 and A-1, but contiguous with the project and developed by the A-2
16 site office administratively, ideally located with respect to
17 public transportation, adjacent to the Lucky Market, right next to
18 a park, subsidized, all of the benefits of senior citizen housing
19 in its best sense of successful projects, and we made a deliberate
20 concerted effort to interest the Asian community in taking units
21 there, with no success. Two blocks away, by the way.

22 MS. JACOBS: Can you tell us why you had no success?

23 MR. HAMILTON: I really don't know.

24 MS. JACOBS: Your staff was not able to ascertain?

25 MR. KELLER: I think, whether this is displacement by

1 public action or whether for a highway, or new schools, or new
2 parks, or whatever, or through a renewal process, or by a private
3 developer who decided that he wanted to build there, in my experi-
4 ence -- and quite some time -- you can't tell people in what area
5 or point to them where they want to live. Once they know that,
6 they move. We find that they are very mobile. They have their
7 choice, they have friends, they know someone else that lives in
8 the area.

9 We found that many families went out and bought homes.
10 There are families within that four-block area and within the
11 Western Addition who have the financial ability to purchase, who
12 were renting, who have the financial ability to purchase homes
13 and live wherever they may desire in San Francisco.

14 MS. JACOBS: But, Mr. Keller, if I am understanding cor-
15 rectly, you indicate that the available housing is within four
16 blocks of this four blocks.

17 MR. KELLER: That is correct.

18 MS. JACOBS: But the people are not availing themselves
19 of this, and this is what I am asking. Why are they not, since
20 it would be in the same general community?

21 MR. KELLER: Ms. Jacobs, what we may be backing into, we
22 have been greatly concerned, particularly in recent months, about
23 the matter of project integration. We suspect that the desire of
24 members of the Japanese community to maintain what, in the strictest
25 sense, is an impacted situation was operating there, if that is

1 what you are asking. My response would be, yes, they were electing
2 not to decentralize themselves.

3 It was our desire that we would have seen, as a result, a
4 dispersement within the project area of various ethnic groups,
5 Asians, black Americans, and what-have-you, so that we had a pro-
6 ject area which in a real sense was balanced economically and inte-
7 grated racially. I don't --

8 MS. JACOBS: Has the matter of racial integration been
9 discussed with the people living there?

10 MR. KELLER: Very definitely.

11 MS. JACOBS: And they have said what?

12 MR. KELLER: "We will think about it," but there are no
13 applications submitted.

14 VICE CHAIRMAN JIMENEZ: Are there any services provided?

15 MR. HAMILTON: I beg your pardon?

16 VICE CHAIRMAN JIMENEZ: Do you also plan for services so
17 that if, in fact, the Japanese-Americans move from here, where
18 probably any service they might need and their ability to speak
19 the language, so that when they move to another project, new
20 housing available to them, that as an inducement they might also
21 be able to find the same type of services, the same type of stores
22 that were available to them?

23 MR. KELLER: As we pointed to, it is two blocks away from
24 the heart of the Japanese community.

25 MS. JACOBS: But you have displaced a lot of the small

1 stores, and things like that that were there, have you not?

2 UNIDENTIFIED SPEAKER: I am afraid what the gentleman is
3 saying is that the stores are still there; they moved across the
4 street.

5 MR. KELLER: They are being reconstructed in the four-
6 block area.

7 MS. JACOBS: But some of the residents are not willing to
8 move two or three blocks away, because, I assume, the people living
9 in the other two or three blocks --

10 MR. KELLER: I would think that is a part of the problem.

11 MS. HATA: You told us you contacted part of the people
12 to try to get them to move into the housing. Who made the contact
13 and what kind of inducement was explained to them, other than it
14 was two blocks away?

15 MR. HAMILTON: We have used every inducement which is
16 available to us, including private tours of the facility, taking
17 them to the facility, showing them around the facility, letting
18 them see the community rooms, the cafeterias, the social services
19 that would be provided, indicating the extent to which management
20 was willing to make itself available for personal problems.

21 MS. HATA: Have you used a bilingual person here to handle
22 problems?

23 MR. KELLER: Yes, he is standing right there, one of the
24 principal ones.

25 MS. HERNANDEZ: Could I ask a question of Mr. Keller?

1 People electing to move to other locations, is there a
2 time lag here between the time at which the people were about to
3 be displaced and the time at which the new housing was ready? Did
4 they move somewhere in the interim? Was that part of the problem,
5 not getting them back after they made one move?

6 MR. KELLER: This clearly is one of the problems of re-
7 newal. In order to make way for new housing, whether it is subsi-
8 dized or market rate housing, one of the problems is that the site
9 has to be cleared and made available for construction. And I think
10 that is one of the issues in the 260-unit project being developed
11 by the Japanese-American Regional Federation. The site had busi-
12 nesses and families and individuals on that site. It is primarily
13 a two-block site, and before new housing could be built on that
14 site, those families had to be found other accommodations, either
15 within the area or outside.

16 One of the major issues is: Was the plan conceived and
17 developed by the Nihonmachi Development Corporation and the Agency
18 to provide 100% site relocation for families living in the area,
19 or was the intent of the plan to hold in this particular four-
20 block area as the site and base for the cultural and business
21 community of the Japanese-American population through its churches,
22 through its small shops and stores, not large businesses? As has
23 been indicated, the only large business that is involved in the
24 project within that four-block area is the Kokosae. We have re-
25 sponded to that plan and it does present that problem to us.

1 MS. HERNANDEZ: One of the problems I am having is that
2 I have difficulty looking at this with tunnel vision, looking at
3 the Nihonmachi site alone, but look at the total Western Addition
4 renovation or renewal, including Western Addition A-1, and one
5 of the things that I think bothers me is what happened to the
6 people who were in Western Addition I who were relocated to build
7 Western Addition I? Did they go into what was Western Addition II?

8 And as you do Western Addition II, what happens to the
9 people living in Western Addition II? Where did they go in the
10 interim? I think it might be very difficult to bring people back
11 into an area once they have made a move in order to get somewhere
12 else, and I am not sure what the factor is.

13 I hear as one of the possible factors a reluctance on the
14 part of some of the Japanese-Americans to move into the neighbor-
15 hoods which were predominantly black. I also am hearing that
16 there may not have been housing available for them at the time
17 that the relocation was going on in their own neighborhoods, and
18 they moved outside, closer to friends who had moved out in the
19 outer Richmond area, and some other places. Are both of those
20 factors operative?

21 MR. KELLER: That is quite correct.

22 MS. HATA: What kind of financial assistance do you give
23 to a person who is evicted?

24 MR. HAMILTON: We have not evicted anyone.

25 MR. BAKER: In January 1971 we had new legislation called

1 the Uniform Assistance and Real Property Act of 1971. Under that
2 Act, those who are tenants and certain others -- meaning those who
3 rent -- can receive up to \$4,000 at the time they are displaced,
4 depending upon their circumstances. And by that I mean, if they
5 are in a unit and they pay a certain amount and they require a
6 unit of a certain size, such as a three-bedroom unit, and they
7 decide to rent, if there is a rent differential, then they get the
8 difference in that assistance.

9 Now, I must say that in August of '72 this whole thing
10 changed a little bit. Initially they could have gotten almost a
11 full \$4,000 if there was a difference in payment, just merely be-
12 cause of a schedule we have that gives you the average annual
13 rental price. That changed in August, and now it becomes a rental
14 assistance payment, only the difference between what you were pay-
15 ing and what you have to pay at your new location.

16 For those who are owners, they have a replacement housing
17 payment of up to \$15,000, and that is in addition to the expense
18 provision, but it must be used for the repurchase of a home.
19 Essentially, those are the benefits.

20 Also, whether you are an owner or a renter and you decide
21 -- Let me backtrack. If you are a renter and you decide to own
22 or you decide to purchase, then you may get up to \$4,000 for that
23 purchase. So you can, from renting -- you can become a purchaser
24 and many have taken advantage of this. I think that is what Mr.
25 Keller was saying.

1 People have elected to go ahead and purchase. Now, renters
 2 or owners, they can get actual reasonable moving expenses, anything
 3 it costs to move that household. They can get those expenses or
 4 they can elect to take a fixed payment, which is up to \$300.00,
 5 and also a dislocation allowance of \$200.00.

6 If you elect to take the fixed package, then you would have
 7 a maximum of \$500.00. If you take the actual reasonable expenses,
 8 it would be whatever it cost to move you.

9 Now, those are the benefits as far as money.

10 In services, there is counseling in terms of purchasing
 11 homes, counseling in terms of renting units, advisory services,
 12 social services, almost everything you can think of.

13 MS. HATA: Do you use a bilingual person in this situation,
 14 because I would be out of my mind with all of these figures and
 15 changes and combinations, and so forth. And if you don't have a
 16 bilingual person to explain this, I think some of the elderly
 17 Japanese-Americans would have serious problems.

18 MR. BAKER: No question about it, and we do have that
 19 bilingual service. I don't think it is as extensive as we would
 20 like it, but we do have that service and it is functional.

21 MS. HATA: How many bilingual persons do you have on your
 22 staff?

23 MR. BAKER: Three.

24 MS. HATA: Japanese?

25 MR. BAKER: Japanese, yes.

1 MS. JACOBS: What is the percentage of people in the area
2 right now who are renting and those who own?

3 MR. BAKER: Right now I would say -- right now, you are
4 talking about just the Nihonmachi now?

5 MS. JACOBS: Yes.

6 MR. BAKER: I think right now you would have -- we have in
7 the whole project roughly 700 people -- that is, the Western Addi-
8 tion -- in total to be rehoused. And I would say that possibly
9 150 of those would be in the Nihonmachi, and I am talking about,
10 now, people and not households. So I would say 40% of those would
11 probably be renters.

12 MS. JACOBS: Paying about how much a month?

13 MR. BAKER: I couldn't say now. I could supply that in-
14 formation. I can go back to our records and dig that out, but I
15 couldn't say now.

16 VICE CHAIRMAN JIMENEZ: Would you also provide to the
17 Committee the numbers of people that you have assisted in relocat-
18 ing, let's say out of this project, and what monetary help they
19 were given? Because you have quoted different things that they
20 could get. Is that possible?

21 MR. KELLER: It is possible, but it would take some time.

22 MS. HERNANDEZ: How many families did you move out of here?

23 MR. KELLER: I can't tell you that now. I could dig that
24 out.

25 MS. HERNANDEZ: I would imagine, with no programs moving,

1 you would have a lot of time on your hands.

2 MR. KELLER: Strangely enough, -- and I think I should ex-
3 plain this -- because of the new legislation which was signed into
4 law in January 1971, and people were still moving, then we had a
5 period of time where we had to go back and try to adjust those
6 payments and get them under the Uniform Act. So right now we have
7 a backlog of approximately 700 cases that still have to be re-
8 viewed.

9 MRS. HERNANDEZ: The freeze on the housing programs has
10 not really affected your workload?

11 MR. KELLER: No, because under the Uniform Act we don't
12 have a workload as we knew it before. Everybody in the project is
13 on the workload, whether rehoused or not.

14 MR. HAMILTON: It has not affected the housing in the
15 Western Addition at all. That is proceeding on schedule.

16 VICE CHAIRMAN JIMENEZ: How much housing do you have
17 available in the Western Addition right now, built and ready to
18 move in, and what do you have that is vacant?

19 MR. KELLER: About 1,200 units completed and about another
20 600, maybe 1,000, a thousand scheduled to be under construction
21 before the end of this calendar year.

22 VICE CHAIRMAN JIMENEZ: And of this 1,200 units that are
23 completed, what rate of vacancy do you have?

24 MR. KELLER: Vacancies, none.

25 VICE CHAIRMAN JIMENEZ: Then if these people wanted to

1 move in there, you couldn't move them in?

2 MR. KELLER: They could be moved into the units which
3 become available on schedule.

4 VICE CHAIRMAN JIMENEZ: When are you scheduled to complete
5 them?

6 MR. KELLER: There are varying completion schedules. Of
7 course, now, let's get into something --

8 MS. JACOBS: You are not moving people out of the project
9 area until they have a house?

10 MR. BAKER: Something that transpired a few minutes ago,
11 you were talking about people moving adjacent to the project,
12 and that is true. But we were under HUD, under the HUD mandate
13 for the past two years and we could not move anyone out of the
14 project against their will. In other words, every person who was
15 required to move was rehoused within the project.

16 VICE CHAIRMAN JIMENEZ: But when you talk about the pro-
17 ject, you are not talking about the four-block area?

18 MR. KELLER: I am talking about that, too, because that is
19 a part of the project.

20 VICE CHAIRMAN JIMENEZ: But the entire project --

21 MR. BAKER: That is correct.

22 VICE CHAIRMAN JIMENEZ: But then someone who did not want
23 to move from the four-block area would not be protected by the
24 HUD regulation that said they did not have to move?

25 MR. BAKER: I would certainly hope not, that somebody

1 would not say, "Do your job and do it in a four-block area."

2 MR. KELLER: I think it needs to be explained that in the
3 overall project area, one of the requirements of HUD that was
4 passed down through a Regional and Central office Washington deci-
5 sion is that in the subsidized housing project -- that is, the 236
6 project -- that we could not go in -- that is, the Agency could not
7 go in -- and request and ask a family to move until that project
8 had received its financial commitment from the Federal Government.
9 By "financial commitment," I mean both the financial commitment
10 for construction of the housing and also for the necessary subsi-
11 dies that would go along with that project.

12 However, one of the problems of the particular site that we
13 are speaking of, which we refer to as the JARF Project, the Japanese-
14 American Regional Federation, which has 260 units of housing, the
15 redevelopment plan has been in execution, as pointed out, since
16 1964. This is the same project, since 1964, so that is 10 years
17 that families and owners have been aware that the renewal process
18 was taking place. Those families remained on that particular
19 two-block site until that project received its financial commit-
20 ment from the Housing and Urban Development Agency, and it wasn't
21 until then that we could go in and make our service available.

22 And we have certainly done that on a bilingual basis with
23 our two Japanese-American employees. So we did not have the time
24 that normally we should have. Within a 90-day period we, once the
25 approval was forwarded to that particular sponsor -- in this case

1 the Federation -- then we came in and made our services available.
2 If families came to the Agency and said, "We know we have to move
3 some day and we would like you to help us," then we are certainly
4 obligated to provide our services and financial assistance through
5 HUD to that family.

6 MS. HERNANDEZ: I want to follow up on something I think
7 I heard said earlier. People who have been displaced as a result
8 of the project, and who have a preference to return back into the
9 project area, generally have a preference for the entire Western
10 Addition project, not for something like a four-block area?

11 MR. KELLER: That is right.

12 MS. HERNANDEZ: So that preference is exercised within the
13 entire Western Addition project area as opposed to within the
14 Nihonmachi program?

15 MR. KELLER: That is correct.

16 MEMBER OF THE HOUSING PANEL: It also extends itself to
17 any 236 project anywhere.

18 MR. HAMILTON: Under the Urban Renewal Law, there is no
19 way we could provide exclusive priority to any segment of the
20 population in a four-block area.

21 MR. HESBURGH: Do you think, as a general statement, it
22 would cost those people who have lived in that area ever since
23 they came to this country, those who came from Japan -- do you
24 think it would probably cost about twice as much to stay there
25 if they chose to stay there, if they were renting? And again, you

1 didn't have the exact figures and you are going to get this, but,
2 you know, we talked about figures of starting at two-twenty-five
3 for an efficiency apartment, and on up to three bedrooms. You
4 know, who knows, maybe a three bedroom is \$400.00 a month.

5 I am trying to equate in my own mind, number one, you are
6 moving people out of a location where they want to be, where they
7 have lived. Okay. Now, there are other considerations, but maybe
8 they have been living there for \$150.00 a month. If they have
9 doubled or tripled their rent, it is a real problem. I think you
10 gentlemen recognize it is a real problem.

11 MR. KELLER: Let me respond to you, Mr. Hesburgh. I think
12 there are two things that are important.

13 Number one, the Redevelopment Agency acquired most of the
14 property in that area and we have been landlords for many years
15 of properties there. We have -- in most cases the rent has re-
16 flected the quality and condition of the housing units that were
17 there, and we were aware that many of the housing units that were
18 there at the time the Agency acquired them did not meet or could
19 not meet the requirements, say, for a new housing or safe, sanitary
20 housing. So many of the families and businesses for years have
21 been on a much reduced rent. That is, rent based on their ability
22 to pay, but based also on the housing accommodations that were
23 afforded them through their locations.

24 So historically it has been that families living as either
25 landlords or tenants of our Agency have been living in accommodations

1 below what the market rent would be. So it is not necessarily a
2 fair assumption to say that, if they now have to seek housing on
3 the open market, the fact that they might have to pay more --
4 whether it is 50% or 100% -- and that they might have to compete,
5 then on the private market for housing -- that that necessarily
6 shows a reason for them to be able to stay; that they pay two or
7 three times as much for housing.

8 The surveys that we originally did on the income charac-
9 teristics of that four-block area, and which goes back to the up-
10 dated survey that was done in 1967, which is our latest survey --
11 and we do admit that one of our problems is the long period of
12 time that it takes for these projects to develop themselves --
13 but based on that survey and the statistics which were made avail-
14 able to us, the family requirements on income and family size
15 fall into all categories. They are not all rich, they are not all
16 poor, they are not all in the middle, and I think the point -- and
17 that is why I treated our presentation in this manner -- there may
18 have been other ways to develop the Nihonmachi four-block area.

19 I purposely made myself available to participate in your
20 discussion for the last two days because of our own interest in
21 working, not just with the Japanese-American community, but with
22 other Asian-Americans that are involved in some of our project
23 areas, and to see what the general problems are and whether we
24 are still in touch with the problems and needs, and whether we
25 have the kind of sensitivity that they say we don't have.

1 What I don't understand is that, from the testimony that
2 has been given by so many groups and organizations, and questions
3 by your Board, their community base organizations, there is a
4 citizens' participationship that is involved in the planning pro-
5 cess and in the educational process, and as to jobs and as to
6 developing this project, and that is what I think is true civil
7 rights for any Asian-American in San Francisco or these United
8 States.

9 We feel that this process -- and we don't mean to simply
10 say that may be poor judgment or good judgment by a community
11 group; that we necessarily would have given in and admitted that
12 your plan does not meet the needs of your own community or your own
13 group. But we did realize that in the development of the four-
14 block area as planned by the Japanese Federation, not by the San
15 Francisco Redevelopment Agency, and we do have factual documents
16 attesting as to how this plan was developed and what the Rede-
17 velopment Agency was required to do in implementing that plan,
18 and I think what we have here -- and I think the issue may be real
19 -- and that is that there are enough housing units being planned
20 in that four-block area to accommodate all of the families and
21 individuals that were living there before.

22 And I don't think, while we can give you all of the docu-
23 mentation, that if we say, "No, there aren't," I don't think that
24 means there was a failure in the planning process. If the
25 Japanese community had decided that the church should be located

1 somewhere else outside of the area, family housing would then
2 have been built. If it desired for the small businesses that are
3 participating in the Corporation that they should be located some-
4 where outside of the area, either on the periphery or in another
5 block, and the community-based organizations that are there, if
6 that decision had been made by the Japanese community -- and I
7 mean by the various community-based organizations, not simply the
8 Nihonmachi Development Corporation, which is the shell or the
9 umbrella for many of the other organizations within that community,
10 both social, religious and community-based -- if that decision had
11 been made that the project should be done in a different way and
12 that demand had been placed on the Redevelopment Agency, then I
13 think that there would be some ground to say: Did we act as pro-
14 fessionals and did we utilize our best judgment? But as the com-
15 munity has presented its problems to us, dating back from 1960
16 with this project, it seemed to be -- again I was fortunate enough
17 to be there and to be involved in those meetings in 1964, '65 and
18 '66 where they discussed the economy of the Japanese-American
19 community in San Francisco and the problems of employment and the
20 problems of establishing a strong economic base, as well as a
21 political base and a religious base, and what were the desires and
22 needs in that particular community, and our Agency responded to
23 that kind of intention in trying to implement the plan.

24 It seems, then, that something was wrong, and I just don't
25 understand why, now in 1974, as the plan is just being -- in '73

1 it is -- as the plan is now just being put into implementation,
2 new construction is under way -- we just attended the ground-
3 breaking ceremony for the Konko Church -- after some three years,
4 now that the plan is right in the middle of developing what I feel
5 the Japanese community feels very proud of, and we are left with
6 40 families, 32 individuals and some 37 businesses who we are
7 legally and morally obligated to work with, that we find some flaw
8 in the plan.

9 We have met with CANE on three or four meetings. The last
10 evening meeting that I attended with them, and recognizing, as the
11 Commission ought to, that there might be a problem bilingual, I
12 offered our staff available on a series of Saturday workshops all
13 day. And I said that we would make ourselves and our relocation
14 people available, our Japanese-American-speaking people within our
15 staff -- fortunately, they are assigned to my office, so I can make
16 sure that they are there -- because of the inability of someone to
17 try to interpret, so we were glad to make available our staff and
18 our committee, who is familiar with the Uniform Relocation Act and
19 familiar with all of the requirements as to what the families and
20 businesses might be eligible for, and we went into this meeting in
21 good faith.

22 I think it was a good meeting, and there were promises made
23 on both sides that we would attempt to get together and to explain
24 on a person-to-person basis to each member of the community his
25 legal rights, what he was eligible for financially, and we also

1 asked for their assistance in finding relocation resources or
2 housing resources that may not be known to our people. If you
3 stop a minute, you can figure out why housing resources could be
4 available in San Francisco, both close to that area or throughout,
5 that we may not be able to find, that may not be advertised in the
6 papers, that we might not hear about by word of mouth, that we
7 might not hear about through a real estate office, or from someone
8 who knows where there is a vacant apartment, and we had hoped that
9 in the interest of the success of this project, with that kind of
10 cooperation, we would be able to give the complete services to
11 individuals, families and businesses, and then provide to the
12 Development Corporation the opportunity to successfully complete
13 their plan and their proposal.

14 VICE CHAIRMAN JIMENEZ: I want to thank you. I have to
15 exercise the Chair's prerogative here. We are running two hours
16 and fifteen minutes behind, which is common. But I will entertain
17 one last question, which I am going to ask, and that is based on
18 the fact that we have, during this testimony of yours and our
19 questioning over the last hour -- hindsight is always better than
20 foresight, and maybe that is why now people are saying, "We want
21 to change this," or whatever.

22 What, if any, safeguards has the Redevelopment Agency
23 planned to assure that residents south of Market will receive
24 priority employment opportunities to work on the proposed Yerba
25 Buena Project?

1 MEMBER OF THE PANEL: The Yerba Buena Project has been the
2 subject of some considerable discussion with respect to Affirmative
3 Action. If you mean by "south of Market" those people who reside
4 in the area outside the physical boundaries of the Yerba Buena
5 Project, there can be no guarantees under HUD guidelines for
6 preferential employment. Preferential hiring or dispatch is appli-
7 cable only to the total physical boundaries of Yerba Buena, and HUD
8 has clarified that with new supplementary guidelines on Section 3.

9 What that means, in effect, is, if a person does reside
10 within the physical boundaries of that project, then the kind of
11 preferential dispatch in hiring, which has been available to people
12 in the Western Addition and to Hunters Point, will be applied here.
13 It can't be extended outside the physical boundaries of the project
14 to Potrero Hill, the greater south-of-Market, or other areas,
15 other periphery.

16 We have formulated and we are in the process of consti-
17 tuting what is called the Community Advisory Committee for Yerba
18 Buena Affirmative Action, which will be comprised of every ethnic
19 group represented in the San Francisco minority population, all
20 the Asian groups, and that committee will work in conjunction with
21 the Affirmative Action Team from the Agency and the Human Rights
22 Commission, which by City ordinance is concurrently charged with
23 Affirmative Action responsibilities, at least on the public works
24 in Yerba Buena, in developing skills and in the referral process.
25 There is a requirement that fifty percent of the apprentices be

1 from the minority population in San Francisco. Now, that is a
2 condition that the general contractor and all his subs will have
3 to meet as they submit their Affirmative Action plans for review
4 and approval through HUD.

5 I should emphasize that when you use the term "south of
6 Market," it has to be in this perspective, in this context of an
7 effort which we are making to succeed on Affirmative Action without
8 benefit of leverage of Section 3 which is operative in the Western
9 Addition and Hunters Point, which states categorically that a
10 resident of the project area will be given preference in hiring and
11 training.

12 MS. HATA: When you speak of Asian groups, will you be
13 including Chicanos, Filipinos, Koreans, Samoans?

14 MEMBER OF THE PANEL: Every ethnic group you can name in
15 San Francisco.

16 VICE CHAIRMAN JIMENEZ: Thank you very much.

17 Our next speaker will be Mr. Gary Eberling.

18 MR. GARWOOD EBERLING

19 MR. EBERLING: My name is Gary Eberling, and I am with the
20 Department of Social Services here in the City and County of San
21 Francisco.

22 I would like to review some of our progress and problems
23 in reference to the Asian-American community in the City and
24 County at large, really. Of course, by Civil Rights Act of 1964
25 we are forbidden by law to discriminate in reference to race,

1 creed, or color.

2 In reference to the way we administer the program that the
3 County Welfare Department is responsible for, however, as has been
4 suggested by previous testimony yesterday and again today, there
5 are various ways in which the laws and regulations that apply to
6 Asian Americans, as well as other ethnic minorities, may be a
7 problem as far as equal administration of the laws. And I say that
8 because of the language problem. The point I am trying to make is
9 that out of our total 1,300 employees within the Social Services
10 Department, we have, as far as the Asian-American community goes,
11 only 18 bilingual employees who can speak either Chinese, Filipino
12 or Samoan.

13 VICE CHAIRMAN JIMENEZ: Could you give us a breakdown?

14 MR. EBERLING: Sixteen Chinese-speaking bilingual workers,
15 one Filipino and one Japanese. I made a mistake. There is no
16 Samoan, to my understanding.

17 VICE CHAIRMAN JIMENEZ: There is no Samoan?

18 MR. EBERLING: Not officially, anyway.

19 MS. JACOBS: What is an unofficial Samoan?

20 MR. EBERLING: No, I am saying that as far as we know,
21 there is no officially known Samoan bilingual employee within our
22 Department.

23 MR. LAU: Are all of these 18 people used as interpreters?

24 MR. EBERLING: Yes, this is what I am referring to. We
25 have a \$15.00-per-month differential payment to the workers who

1 avail themselves for bilingual duties as far as interpreting.

2 MR. LAU: If Chinese clients come into any office, can he
3 or she -- Do you have a Cantonese-speaking person to whom they
4 could relate?

5 MR. EBERLING: On call, as available, yes. I mean this is
6 not always guaranteed, but we do have 16 Chinese bilingual workers
7 available upon call.

8 MR. LAU: What jobs do they do other than deal with non-
9 bilingual clients?

10 MR. EBERLING: Most of our Chinese-speaking workers are
11 in the Old Age and Security Program, the administration of the Old
12 Age and Security Program, and other workers are within other ad-
13 ministrative portions of the Department, such as, well, administra-
14 tion of the categorical aid program, such as to aid families with
15 dependent children, aid the totally disabled, aid to the blind,
16 and the food stamps program, and other programs.

17 But as I tried to say, they are available as they are
18 available, and that is, at best, a very limited availability.

19 MS. HATA: What does a Korean-speaking person do, or a
20 Samoan person do, if he comes into your office and finds no one
21 there? What do you do with him?

22 MR. EBERLING: We rely a great deal upon community groups
23 and agencies that may have a Korean and Samoan-speaking person
24 or an agency such as OEO-funded programs here in San Francisco
25 that may avail their workers to help with interpretation and

1 translation. So we are very dependent upon other outside agencies
2 and groups in the community organizations.

3 MS. HATA: Can you give us a list of agencies that have
4 Korean-speaking bilingual or Samoan-speaking bilingual people,
5 because from the testimony this morning and yesterday, it was indi-
6 cated there were really very few in any of these agencies.

7 MR. EBERLING: Yes, this is very true. We don't have any
8 formal list.

9 VICE CHAIRMAN JIMENEZ: Does the Department recognize the
10 need for the addition of other bilinguals?

11 MR. EBERLING: Yes. Well, I think, as has been attested to
12 yesterday and today, both on the federal, state and local levels,
13 the civil rights -- Pardon me -- Civil Service Commission re-
14 strictions are not -- I shouldn't say "restrictions," but con-
15 straints of testing procedures for entrance into the Civil Service
16 are the main problems we have to confront in order to get bilingual
17 workers into our work force.

18 VICE CHAIRMAN JIMENEZ: Recognizing this need and the prob-
19 lem that the Civil Service regulations pose, does the Department
20 or has the Department initiated any plan to guarantee itself access
21 to these types of interpreters, since they are so desperately
22 needed?

23 MR. EBERLING: Well, not to my knowledge, no.

24 VICE CHAIRMAN JIMENEZ: Are you in a position to know?

25 MR. ELBERLING: I am not in a position to know of any actual

1 initiatives made by the Department, no. It is only through the
2 initiatives of such agencies, such as the Human Rights Commission,
3 where there are initiatives such as that.

4 MS. HERNANDEZ: Does your agency put out any general
5 materials that are distributed generally in the community?

6 MR. EBERLING: Yes, we attempt to. We do put out informa-
7 tion material in a written form, as much as we can, in English and
8 Spanish and Chinese, primarily.

9 MS. HERNANDEZ: Nothing in Japanese, Korean, and Samoan?

10 MR. EBERLING: We have attempted to make some material
11 available to the Japanese, but in Korean and Samoan we have not
12 been able to make the material available, no.

13 MS. JACOBS: Do you have some figures of what your case
14 load is of the various Asian groups?

15 MR. EBERLING: Pardon me? I am sorry.

16 MS. JACOBS: Do you have any figures breaking down the case
17 load by the groups within the Asian overall group?

18 MR. EBERLING: The only breakdown we have is by census
19 tract. To my understanding, we are not able to break down our case
20 load by ethnics.

21 MS. JACOBS: How do you assign your staff, then?

22 MR. EBERLING: We used to have what we called specialized
23 case load by more or less ethnic breakdown. We did have specialized
24 cases for Chinese-speaking people in our case load, principally.
25 And we still do for our Old Age and Security Program and for the

1 food stamp program. However, due to cut-backs in funds and
 2 shortages in funds, and the fact that we have not had any increase
 3 in staff for the last three years, we have had to cut back in our
 4 specialized case load and assign cases on a city-wide basis. So we
 5 do not have the so-called luxury of assigning specialized case
 6 loads to our workers.

7 MS. JACOBS: You say "specialized." What would be the
 8 basis for a specialized case? And then I would like your opinion
 9 as to how effective it was.

10 MR. EBERLING: What I mean by "specialized" is, by reason
 11 of either such as a Samoan-speaking or Japanese-speaking or
 12 Chinese-speaking or Korean-speaking -- in order to serve those
 13 particular people within our case load better.

14 Well, let me go on, if I may, to some of the progress,
 15 limited, very limited progress, we have made in the last few years.
 16 As I stated earlier, a minute ago, we do try to make information
 17 about the program available to all groups and people within the
 18 city through written material, both English and Spanish and Chinese
 19 languages. We have, as was testified to yesterday -- we do have
 20 two of our workers stationed out at Self-Help for the Elderly in
 21 Chinatown who do administer the programs of Old Age Security and
 22 food stamp programs, and also take applications and renewals for
 23 other categorical aid programs as well. However, for 3,000+
 24 cases for two or three workers, that is quite a load, as you can
 25 see.

1 We also have through our Community Services Division a
2 research worker who speaks Cantonese and attempts to make avail-
3 able to various groups throughout at least the Chinese community
4 -- tries to make available information about the programs and pro-
5 cedures that the Social Service Department is responsible for. At
6 the same time, a worker such as that tries to bring back from the
7 community to the Department the express needs of the community,
8 to find out what those problems are and where possibly our Depart-
9 ment may be helpful in solving the problem expressed. However,
10 as I will get into in a little more depth in a minute, the problems
11 expressed become more and more difficult to meet because of cut-
12 backs in federal monies, and on the state level as well.

13 We have always had a problem of shortages of funds, but
14 the problems seem to be more acute and, incidentally, will probably
15 be even more so acute tomorrow.

16 In the past we have been very thankful for the efforts of
17 OEO-funded projects. For instance, they have complemented and
18 supplemented the efforts of our Department in making contact with
19 people in need who may benefit from our service.

20 I thought I might touch on a few of the definite problems
21 we do have, and I can't emphasize enough the problem of the cut-
22 backs in federal funds. That probably will have the most impact
23 effective July 1st of this year, if there is no change made between
24 now and then.

25 As far as the United States Department of Health, Education

1 and Welfare regulations -- well, also there is, as you know, a
 2 national ceiling on social service funds allotted to the whole
 3 nation. As it is translated into the local communities, it results
 4 in sizeable cutback in federal funds for San Francisco. As a matter
 5 of fact, it will result in at least a 10% cut effective the first
 6 of next year from the '72 and '73 budget.

7 The new HEW day care regulations, for instance, as was, I
 8 believe, attested to yesterday and today, particularly yesterday
 9 when the representative from the Chinatown Center spoke, the regu-
 10 lations will make it even more difficult to meet obligations and
 11 commitments that we have made to various communities or organizations
 12 and groups. One of the new HEW regulations cancels out the availa-
 13 bility of information and referral services being contracted for
 14 through local entities such as our own. As this translates into
 15 our local community here in San Francisco, we have at present a
 16 contract with Chinese Newcomers Services for after-hours information
 17 referral service. What I mean by "after-hours" is any time between
 18 5:00 p.m. and 8:00 a.m. the following morning and on weekends
 19 when the Social Service Department is not in operation.

20 VICE CHAIRMAN JIMENEZ: Mr. Eberling, if I may, we are
 21 running further and further behind.

22 MR. EBERLING: Okay, I will try to summarize.

23 VICE CHAIRMAN JIMENEZ: The remarks that you plan to make,
 24 is there any way that we could get that in written testimony or
 25 a written statement submitted to our staff within the next couple

1 of weeks?

2 MR. EBERLING: Yes.

3 VICE CHAIRMAN JIMENEZ: The progress that has been made in
4 the last couple of years, you may be able to document that a little
5 better in written form, and I think we will entertain a couple of
6 questions now from the Panel.

7 MR. EBERLING: I would like to make one important point,
8 if I may, and then entertain questions.

9 VICE CHAIRMAN JIMENEZ: All right.

10 MR. EBERLING: I think it is important to point out, as
11 far as the Asian-American community goes -- and this really applies
12 to the Filipino population and other non-English-speaking people
13 and immigrants to San Francisco -- the problem of aliens in apply-
14 ing for probably what is their legal entitlement for public welfare
15 is one that is very difficult to deal with because we can only
16 conjecture that there are many aliens that -- you know, who are
17 otherwise really eligible for public welfare who are reluctant to
18 or will not apply because they believe their immigration status
19 will jeopardize -- or that they may be jeopardized as far as be-
20 coming a sponsor for relatives back home in their place of origin
21 at a future date. And I think it is important to emphasize that
22 this is a problem, and many people in the Chinese community are
23 affected by this. I guess it is mainly a lack of information,
24 that they just don't know that they really are eligible or probably
25 are eligible for public welfare benefits just by reason of being

1 a resident of San Francisco and California and the United States.
2 But it is an element of fear, and this sort of thing, that prevents
3 them from getting what they are entitled to.

4 MS. HATA: You mentioned a Chinese Newcomers' Service.

5 MR. EBERLING: Yes.

6 MS. HATA: I know we don't have time to go into it, but
7 would you submit a brief summary of what it is, how it works, how
8 many people are affected, and I also wonder if the Department has
9 any plans to include the same kind of service for other Asian groups
10 which seems to be caring for newcomers, services to newcomers,
11 appears to be provided by Title 1 by definition.

12 MR. EBERLING: Well, Chinese Newcomers' Service, by its
13 name, implies that it gives services to people who are recently
14 immigrated to the United States.

15 MS. HATA: And does the Department plan to extend this to
16 Koreans and Filipinos?

17 MR. EBERLING: What I am saying is we presently have a
18 contract with them for information, referral services to the
19 Chinese community through this agency, and we, regrettably, have
20 had to give them a 30-day revocation-of-contract notice as part of
21 the option of the contract because of the new HEW regulation
22 which will be effective July 1st. So if this applies to that
23 particular service, it also applies to the possibility of any new
24 contracts being drawn up for other ethnic communities.

25 MS. HATA: You talked about the problem of the lack of

1 information available to these various communities. Is the Depart-
2 ment planning to do anything about this, to translate materials?

3 MR. EBERLING: We would certainly like to. However, to
4 my understanding, HEW regulations do not permit it. I mean, it is
5 not a service to be funded through federal funds. And unless it is
6 funded through City and County funds, it is not likely to be
7 funded at all.

8 MS. HATA: So the need is recognized but nobody knows what
9 to do with it?

10 MR. EBERLING: Well, we --

11 MR. LAU: A low priority as far as Asian-Americans are
12 concerned? You apply a low priority on the needs of Asian-Americans,
13 is that what you are telling us?

14 MR. EBERLING: No, certainly not. I am saying --

15 MR. LAU: From the information you have given us, it seems
16 you are not able to service those who are monolingual and, for
17 instance, with the Korean community, and you have no bilingual
18 person there, no bilingual Samoan person there, and one Filipino
19 bilingual in the whole Department, and 16 Chinese-speaking people
20 that just service all the Asian-American community here. Doesn't
21 it follow that you have a low priority on our needs?

22 MR. EBERLING: Well, perhaps by implication it may. But I
23 don't believe that is the intent of the Administration and the
24 Department, no.

25 MR. LAU: Could you provide us with a breakdown of your

1 Asian-American staff in the Department, both the professional staff
2 and the clerical staff?

3 MS. JACOBS: It might also be interesting, along with that,
4 if you could provide us with the objectives of the Social Service
5 Department for the coming year in terms of services for minority
6 group members.

7 MR. EBERLING: Yes, I will be glad to.

8 VICE CHAIRMAN JIMENEZ: Thank you very much, Mr. Eberling,
9 and for being patient. I know we are running behind time and I
10 know that, like everybody else, people like to plan on a schedule.
11 Unfortunately, we are not able to comply with it right now, but
12 thank you very much.

13 We will now call our next speaker, Emory Lee.

14 MR. EMORY LEE

15 MR. LEE: Mr. Chairman, members of the Committee, my name
16 is Emory Lee, and I am Executive Secretary for the Office of the
17 Regional Director, Region IX, San Francisco, the United States
18 Department of Health, Education, and Welfare.

19 My role as Executive Secretary within the Department is to
20 direct the affairs of the Executive Secretary for the Regional
21 Director, Mr. Fernando DeBaca. I am appearing before the Committee
22 today on behalf of Mr. DeBaca who sends his personal regrets that
23 he is unable to appear before you because of official business
24 that takes him out of the Region. I personally volunteered, in
25 his absence, to appear on his behalf. We are sorry your formal

1 notice to appear was not received in our office in time for Mr.
2 DeBaca to change his previous commitments and be here. He expresses
3 his willingness to appear before this Committee and hopes there
4 will be sufficient advance notice prior to your next scheduled
5 Asian-American hearing which, as I understand it, is to be held
6 in Southern California sometime in the Fall.

7 Since Mr. DeBaca administers the largest federal department
8 in the Region, and combined with his recent confirmation by the
9 President to serve concurrently as Chairman of the Federal Regional
10 Council, I trust you understand why sufficient advance notice is
11 necessary.

12 I am here also to make a brief oral statement on behalf
13 of the Regional Director in response to objectives of this hearing.
14 He wishes me to convey his assurance that this Committee shall
15 have the fullest cooperation of the HEW Regional Office in respond-
16 ing to the concerns of Asian-American communities which have sur-
17 faced here.

18 In view of the immensity of HEW, a department with over
19 110,000 employees nation-wide operating 319 separate programs and
20 administering within this Region alone a budget of over \$8.2 billion,
21 it is natural that we be the subject of much criticism. By virtue
22 of size alone, we inevitably present the most visible target for
23 charges, not only from Asian-American communities but from all
24 communities.

25 Given the global nature of the Department and the wide span

1 of programs which we administer through our numerous agencies,
2 bureaus and divisions, it would be a somewhat futile exercise to
3 attempt to reply in a brief period of time about our programs.

4 To respond without reference to specific concerns, and
5 generalities, would be a disservice, not only to the Department
6 but also to this Committee and to the many witnesses who have
7 appeared before it.

8 We already know what is being done. It is our main interest
9 to know what needs to be done. We would want to respond meaning-
10 fully to the testimony which has been presented here these past
11 two days. With this in mind, Mr. DeBaca suggested and requests
12 the opportunity for a Regional Office staff, with the assistance
13 of the staff of the Commission, to identify every concern and
14 question which has been presented here in testimony, with specific
15 reference to HEW, and to prepare written response for inclusion
16 in the transcript of this hearing. We believe this would be the
17 most fruitful approach in addressing all of the concerns which
18 have been raised.

19 At that time we shall also forward all information which
20 you have requested from us, information like our staffing pattern
21 which is presently being prepared.

22 Both as an HEW representative and as an Asian-American,
23 I can say much progress has been achieved in the past year, and
24 certainly in the past two years, in responding to the needs of
25 the Asian-American communities. But I would also be the first to

1 admit that much, much more needs to be done.

2 The great value of this hearing is that it assists our
3 Department in identifying needs in areas in which we must strive
4 further, especially since they have been identified by the citizens
5 themselves. The Department of Health, Education, and Welfare,
6 therefore, is appreciative of having the opportunity to appear
7 here before you and thank this Committee for sending the invitation,
8 and we look forward to working closely with your staff in the days
9 following the hearing.

10 VICE CHAIRMAN JIMENEZ: Thank you very much, Mr. Lee.

11 Are there any questions from the Committee?

12 MS. HERNANDEZ: Just one question, an explanation of your
13 title and your job. It says Assistant to the Regional Director.
14 You are not the Assistant Regional Director; you are an assistant
15 to the Regional Director?

16 MR. LEE: I am an assistant to the Regional Director.

17 MS. HERNANDEZ: What is the specific nature of your job?

18 MR. LEE: The Executive Secretary, which I direct, is
19 responsible for approving and making sure that all requests and
20 decisions made by the Regional Director coming from within the
21 Department is completed, staff action, and that it is ready for
22 the Regional Director's signature; that all requests coming in
23 from outside to the Department are assigned by my office to the
24 appropriate offices within the various departments, the various
25 agencies within the Department. We also make sure that all

1 directives issued by the Regional Director are followed up quickly
2 and timely, in a timely fashion, by the Agencies to which the
3 charge is given.

4 MS. HERNANDEZ: So you do not have a specific responsi-
5 bility in your employment to the Asian-American community as such?

6 MR. LEE: Prior to my appointment as the Executive Secre-
7 tary, I was a Staff Assistant to the Assistant Regional Director
8 for Community Evaluation. In that particular position I was an
9 assistant for Asian-American Affairs, yes.

10 MS. HATA: How does HEW define Asian-American?

11 MR. LEE: The definition of Asian-American by the Depart-
12 ment includes Chinese, Hawaiians, Chinese, Japanese, Koreans,
13 Filipinos, Samoans.

14 MS. HATA: And HEW statistics clearly follow that defini-
15 tion, am I right?

16 MR. LEE: That is something that is presently being nego-
17 tiated within the Office of Civil Rights. To my knowledge, only
18 Chinese, Japanese, Koreans and Filipinos are identified by the
19 specific ethnic groups.

20 MS. HATA: So if we requested statistics from you, we
21 would get that kind of breakdown?

22 MR. LEE: I would expect so, yes.

23 MS. HATA: Does HEW monitor Affirmative Action programs
24 and, if so, can you give us some examples?

25 MR. LEE: The monitoring of Affirmative Action programs is

1 done by our Office of Civil Rights, which is undergoing presently
2 a change in view of some of the new authorities given to the
3 Equal Employment Opportunity Commission, in view of the functions
4 of the Federal Office of Contract Compliance in the Department of
5 Labor and the redefinition of a lot of educational programs which
6 have been formerly through the Office of Education, but now is
7 being contracted out to the National Institute of Education, and
8 so we no longer have the authority to review Affirmative Action
9 plans.

10 But to whatever extent that we review them, and I can only
11 speak for the Regional Office, we try to do as thorough a job as
12 we can.

13 VICE CHAIRMAN JIMENEZ: Thank you very much, Mr. Lee.

14 The next person to present testimony is Mr. Carson Amos
15 from the Department of Human Resources Development. He is not
16 here, but he has submitted a letter, so I will read it into the
17 record, and then we will give some responses.

18 "Mr. Herman Sillas, Jr., Chairman,
19 California State Advisory Committee
20 Western Regional Office
21 312 North Spring Street - Room 1015
22 Los Angeles, California 90012

23 "Dear Mr. Sillas:

24 Thank you for your invitation to attend your hearing in
25 San Francisco this Saturday, June 23, 1973. I regret that
because of other commitments I will be unable to speak before
your members. However, I am enclosing a brief statement

1 which comments on our efforts and activities related to the
2 concerns of Asian-Americans. In addition, if during the course
3 of your hearings specific questions are raised about our pro-
4 grams and operations, I will be most pleased to respond in
5 writing."

6 Enclosed with that letter was a summary and I will read it
7 for the record.

8 "The Department of Human Resources Development has as its
9 mission the providing of a full range of employment services,
10 unemployment and disability insurance claims to qualified
11 individuals.

12 "There are over 200 offices serving the State, of which
13 48 are in the San Francisco Bay Area. In San Francisco we
14 have an office providing services to the large Asian-American
15 population in the Chinatown area, managed by Mr. Steve Lee.

16 "In offices which have significant number of Asian-
17 Americans applying for service, we provide full-time inter-
18 preter service for applicants who are not fluent in English.
19 In other offices we can usually provide translation by telephone
20 for persons who speak only Chinese, Japanese, Tagalog, Samoan
21 or Korean. We believe that language has not been a deterrent
22 to providing service.

23 "In the nine-month period from July 1972 to April 1973,
24 Bay Area offices had 11,587 Asian-Americans registered for work
25 and had placed 1,563 (13.5%). During this same period, the Bay

1 Area offices had a total registration 270,286 persons and had
2 placed 30,341 (11.2%).

3 "The Department has an aggressive Affirmative Action pro-
4 gram designed to hire women and minorities. As of March 1973
5 we had 569 Asian-Americans on our staff, or about 5% of our
6 total employees."

7 So we will enter that into the record.

8 MS. HERNANDEZ: Mr. Amos has been in the audience yesterday
9 and most of today.

10 VICE CHAIRMAN JIMENEZ: Yes.

11 MS. HERNANDEZ: Would it be possible, then, to have some
12 sort of summarization of some questions raised with respect to
13 problems of HRD and have him respond in writing?

14 VICE CHAIRMAN JIMENEZ: Yes.

15 We are now only two hours behind. The next person will be
16 Dean Sanford Elberg.

17 Dean, I want to thank you very much for your patience. I
18 am sure that the University never runs this far behind, but thank
19 you for your tolerance.

20 DEAN ELBERG: We are always late, Mr. Chairman.

21 Chancellor Bawker and many of us collaborated in sending
22 Chairman Sillas the letter of June 21, which summarizes, as much
23 as we felt we could get in, the matters of the distribution of
24 minority students, for the Fall academic employment January 1973,
25 career staff employment, and so forth, on the Berkeley campus.

1 I am only speaking for the Berkeley campus.

2 I do not know what else you would be specifically interested
3 in, but I should just say, to try to bring this to a prompt conclu-
4 sion in your behalf, that the Asian students at the University of
5 California at Berkeley have a long history of -- in my own experi-
6 ence of more than 40 years -- having been, I think, assimilated
7 into the normal pattern. They comprise about 10% of the Doctorates
8 in Philosophy that are given each year, and the numbers of teaching
9 assistants and research assistantships which are awarded to them
10 are larger than their general proportion on the campus, so that
11 they hold more of the academic staff appointments on the Berkeley
12 campus than any of the other minority groups. They cover, as you
13 see from the letter, about 2,200 of the undergraduates, which is
14 about 12.8%. At the graduate level, which is my main concern,
15 we have about 421, or did in the Fall of '72, and that is about
16 5.1% of the graduate population. It has been up to about 6.4 this
17 year out of the total of 9,200 graduate students.

18 I don't know what specifically you would like to ask, but
19 these are the facts that I thought you might wish to know.

20 VICE CHAIRMAN JIMENEZ: There have been several questions
21 raised and other testimony which does not necessarily coincide.
22 But unless the Committee has some questions -- and I am sure we
23 do -- I would like to finish what I am going to say and then maybe
24 with that in mind we can limit some of our questions.

25 Several things have been raised, and we would like the

1 University to clarify and, hopefully, what we ask you to submit
2 won't be too burdensome. We will make these available to you as
3 soon as the staff can put the questions together and then we will
4 ask for a response on your part, if this is agreeable.

5 DEAN ELBERG: Yes, Mr. Chairman, I also brought the com-
6 plete Berkeley campus employee statistics which I can leave, and
7 it covers all categories, including from the professorial down to
8 the janitorial, if you will.

9 VICE CHAIRMAN JIMENEZ: Thank you very much.

10 MS. HERNANDEZ: Could I ask one question?

11 In the material that you have, does that also indicate
12 which of the professorial staff are tenured?

13 DEAN ELBERG: Yes, it is broken down, associate professors
14 and assistants and, of course, it is just professor and associate
15 professor that would be tenured.

16 MS. HERNANDEZ: Are all professors and associate professors
17 tenured?

18 DEAN ELBERG: Yes.

19 MS. HERNANDEZ: All of them are?

20 DEAN ELBERG: Yes.

21 MR. LAU: Does that include their rate of pay?

22 DEAN ELBERG: That is standard, yes.

23 MR. LAU: Do you have the data on the rate of pay for
24 white professional staff at U.C. at Berkeley so that we could com-
25 pare that?

1 DEAN ELBERG: What do you mean by the "professional staff"?

2 MR. LAU: So that we could compare the rate of pay for
3 Asian-Americans as against --

4 DEAN ELBERG: You mean the professorial?

5 MR. LAU: That is correct.

6 DEAN ELBERG: It is the same. You cannot -- there are not
7 individual salaries at the professorial levels, and that can only
8 be on the hard state money. There are six steps, and if one pro-
9 gresses normally from Step 1 to Step 6, those are the salary
10 gradations based on merit increases, but everyone progresses in
11 the same way.

12 MS. JACOBS: Might someone be hired in as Step 1 where
13 someone else might be hired at Step 3? We would like to know be-
14 cause that does affect the salary.

15 DEAN ELBERG: Right.

16 MS. JACOBS: Where are people hired in and what is the
17 salary of Asian staff members and the white and the other minori-
18 ties. If we could get that figure submitted to the staff --

19 DEAN ELBERG: Yes, it is not broken down within the steps
20 of each grade, and that we can certainly get.

21 MS. HATA: Do your figures differentiate between foreign
22 citizens and American-born?

23 DEAN ELBERG: Oh, yes, there are -- the figures include
24 the foreign-born.

25 MS. HATA: Your figures include the foreign-born?

1 DEAN ELBERG: Yes.

2 MS. HATA: And you say that all associate professors and
3 full professors are tenured?

4 DEAN ELBERG: Yes.

5 MR. LAU: Dean, I had a question. Your figures show that
6 Asian-Americans comprise 12.8% of the undergraduate student body
7 and then, when we go to the graduate school, it shows that we are
8 down to 5.1%. Do you have an explanation for that dramatic drop
9 in the graduate school?

10 DEAN ELBERG: No, I don't. Of course, one of the points
11 that I think bears on this is that the Asian students, on gradu-
12 ating, probably go to other graduate schools, and we get out-of-
13 state Asian students as well. But most of them, it seems to me,
14 are in the biological sciences and those overall percentages are
15 very dangerous.

16 For example, one should see the distribution of the students
17 in the various divisions of the Berkeley campus. For example, in
18 the biological sciences -- I think in the biological sciences --
19 the figure for Winter '73 shows that of all of the graduate
20 students in the various categories -- that is, those at the stage
21 that we call advanced candidacies for doctorates -- they are the
22 highest percentage of all minorities. They are 3.4%. They are
23 high also in the physical sciences at 3.0%. And they drop in the
24 social sciences and in our Berkeley professional schools.

25 Of course, we don't have medicine or dentistry or nursing,

1 and many of ours go over to the San Francisco campus, into the San
2 Francisco Graduate Division, U.C., and do not count.

3 And I really, from what I have seen, they are very pro-
4 fessionally inclined and I think a lot of them are -- undergradu-
5 ates are pre-meds, if you will, and professional school directed,
6 and go to the other campuses.

7 MR. LAU: You mentioned the biological sciences. Do you
8 have a figure on the number of Asian-Americans in the biological
9 science graduate school?

10 DEAN ELBERG: Yes. In the biological sciences, there are--

11 VICE CHAIRMAN JIMENEZ: Could you also identify for what
12 year you are speaking?

13 DEAN ELBERG: Yes, I was about to do that. This print-
14 out, which was all I could get hold of yesterday, is for the Fall
15 of 1970, so it has increased. But at that point there were in
16 the biological sciences 13 of the Asian, and that is the highest
17 of any of the minorities. These are registered students. Most
18 of those 13 are in the doctoral program rather than the masters,
19 so that they are at a high level.

20 MR. LAU: What percentage of all Asian-American graduate
21 students would that figure of 13 be?

22 DEAN ELBERG: Just a second. I have that for you. That
23 would be 13 out of 231.

24 MR. LAU: And then how many did you have in the physical
25 sciences?

1 DEAN ELBERG: In the physical sciences, that would be 26.5
2 out of 231.

3 MS. HATA: How do you wind up with a half person?

4 DEAN ELBERG: That is done according to the number of units
5 a student takes. A full person, full is one that takes anywhere
6 from eight to twelve units and, to be arbitrary, anyone that takes,
7 say, four units is labeled as a half.

8 MS. HERNANDEZ: So someone taking four units in the physi-
9 cal sciences would wind up with a half?

10 DEAN ELBERG: He is probably a part-time student, or she.

11 MR. HESBURGH: The things we have seen this morning indi-
12 cate that the percentage of Asian students has increased over the
13 past 15 years, the percentage of the student body. I asked the
14 question at that time what reasons there were for this, whether
15 the University attempts to attract more or whether it is accepting
16 a greater proportion for some reason, and I would like to know what
17 your reasons -- what reasons you would give for that increase.

18 And the second part of the question is whether or not it
19 will probably continue to increase, stabilize or decrease. Some
20 people have testified they thought it would start going the other
21 way, so I would like your opinion on that.

22 DEAN ELBERG: If I may, I would like to answer the second
23 one first. In 1967 I started the graduate minority program in our
24 own office, program of financial support. And that has been going
25 on since then, rising annually in terms of the amount of money the

1 Regents have made available, and the Chancellor from his resources.
2 The reason I raise this is we have a commitment at the graduate
3 level to increase the percentage of graduate students, of minority
4 graduate students, in the graduate population.

5 Irrespective of the minorities, I suspect disastrous
6 effects in October; that is the first fall-out of students due to
7 the loss of federal support. We will, therefore, have to put more
8 of our minority money than we have been doing into whatever minority
9 groups begin to show some signs that they cannot come. And since
10 we do ask every student to tell us whether he is coming, after we
11 send him the letter of admission, and if he is not, why, we do
12 have about two months in advance to prepare for that kind of in-
13 formation and to adjust in the office the awards, so that I don't
14 think we will see any change. In fact, I think we will continue
15 to see an increase in the Asian student population because the
16 Asian student is traditionally completely eligible, as the white
17 majority student has also been, has never had to have any special
18 consideration in terms of the quality of his academic work in
19 high school, undergraduate work, and competes for Fellowships and
20 all other University accommodations in the same way as the white
21 majority. And I think this, of course, is quite unique.

22 Therefore, I suspect that the Asian, for other family and
23 social reasons, will continue to rise, even though there may be
24 other minority groups that show some faltering. Since we can only
25 support about 600 out of the 1,300 in the minority program -- and

1 of course there are many minorities there that are not in our pro-
2 gram because they are financially able to carry themselves. Since
3 we can only do that, then I have the feeling that we are going to
4 see some at least stabilization of the minorities and possibly a
5 continued increase of the Asian population, because I think they
6 will come even when we cannot in a specific case offer financial
7 assistance from the beginning.

8 MS. HATA: How many Asians has your office given assistance
9 to?

10 DEAN ELBERG: Seventy-two.

11 MR. LAU: I hope from your remarks that you are able to
12 differentiate between, though, who can do well academically and
13 those who are from poor economic backgrounds, because we do have
14 Asian-Americans who are not wealthy or middle-class people.

15 DEAN ELBERG: But we have never noticed that the Asian
16 applicants differ academically, as a group, from the white appli-
17 cants.

18 MR. LAU: Given that, do they differ economically from the
19 white majority?

20 DEAN ELBERG: I don't think so, because at Berkeley, of
21 course, we have an awfully large percentage of economically poor
22 graduate students.

23 MR. LAU: This statistic that you have in your letter
24 dated June 1973 is disturbing. Are you implying that this fall-out
25 from 12.7 in the undergraduate to 5.1 in the graduate student

1 division is a result of a drop in applications by Asian-American
2 students?

3 DEAN ELBERG: No, you see, even in the other Caucasians
4 it drops from 70 to 64. In other words, there just is a drop of
5 people that don't go on to graduate work.

6 MR. LAU: But both of the bottom figures add up to 100%,
7 Dean.

8 DEAN ELBERG: Yes, that is just a hundred percent of the
9 population.

10 MR. LAU: That is correct, and of your population it seems
11 that out of every two and a half persons who start out and finish
12 in the undergraduate division, or don't finish, we get one person
13 who continues on into graduate school.

14 DEAN ELBERG: I think that that is true for the whites.

15 MR. LAU: Well, they do drop from 70% to 64%, and I guess
16 somebody else took their place, but what about the Asian-Americans?
17 There is a dramatic drop of two-and-a-half to one and there must
18 be some significant reason other than the fact that --

19 DEAN ELBERG: Well, I think that what you are seeing here
20 also is the fact that the graduate division is only one-third of
21 the total of this campus.

22 MR. LAU: I understand that.

23 DEAN ELBERG: There are only 9,200 and that is a fixed
24 figure. It can't vary above that.

25 MR. LAU: I agree with you, Dean, but why do we go from

1 22 down to 42 when the actual ratio should be from 2,200 to slight-
2 ly more than a thousand?

3 DEAN ELBERG: The only thing I can suggest, and I don't
4 think that is a true University-wide figure of the Berkeley campus--
5 I think that what is happening there is the Berkeley campus is not
6 offering what these students want at the graduate level as much as
7 it might offer others.

8 MR. LAU: Well, Dean, I have a figure here. In your under-
9 graduate enrollment for the Fall 1972, in letters and science we
10 have 1,689 out of 2,224, and the other category we have 1,265, and
11 on a prorata basis it seems to balance itself out. I was just
12 wondering if the University had Affirmative Action policies in
13 regard to recruiting Asian-American graduate students, because you
14 mentioned that we are minority students and I wondered if we were
15 being treated the same as the other minorities.

16 DEAN ELBERG: It is my understanding at the graduate level
17 we are, although I know that there are accusations or allegations
18 that we are not, but I have no specific answer that definitive at
19 all as to why in '72 there were 13.8 undergraduates and 6.4 gradu-
20 ates. I have given all the reasons I can give, but I do know that
21 the Asian students are a part of our total push, although not part
22 of the great minority program funding at the moment because they
23 command the resources that all other whites do, and they have
24 always competed.

25 MR. LAU: Academically?

1 DEAN ELBERG: And as far as winning Fellowships, scholar-
2 ships, student assistants, and so forth.

3 MR. LAU: Can I ask you this, Dean? Has your Department
4 been interested enough in this problem to investigate it and per-
5 haps seek some remedial action in regard to what seems to me a
6 lack of either recruitment or something?

7 DEAN ELBERG: You see, this is the first time it has been
8 raised.

9 MR. LAU: All right. If I raise it today, will your De-
10 partment look into it and give us a report on it?

11 DEAN ELBERG: Yes, indeed.

12 MR. LAU: Thank you.

13 MS. HERNANDEZ: Could we add another point to that? Could
14 you also take a look at non-traditional areas?

15 DEAN ELBERG: Oh, yes. What would you like?

16 MS. HERNANDEZ: Not necessarily to do it now, but, if you
17 will, when you're giving us the figures, I would like to know what
18 kinds of Affirmative Action programs you are likely to be engaged
19 in to recruit Asian-Americans into the non-traditional, and I am
20 using "traditional" in the sense that you said physical science
21 and biological science. Are there efforts to recruit Asian law
22 students, for example, Asian Med students?

23 DEAN ELBERG: Yes. The answer, I think, is "no," that the
24 normal applications have not been pushed up in law, as far as I
25 know. They have gone up quite a bit in engineering where they are

1 the highest of all the groups.

2 MS. JACOBS: I was hoping you would submit that material
3 to us, and that you would also do it for faculty and staff.

4 DEAN ELBERG: Yes, I have already done it for the faculty.
5 What I have here is just the students.

6 MS. JACOBS: I mean in terms of recruiting, in terms of
7 Affirmative Action plans for increasing your minority staff.

8 DEAN ELBERG: Yes, there is a large report that has been
9 submitted to HEW recently on the Berkeley campus Affirmative
10 Action Program.

11 MS. HERNANDEZ: You are now waiting for approval of an
12 Affirmative Action program which includes goals and time-tables
13 and target dates for all the minority population?

14 DEAN ELBERG: Women and the minorities.

15 MS. HERNANDEZ: Will you submit that to us also, or is
16 that still awaiting approval?

17 DEAN ELBERG: That is still awaiting approval.

18 MS. HERNANDEZ: Can you submit to us what you have sub-
19 mitted to HEW?

20 DEAN ELBERG: I will ask the Chancellor to send what he
21 can, yes.

22 MS. HATA: I assume you have an Affirmative Action Committee.

23 DEAN ELBERG: Yes.

24 MS. HATA: Could you tell me the breakdown of it, please?

25 DEAN ELBERG: Oh, Lord, it consists of all the minority

1 groups.

2 MS. HATA: How many Asians on your Affirmative Action
3 Committee?

4 DEAN ELBERG: There must be, I think, two or three.

5 MS. HATA: How many Asian women?

6 DEAN ELBERG: Oh, I don't know.

7 MS. HATA: How many from the tenured staff?

8 DEAN ELBERG: Well, I don't think the question can be
9 answered that way because, when you say "from" -- What I am
10 talking about is a campus-wide Affirmative Action Committee. But
11 when you are talking about the tenured staff and, therefore, the
12 faculty, that recruitment is done at the departmental level and
13 the departments are totally responsible for recruitment. There
14 are 70 departments operating independently to recruit the best
15 people they can get for the faculty slots that are available.

16 MS. HATA: Would you give us in your report a breakdown
17 of the makeup of your Affirmative Action Committee, who is on it,
18 what their positions are?

19 DEAN ELBERG: Yes. It is drawn from both the faculty and
20 the non-faculty community and the students.

21 VICE CHAIRMAN JIMENEZ: Thank you very much, Dean, and
22 thank you again for your patience. As I stated at the beginning,
23 we will have some questions that we will relate to you through
24 staff.

25 Thank you very much.

1 MS. HATA: One more question. There was some concern
2 expressed about the status of Asian-American studies on the
3 Berkeley campus. Could you clarify that for us, what their budget
4 is?

5 DEAN ELBERG: No, I cannot. That is not in my area, and
6 that is entirely in the area of the Dean of the College of Letters
7 and Science under the Department of Ethnic Studies.

8 MS. HATA: Do you suppose you could submit to us some
9 figures, some explanation of what is happening on your campus re-
10 garding Asian-Americans as to student enrollment, staffing, and
11 so forth?

12 DEAN ELBERG: Yes.

13 MS. HATA: Thank you.

14 VICE CHAIRMAN JIMENEZ: Thank you, Dean.

15 Our next speaker is Mr. Jeffrey Rothman of the San Francisco
16 Civil Service Commission.

17 MR. JEFFREY ROTHMAN

18 MR. ROTHMAN: My name is Jeff Rothman. I am representing
19 the Civil Service Commission of the City and County of San
20 Francisco. In view of the time element, I'd like to waive any
21 introductory remarks and respond to whatever questions there may
22 be from the Committee members.

23 MR. LAU: How many Asian-Americans are on your staff?

24 MR. ROTHMAN: On the staff of the Civil Service Commission?

25 MR. LAU: Right.

1 MR. ROTHMAN: I believe the current breakdown is approxi-
2 mately 15% of a staff of approximately 100 people.

3 MS. HERNANDEZ: Is that 15% of the entire staff?

4 MR. ROTHMAN: Of the Civil Service Commission.

5 MS. HERNANDEZ: Where do they fall, in the professional,
6 clerical or administrative categories?

7 MR. ROTHMAN: Well, the highest position held by a person
8 from the Asian-American community is the President of the Civil
9 Service Commission, Mr. Jack Chow. The next lowest would be the
10 Assistant Division Manager, one position; I believe there are a
11 couple at the Senior Analyst level; I believe there are approxi-
12 mately five at the Assistant Personnel Analyst level; and the
13 bulk would fall in the clerical services.

14 MS. HATA: How does the Civil Service Commission define
15 Asian-American?

16 MR. ROTHMAN: The Civil Service Commission defines the
17 Asian-American as Chinese, Korean, Japanese and Filipino at this
18 time.

19 MS. HATA: Do you have Korean and Filipino-Americans on
20 your Commission, on your staff of this 15%?

21 MR. ROTHMAN: Korean?

22 MS. HATA: And Filipino.

23 MR. ROTHMAN: Yes, we have several members of the Filipino
24 community; no members of the Korean community, to my knowledge.

25 MS. HATA: Do you intend to recruit from these other areas,

1 Koreans and perhaps even Samoans?

2 MR. ROTHMAN: Yes, we are continuing the process of re-
3 cruiting through the Human Rights Commission, and also through the
4 community agencies, HRD, and so forth, in those areas.

5 MS. HATA: When do you expect to get a Korean on your
6 staff in a professional capacity?

7 MR. ROTHMAN: Probably the next time we hold entry level
8 examinations in our professional titles will be this Fall, and,
9 you know, prior to that we will recruit throughout the Asian-
10 American community in San Francisco.

11 MS. HERNANDEZ: How will you do the recruiting?

12 MR. ROTHMAN: The recruiting will be done directly through
13 contact with the community agencies in the Asian community, and
14 also through the community liaison workers at the Human Rights
15 Commission.

16 MS. HERNANDEZ: You have identified all Asian-American
17 groups within the San Francisco area to whom those notices should
18 be sent?

19 MR. ROTHMAN: No, we haven't. Normally, the way we recruit
20 in terms of minority recruitment is through the Human Rights
21 Commission.

22 MS. HERNANDEZ: Do you use oral examination in selecting
23 people?

24 MR. ROTHMAN: Yes.

25 MS. HERNANDEZ: On those oral examinations, have there been

1 Asian-Americans sitting on panels and, if so, who?

2 MR. ROTHMAN: I don't have the names of the individuals.

3 MS. HERNANDEZ: What kind of ethnic persons?

4 MR. ROTHMAN: It would depend on what the particular exam
5 involved was. If it was principally at the entry level, it might
6 be someone involved in personnel admissions. It would depend
7 really on the classification being examined for, whether it was
8 administrative, whether it was clerical. It would depend on the
9 particular job.

10 MS. HERNANDEZ: Do you handle the recruitment for law
11 enforcement agencies?

12 MR. ROTHMAN: We share the responsibility for recruitment
13 in the law enforcement area. The Mayor's Council on Criminal
14 Justice has been awarded a large sum of money specifically for
15 recruitment activities among the minority groups.

16 MS. HERNANDEZ: To what extent is there going to be a
17 special out-reaching for Asian-Americans? As I understand it,
18 the Office for Justice is largely pushing at this point for blacks
19 and Mexican persons. How is your Commission going to supplement
20 those recruitment activities?

21 MR. ROTHMAN: Well, what we are involved in now is de-
22 veloping liaison with the various community agencies that repre-
23 sent the Asian-American community. We don't have an announcement
24 on the law enforcement area at this time, because one of the
25 critical areas of that announcement, we are more or less holding

1 off anything in the way of recruiting until that particular element
2 is resolved, the height requirement.

3 MS. HERNANDEZ: Are you going to comply with the recom-
4 mendation of the Law Enforcement Administration that any height
5 requirement which has the effect of limiting the participation of
6 minority groups will not be considered?

7 MR. ROTHMAN: There is no absolute decision that has come
8 out of it. Our General Manager met with the leaders of the Asian
9 community and also Chicano community to discuss the possible
10 elimination of the height requirement. There was no conclusion at
11 that time except that we will continue to confer with those leaders
12 prior to the time the announcement is actually published. It is
13 the anticipation that we will make every effort to eliminate what-
14 ever artificial barriers exist for Asian-Americans in the law en-
15 forcement area.

16 MS. HERNANDEZ: Does he meet with Korean and Filipino as
17 well as Chinese and Japanese?

18 MR. ROTHMAN: He meets with the Filipino leaders. I am not
19 sure about the Korean leaders.

13 20 MR. HESBURGH: A question we often have raised is this
21 whole problem of language barrier. In the areas of City employment,
22 the Police Force, the hospital, other areas such as this where
23 language is so important, what programs are being implemented by
24 your Department to help overcome this problem?

25 MR. ROTHMAN: Well, initially, last August, an Employment

1 Counsel Service was set up which provides direct counseling
2 assistance specifically for City employment to any prospective
3 City employee. We provide bilingual services in Cantonese, in
4 Tagalog, but we do not currently provide bilingual services in
5 Japanese or Korean. This is due to lack of available personnel.

6 There are some basics, perhaps, in terms of recruiting
7 people who are monolingual where that particular language is not
8 English, and that is at one stage or other of the examination
9 procedure they would be required either to read in English, write
10 in English, or speak in English.

11 MR. HESBURGH: Do you have any educational programs where
12 you are training people to be bilingual to overcome this problem?

13 MR. ROTHMAN: We have a series of programs coordinated
14 throughout the college district. The City College program is in-
15 volved in offering English as a second language, as well as skill
16 training.

17 MR. HESBURGH: But this language problem is such a major
18 problem, are you turning out enough graduates each year? In other
19 words, how many are actually graduating from Spanish courses,
20 Chinese courses, what-have-you? Eight or ten a year, where you
21 might need a hundred, or what are the figures?

22 MR. ROTHMAN: No, I don't know specifically how many people
23 graduate out of those courses, but as far as I know, there are no
24 less than six to ten courses offered each semester entitled
25 English, a Second Language, and that goes to a variety of Asian

1 communities and Cantonese-speaking communities, Tagalog, and I am
2 not sure about the Japanese-speaking community.

3 MS. HERNANDEZ: I think you are asking about the reverse.

4 MR. HESBERGH: I am saying the people on the staff of the
5 hospitals and people on the Police Force, what have they done
6 to take these people and allow them to attend classes so that they
7 can speak other languages? What have we done?

8 MR. ROTHMAN: We haven't approached the problem exactly
9 that way, but we do have a series of bilingual positions through-
10 out the various City offices. These are positions created at the
11 request of particular departments. For instance, the Department
12 of Social Services, the Department of Public Health, wherever there
13 is a request from a department indicating it would be necessary
14 to have a bilingual individual providing services at that level.
15 At that point we either offer an examination requiring a bilingual
16 person or we will certify an eligible, selectively based on the
17 fact that eligible has that particular bilingual skill. For in-
18 stance, if we are dealing with the Department of Public Health
19 and the service is to be primarily in Chinatown, the position will
20 require not only bilingual skills but will also require residency
21 within that particular area.

22 At this time we have been able, as far as I know, to supply
23 the Departments' requests in terms of bilingual personnel.

24 MS. HERNANDEZ: Has the Police Department made requests
25 for bilingual personnel?

1 MR. ROTHMAN: Most of the requests we get for bilingual
2 persons come from the Department of Social Services and the De-
3 partment of Public Health.

4 MR. LAU: I just wondered how many Asian-American depart-
5 ment heads are there in City government?

6 MR. ROTHMAN: Department heads? There is only one that I
7 know of off-hand, and that would be the gentleman who is the head
8 of EDP Section of the City, the Electric Data Processing.

9 MR. LAU: And is it your feeling that at this time the
10 City has recruited enough bilingual people so that all of these
11 departments which provide service for Asian-Americans have a
12 sufficient number of bilingual staff?

13 MR. ROTHMAN: You see, here the problem is this: Our
14 recruitment in terms of bringing in people with bilingual skills
15 is not so much of a problem as requests coming to us from the
16 departments requesting individuals with bilingual skills. But in
17 meeting the requests that we have currently before us, yes, we
18 have a sufficient number of eligibles to fill those particular
19 positions. Unless there were to be a tremendous increase in the
20 requests for individuals with bilingual skills, then we don't have
21 a problem.

22 MR. LAU: So is it your feeling that the Asian-American
23 community does not have a problem with service because of a lack
24 of bilingual people in these service-type departments?.

25 MR. ROTHMAN: My conclusion would be that the Civil Service

1 Commission has provided lists with a sufficient number of eligibles
2 to meet all requests coming from departments for individuals with
3 bilingual skills. We don't control the number of requests that
4 come in from the various departments.

5 MR. LAU: Does the Civil Service take any Affirmative Action
6 in regard to seeking out or finding out about needs for bilingual
7 services in the different departments?

8 MR. ROTHMAN: Most of the responsibility for identifying
9 needs for bilingual services rests with the individual department,
10 which is responsible for its own personnel needs in terms of ser-
11 vices that it is mandated to provide.

12 MR. LAU: So you are saying that you do not take an active
13 look unless someone else requests a bilingual service?

14 MR. ROTHMAN: Well, except in the sense that we have estab-
15 lished a program which makes bilingual eligibles available to
16 those departments requesting those individuals. As far as I know,
17 we have not actively gone into the departments to survey their
18 organization to determine whether they should be providing a
19 service in English, or Cantonese, or whatever. The responsibility
20 for a particular position, in terms of what service that position
21 is going to be involved in providing, rests with the appointing
22 officer of the various departments.

23 MR. LAU: If the Asian-American community, the citizens,
24 presented their problem with the language to your Civil Service
25 Department, would action be taken without some action being taken

1 by the individual departments?

2 MR. ROTHMAN: Well, you know, we could start at the point
3 of, if the feeling is that there are simply not enough, or that
4 we are not providing services as necessary, or we are not providing
5 services to the Asian-American community because we are not
6 capable of filling jobs with bilingual eligibles, or simply: Are
7 the departments organized in such a way that they have not con-
8 sidered those eligibles from the Civil Service list?

9 This is a real problem in terms of we do not identify for
10 them, for the most part, what jobs they need. They tell us what
11 they need and we provide an individual to fill that particular
12 job. We don't survey their particular needs.

13 VICE CHAIRMAN JIMENEZ: One last question.

14 MS. HATA: Can you get statistics regarding the appoint-
15 ments to various departments under Civil Service?

16 MR. ROTHMAN: Well, of course the Civil Service Commission
17 itself is responsible only for its own specific appointments, the
18 liability for maintaining racial and ethnic data.

19 MS. HATA: I am not talking about liability, just sta-
20 tistics.

21 MR. ROTHMAN: The racial balance statistics are maintained
22 by the Human Rights Commission. They are the only City department
23 that maintains those particular statistics.

24 VICE CHAIRMAN JIMENEZ: Can your Civil Service Commission
25 prepare and submit to us the number of requests made by various

1 agencies for bilingual personnel?

2 MR. ROTHMAN: Not in terms of how many.

3 VICE CHAIRMAN JIMENEZ: How many requests each agency has
4 made, let's say, over the last year and for what language?

5 MR. ROTHMAN: Sure.

6 VICE CHAIRMAN JIMENEZ: Thank you very much.

7 The next witness is Mr. Roger Taylor from the Fair Employ-
8 ment Practice Commission. Mr. Taylor?

9 MR. ROGER TAYLOR

10 MR. TAYLOR: I have very little to say except to bring to
11 your attention some things that the Commission has done in associ-
12 ation with the Chinese For Affirmative Action.

13 One, they printed an employment poster, fair employment
14 poster, in Chinese.

15 They printed a little leaflet which speaks to employment
16 as well as housing.

17 They printed this booklet, Employment Problems of the
18 Community, as presented in testimony. It was a public hearing.

19 As you know, we have a complaint-oriented agency, and
20 people of all ethnic groups come to our attention through the
21 complaint process. Last year, July 1, '72 to June 11 of this year,
22 we took a total of 48 employment complaints from Asian-Americans
23 and a total of nine housing complaints from Asian-Americans in
24 the San Francisco office. Now, the Seven Area office, the Los
25 Angeles office, would run about the same figure, making roughly a

1 total of 120 throughout the State for that time. When you compare
2 this with the total, overall complaints of 2,500 taken in the
3 State for this period, you can see the figure is very low.

4 Now, other than that, the only thing I can say is, the
5 Commission did make an error. I should say the staff did. We
6 placed a Filipino under "Native American" on one of our forms and
7 we are now changing that and it is in the process of being changed
8 at this point, and it was placed under the Asian-American group.

9 Now, with that, if there are any questions --

10 VICE CHAIRMAN JIMENEZ: Would it be very difficult for the
11 Fair Employment Practice Commission to designate Filipinos, Koreans,
12 Samoans, Chinese, Japanese as individual categories, so that you
13 could --

14 MR. TAYLOR: I can't say "no" and I won't say "yes," but
15 I don't think so, because the Commission, as I said, we are com-
16 plaint-oriented and we are all ethnic groups, the groups that we
17 work with. We would have an Asian-American group with about six
18 or seven different categories to it.

19 MS. HATA: How long does it take to process a complaint?

20 MR. TAYLOR: On the average, a complaint, an employment
21 complaint, will run 60 days.

22 MS. HERNANDEZ: Is that the point at which you turn it back
23 to the Equal Employment Commission?

24 MR. TAYLOR: No. We --

25 MS. HERNANDEZ: From the date of filing to the date the

1 Commission takes action is now 60 days?

2 MR. TAYLOR: Is now 60 days.

3 MS. HERNANDEZ: My goodness, you have improved tremendously
4 since I was Assistant Chief. You have no more complaints lasting
5 three years?

6 MR. TAYLOR: It is so very few, and the only reason is
7 because they have been transferred.

8 MS. HERNANDEZ: Has the Commission initiated any Section
9 1421 investigations relating to Asian-Americans?

10 MR. TAYLOR: No, but whenever we do a 1421, we include Asian
11 Americans, but I don't recall a request from the Asian community
12 for a 1421. However, Mr. Thompson works with Mr. Lang Che Wong
13 who is Co-Chairman for the Commission for Affirmative Action, so
14 they are together.

15 MR. LAU: What kind of follow-up has the FEPC done on the
16 hearing they held with the Chinese community here?

17 MR. TAYLOR: Follow-up in what sense, sir?

18 MR. LAU: What action was taken?

19 MR. TAYLOR: No action, as such. Just the fact that the
20 Commission is aware of whatever they bring to our attention. As
21 far as this Committee Hearing, this public hearing was concerned,
22 there was no action taken, other than publication of the document.

23 MS. HERNANDEZ: To whom did the document go when it was
24 completed?

25 MR. TAYLOR: Bank into the Chinese For Affirmative Action

1 group. It went to all of the Assemblymen, it went to all of the
2 Northern California public agencies and public employers, I should
3 say.

4 MS. HERNANDEZ: It was distributed to the State Legislature,
5 is that what you are saying?

6 MR. TAYLOR: Yes.

7 MS. HATA: Would you give us a brief rundown on your staff-
8 ing patterns, how many Asian-Americans are involved either in
9 clerical capacities or perhaps administrative capacities?

10 MR. TAYLOR: At the moment, there is no Asian on the Com-
11 mission. There was one formerly from San Diego but he resigned.
12 We have in San Francisco two Chinese professionals out of eight,
13 and we have one Filipino clerical out of four or five.

14 In San Diego we have a Filipino professional, so that is
15 three professionals out of a total of 32. Professional investi-
16 gators is what I am speaking of.

17 VICE CHAIRMAN JIMENEZ: Any other questions?

18 If not, Mr. Taylor, thank you very much, and if you would
19 take my personal greeting to Mr. Meany.

20 MR. TAYLOR: Yes.

21 VICE CHAIRMAN JIMENEZ: Mr. Frederick Kennedy and
22 Wellington Chew. Are they here?

23 MEMBER OF THE AUDIENCE: He is not here now.

24 VICE CHAIRMAN JIMENEZ: We have listed some people who
25 would like to testify. Because of the time and because we are

1 running late, and because you have been so patient, rather than
2 giving you 30 minutes like we normally do, we are going to give
3 you five and, hopefully, you can say what you need to say in five
4 minutes and we can respond or ask questions.

5 Can you give me a list of people who have requested to
6 speak, and I will call them?

7 We have Rose Pak, Sandy Ouye and Guy Ono, who, I understand,
8 would like to rebut some of the testimony that was presented by
9 previous witnesses. If you will come forward, please, and make
10 your presentation.

11 Would you state your full name for the record?

12 MS. PAK: My name is Rose Pak, P-a-k.

13 VICE CHAIRMAN JIMENEZ: Could you just hold it a minute,
14 please?

15 We will have to be very careful in receiving any testimony,
16 whether it be rebuttal or slanderous, or whatever. We have to be
17 very careful that we do not allow any defaming or degrading testi-
18 mony. I don't know how strongly you want to rebut, but if you are
19 going to rebut facts, then we can continue. If it may get into
20 other than that, we can take it in executive session. I don't
21 want to keep you from testifying, but if you think there might be
22 a possibility of defaming or degrading testimony, we will take it
23 in executive session.

24 MS. PAK: No, I am not talking about any rebuttal.

25 VICE CHAIRMAN JIMENEZ: You are not rebutting?

1 MS. PAK: No.

2 VICE CHAIRMAN JIMENEZ: I am sorry, Ms. Pak -- Miss or Mrs.?

3 MS. PAK: Miss.

4 VICE CHAIRMAN JIMENEZ: Miss Pak, I am sorry. Go ahead.

5 MS. PAK: My name is Rose Pak, P-a-k, and I am a reporter
6 for the San Francisco Chronicle. I am here as an individual. With
7 the background I have regarding the youth problem in Chinatown,
8 this hearing never mentioned anything about them and I thought
9 maybe I would share some of my experiences.

10 VICE CHAIRMAN JIMENEZ: Somebody voiced a concern. Have
11 you decided that you do not have that concern?

12 MS. PAK: I do.

13 VICE CHAIRMAN JIMENEZ: We can go in executive session,
14 if you care to wait. We will take your testimony.

15 MS. PAK: I have a request to make. I don't want anything
16 that I have said today to be published in the newspaper or on
17 television or radio. You can use the information, yes.

18 VICE CHAIRMAN JIMENEZ: Let me say that we are going to
19 do a condensation of this report and, if you are requesting that
20 your name not be used, that any information you give not be
21 directly --

22 MS. PAK: Regarding the courts and those things, yes.

23 VICE CHAIRMAN JIMENEZ: Then I think that that is a request
24 that we can -- Does that include videotape?

25 MS. PAK: I'd rather not.

1 VICE CHAIRMAN JIMENEZ: I think what we are going to do is
2 go into executive session and take testimony. So let me make
3 some closing remarks, and then we will open in executive session.

4 For any minority community, from Year 1 to now, the Federal
5 Government moves long after the problem and needs are reality for
6 any particular group. It moves when the time for prevention is
7 past. We move to reactionary type things.

8 The testimony we have heard today, these past two days,
9 confirms that for the Asian-American this is still the situation;
10 that this hearing has certainly raised some of the issues as to
11 whether or not the Federal Government is functional in serving
12 these five Asian-American communities that have testified.

13 Within our limited authority, we want to assure you that we
14 will follow up this open meeting.

15 In addition to this meeting, the Committee will conduct
16 another open meeting in Los Angeles, so that we will have a better
17 perspective as to the concerns of the Asian-Americans in urban
18 areas.

19 This Committee and the Western Regional Office staff will
20 be working with the Asian-American community groups and with local
21 and State and Federal agencies to bring about some of the under-
22 standing to finally resolve some of the problems that the Chinese-
23 American, Filipino-American, Samoans, Japanese, Korean-Americans
24 have shared with us at this hearing.

25 I would just like to say that the Committee -- and I think

1 I can speak for all of the Committee here and those who have left
2 the Committee has been given some information that, while we try
3 to be sensitive, has, I know, been eye-opening for all of us. Some
4 of the testimony was presented very eloquently and very touchingly,
5 and we will do all that we can within the power that we have to
6 assure that this day or these two days and the days that we are
7 going to have ahead of us will have as great an effect toward
8 bettering the conditions of the Asian-Americans.

9 The meeting is adjourned, and we will now meet in execu-
10 tive session, which means that the room will be cleared of everyone
11 who is not a member of the Committee or staff, and we will call
12 you as you will appear.

13 So, Ms. Pak, if you will, we will start with you and then
14 we will call Sandy Ouye and Guy Ono.

15 Will everyone else clear the room?

16 ---oOo---

17 (Whereupon the room was cleared of spectators, the doors
18 closed and secured by guards, and the following testimony was
19 taken in executive session.)

20 ---oOo---

21 VICE CHAIRMAN JIMENEZ: The Committee will now reconvene
22 in executive session and the first person to present testimony is
23 Miss ROSE Pak, P-a-k.

24 MISS ROSE PAK

25 MS. PAK: I am a reporter for the San Francisco Chronicle

1 and have been with them for almost two years now. Needless to tell
2 you, it took me exactly ten years to get what I wanted to do, to
3 be a reporter with a major newspaper.

4 Initially, when I applied for the job, I wasn't -- After I
5 got my Bachelor's Degree -- they turned me down, so I went on back
6 to school, got my Master's in Journalism from Columbia University,
7 because that is the only school that they agree to be the best
8 journalism school in this country. So I got that degree.

9 I came back and they hired me, and I was the first Asian
10 ever hired on the Editorial Staff since the paper started almost a
11 hundred years ago. Now I am still the only Asian in the Editorial
12 Staff. In the paper they are very -- well, they put "Editorial
13 Staff" including clerical, you know, secretaries, everything that
14 is staff. But when I talk about "Editorial," I only mean people
15 that have direct control of the news, people that write the news,
16 edit the news, that process. So I would put that figure close to
17 -- with correspondents and stringers, in the proximity of 150
18 people at least -- so I am the only Asian and one of five women on
19 the staff in that respect.

20 Basically, what I want to talk about is on -- Well, I'll
21 go back a little farther. Whereas people that graduate from local
22 universities, white, with a Bachelor's Degree didn't have to get a
23 Master's to get a job there, and also when they first hired me, I
24 had to go through three months as a copy girl before even I was
25 promoted to a regular reporter, whereas people just graduating with

1 a Bachelor's Degree from other universities, white, they were hired
2 as reporters. They didn't have to be copy boys or copy girls to
3 get to that stage.

4 The main thing I came here to talk about is the youth
5 problem in Chinatown, you know, since nobody dared to speak up on
6 it. I don't claim that I know the solution or anything of that
7 type, except that I want to elaborate on the difficulties, you
8 know, those youths face. Maybe I will just go off on one subject
9 and then you can direct questions.

10 For example, I don't have the specific date and I will
11 later give it to you, but some 30 police officers stormed into a
12 building, you know, a house in the Sunset District which they
13 claimed belonged to a gang, you know, a particular gang. Without
14 search warrants, they stormed into the building, have them all,
15 you know, put their hands up for at least 45 minutes, ramsacked the
16 whole house -- I mean, I was there the day after and I mean every-
17 thing was just torn to shreds, you know. And from talking to some
18 of the youths, they told me -- I was a reporter then, you know,
19 interviewing them -- and one of the kids said Sgt. Philco -- I
20 think was his name -- and they asked Sgt. Philco, "Do you have a
21 search warrant?" And Sgt. Philco was purported to have said,
22 "Don't give me any of that crap. You don't go by the rules either."

23 This is just one of the things that I have, you know, seen.

24 And also there is a systematic sweep of Chinatown, picking-
25 You know, what the police officers will do, they will block off

1 sections of the street and just pick up any kid with long hair
2 and a Chinese look, or Oriental-looking, and they will hold them
3 for, you know, whatever, 48 hours without charge; that or 24 hours,
4 and they will release them the next day. No charges.

5 But by the time, you know, you pick up a kid for the third
6 time, you know, the Judge -- the police officer will tell the
7 Judge this kid had four previous records, you know. Except that
8 they were charged with things that didn't mean a damn thing, just
9 so they would have a previous record. That is how the police
10 officers do.

11 I have witnessed one particular incident where police
12 officers, you know, go up the street and there were five kids, you
13 know, standing on the street corner and the police officers would
14 just be saying, "Get out of the way."

15 And the kid said, "Well, I didn't do anything wrong. I am
16 just standing here."

17 "You are obstructing traffic, blocking the sidewalk,
18 littering," or something of that nature, the police said. And so
19 they try to push the kids away and the kids, you know, of course
20 pushed back, so that is assaulting an officer, resisting arrest.
21 By the time the kid got up to the police station, he had about
22 four charges against him, littering, obstructing traffic -- I don't
23 know, but I think it is resisting arrest, assaulting an officer.

24 Of course, nothing can be proved in court, but they hold
25 them up for whatever time it is, and then they release them.

1 You can, you know, imagine the frustration or anger that
2 those kids feel. If I were the kid, when I see a cop the next
3 time, I would smash his head against the wall. That is what I
4 would do. Okay.

5 In courts -- Now, I happened to be assigned down to the
6 Police Station, you know, Hall of Justice beat, for several days
7 one time. I wasn't covering -- to hear the court hearings about
8 the trials, but I just sat in during my break or when I had time,
9 and I was just appalled at, you know, the insensitivity showed by
10 the judges and the police officers, and everybody, the things that
11 they can get away with. We have a judge, I think, that was in
12 Judge Prasso's court. I don't know how to spell his name --
13 P-r-a-s-s-o, I think. That particular day there was, you know,
14 three kids who were charged with assault with a deadly weapon.
15 And what they meant was, you know, they just beat up a guy --
16 alleged to have beaten up a guy, but police officers found no
17 knives, no weapons whatsoever on the boys when they searched them,
18 and yet normally the bail would be \$200.00, you know, approximately
19 that amount. But because of what the officers tell the judge
20 behind -- in chambers, or whatever -- the judge put \$50.000 bail
21 on each kid, each of the three kids, you know, because they claimed
22 that they are gang members and that they intimidate witnesses,
23 and what-not. All hearsay, nothing proven in court.

24 And then it wasn't even a pre-trial hearing; it was just
25 a bail hearing, you know, and they managed to get all of those

1 things in. In other words, the judge is sentencing those kids to
2 jail without a trial.

3 And then one kid, well, you know, he would probably say he
4 understands some simple English words but he can't understand what
5 is going on in court, let alone those charges. So here you have
6 this judge saying that, "Well, that kid says he doesn't understand
7 English but the police officer said that he heard him threatening
8 a witness, that he was going to kill him." So this kid is playing
9 games with the court by pretending he doesn't speak English.

10 Now, we all know that the first word we learn in any
11 language is either to ask for assistance or slang, or whatever, you
12 know, "I will kill you." Those are the words that you pick up.
13 So the fact that it wasn't even proven that he had said those
14 words -- and that is what made the judge decide to set the bail at
15 such a higher, you know, amount.

16 And then down at the City Hall, another trial, the judge
17 put a gag on the trial so I couldn't report anything. But here's
18 a judge shaking his finger at, you know, two kids and saying, "We
19 let you come to this country. How dare you abuse this privilege?"
20 And, you know. Who is the judge, you know, to tell them? Who is
21 the judge to let them into the country? They have just as much
22 right as the judge has.

23 This is the kind of thing that they encounter. I just
24 don't even know, you know --

25 VICE CHAIRMAN JIMENEZ: Then there is what you consider to

1 be police harassment of youth?

2 MS. PAK: Of course.

3 VICE CHAIRMAN JIMENEZ: And is this just limited to youth,
4 as you know it? I know you don't want to refer to --

5 MS. PAK: Because it so happened I was covering the youth,
6 you know. I was doing a series of stories on gangs and I happened
7 to be around them, is how I knew of this.

8 VICE CHAIRMAN JIMENEZ: Let me ask you one question, and
9 then the rest of the Committee might have some questions they want
10 to ask.

11 Do you know whether or not police harassment of Asian-
12 Americans, Chinese, Japanese, whatever it may be -- and let's say
13 situations where they ask them for their papers or their --

14 MS. PAK: I have witnessed one, but I have heard a lot of
15 cases like that. And then you see -- and also -- and another
16 thing that I witnessed in court -- Let me finish with the courts.

17 I heard the judge, you know -- the reason the judge gave
18 me that he placed a gag on the trial was that the defendant was
19 threatening the lives of the jurors and that one of the friends
20 of the defendant actually slashed a tire of the juror, you know.
21 Now, to me that was -- I just laughed, you know, because here you
22 have a 15-year-old kid just, you know, in a trial and they have
23 just selected a jury. Even the most fast can't work that fast,
24 you know, to find out where the jurors are working, where do they
25 live, and what kind of cars they own -- a 15-year-old, and, you

1 know, have influence enough to get a guy out and slash a tire of
2 a juror. And it was never even proven, you know, and it was just
3 accepted at face value. So they put a gag on the trial -- "Don't
4 release this, don't let anybody in." And it prejudiced the minds
5 of the jurors before the trial even started, you know.

6 As far as I am concerned, you know, the police could have
7 done it. It is just that absurd, you know. And I know --

8 MS. HERNANDEZ: Do you have any information -- I don't
9 know if you covered it at all -- on the case of the young man who
10 has been in jail for some time, and I think it was your newspaper
11 that came up with the information to indicate he was not guilty.

12 ... MS. PAK: Well, that, you know, is a question, too. You
13 know, the District Attorney's Office said that we are lying, you
14 know, and that we, our paper, is at a standstill and we couldn't
15 get the prosecution witnesses, you know. It is just at a stand-
16 still.

17 VICE CHAIRMAN JIMENEZ: Is this trial still in the courts?

18 MR. LAU: It is on appeal. Isn't someone doing an appeal
19 on this?

20 VICE CHAIRMAN JIMENEZ: Can we accept testimony on a case
21 on appeal?'

22 AN UNIDENTIFIED VOICE: As long as it is in executive ses-
23 sion, not public record, she can say anything she wants.

24 MS. PACK: Well, you know, to me, you know, I am not saying
25 that Joe Fong is not guilty of previous crimes or anything, but I

1 sincerely believe that this was a setup, you know. The police
2 have been after Joe Fong for a long time. So they were able to
3 utilize one group to set up another group. And the attitude, you
4 know -- Like I have heard Inspector McKinner -- I think he is
5 from Homicide -- said, you know, "Well, we will get that son of a
6 bitch yet," you know, that kind of attitude, you know.

7 In other words, to say he was going to get him, no matter
8 what, you know, so no matter what tactics they use to get him, and
9 I think he was convicted because of it.

10 And also, all the pre-trial publicity now about gangs and
11 what-not, you know, certainly didn't help.

12 And the youth, you know, the youth members in the community,
13 they didn't want to come out and speak because of the simple rea-
14 son, you know, their records might not be clean or, I don't know,
15 for whatever reason.

16 See, I had arranged a meeting with Joe Fong and a couple
17 of other kids to see the Mayor, and that raid took place, you
18 know, one day after we went to the office. I didn't get to see the
19 Mayor, but I arranged to speak to a couple of deputies of the
20 Mayor, during which we talked about those kids were going to submit
21 the documented evidence of police corruption, and we in fact told
22 the deputies that and, for the next meeting, then they were sup-
23 posed to come up with the documented evidence, you know. They
24 weren't going to turn the evidence in to the deputies; they were
25 going to hand it to the Mayor, and the condition was that I would

1 be there and I would get an exclusive. That was the arrangement.

2 And then the next day, I thought it was quite a coincidence
3 that they had a raid of the place and, you know, I think, you know,
4 our paper actually took some pictures of the after scene, and also,
5 too, during that night, you know, of the boys. We had the pictures
6 but, you know, I mean I can't get them out and give it to you
7 except that I can supply you with the dates and what has been
8 published.

9 VICE CHAIRMAN JIMENEZ: Any questions from the Committee
10 panel?

11 MS. HATA: You are talking about harassment. Do you mean
12 verbal or physical?

13 MS. PAK: You see, what you do is, you know -- but I guess
14 you can say it is difficult to prove in court -- they see you, five
15 of you, standing maybe not abreast but in a circle, you know, in
16 the middle of the street. So two police officers will come up
17 and bump into you and say, "Get out of the way. You are blocking,
18 obstructing traffic." You know, that kind of thing. So the kids
19 turn around and push you back. And so, you know, there is physical
20 contact, you know. I have seen it happen, you know, and, too, a
21 couple of my friends who -- one of them also works in the Chronicle
22 -- have seen police actually, when they have blocked off the
23 streets, drag out the kids from a restaurant, inside a restaurant,
24 you know, they were inside the restaurant, to drag them out and,
25 you know --

1 MS. HERNANDEZ: Are there any instances that you know of,
2 similar situations, related to the schools? The police also get
3 called to the schools in certain situations?

4 MS. PAK: The schools, the way I understand it is, any
5 back yard -- school yard fight, the principal will turn, if you
6 know, as a gang fight, and the the police will come in and most of
7 the kids that I am talking about are all school-age kids.

8 And then another recent thing that happened was the four
9 kids that were indicted by the Grand Jury, I think it was a week
10 ago, or so. Out of the four -- they are all 19, considered
11 juvenile, all four juveniles -- out of all four of the people, one
12 was a mixed, you know, I think he was half Korean and half American.
13 But the kid had a Caucasian name, Chamberlin. Of all the four
14 people indicted, Chamberlin was the only one that was going to be
15 tried as a juvenile. The other were three Asian names, you know,
16 and they were going to be tried as adults.

17 Well, I didn't -- I never got an explanation. I couldn't
18 get an explanation from them, you know, but that is an occasion
19 that, you know, there's something wrong. You know, the kid is 17
20 and so are the other kids. Why should one be tried as an adult
21 and the other kid with a Caucasian name tried as a juvenile?

22 VICE CHAIRMAN JIMENEZ: Any other questions?

23 Miss Pak, thank you very much.

24 MS. HATA: She is also a media person.

25 VICE CHAIRMAN JIMENEZ: Do you find any discrimination in

1 the news media?

2 MS. PAK: Yes, I will give you a rundown. Besides, you
3 know, on the reporting staff, you know, I am the only Asian.
4 There's only two more blacks. There's no Korean, no Chicano. And
5 in the City of San Francisco the majority of the population is
6 non-white, you know, and yet, you know, I am the -- one of the
7 three minority people.

8 MS. HERNANDEZ: What about the Examiner's staff?

9 MS. PAK: The same. Our paper, the first time six months
10 ago took what they call Affirmative Action, some kind of a program
11 in which they trained three, you know, minority staff. But as I
12 understand it, you know, it would be ending this month and they
13 have no intent of picking it up again.

14 Nobody has really attacked the newspapers yet, you know.

15 VICE CHAIRMAN JIMENEZ: The press has to attack the news-
16 papers. (Laughter.)

17 MS. HERNANDEZ: There is a media coalition that is trying
18 to do something.

19 MS. PAK: Yes, they always spend their effort on radio and
20 television, you know.

21 MS. HERNANDEZ: But they are not doing anything on the
22 pencil work?

23 MS. PAK: No, and I am in a very tight spot with them be-
24 cause I challenged them on so many things that, you know, I am
25 sure they can't fire me because I have a contract, you know, but --

1 a Guild contract, but, at the same time, they can make life very
2 difficult. That is why I wanted to have this closed session.

3 VICE CHAIRMAN JIMENEZ: Thank you very much.

4 That concludes the closed-session hearing.

5 We will now reconvene in open session.

6 May we have our next witness?

7 I believe the CANE wishes to rebut.

8 MEMBER OF THE CANE PANEL: All I want to do is sort of
9 answer the questions that the Agency couldn't answer, and the main
10 one is the thing around the four-block area. The four-block area
11 was discussed as the renewal, but it didn't take into account the
12 other block and the question of why the Japanese find it hard to
13 move out of the area.

14 I will have to draw a map because --

15 One thing the City Planning Department -- this is an
16 assumption I make -- is that one thing the City Planners do is use
17 freeways, highways, main thoroughfares and other high-rises, big
18 construction, to block in different communities.

19 So this is the four-block area called Nihonmachi. This is
20 the JARF Project that they're talking about. This is the Japanese
21 Trade Center. This is the Sequoia Towers. This is Geary Boule-
22 vard. Geary Boulevard is a divided, eight-lane thoroughfare. It
23 is a freeway. To get across it, you have bridges here (indicating).
24 But on Webster Street, to the west, there is like a four-lane
25 divided thoroughfare similar to a highway, just not as much traffic.

1 So you are blocked in on the west, the south, and then on the east
2 you have all high-rise apartments along Gough Street, all the way
3 along.

4 MS. HERNANDEZ: Is that Gough?

5 MEMBER OF THE CANE PANEL: Yes.

6 MR. LAU: Any Asian-American living in other low-cost
7 housing units?

8 MEMBER OF THE CANE PANEL: The ones over here aren't built
9 yet. There is one planned for right here, and then one over here,
10 and one over here (indicating), but two blocks away. Those aren't
11 built yet.

12 And up on the north we have Pacific Heights, and anyone who
13 lives in San Francisco knows that Pacific Heights is an area, an
14 exclusive area, for the rich, sort of upper-middle-class. So we
15 are blocked in on all four sides.

16 The only block that we can think of to expand to right now
17 is this block, and maybe this block, and maybe along the edge of
18 this block here (indicating). So this is one of the reasons why
19 the Japanese in this area are moved into the housing project where
20 you are down about three or four blocks.

21 On the north is the Pacific Heights district, and west, we
22 just call that the Richmond District. That starts from around
23 California Street. This would be Bush, Pine, California, about
24 two blocks away. But in between there is an area that is sort of
25 mixed. There's nice houses and there's fairly nice houses.

1 Then on the east you have Gough Street, and on the east
2 side you have high-rise apartment buildings that are starting to
3 come over this hill, starting to come into the Japanese Town, what
4 was formerly Japanese Town, and also all the way down Gough to
5 about Eddy Street, which is about six blocks down.

6 Then on the south you have Geary Boulevard, which is an
7 eight-lane, divided thoroughfare. And below Geary, to the south,
8 three or four blocks to the south, are the low-cost housing units.

9 On the west you have Webster Street, which is also a
10 divided, four-lane street which is crossed with a bridge going
11 across the Trade Center like this (indicating). The Trade Center
12 is here -- so that the people in the Trade Center don't have to
13 cross down the street and go across the bridge. And there is a
14 low-cost housing unit on this side, or, well, there is one that
15 is planned to be built here.

16 VICE CHAIRMAN JIMENEZ: It is just west of Webster?

17 MEMBER OF THE CANE PANEL: Just west of Webster, and then
18 this is one, two, three blocks west on Webster.

19 And the Japanese community before used to be all the way
20 to Gough Street, down to McAllister, about nine blocks, nine
21 blocks south, and about three blocks over from Webster Street.

22 VICE CHAIRMAN JIMENEZ: West of Webster?

23 MEMBER OF THE CANE PANEL: West of Webster, and about up
24 to about California Street on the north.

25 MS. HERNANDEZ: It wasn't all Japanese Town, was it?

1 MEMBER OF THE CANE PANEL: No, that is what I said; it was
2 a very mixed area, as I recall, racially and ethnically, yes. But
3 that is where the 3,000 Japanese lived in this area.

4 MS. HERNANDEZ: Mixed in with other racial and ethnic
5 groups in this area?

6 MEMBER OF THE CANE PANEL: Yes, and concentrated more along
7 Geary Street.

8 And the other thing I wanted to clear up was the thing
9 about Nihonmachi Development Corporation, which Mr. Keller con-
10 stantly referred to as the Japanese community, in that he referred
11 to them as businesses, residences, homes, and resident businesses.
12 But the make-up of that -- and I don't have the exact statistics --
13 is mainly businesses, some residents but they are home-owners and
14 some residence businesses. So that the make-up of them are mainly
15 businessmen and home-owners or landowners at least, and the thing
16 is today, and in the past, before, with meetings with the Rede-
17 velopment Agency, community meetings we have had with them, he has
18 tried to constantly use either the JARF project or the NCDC, which
19 is the Nihonmachi Community Development Corporation, like a divider
20 to get the community to stop fighting among themselves.

21 And one position of CANE is that they support the JARF
22 project and that they are trying to work together with the Develop-
23 ment Corporation. Another point was that the Redevelopment Agency
24 has only one Japanese-speaking representative and they have no
25 written material in Japanese at all, or, if they do, they are hiding

1 it.

2 MS. HATA: I thought he gave us a figure of three.

3 MS. HERNANDEZ: You are saying one, not three?

4 MEMBER OF THE CANE PANEL: There are two representatives
5 that we know of and only one speaks Japanese, and we don't know who
6 the other person is he was talking about.

7 He is saying they can't move anybody out until there is
8 something that is going to be built or developed on the area.

9 There have been lots of Japanese Town people in the past that have
10 been standing up for at least ten years, and now presently I guess
11 the oldest one is about five years. They have just sat. And then
12 there has been cutbacks in staff of the Redevelopment Agency. It
13 was in the Chronicle recently that in or around June they cut out
14 twenty-five percent of their people and by this summer, or this was
15 in the Fall they cut out twenty-five, and by December they are
16 supposed to cut out another twenty-five, and by winter they are
17 supposed to cut out another twenty-five, so by the end of the year
18 or the next fiscal year they would be down to a staff of twenty-
19 five percent.

20 And in the Western Addition they have roughly 100 people,
21 so that would cut it down from 100 people to roughly 25 people.
22 And the first cut would center around services, you know, like
23 plumbers, electricians, people who go out and repair homes. And
24 that is one of the complaints of all the residents, is that if
25 their pipes leak or if their wall cracks, or something of a minor

1 deficiency and they call in to the Agency, that they won't repair
2 these; that they are only working on emergency cases.

3 And then the average -- This is through personal contact
4 and it is not real statistical; this is like from working with
5 people that we have contacted, and we have contacted almost every-
6 one in that whole area, contrary to what Mr. Keller said -- these
7 groups aren't representative of these people. We have contacts
8 which are not in complete accord with everyone, but we have con-
9 tacted the majority of the people and the majority of the people
10 support CANE, are members of CANE.

11 And then there was talk about the average rent being paid
12 by these people, and I would say that the average rent for a one-
13 bedroom place which these individuals pay is \$50.00, and will be
14 multiplied anywhere from two to three times.

15 MS. HERNANDEZ: In the area surrounding the Nihonmachi
16 project in the other low-cost housing units, are any of those
17 housing units within the range of \$50.00?

18 MEMBER OF CANE PANEL: No. Like I said, there is rent
19 subsidies.

20 MS. HERNANDEZ: I know that, but do any of the rent subsi-
21 dies -- are they high enough to get their rental costs down to
22 what they are currently paying?

23 MEMBER OF CANE PANEL: Yes.

24 MS. HERNANDEZ: There are some people who are paying at the
25 equivalent of \$50.00 a month rent in other low-cost housing units?

1 MEMBER OF CANE PANEL: Yes.

2 MS. HERNANDEZ: Can you answer or can you respond to what
3 was the implication that some of the Japanese did not wish to move
4 into those other low-cost housing units because they were primarily
5 occupied by blacks?

6 MEMBER OF THE CANE PANEL: That is what I wanted to bring
7 up and to clarify. I think the fact was not really laid out that
8 right now, presently, where the Western Park Apartments is, a low-
9 cost housing with rent subsidy, there are Issei living there and
10 these Issei, I know they have applied and they have been accepted
11 and they live there, so the statement which was made that there
12 were no applications and no response, that the residents do not
13 make themselves available for those particular low-cost housing
14 units is not true.

15 MS. HERNANDEZ: What about the non-senior citizen projects?
16 Do you have any information about the relative integration of
17 those projects?

18 MEMBER OF CANE PANEL: I would say, for the majority of
19 them, that they would rather not move out of that area, but I
20 think, you know, that it was incorrect of them to say such a
21 blanket statement, that none of them would move out, because there
22 are some all along, at least to the outskirts. And members of CANE
23 are even now looking at some of these other projects.

24 And then, whenever we get a referral to these low-cost
25 housing projects, we call in and they are all full and there is a

1 waiting list, you know, anywhere from 100 to 200, anywhere from
2 two years to three years.

3 MS. HERNANDEZ: Do you know of any vacancies at this point
4 in any of the housing projects?

5 MEMBER OF CANE PANEL: Our project has a list of vacancies
6 and I don't know of any, and they have just opened a new project
7 which is a rental, but the rental cost is going to be too high.

8 MEMBER OF CANE PANEL: Part of the thing, too, is that,
9 as you know, Geary is a very busy street and a lot of elderly
10 people, just for that mere fact, have a fear of having to cross
11 that street to get into Nihonmachi. And that is one of the reasons
12 they don't want to move out into the other side of Geary, and want
13 to remain within the four-block area, but they can't afford the
14 rents there now.

15 MS. HERNANDEZ: Only one overpass?

16 MEMBER OF CANE PANEL: That is right, one crossing at
17 Webster and one crossing at Geary.

18 VICE CHAIRMAN JIMENEZ: If the people who are living in
19 the four-block area now wanted to rent one of these apartments,
20 would the rents be subsidized?

21 MS. HERNANDEZ: From what he said, if they could get up
22 to \$4,000 per year in subsidy, now, if their rent now is \$50.00
23 and it is now -- what is it, \$200.00? That sounds like what he
24 said.

25 MEMBER OF CANE PANEL: That is what the representatives

1 tell the residents, too; give them a straight-out statement like
 2 that, but there's a lot of things to that, like everything in the
 3 government is, refined points that they never bring out in their
 4 statements, which the people find out after they sign the appli-
 5 cations.

6 The \$4,000 is divided up over a four-year period. What
 7 they do is, they take your rent that you are paying now and then
 8 the amount -- Say you find a two-bedroom and the person is going
 9 to charge you \$200.00 a month, the Redevelopment Agency looks into
 10 their book and it says that a two-bedroom out in the Richmond area
 11 should cost \$175.00, so they say that you are paying \$200.00 when
 12 you are only supposed to be paying \$175.00. Even if you are paying
 13 \$200.00, they take that \$175.00 and multiply it by 48 and divide
 14 it up over a four-year period.

15 MS. HERNANDEZ: Forty-eight is four years of monthly rent?

16 MEMBER OF CANE PANEL: Right. And they give you four lump
 17 sums.

18 MS. HERNANDEZ: Would I be right in saying you could not
 19 move into that \$325.00-a-month unit because they would not feel
 20 it was an equivalent apartment to the one you were living in?
 21 Isn't that another one of the considerations, that your apartment
 22 should be able to meet your housing needs or improve them? Would
 23 they move you into a luxury apartment unit because you would like
 24 to improve your housing up to a luxury standard?

25 MEMBER OF CANE PANEL: Well, one thing they won't do, they

1 won't really force anyone into moving someplace; they just make it
2 impossible for you to move into the place where you want.

3 MS. HERNANDEZ: Let's say those buildings they are going to
4 put up in the four-block area mentioned, the apartment studio
5 \$225.00, and somebody is now living in an apartment somewhere in
6 that area and they are paying \$75.00 a month and they are looking
7 for another apartment, and they look at these and they say, "Look,
8 these are pretty good. They are two-bedroom apartment units. I
9 will go there." And go to the Redevelopment Agency, will the
10 Redevelopment Agency pay the difference?

11 MEMBER OF CANE PANEL: They will lose about \$50.00 a month.

12 MS. HERNANDEZ: They would not be willing to lose the
13 \$50.00 a month; is that what you are saying?

14 MEMBER OF CANE PANEL: Most of the people who are living
15 in the area now are -- like the people who are the least wealthy
16 of the Japanese community. The houses are all substandard and the
17 only reason why they are staying is because their income is so low.

18 MS. HERNANDEZ: And there is no other place in the city to
19 which they can move at a comparable rate?

20 MEMBER OF CANE PANEL: Yes.

21 VICE CHAIRMAN JIMENEZ: Any other points?

22 Thank you very much.

23 MS. HATA: May I ask one question? He told us how they
24 took them on tours and all these fancy excursions. How many of
25 these people actually went on those tours?

1 MEMBER OF CANE PANEL: I don't know what they were. I
2 don't know.

3 MS. HERNANDEZ: And you work with the people in the
4 Nihonmachi community?

5 MEMBER OF CANE PANEL: We work with over 400.

6 VICE CHAIRMAN JIMENEZ: It is obvious those taking the tour
7 were not of those 400.

8 MEMBER OF CANE PANEL: Our organization, like CANE didn't
9 just form out of the blue sky with a bunch of young radicals
10 agitating. There are certain conditions in different communities
11 that exist which cause these organizations to be formed. These
12 conditions are there, and they are objective conditions that, you
13 know, don't just pop out of the sky. And if the Redevelopment
14 Agency were doing their job --

15 VICE CHAIRMAN JIMENEZ: You young radicals would not have
16 a forum, right?

17 MEMBER OF CANE PANEL: Right.

18 VICE CHAIRMAN JIMENEZ: And you would probably go through
19 a lot of frustration.

20 Thank you very much, again, for coming.

21 Our next speaker will be Dr. Kennedy.

22 DR. FREDERICK KENNEDY

23 VICE CHAIRMAN JIMENEZ: Dr. Kennedy, for the record, would
24 you state your full name?

25 DR. KENNEDY: Frederick Kennedy.

1 VICE CHAIRMAN JIMENEZ: And your position?

2 DR. KENNEDY: I am Assistant Superintendent of Personnel
3 Services for the San Francisco Unified School District.

4 VICE CHAIRMAN JIMENEZ: Do you have a prepared statement?

5 At this point, unless you make a prepared statement, I
6 don't think there are too many questions.

7 MS. HERNANDEZ: The papers that you have there, are those
8 things that you could submit to our staff?

9 DR. KENNEDY: Sure. I have a statement that I would like
10 to make.

11 The primary objective of the Assistant Superintendent of
12 Personnel Services for San Francisco, with the support of our
13 Superintendent, is to become an aggressive advocate of education,
14 to secure and maintain quality personnel who have a knowledge and
15 an awareness and concern for good human relations and the ability
16 to communicate that to students, and to our population. And we
17 hope that, as we do this, we will secure representation from all
18 of the minorities who are represented on the American scene in
19 our school district.

20 MS. HERNANDEZ: Can you tell me whether there are very many
21 Asian-American teachers at this point?

22 DR. KENNEDY: Yes, I can give you exactly what we have now
23 and what we had back in the 1955 and '56 era. The percentage of
24 all teachers in the San Francisco Unified School District that
25 were of Asian ethnic background were 4.7, and this has progressed

1 up to, say, 1971-72. I must also say that there were no administra-
2 tors at that time. During 1970-71 there were 6.6 Asian teachers
3 and 5.0 Asian administrators. For 1971-72, 7.6 teachers and 5.6
4 administrators.

5 VICE CHAIRMAN JIMENEZ: These are percentages of the total?

6 DR. KENNEDY: Yes. Presently, currently, 1972-73 school
7 year, we had 7.8 Asian teachers and 5.8 Asian administrators.

8 MS. HERNANDEZ: Are all the administrators principals or --

9 DR. KENNEDY: No, they would be assistant principals and
10 principals.

11 MS. HERNANDEZ: Any principals?

12 DR. KENNEDY: Yes, there are.

13 MS. HERNANDEZ: Do you know how many principals there are?

14 DR. KENNEDY: I can't give you the number now. I don't
15 think I prepared for that.

16 MS. HATA: When you say "Asian," what kind of Asian?

17 DR. KENNEDY: This is what we have classified here,
18 Chinese, Japanese, Korean.

19 MS. HERNANDEZ: Any Filipino?

20 DR. KENNEDY: And Filipino. I am sorry.

21 MS. HATA: How many Koreans?

22 DR. KENNEDY: This gives you that breakdown.

23 VICE CHAIRMAN JIMENEZ: I am sorry, but we are going to
24 have to speak a little louder.

25 DR. KENNEDY: Administrators and teachers, Filipino, we

1 have 65; Korean, zero.

2 MS. HERNANDEZ: Fifty out of --

3 DR. KENNEDY: That means there is a negative of a percent.

4 MS. HERNANDEZ: How many in the Asian group?

5 DR. KENNEDY: Three.

6 MS. HERNANDEZ: And 65 Filipino?

7 DR. KENNEDY: Sixty-five Filipino.

8 MS. HERNANDEZ: That is about one-fifth, about 20%.

9 DR. KENNEDY: You asked me about principals. Now, I can
10 answer that. Principals, two Filipino principals and one Korean --
11 none, zero Korean. Japanese, three at the principal level, and
12 Chinese, nine at the principal level.

13 MS. HERNANDEZ: These are elementary schools or elementary
14 and high schools?

15 DR. KENNEDY: I was giving you the total breakdown. I can
16 go through --

17 MS. HERNANDEZ: That is all right, we can get all those
18 figures from you.

19 DR. KENNEDY: If you really need those type of figures and
20 you want an accurate breakdown, if you will give me advance notice,
21 I can prepare that in my office and mail it to you, or whatever.

22 MS. HERNANDEZ: We can surely do that.

23 What about sensitivity training for teachers, those who
24 are not Asian? Are there any programs which are mandatory for
25 such teachers?

1 DR. KENNEDY: Currently not, but that would be one of the
2 things we would try to accomplish in our new look, new image in
3 Personnel, that we would have training in human relations for all
4 of our people.

5 MS. HERNANDEZ: And would that be mandatory?

6 DR. KENNEDY: Not necessarily mandatory, but we would hope
7 to make these studies exciting so that people would want to do it,
8 and so beneficial that --

9 VICE CHAIRMAN JIMENEZ: How are you utilizing the bilingual
10 funds that the State is providing?

11 DR. KENNEDY: Later I can include that in the statement.

12 VICE CHAIRMAN JIMENEZ: Any other questions?

13 If not, thank you very much.

14 May we have our next speaker?

15 MR. WELLINGTON CHEW

16 MR. CHEW: My name is Wellington Chew, Supervisor for the
17 Chinese Bilingual Education in San Francisco.

18 MS. HERNANDEZ: Excuse me.

19 (To Dr. Kennedy:) Are you going to send it all to us in
20 writing?

21 DR. KENNEDY: May I answer that in a statement which I will
22 read? I will let Mr. Chew finish first.

23 VICE CHAIRMAN JIMENEZ: Will you submit all of those
24 figures?

25 DR. KENNEDY: Yes, but give me specific questions you would

1 like for me to answer. You can write them out and I will take
2 them with me.

3 VICE CHAIRMAN JIMENEZ: We will have the staff write it
4 out.

5 Mr. Chew, if you will, then --

6 MR. CHEW: Thank you.

7 In bringing up the rear, I am reminded of a Chinese proverb
8 which says: The last shall be first. In a way, it is appropriate
9 that we talk about education as a culminating topic. Many of the
10 problems of Asian-Americans -- unemployment, under-employment,
11 poor housing, inadequate health care -- stem from the lack of
12 language facilities and lack of adequate education which deter-
13 mines one's income and financial resources.

14 I have been asked by your staff to make a statement re-
15 garding the curriculum of the School District and bilingual educa-
16 tion as they pertain to Asian students. I will keep my remarks
17 brief and will be glad to try to answer any questions you may have
18 formulated from your own thinking or from comments of speakers
19 of the last two days.

20 In recent years, the School District has increased its
21 efforts in developing and implementing curriculum materials which
22 would place greater emphasis on multi-cultural or ethnic studies.
23 A full-time teacher has been assigned to Asian studies in the
24 District.

25 Summer workshops held in 1969-1971, involving teachers and

1 community people, produced study guides on the Japanese experience
2 in America, and one on the Chinese experience in America. In-
3 service courses have been conducted to help teachers become more
4 aware of the background of Asian students and to find more effec-
5 tive methods of teaching Asian students. Knowledgeable consultants
6 have conducted workshops on educational problems of Filipinos,
7 Samoans, Japanese, and Chinese. The Community Relations Department
8 has reproduced materials from some of the workshops and these are
9 available to teachers. Also available are bibliographies of AV
10 materials dealing with Asians and Asian-Americans.

11 Although some efforts have been made, we have really just
12 begun. We in the School District recognize that much more needs
13 to be done. For example, the overall contribution of the Chinese
14 and Japanese to California's historical growth is still sadly
15 neglected in textbooks. You might find a sentence or two about
16 how the Chinese built the railroad or worked the gold mines, but
17 that's about all. Furthermore, you will not find any discussion
18 of the persecution of the Chinese or of discriminatory legislations
19 mentioned by Buddy Choy yesterday, such as the Chinese Exclusion
20 Act or the quota system which restricted Chinese immigration to
21 105 a year until the new law passed in 1965.

22 For the Japanese, there is no mention of the contribution
23 of Japanese farmers to California agriculture. One looks in vain
24 for any discussion of the relocation camps which were used during
25 the Second World War to imprison thousands of American citizens

1 who happened to be of Japanese ancestry.

2 In bilingual education for Asian students, let me first
3 explain that there are two distinct programs serving Asian students
4 who are new to the United States and for whom English is not a
5 first language. One is the English as a Second Language or ESL
6 program, and the other is the Bilingual Program.

7 The ESL programs, students are given intensive beginning
8 lessons in English using the audio-lingual method. Because stu-
9 dents are found in so many different schools -- there are more
10 schools than we have teachers -- most of the students in the ESL
11 program are taught on a part-time, pull-out basis. That is, they
12 remain in the regular class and, for one hour a day, they are taken
13 out for special English help.

14 The Chinese ESL program serves over 1,200 Chinese students
15 in grades K through 12. In addition, the Chinese Education Center,
16 which has self-contained classes, serves over 150 students.

17 The Filipino ESL program has about 275 students, with
18 another 60 in the Filipino Education Center.

19 These programs are almost totally funded by the School
20 District. For part of this year, some funds were available from
21 the Federal Government, but these funds are no longer available.

22 One program is ESL; the other one is the Bilingual Program
23 in which the native language of the student -- in this case
24 Chinese as well as English -- is used as the medium of instruction.
25 The goal of this program is to help students become fluent in two

1 languages. And while the student is learning English, his own
2 native language and culture are not neglected, and we hope that
3 he will take pride in his own culture and heritage.

4 The Chinese Bilingual Pilot Program serves 250 students
5 in grades 1 through 4 and is funded by ESEA Title VII for \$246,000
6 this year. The District supports this program by providing class-
7 room teachers and administrative and clerical help estimated at
8 \$133,000. A junior high school project which started this year
9 is funded by the State of California under a similar bill, AB 116,
10 for \$70,000 a year, over a three-year period. It is serving 56
11 students in the seventh grade.

12 I am afraid someone is going to ask me: What about a bi-
13 lingual program for the Japanese? After many meetings between
14 representatives of the Japanese community and the Director of
15 Bilingual Education and the Superintendent of Schools, an agreement
16 was reached to include a Japanese bilingual project in the District
17 budget requested for next year.

18 In summary, although multi-cultural and ethnic studies
19 have been initiated in the District, much more needs to be done
20 in terms of developing more curriculum, in terms of making these
21 available to all teachers, and in training teachers in how to
22 implement Asian studies in the general curriculum.

23 In the area of ESL or Bilingual Education, the School
24 District should make available such a program for all students
25 who need and desire this type of instruction.

1 One final important point I must make is that Title VII,
2 Chinese Bilingual Project, is going on its fifth year in September,
3 and the guidelines from the Office of Education say that no funds
4 will be granted to any project beyond the fifth year. So next
5 year may very well be the last year for the Chinese programs.

6 I am very appreciative of a recent visit from three staff
7 members from the United States Commission on Civil Rights who
8 visited our program one day as a part of their national survey. I
9 understand that a report is being put together to explain the need and
10 efficacy of bilingual education with the purpose of asking Congress
11 to extend funding for projects like this one in San Francisco
12 beyond the fifth year.

13 I would respectfully request this Committee to give us its
14 support for the Bilingual Education Program by including this
15 recommendation to extend the program beyond the fifth year as part
16 of your general report.

17 Thank you.

18 VICE CHAIRMAN JIMENEZ: You said that as a result of meeting
19 with the Japanese-American community you are now going to have a
20 bilingual program for them. What about the Koreans, the Samoans?

21 MR. CHEW: Right.

22 MS. HERNANDEZ: And the Filipino?

23 MR. CHEW: Someone said -- The School District, like most
24 public agencies, only acts in a crisis situation, when someone
25 lights a fire under their feet. And unless there are enough

1 students of Korean descent or enough Samoans or enough of anybody
2 else, and if the community pushes this, then the School District
3 will act. Otherwise, nothing is going to happen.

4 MS. HERNANDEZ: Were you here during the period of time
5 the Korean community made its presentation?

6 MR. CHEW: No, I am sorry.

7 MS. HERNANDEZ: They filled this entire room. They brought
8 all the children and older persons, and it was a very impressive
9 group.

10 MR. LAU: Didn't the Board extend the Japanese Bilingual
11 Program at the last meeting?

12 MR. CHEW: Yes, I understand that a large group from the
13 Japanese community appeared both before the Board's Curriculum
14 Committee and the Budget Committee and the full Board.

15 MR. LAU: Wasn't there a further request?

16 MR. CHEW: I just don't know. There are a couple of ways
17 the School District staff can give you a non-answer. They will
18 say, "Well, we included the Japanese Bilingual Project in one of
19 our proposals." This is not an example, but I think -- I know for
20 sure that under AB 2284, the Bilingual Education Act in California,
21 which has \$5 million for last year and the coming year -- this
22 year and the coming year -- we said that we would include a
23 Japanese component in the proposal. Well, that is all we are
24 saying, "We are including it in our request and, if the State
25 turns us down, we will just say there is no money."

1 VICE CHAIRMAN JIMENEZ: Are you, or is the school, or any-
2 one else doing anything to encourage the groups that are not
3 scheduled for funding, or anything like that, to become quickly
4 more organized, because there is a definite need, and I am sure
5 that the School District -- that even though they don't move on
6 it, like the rest of the bureaucracy, they know the need but they
7 don't move on it because it is very difficult and they wait until
8 the push gets on. Are you or is anyone else doing anything to
9 help organize the communities, the other communities, so that they
10 can get organized much faster and, therefore, start receiving aid
11 next year?

12 MR. CHEW: The only thing that I can point out is that I
13 have asked for a list of Chinese, specifically Chinese community
14 members, to serve on the Advisory Committee for the Bilingual
15 Education Bill, and I have checked into this because I said it
16 should not be only for the Chinese but for other Asians. And at
17 that time, of course, the Japanese community was the one that was
18 pushing the hardest, so I, over his objection, concluded that four
19 members of the Japanese community should be on the Advisory Group
20 and, as a consequence, they were able to add a Japanese component
21 to the proposal.

22 Now, as to working with the other groups, like Koreans and
23 Samoans, I could use a cop-out and say that it is really not part
24 of my function, but I really have done nothing in that area, and I
25 really don't know who is responsible, unless it is Community

1 Relations.

2 VICE CHAIRMAN JIMENEZ: Whoever has the responsibility is
3 not moving in that direction, and it seems like, you know, that --

4 MR. CHEW: We are somewhat departmentalized in Bilingual
5 Education, and my duties are limited to Chinese Bilingual Education.

6 MR. LAU: Are you actively recruiting bilingual and bi-
7 cultural Chinese teachers?

8 MR. CHEW: I would say yes and no. When there is a need
9 for such teachers, we do go through the Personnel School District
10 asking for applications from teachers who are interested. Now,
11 the catch about advertising on a state-wide basis is that there has
12 been a freeze on hiring this year and there will be a freeze next
13 year, so there really isn't much reason to have them apply and
14 then have to tell them that we are just not hiring.

15 MS. HERNANDEZ: We were told that they were recruiting
16 some bilingual teachers from Hawaii.

17 VICE CHAIRMAN JIMENEZ: That was Sacramento, because
18 Sacramento every year goes back East and all around and recruits
19 teachers.

20 MR. CHEW: For the first time, this year, the revised
21 application form that the Personnel Office gives out, there is a
22 space where the applicant may check whether he is bilingual or
23 bi-cultural.

24 VICE CHAIRMAN JIMENEZ: Any other questions?

25 If not, any material that you may have that you think would

1 be helpful in helping us make good recommendations, not only con-
2 cerning the School District but HEW or --

3 MR. CHEW: Where shall I send it?

4 VICE CHAIRMAN JIMENEZ: We will have staff supply you with
5 that.

6 There being no further speakers, this concludes the hearing.

7

---o0o---

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25



1

2



3



4

5

P R O C E E D I N G S

1
2 June 23, 1973

3 CHAIRMAN SILLAS: The California State Advisory Committee
4 is now ready to reconvene the second day of hearings on Asian-
5 Americans. Let the record reflect we are commencing our hearings
6 at 9:43.

7 Present this morning are Mr. Bill Rogers from Los Angeles;
8 Mr. Gordon Lau from San Francisco; Mr. Joe Jimenez, Vice Chairman,
9 Northern Subcommittee, from Sacramento; Aileen Hernandez from San
10 Francisco; Nadine Hata from Gardena; and Mr. James Hesburgh from
11 Los Angeles.

12 Our first witness this morning is Mr. Yori Wada.

13 Would you, for the record, Mr. Wada, state your name and
14 spell it for the benefit of the reporter?

15 MR. YORI WADA

16 MR. WADA: Yo i, Y-o-r-i; Wada, W-a-d-a, is the last name.

17 Chairman Sillas, members of the California State Advisory
18 Committee, you hear often the statement "The quiet Americans, the
19 silent minority; they help themselves. They help their own kind
20 and keep their troubles to themselves. They work hard to achieve
21 the American dream. They have made the mainstream of American
22 life."

23 At one time or another, many Japanese-Americans have
24 heard such comments either directed toward them or to Japanese-
25 American people in America. Many of our first-generation Japanese

1 and other second-generation Japanese-Americans may feel flattered
2 and elevated to equality by such statements, but I am not one of
3 them. To me, knowing the history of the Japanese in America,
4 those statements too often denote insensitivity, ignorance of us
5 as individuals and as a people, and racism.

6 Our parents, the Issei, the first-generation Japanese in
7 America, came to this land starting in the latter part of the
8 Eighteenth Century, following the fall of the Tokugawa Shogunate
9 and the inauguration of the Meiji Era in Japan.

10 They came across the Pacific Ocean with hopes of a new
11 beginning but found a strange land of often hostile people. They
12 expected to struggle but the odds were high in a country whose
13 customs and culture were European and often were oppressive and
14 insensitive to the Japanese from the East.

15 Their stories of our parents, the Issei, once heard, are
16 unforgettable. Today, 1973, at 56 years of age, I remember the
17 experiences of listening and observing, as a youngster in the early
18 Twenties and Thirties, the elders' talk over hot saki, the rice
19 wine, at festival time of mochi-tsuki, when we pounded the rice
20 to make into wine for the occasion; of shibai, of stage shows in
21 Japanese that were held; of small talk at lunch breaks in the
22 sweltering vineyards of the San Joaquin Valley.

23 Their stories are of human aspirations and struggle, of
24 denials and pains and bitter tears, of laughter and community, of
25 songs and alcohol and terrible loneliness. Their lives, a wide

1 span from railroads and agricultural farms and fishing boats to
2 canneries and small shops and laundries to the kitchens of the rich.
3 Our parents were miners and workers in the fields to lowly school-
4 boys and dishwashers.

5 Midst this wide kaleidoscope of life styles and experiences,
6 a common thread runs constant. The first generation of Japanese
7 in America were far less than equal, far from being free men. In
8 the context of their time in the history of the United States, the
9 Issei responded silently and quietly to accommodate to slavery,
10 to oppression, to evil, to racism. How painful that must have
11 been, especially in a land to which they had come with the high
12 expectation that immigrants have of a democratic land of great
13 promises.

14 They encountered and were surrounded by an environment
15 that tolerated and even encouraged the idea that the diminution
16 of man because of his race was the proper white man's role against
17 the Yellow Peril.

18 Then we, their children, the Nisei, started coming onto
19 the scene. The socioeconomic circumstances showed improvement as
20 we began to settle down. Then came Pearl Harbor, and 110,000
21 Japanese and their American-citizen sons and daughters were put in
22 concentration camps. Everything that we had accomplished turned
23 to ashes -- our many exploiters, including the Federal Government,
24 feasted on our tortured souls. The Issei were Japanese because
25 Congress had put into law that our parents were ineligible to

1 American citizenship because of their ancestry.

2 I will never forget the Jerome, Arkansas, concentration
3 camp where my family were incarcerated. I visited them -- barbed
4 wires, gun towers, soldiers with guns. I still remember my bitter-
5 sweet visits to them while wearing the uniform of a soldier of
6 the United States Army.

7 With peace, the struggle to pick up the broken and
8 scattered threads of our lives began. There were heart-warming
9 instances of warmth and welcome by white Americans. There were
10 more numerous case records of hostility and prejudice and discrim-
11 ination as most of us set out to reestablish ourselves in
12 California, Washington, Oregon. Other Japanese-Americans sought
13 new lives in cities and states where we had not ventured before.

14 The terribly condensed and, hence, incomplete history of
15 the Japanese in America that I have related to you is largely
16 ignored by historians and educators. The history books in our
17 schools don't tell of our lives. It is as if we didn't exist --
18 have no place in the history of the Pacific Coast. It is bad
19 enough to be persecuted. How terribly evil it is to be ignored
20 as if our lives of spirit, of mind, of body did not count in the
21 civilization of this country.

22 Our most recent history of the last 20 years must be
23 better known to you, since the beginning of greater communication
24 and cooperation among Third World peoples, and the refusal of im-
25 patient and angry Japanese-Americans to remain the quiet Americans.

1 We have started the struggle of leaving the safety and pro-
2 tection of blending into a non-controversial background. Where
3 formerly we sought not to draw undue attention to our lives, we,
4 second generation, Nisei and Sansei, began finally to speak out
5 and to take stands on issues, such as discrimination in housing,
6 employment, education, social services. We took steps, at long
7 last, to leave the refuge of inconspicuousness in our minds that
8 never existed in reality. It was not possible to remain in isola-
9 tion when the blacks and the browns were showing us the way to go.
10 It is not fair for others to take the lead and we benefit without
11 joining with them.

12 You see us in many places where other middle-class, upwardly-
13 mobile American citizens work and live and enjoy recreation. And
14 there are those Japanese-Americans among us who are content and
15 who believe that we are making it and, hence, we should not make
16 disturbing waves, should not align ourselves with fellow minority
17 Americans in pointing to unresolved problems and demanding just
18 solutions. I do not stand with them.

19 The speakers who will follow me will be more specific and
20 more in-depth with their presentations. I try only to set the
21 stage for them, for their roles will be to present more fully the
22 gut-level problems that continue to plague us today. However, a
23 disturbing question remains within me.

24 If you feel that we have legitimate and pressing problems
25 that remain, and that they are of high priority in our lives, what,

1 then, are the next steps to take? Will we continue to be placed
2 among the top of the minority pecking order, since our problems
3 appear to be less acute and pressing and, hence, need less atten-
4 tion? Or is it basic that any injustice and denial of civil
5 rights need vigorous correction?

6 In a sense, as I look over the members of the Panel, I
7 feel very comfortable and feel that I am among kindred souls, and
8 that you will also take up the cudgels in our behalf and along
9 with us.

10 Thank you very much.

11 (Applause.)

12 CHAIRMAN SILLAS: Mr. Wada, thank you for your very touch-
13 ing and detailed, elegant presentation.

14 I know there are questions from the Panel and I will take
15 the Chairman's prerogative at this time and ask you a few questions.

16 My understanding is that you have served as Commissioner
17 at various Commissions here in the city, one of which I understand
18 was the Civil Service Commission.

19 MR. WADA: Yes.

20 CHAIRMAN SILLAS: Would you relate to the Panel your ex-
21 periences as a Commissioner with the Civil Service Commission in
22 terms of its activity toward the Asian-American community, specifi-
23 cally the Japanese-American community?

24 MR. WADA: I served for four years as a member of the
25 Civil Service Commission and I was terribly disappointed and

1 frustrated that there were so few, not only Asian-Americans, but
2 few blacks, and especially Chicanos, working for the Civil Service
3 in San Francisco. I looked through the records and through the
4 application forms and found that largely the minimum requirements
5 for them, the kinds of tests, written examinations given, and the
6 composition of the oral boards were all designed to keep minority
7 Americans, including Asian-Americans, off of Civil Service.

8 I attempted -- for I was the Chairman for a brief period --
9 to -- I appointed an Ad Hoc Task Force to increase minority employ-
10 ment in the Civil Service and I got a little slap from the other
11 two Commissioners.

12 Also, many times we had a very evil system of temporary
13 appointments to Civil Service, as well as non-Civil Service
14 appointments, and these positions were largely in the lower classi-
15 fications where the work was much more difficult and was largely
16 manual labor. These, by and large, were filled by minority
17 persons, and yet, working the same hours and under the same condi-
18 tions as permanent Civil Service workers, they didn't have all of
19 the benefits of the permanent workers.

20 It is my hope to continue pushing the department heads
21 to make these limited-tenure workers permanent by some kind of
22 oral examination or on testimony or written comments by their
23 supervisors. It was a hard struggle.

24 It wouldn't happen, I think, now, with the changes, the
25 continued pressure by minority Americans upon the Commission. This

1 situation is being largely resolved with the protection that those
2 minorities who occupied most of the limited-tenure positions would
3 have first crack at becoming permanent.

4 I think another part that is essential is that limited-
5 tenure employees and probationary employees were often terminated
6 by their supervisors who at times, I think, were very insensitive
7 to the ways and to the language of minorities. We had many in-
8 stances where supervisors would just fire their subordinates. The
9 subordinates had the opportunity to appeal their termination to
10 the Civil Service Commission and it was a very rare occasion when
11 I would approve the action of the supervisor in firing their sub-
12 ordinates. I will comment that I didn't -- most of the time I
13 couldn't get the other two votes, you know. There are three
14 members of the Commission and I needed two votes to send those
15 workers back on their jobs because I felt their termination was
16 unfair. I lost more often than I won.

17 Also, at salary standardization time once a year, when
18 the Civil Service Commission sets the salaries for all City em-
19 ployees, I always fought to raise the salaries of those employees
20 in the lower categories of our City which were largely occupied
21 not by Asian-Americans or Japanese, but Americans of black and
22 brown ancestry. And this was met with quite a lot of hostility
23 because I would get back-talk that it raises the property taxes
24 in San Francisco. But I didn't care; I fought to raise salaries
25 generally across the board, but more for those individuals in the

1 lower classifications.

2 It was a very frustrating experience. I was removed from
3 that Commission.

4 CHAIRMAN SILLAS: I would gather, based upon what you have
5 said and just looking briefly at your background, which is very
6 impressive, that one of the basic things -- and I think you alluded
7 to it in your statement -- was the insensitivity on the part of
8 the Government bureaucrats, or whatever you deal with. Do you
9 have any suggestions for this Committee as to how best to approach
10 that type of insensitivity? In other words, is there any way you
11 can recommend or any suggestions that you might have as to how we
12 could begin to change that type of attitude? It is not an easy
13 question, I recognize that.

14 MR. WADA: I feel very strongly that it should be mandatory
15 in Civil Service, whether on the local level, state level or
16 federal level, that supervisors and administrators undertake manda-
17 tory in-service training seminars with trainers coming from the
18 minority community.

19 CHAIRMAN SILLAS: Would you apply that to elected officials
20 as well?

21 MR. WADA: Yes, I would.

22 CHAIRMAN SILLAS: Would you require that as -- When you
23 say "mandatory," if an elected official refused to do that, would
24 you require that he could not hold office?

25 MR. WADA: I would go that far, yes.

1 CHAIRMAN SILLAS: Any questions from any of the other
2 Panel Members? Ms. Hata?

3 MS. HATA: Mr. Wada, you mentioned persecution of Japanese-
4 Americans. Do you still feel Japanese-Americans are being perse-
5 cuted today?

6 MR. WADA: Not very blatantly. I think persecution toward
7 Japanese-Americans is not as blatant as it used to be.

8 MS. HATA: Could you give me some examples, please?

9 MR. WADA: I don't know whether you have read the paper,
10 but Edison Uno was finally reinstated as the Assistant Housing
11 Officer of the U. C. Medical Center when he was fired for being
12 very aggressive in pushing for the rights of students. He was
13 fired, and excuses were used other than the real reason.

14 I think there are still instances of Japanese-Americans
15 being refused the right to purchase housing in certain sections of
16 this city and in the community. They will show a house to you --
17 Nowadays they will show it to you and at least they will take you
18 through, but the prices are usually higher and the terms are
19 usually not acceptable, you know. Why should the terms and the
20 price be higher to Japanese than to other people?

21 I think the oral examinations are often unfair to Japanese.
22 They say, you know, they have a hard time understanding Japanese
23 because they have an accent, and that they are unable to communi-
24 cate effectively with fellow employees or with customers. You
25 don't have to be hit over the top of the head to be heard, nor do

1 you need to be persecuted.

2 MR. JIMENEZ: Mr. Wada, in testimony heard yesterday from
3 Chinese-Americans and Filipino-Americans, they mentioned the fact
4 that they were unable to be hired in certain professions; in,
5 let's say, certain unions. Do the Japanese find this to be true?

6 MR. WADA: Yes. The Japanese joined together in what we
7 call a Third World Coalition of blacks, browns, yellows and American
8 Indians, and met for a long time with the Building Trades Council
9 of San Francisco because statistics show that minorities were far
10 under-represented, and this included Japanese. I think we negoti-
11 ated for a period of over a year to design an Affirmative Action
12 Program. It was a failure.

13 I think more and more -- It has been said that the Japanese
14 always aspire for white-collar jobs and for the professions. I
15 think this may have been true at one time when our parents insisted
16 that we go on to college and get a good education, but we are
17 finding that our children, the third generation, are not so anxious
18 to become white-collar workers but to become skilled tradesmen and
19 to become blue-collar workers. We found that for many years we
20 were discouraged or uninformed about the apprenticeship examina-
21 tions being held by various unions. The kinds of examination
22 questions were not designed to enable Japanese to pass.

23 I think it could be proven that today the Japanese are
24 under-represented in the construction trades.

25 MR. JIMENEZ: Mr. Wada, I have a page here from a

1 construction trades and union statement. Would you hand that to
2 Mr. Wada, please, and, Mr. Wada, could you explain what the head-
3 ings are on the bottom of that? I struggled with it yesterday and
4 I am not sure -- If you would, look in the Asian column. It is
5 very consistently zero. Can you tell me what the "millwright" is?
6 Are we talking about a union or are we talking about different
7 types of positions, or what?

8 MR. WADA: I think these are trade classifications. Mill-
9 wright is in, I would say, the cabinet-making, the carpentry trades.
10 I am not quite so sure of miners. I didn't know we had so many
11 mines.

12 MR. JIMENEZ: This was confusing to me. I think it is on
13 page 17.

14 CHAIRMAN SILLAS: For the record, the document we are re-
15 ferring to is --

16 MR. JIMENEZ: It is called the Testimony of Employment
17 Discrimination against the Chinese, but in this case it refers to
18 all Asian-Americans and there are no Asian-Americans employed by
19 whatever those classifications are, and I just thought we could
20 get an interpretation of what they were, because I sat here yester-
21 day trying to figure out what they were and I could not.

22 MR. WADA: I am familiar with "millwright," "operating
23 engineers," and "painters," but I really can't figure out what
24 "miners" means.

25 MR. JIMENEZ: Thank you very much.

1 CHAIRMAN SILLAS: Any other questions from any other member?

2 MR. ROGERS: I have one question to ask of Mr. Wada.

3 I guess I am more concerned about the feelings that persist
4 or, if they do persist, in the Japanese community. You mentioned
5 earlier about the persecution of the Japanese, placing them in re-
6 location camps and concentration camps in the early Forties. Is
7 one of the reasons Japanese-Americans are not protesting as much
8 as other minority groups are protesting at this time -- is the one
9 big reason fear of being placed back in relocation camps?

10 MR. WADA: I think there is a feeling in the Japanese
11 community that our lives in America are strongly affected by the
12 relationship of the United States and Japan, and if those rela-
13 tionships are good and cordial, that we have no great fear. But
14 the present situation where Japan and the United States are great
15 competitors and the American Government and various groups are now
16 trying to restrict trade and to downgrade the fact or to complain
17 about the fact that Japan exports more to the United States than
18 it imports, that these kinds of feelings will be always directed
19 towards the Japanese-Americans in the United States, because many
20 people fail to distinguish the difference between the Japanese in
21 Japan and the Japanese-Americans in America. I think there is a
22 fear of our being once again being placed in concentration camps
23 if the situation between Japan and America deteriorates and be-
24 comes, hopefully, not to a fighting stage but I think the situation
25 may be different; that this time, if there should be any such

1 circumstances of a Japanese-American being placed in concentration
2 camps, we will not go quietly and we will not go silently.

3 MR. ROGERS: Extending that a little farther, do you feel
4 that that kind of feeling -- I am talking about now the fear of
5 the United States becoming involved in some sort of altercation
6 with the other country, some of the Asian countries. Do you feel
7 that that kind of feeling persists in the other parts of the Asian-
8 American community; that they, too, may feel that they would be
9 placed in relocation camps if that kind of a situation persisted
10 or did happen?

11 MR. WADA: From my conversations with other Asian-Americans
12 I don't get the feeling that such will be the case or that they
13 have these kinds of apprehensions. I did know at the time when the
14 black militant movement was at its height and the Black Panthers'
15 activities were scaring the various local officials and the State
16 and Federal officials, that many of my friends in the black com-
17 munity felt that the mere existence or the threat of concentration
18 camps were more directed towards them than towards us. I think we
19 joined with them in trying to bring about legislation to abolish
20 all kinds of concentration camps because we have been there.

21 MR. ROGERS: Thank you.

22 CHAIRMAN SILLAS: Ms. Hernandez?

23 MS. HERNANDEZ: I want to ask just one other question, but
24 before I ask the question, I wanted to say, first of all, your
25 initial statement I think was an excellent one for this Committee.

1 Secondly, you have worked with all kinds of groups in this
2 city to achieve equal opportunity, and I wonder if you see now,
3 particularly with the younger generations you mentioned -- you
4 went through at least the Nisei and you mentioned slightly the
5 Sansei, but I discovered that we have now Yonsei, too, and I wonder
6 if you could tell me if there is a different approach and a dif-
7 ferent attitude among the young Japanese about their status in the
8 society and what they are willing to do and what kinds of coali-
9 tions they are forming with other groups.

10 MR. WADA: I think in the vanguard of the Japanese Sansei,
11 the third Japanese generation, and Yonsei there is an ever-
12 increasing number of individuals who are willing to really shake
13 the Establishment. They make stands on issues that go far beyond
14 what we, their parents, are willing to take. They are far more
15 willing to form coalitions with other minority young people. They
16 are willing to picket. They are even willing to--well, they are
17 less reluctant to become violent.

18 Many of my generation sometimes say that they are horri-
19 fied by this, but, me, while I don't pat them on the back, I say
20 that is their thing and that I will never condemn them and I will
21 never criticise them for the way they want to act in order to
22 achieve the kinds of rights they seek for themselves and other
23 fellow minorities.

24 MS. HATA: One final question. You have been talking
25 about the myth of the quiet Japanese-American and how there are

1 Japanese-Americans who are, of course, getting involved. Now, can
2 you give us some concrete examples of perhaps the NISEI generation
3 who are taking steps to alleviate discrimination, who are rocking
4 the boat?

5 MR. WADA: As I looked over the speaking roster, Ms. Hata,
6 I see that there are some of them on the speaking roster today
7 and you will be hearing from them directly. They are still few in
8 number, unfortunately, but it is ever increasing and it is hearten-
9 ing.

10 We still to this day, in that respect of being militant
11 and aggressive, I feel -- and I don't know whether members of the
12 audience will agree with me -- still fall behind the browns and
13 the blacks and behind the Chinese. Somewhere along the line I
14 would like to see us take the leadership instead of always follow-
15 ing in the footsteps of those who help to break new ground.

16 CHAIRMAN SILLAS: Mr. Wada, on behalf of the Committee and
17 myself, I certainly want to thank you for taking the time and
18 sharing with us your thoughts and opinions. Thank you very much.

19 MR. WADA: Thank you very much for listening.

20 (Applause.)

21 CHAIRMAN SILLAS: Our next speaker will be Dr. Paul Takagi.

22 Dr. Takagi, would you come forward to the podium and would
23 you state and spell your name for the court reporter?

24 DR. PAUL TAKAGI

25 DR. TAKAGI: My name is Paul Takagi, T-a-k-a-g-i. I am

1 Associate Professor of Criminology in the School of Criminology at
2 the University of California, Berkeley Campus.

3 The subject of my remarks this morning will pertain spe-
4 cifically to the practices at the University of California as they
5 may affect Asian-Americans. In the interest of time, I have a
6 prepared statement that I would like to read and, as I read my
7 comments, I will make references to a set of tables that I have
8 put together. These tables are not based upon my statistics, but
9 what the University has put together, the only difference being
10 that I have arranged the data in such a way and run the percentages
11 in such ways that comparative data or comparison could be made of
12 Asian-Americans with blacks, the La Raza, Indians, whites and
13 foreign employees and students at the University of California.

14 Now, the purpose of my report is to illustrate and document
15 the status of Asian-American students and employees at the
16 University of California, Berkeley Campus. As you know, the
17 Berkeley Campus of the nine-campus University System is not only
18 the most prestigious in the System, but rated to be one of the
19 great universities in the nation. It is a public university,
20 meaning that it is a tax-supported institution, and for the Asian-
21 American in California Berkeley symbolizes the height of educa-
22 tional attainment.

23 Berkeley has more Asian-American students than any other
24 campus. This has always been the case. Because of the prestige
25 of the Berkeley Campus and its importance to Asian-Americans as a

1 place for university study, I think it is especially important to
2 examine closely its practices as they may affect the Asian-American.

3 Now, for purposes of this report, Asian-American means
4 Chinese, Japanese and Korean. The reason I have omitted the
5 Filipinos is because the University considers the Filipinos as
6 being within the category Other, so I was not able to pull out the
7 Filipinos and consider them along with the other Asian-Americans.

8 Now, referring to Table 1 which I have put together, this
9 report was issued in February of 1973 by the Office of the Vice
10 President of Planning, and it is a statistical summary of ethnic
11 students: black, American Indian, Oriental and Mexican or Spanish
12 Americans for the nine campuses, 1968 through 1972. Now, as
13 Table 1 illustrates, there appears to be for the Berkeley campus
14 a slow but steady increase in the enrollment of ethnic students.
15 Now, it is clear from Table 1 that Asian undergraduates are well
16 represented in the Berkeley campus as compared to the other ethnic
17 groups.

18 There is, however, an anomaly and that is that Asians are
19 not represented in the graduate schools in proportion to their
20 undergraduate enrollment. Now, this could mean that Asians are not
21 applying for graduate school, that they are going elsewhere or that
22 they have applied but are not being admitted. I will comment on
23 this later on in my statement.

24 Now, moving down to Table 2, this is a summary of a report
25 filed by the Berkeley campus with the Department of Health,

1 Education and Welfare, Office of Civil Rights, in compliance with
 2 Title 6 of the Civil Rights Act of 1964. I call Table 2 to your
 3 attention because the figures on ethnic enrollment do not coincide
 4 with the figures contained in Table 1. The percentages of ethnic
 5 students in the compliance report are less than those reported by
 6 the Vice President of Planning. The explanation for the discrepancy
 7 is that the Vice President's report -- that is, Table 1 -- contains
 8 in the ethnic breakdowns foreign students. Thus, the apparent
 9 increase of ethnic students from 1968 to 1972 is not as impressive
 10 as it might appear.

11 In other words, rather than 13.6% of the Asian under-
 12 graduate students, it should read 11.5%. For graduate students,
 13 it should read 4.5% rather than 6.4%.

14 You will also note in Table 2, as suggested by the data
 15 in Table 1, that there are more black graduate students than Asians,
 16 456 to 421. That may come as a surprise to some of you.

17 Now, this shift in the increase of black graduate students
 18 apparently occurred in the Fall of 1970, and I suspect that in time
 19 there will be proportionately even less Asian-American graduate
 20 students on the Berkeley campus. I will also explain this suspicion
 21 in a moment.

22 Now turning to Table 3 on the second page, I have summarized
 23 the distribution of undergraduate students in the various colleges
 24 and schools. It is not an accurate reflector of student interest
 25 because undergraduate students tend to change their majors from

1 year to year and sometimes from quarter to quarter, but most of
2 the students are to be found in the College of Letters and Sciences.

3 Now, what is important to conclude from Table 3 is that
4 the Asian-American students do not differ from their white counter-
5 parts except for two areas of study where Asians are slightly over-
6 represented. That is in chemistry, 3.0% Asian as compared to 1.8%
7 for all others.

8 In optometry, 1.4% Asian-American students compared to .5%
9 for all others.

10 Otherwise, the academic interests of Asian-American under-
11 graduates at Berkeley do not differ from their colleagues. Now, it
12 is important to state, and I want to underscore this, that from
13 the data shown in Table 3 Asian-Americans do not necessarily con-
14 centrate in specialized areas of study. That is to say, in the
15 physical and biological sciences.

16 Now turning to Table 4, I have summarized the distribution
17 of graduate students on the Berkeley campus. Graduate student
18 enrollment is a more accurate reflection of student aspirations
19 as well as being an indicator of university practices revealing
20 some of its unwritten policies.

21 Now, all together there are 9,269 graduate students on the
22 Berkeley campus for the 1972-73 academic year. The minority
23 students, Asian, black, La Raza and American Indians, total 1,137
24 students. An interesting comparison is that there are more
25 foreign students, foreign graduate students, 1,805, than all of

1 the minority students put together.

2 Now, a stereotypic myth is that Asians enter the physical
3 and biological sciences. As Table 4 indicates, Asians are not
4 over-represented in these fields. There are only 17 Asian graduate
5 students in the biological sciences and 38 Asian-American students
6 in the physical sciences. These percentages are less than far
7 their white counterparts. The only college in which there is an
8 over-representation of Asians is in engineering, 16% as compared
9 to 9% for white students.

10 I would like to call your attention to one surprising
11 finding, and that is the number of Asian graduate students in the
12 social sciences which total only 22. The social sciences include
13 and the distribution of Asian students are Asian History, none;
14 Anthropology, none; Asian Studies, 2; Economics, 4; Geography,
15 none; History, 6; Latin-American Studies, none; Philosophy, none;
16 Political Science, 3; Psychology, 4; Public Administration, none;
17 Sociology, 3; Demography, none; and Folk Lore, none.

18 Now, it is not true that Asian-American students are not
19 applying to the graduate schools in the social sciences at the
20 Berkeley campus. I am one of two tenured Asian-American Social
21 Science Professors on the Berkeley campus and, because of this, I
22 am frequently asked to write letters of recommendation for Asian-
23 American applicants. I personally know of Asian students with
24 grade point averages of 3.5 or better, and they are not being ad-
25 mitted. The reason for this is two-fold.

1 One is that Asian students are viewed as being competitive
2 because of their large numbers in the undergraduate program. Thus,
3 no special administration programs are available for the Asian as
4 they exist for other minority students.

5 Two, Asian-American students have historically done poorly
6 on administration tests measuring verbal skills, such as the
7 Graduate Record Examination, the LSAT for the Law Schools, and the
8 MCAT for medical schools.

9 Now, when the intelligence test was perfected in this
10 country in 1916, the first application of intelligence tests for
11 Asian-American students occurred in 1916. From 1916 to this date
12 every study shows that Asian-Americans do not do well on tests
13 measuring verbal skills and that statement is true to this date.
14 This explains their few numbers in the graduate program at
15 Berkeley, and my suspicions are that the Asian will continue to
16 lose ground in the years to come.

17 We have a peculiar phenomenon here. The Asian American is
18 viewed as being competitive but not qualified. And yet I am con-
19 vinced that the Asian-American is as competitive as the foreign
20 student, and yet we find more foreign students in social sciences
21 than all of the minority students combined.

22 Now, Table 4 showed that the majority of the ethnic stu-
23 dents on the Berkeley campus are to be found in the professional
24 schools.

25 To move on to Table 5, I have summarized the distribution

1 of graduate students in the professional schools. You will see
2 that the percentage distribution of Asian-Americans does not vary
3 from the other ethnic or white students. The Asians are to be
4 found in architecture, business administration, education, and
5 law. The first three areas of study are certain type programs
6 and do not necessarily lead to a Master's or a Doctorial Degree.

7 The 55 Asian students in law can be explained by the fact
8 that up until the Fall of 1972 there was a special administration
9 program for Asians. This has been sharply curtailed. Within three
10 years I predict a sharp drop in the enrollment of Asians in the
11 Law School at Berkeley.

12 Yesterday I received a response to my telephone call from
13 the Administration Office at Boalt School of Law and I was
14 advised that in 1970 there were 23 Asians admitted to the Law
15 School. Twenty of them were special admits.

16 In 1971 they advised me that there were 23 Asians admitted
17 to the Law School and 23 of the 23 were special admittance, meaning
18 a special program for the Asian.

19 In 1972, last Fall, 21 students were admitted to the Boalt
20 School of Law and 11 were special admits. In other words, for the
21 last three years 54 of the 67 students admitted to the Boalt School
22 of Law were special admits, and this particular program has been
23 sharply curtailed for the Fall of 1973.

24 I asked her for the data on how many were special admits
25 for this Fall and she said that information cannot be released at

1 this time.

2 Now, to summarize this point, it is clear that Asians are
3 admitted to the undergraduate programs at Berkeley based upon high
4 scholastic performance in the public schools. The University is
5 required to admit the upper 12 1/2% of high school graduating
6 classes. Asian students, because of their grade point averages,
7 are being admitted to the Berkeley campus, but Asian students are
8 not represented in the graduate schools at Berkeley because there
9 is no policy guiding graduate student admissions. Many departments
10 require the graduate record examination and, as I have indicated,
11 Asians tend to do poorly on tests measuring verbal skills.

12 Now, although the Asian applicant may have a competitive
13 grade point average, the statistics indicate that the Asian is not
14 being admitted to Berkeley's graduate program.

15 Now let me shift my comment to University employees. The
16 University classifies its employees into three broad categories,
17 academic, career staff and casual staff.

18 Table 6 in the handout presents a summary of ethnic and
19 sex employment with average weighted monthly salaries. Table 6
20 reads as follows: 224 Asian men classified as academic employees
21 make an average salary of \$1,120 per month; black men with an
22 average salary of \$1,195 per month; 54 La Raza men with an average
23 salary of \$1,256 per month; and 3,370 Caucasian men with an average
24 of \$1,307 a month; 445 males classified as Asians making \$861.00 a
25 month. Similarly, the 89 Asian women classified as academic

1 employees make an average salary of \$859.00 per month. The 29
2 black women with a monthly salary of \$1,029 a month -- that is,
3 one thousand and twenty-nine dollars a month -- 14 La Raza women
4 with an average salary of \$962.00 per month; and 874 white women
5 with an average of \$1,044 a month; 74 foreign women averaging
6 \$889.00 a month.

7 Now, what is striking about the data in Table 6 is that it
8 clearly shows that Asian people, regardless of their category of
9 employment, make less money than their white counterparts. I am
10 sure there is an explanation for this phenomenon but there is
11 something seriously wrong when Asians in every category of employ-
12 ment at the University, from the academic to the lowly service
13 worker, make less money than whites.

14 The totals of 224 Asian men and 89 Asian women in academic
15 categories appear to be impressive, but in Table 7 I break down
16 the specific type of work included under the category "Academic."
17 There are 40 professors classified as Orientals on the Berkeley
18 campus. Although the University would not give me the breakdown
19 on this, I personally know that many of these are not American-
20 born. One hundred twenty-three temporary are less than the pro-
21 fessorial ranks, 137 lower level research technicians, mostly
22 students, and 12 librarians. On examination, for example, even
23 student employees, like a teaching assistant, they make less money
24 than their white counterparts.

25 Now, I can go on, but Tables 8 and 9 further substantiate

1 the rather grim picture of the University's systematic discrimina-
2 tion toward the Asian employee. It is usually difficult to docu-
3 ment the practice of institutional racism. However, the data I
4 have presented for the Berkeley campus strongly suggests the
5 existence of systematic discrimination toward Asian students, par-
6 ticularly at the graduate student level, and toward the University
7 Asian employees with respect to the salary that they are paid.

8 The Berkeley campus is supposedly the most liberal in a
9 nine-campus University system. If Berkeley is as bad as it appears
10 to be, what must it be like on the other eight campuses?

11 Let me stop here and conclude my presentation.

12 CHAIRMAN SILLAS: All right.

13 Let me call on Ms. Hernandez.

14 MS. HERNANDEZ: Dr. Takagi, thank you very much for this
15 documentation. It is excellent. It differs somewhat from what we
16 received from the University and I can understand why.

17 I have a couple of questions because I am not clear, and
18 maybe you can help me on them.

19 On Table 9 what is considered professional? Because in
20 that category it seems that for all minority groups, with the
21 exception of La Raza, women out-number men in those categories. I
22 find that unusual. Do you know what they mean by "professional
23 staff"?

24 DR. TAKAGI: Yes, these are career professional positions
25 having to do with high-level research, this sort of thing, a little

1 more than a technician's type work.

2 MS. HERNANDEZ: And then the other thing that I found of
3 interest was, in addition to earning less than their white counter-
4 parts, as I read these statistics, the Asians are also earning less
5 than their other minorities.

6 DR. TAKAGI: In some categories this is correct, but this
7 does not hold up for every job category.

8 MS. HERNANDEZ: That is what my next question is. Can you
9 give us any kind of breakdown as to the job categories involved
10 there?

11 DR. TAKAGI: Yes, I can. I think I can. You are referring
12 specifically to professionals; is that correct?

13 MS. HERNANDEZ: Yes. If you don't have it immediately
14 handy, you can send it to us. If you have the charts broken down,
15 I would like to see that as well.

16 DR. TAKAGI: Sure.

17 MS. HATA: I have a series of questions for you. I, too,
18 have been impressed by your statistics. I note you stated, for
19 example, that the Berkeley Report talks about Asians as Orientals.
20 On your listing, you have got Asian, Black, La Raza and Indian.
21 Are these your own labels?

22 DR. TAKAGI: Yes, they are.

23 MS. HATA: And why have you not used Oriental? Why have
24 you used Asian?

25 DR. TAKAGI: Well, I think that --

1 MS. HATA: What I would like to do is clarify the difference
2 in the minds of everyone, the difference between Asian and
3 Oriental.

4 DR. TAKAGI: I don't think I can come up with an explana-
5 tion as to why I used Asian. I think that, in one sense, it re-
6 flects a race consciousness that emerged in 1968-69 rather than
7 simply -- You know, we don't refer to "whites" as "Occidentals,"
8 the opposite of "Occidental" is supposed to be "Orientals," and to
9 the extent that this is something that the white society in this
10 country has applied to Asian people, and I think that around 1968
11 or '69 people decided to come up with a name that would refer to
12 themselves, and I don't think I really have an explanation.

13 MS. HATA: I notice that on the campus at U.C., Berkeley,
14 there are probably many faculty members from Asia.

15 DR. TAKAGI: That is correct.

16 MS. HATA: How do you feel about the faculty members from
17 Asia and their relationship to Asian-American students? Do you
18 think they are sympathetic, unsympathetic, or what are some of the
19 problems involved?

20 DR. TAKAGI: Let me make a comment that I don't want to
21 take a native position here that, "Look, foreign students should
22 be controlled" or "Foreign citizens should be denied employment
23 at the University." I want to make that very, very clear. But
24 in response to your question, it is the case that whenever issues
25 arise on campus, the professor, the Asian professor, from either

1 Hong Kong or Taiwan or Japan have not come to the aid of different
2 kinds of issues that have emerged. I think that there is a dif-
3 ference, but what that difference is I can't specify. As far as I
4 have indicated, as far as Asian American professors are concerned,
5 they tend to identify more with the needs of Asian people in this
6 country.

7 MS. HATA: Finally, you talk about the fact that Asian-
8 Americans do poorly as far as verbal skills are concerned. What
9 is the reason for this?

10 DR. TAKAGI: That is a good question. I don't know.
11 Historically this has been the case. I have some suspicions, but
12 these are speculative.

13 MS. HATA: So do I. I would like your opinion.

14 DR. TAKAGI: Speculation?

15 MS. HATA: Yes.

16 DR. TAKAGI: I think the best analysis was made by a local
17 writer, Frank Chin, and he talks about Asian-American writing as
18 being very unique. But it is the case in public education that the
19 teacher, the public school teacher, starting around the second or
20 third grade, usually corrects the composition of the student
21 focusing upon grammar and punctuation. This can be a humiliating
22 experience and one of the best methods of controlling students is
23 to humiliate them.

24 I am sure most of you, and most of the people in the
25 audience, have had this kind of experience. As you get a "D" for

1 grammar and a "D" for punctuation and an "A" for content, if this
2 continues to operate from third grade on, you have arrived at a
3 point where you believe that you really can't write or that you
4 can't verbalize properly. And as a result, Asian students begin
5 to think about moving into perhaps study areas or avoiding certain
6 kinds of interactions that call for verbal skills.

7 This, as you know, is a very complex process. Like I say, it
8 is speculative, but based upon my experience, it is a case that
9 many, many Asians prefer not to interact or to avoid situations
10 which call for verbal interactions. Now, this does not apply to
11 all Asian students, but it certainly is reflected by their inability
12 to do well on tests calling for verbal ability.

13 MS. HATA: Thank you.

14 CHAIRMAN SILLAS: Ms. Jacobs?

15 MS. JACOBS: Yes, I have one question and that has to do
16 with the salary differential. Is there no set salary scale for
17 everyone, but people negotiate, or where is there a difference in
18 salary?

19 DR. TAKAGI: I don't know. I think it is impressive in
20 breaking down the minority classifications whether the person be
21 black or white. In other words, we take a category of people
22 within a specific job classification and we see that, whether the
23 categories be black, Asian or La Raza or Indian, they make less
24 money than their white counterparts. How else are you going to
25 explain that, unless there is some kind of systematic bias

1 operating?

2 MS. JACOBS: As I understand it, in the state system there
3 are flat grades and people are appointed by grade and class, and
4 they can't negotiate salaries. In the University System, do
5 individuals negotiate their salary?

6 DR. TAKAGI: The way it works, at least for the academic
7 employees, is that -- like Civil Service occupations, there are
8 different ranks or different steps within a job category. And a
9 merit increase is supposed to be recommended by one's administra-
10 tive superior and then approved by the appropriate budget committee.

11 Now, in this process two things can happen, two things
12 obviously are happening. One is that the immediate supervisor is
13 not recommending these kinds of increases, or, if that increase is
14 being recommended, it is being turned down at a higher level, at
15 another level. This could be the explanation.

16 CHAIRMAN SILLAS: Mr. Hesburgh?

17 MR. HESBURGH: I have a couple of questions. On the table
18 where you show the percentage of Asian students as compared to
19 total population for the last five years, it shows a fairly good
20 rising trend each year. I was wondering what the reasons might be
21 for this, either actual or your opinion. Is it a case where the
22 University is going out of its way to attract Asian students, or
23 is there something else at work here?

24 DR. TAKAGI: Yes, I think there are two things operating.
25 One is that, as I have indicated in my statement, that the

1 University is required to take the upper 12 1/2% of high school
2 graduating classes, and the Asian students do do well in the public
3 schools. Although they may not get in based upon their SAT scores,
4 they are getting in because of high grade averages.

5 The other is that from 1969 to 1971 there was a black
6 Admissions Officer, William Sherriel, and he was very sympathetic
7 and very sensitive to making sure that ethnic students got into
8 the undergraduate program. I have personally talked to Mr.
9 Sherriel when he was the Admissions Officer, and we would work
10 things out. But he left the University sometime in 1971 or '72
11 and this is why I predict this downward trend again. I think it
12 is going to change.

13 MR. HESBURGH: On tenured faculty and other staff, you
14 don't have figures for the last five years, but do you have a
15 similar trend and what are the reasons for whatever trend there is?

16 DR. TAKAGI: No, I do not have that data, and I really
17 can't say for the University-wide practices for faculty. But up
18 until last year I was the only tenured Social Science professor,
19 Asian-American tenured professor, on the Berkeley campus. Last
20 year they hired someone else on ethnic studies and there are two
21 of us now.

22 Now, as far as mathematics, the Asian professors are con-
23 centrated in mathematics and engineering, and I do know that they
24 are a part of the brain drain that occurred where they were --

25 MR. HESBURGH: Thank you.

1 CHAIRMAN SILLAS: Ms. Hata?

2 MS. HATA: How many of the tenured Asian-Americans are
3 women?

4 DR. TAKAGI: None.

5 MS. HATA: What impact has -- Did you want to add some-
6 thing?

7 DR. TAKAGI: No, go ahead.

8 MS. HATA: What impact does the Affirmative Action mandate
9 have on your campus?

10 DR. TAKAGI: It has worked beautifully for white women.

11 CHAIRMAN SILLAS: Mr. Rogers?

12 MR. ROGERS: Like everyone else on the Committee, I am
13 very impressed with your statistics but I am also concerned about
14 one other thing. What kinds of corrective action will be taken
15 by UCB?

16 DR. TAKAGI: I assume that these statistics have been
17 presented to UCB for corrective action. These statistics came out
18 of their offices. They are quite aware of the situation and my
19 guess is -- and I want to repeat what I stated earlier -- that we
20 have a situation here where the Asian is viewed as competitive but
21 he continues to remain out of the running. Until such time as
22 pressures are applied to the Berkeley campus, from the outside,
23 such as this group or by the State Legislature, no change is going
24 to take place.

25 Now, given the fact that University campuses are under a

1 tight budget squeeze, what is going to happen is -- and with the
2 pressure to hire women and with the remarkable progress that white
3 women have made in the last two years, and I think this statement
4 or observation has been made by other people, and that is white
5 women have made more progress in two years than Third World people
6 have in the last ten. Given the budget squeeze and this other kind
7 of pressure, the people who are going to lose out will be the
8 Third World people. That is to say, Asians, blacks, La Raza and
9 the Indian.

10 . MR. ROGERS: Do you feel that these, hopefully, that these
11 corrective actions will be included in the Affirmative Action
12 Plan which will be presented to the Department of Health, Education
13 and Welfare?

14 DR. TAKAGI: Well, see, you have to look at the cycle.
15 For example, I do know that with the proliferation of the Ethnic
16 Studies Departments across the country and, for example, the one
17 at Berkeley is having a very, very difficult time attracting or
18 finding someone with a Ph.D. to join the faculty. Now, at Berkeley,
19 which represents the major university for Asian-American students
20 in the state, Berkeley has only 22 graduate students in the social
21 sciences. This explains why there are not that many people avail-
22 able. Without some kind of systematic effort being made to admit
23 students, graduate students in the Berkeley program, we are going
24 to continue to experience this shortage.

25 So the response on the part of the University is, "Sure, we

1 will hire people if they are qualified" -- but, goddammit, they are
2 not getting in.

3 CHAIRMAN SILLAS: I had two questions pertaining to, first
4 of all, Table 6 of your exhibit. There is numbered under "Alien"
5 445. Would that include Asian, Asian professors? You have "Asian
6 men, academic, 224." Is that Asian-Americans also under the cate-
7 gory of "Alien"?

8 DR. TAKAGI: There would be some, yes.

9 CHAIRMAN SILLAS: Is there a duplication?

10 DR. TAKAGI: No, that is not a duplication. They are
11 exclusive categories.

12 CHAIRMAN SILLAS: Do you know what number they have of the
13 445 under "Alien," as to how many are Asians?

14 DR. TAKAGI: I don't have that information.

15 CHAIRMAN SILLAS: Another question I have pertains to the
16 numbers in the Law School, as you have pointed out in Table 5, the
17 increase of numbers of Asian-Americans entering Law School, and
18 you pointed out this is a result of special admittance.

19 DR. TAKAGI: That is correct.

20 CHAIRMAN SILLAS: Do you know whether the Law School is
21 including in their programs special programs to assist these
22 special admittance students?

23 DR. TAKAGI: I don't know. There is, I believe, in the
24 audience a graduate of Boalt and he might be able to answer that.
25 I mean, there are some law students here. They may be able to

1 comment on that. Perhaps it would be appropriate to have them
2 comment.

3 CHAIRMAN SILLAS: (To an unidentified person in the audi-
4 ence) Is there a special program to assist a law student under
5 that admittance program?

6 MR. GARRICK S. LEW: No.

7 CHAIRMAN SILLAS: Would you state your name and spell it
8 so that our reporter can get it in the record?

9 MR. LEW: My name is Garrick S. Lew; G-a-r-r-i-c-k, middle
10 initial "S," L-e-w, and I was a second year student at the Boalt
11 Hall School of Law at the University of California.

12 CHAIRMAN SILLAS: Are you under the special program?

13 MR. LEW: Yes.

14 CHAIRMAN SILLAS: Are you receiving any assistance at this
15 time at all in terms of special classes, such as tutoring?

16 MR. LEW: None whatsoever. From what I understand, there
17 never was any -- there was a special admissions program but, along
18 with the program there was no incentive or intent of the faculty
19 to assist those students that did get into the school.

20 I would also like to comment on Dr. Takagi's explanation
21 of the cut-back in minority admissions. The reason the students'
22 committee received from the faculty is that how the Law School
23 usually admits students is that it sends out a mass of letters,
24 the same number to minorities as, say, to white students, and an
25 average of 55 to 60 students would accept, you know, out of 100.

1 What happened during 1970 and 1971 is that they did send
2 out these letters and practically 90 to 95 Asian-American students
3 accepted the letters, instead of what they expected, 40 or 50 per-
4 cent acceptance. And it seems that they are cutting back the
5 special admission program because -- the explanation I received
6 and fellow students received was that, "We just over-let -- let
7 in way too many and, for that reason, we have just got to cut back."
8 That is, you know, it is like the domino theory: you let them in,
9 you know, you give them an inch and they take a foot. That is the
10 basic reason that we received from the faculty.

11 MR. JIMINEZ: To your knowledge, does the University have
12 an approved Affirmative Action Program from the Department of HEW
13 yet? I know they are operating on something they call an Affirma-
14 tive Action Program, but is there one that has been approved?

15 DR. TAKAGI: That has not been made official yet.

16 MR. HERNANDEZ: My understanding of an answer given in
17 response to a question on the Affirmative Action is that the situ-
18 ation that you just pointed out would not have occurred under an
19 approved Affirmative Action Plan, because clearly, if you have an
20 under-utilization of students of any kind of group, then you would
21 have a higher percentage of those students being admitted than the
22 percentage of students who are already in the majority. To give
23 an example of what I mean, if you send out 100 letters to minority
24 students and 95 of them answer, it doesn't mean that you cut down
25 or back to the 10%. You take a much higher percentage of that 100

1 than you might of the 500 white students that would apply.

2 MR. LEW: It has been very hard to understand what the
3 University practices are. They change back and forth and I would
4 also make a comment that special admission is not special admission
5 if you are looking for students from, like, so-called poverty areas
6 and things like that. They way the University -- the faculty
7 issued the statement is that they are taking minority students but
8 they are taking so-called "the cream of the crop," and you find
9 that a lot of the minority students that are being admitted are
10 not even from California, that they are from back East, Ivy League
11 schools and things --

12 CHAIRMAN SILLAS: I know we are getting into an area that
13 obviously, from the questions asked by the Panel, is very interest-
14 ing but, as Chairman, unfortunately I am also governed by a list
15 of witnesses and time that I must keep up with. I see, though,
16 several Panel members want to ask questions.

17 MS. HERNANDEZ: Is it possible to get some of this informa-
18 tion later, because I think if we could get those kind of specifi-
19 cations like the number of minority students who have applied as
20 opposed to those admitted, I think that would be very useful.

21 CHAIRMAN SILLAS: Mike, I wonder, as staff, if you would
22 meet with -- I notice there are several law students here -- if
23 you would meet with them and see if we can obtain some of the in-
24 formation that obviously the Panel is interested in?

25 MR. ISHIKAWA: Yes.

1 MS. JACOBS: Might we add to that the number of students
2 that have dropped out of school, minorities, for one reason or
3 another, and what you think the reasons are?

4 MS. HATA: And the number of applications for jobs as far
5 as teaching professions, and so forth, too.

6 MR. LAU: I just wanted to ask you is it true that Boalt
7 Hall is trying to eliminate the special program for Asian-Americans?

8 DR. TAKAGI: I can't substantiate this, but that is the
9 feeling of everyone. The Committee might also note Boalt Hall was
10 the first school to start the minority admissions, and the feeling
11 is that when Boalt starts going, all the schools in California are
12 going also.

13 CHAIRMAN SILLAS: The reason I raised a question regarding
14 special programs is that we have seen a pattern with the Chicanos
15 and black students who got in the special program are now having
16 difficulties passing the Bar, and the trend generally has been that
17 and I just wanted to see what the status was.

18 Doctor, I certainly want to thank you for the obvious
19 effort you made in getting these statistics.

20 DR. TAKAGI: May I make one request? There is a student
21 in the audience who applied for the graduate program in Sociology
22 and I would like to have him identify himself and at least provide
23 his grade point average at Berkeley. He was turned down and I
24 think his statement ought to be made, at least, for the record.

25 CHAIRMAN SILLAS: Michael, would you come up? I will

1 impose on Mike -- Would you identify yourself for the record and
2 then, because of the time, I am going to ask Mike here to meet
3 with you and get the information for the record.

4 Let me also state to the audience, so that there is no mis-
5 understanding, we have a court reporter that is taking down all
6 the information, questions and answers and statements that are
7 being made. In addition to that, staff is compiling and taking in
8 any affidavits or statements or statistics anybody wishes to submit
9 to this Committee.

10 The transcript by the court reporter will be made available
11 to all the members of the Committee, as well as any exhibits which
12 may have been attached or introduced and added by everybody. The
13 Committee and staff then proceed to go through and read the tran-
14 script, statements, affidavits, exhibits, et cetera, and attempt to
15 reduce it to a report which will ultimately become public.

16 So by that I want to indicate to everyone here that, even
17 though because of time you may not have the opportunity to speak,
18 your information and opinions will be received by the Committee and
19 will be reviewed by the Committee and be a part of our total record.

20 So would you identify yourself for the record and then I
21 am going to have to ask that Mike meet with you and take down the
22 information.

23 MR. MICHAEL OMI: My name is Michael Omi, O-m-i, and I am
24 a recent graduate from U.C., Berkeley, in the Department of
25 Sociology. A number of months ago I applied to the Department of

1 Sociology for work, for graduate work toward a Ph.D. program.

2 CHAIRMAN SILLAS: What is your grade average?

3 MR. OMI: 3.7.

4 CHAIRMAN SILLAS: Just for the record, now, 3.7 is on a
5 scale --

6 MR. OMI: Right, on a scale of 4.0. Several of us, a
7 number of Asians thinking of applying, went to talk to the Chairman
8 of the Admissions Committee about admission into the program, and
9 what we received there was that the Department of Sociology
10 actively recruits Chicanos and blacks for the graduate program but
11 they have no special admission or any kind of policy regulating
12 Asian-Americans. The basis for that, according to his rationale,
13 was, one, that Asian-Americans traditionally don't have that much
14 difficulty in achieving access into graduate study on the University
15 of California, Berkeley, campus.

16 And the other thing was that the Chairman really didn't
17 see that Asian-Americans were under-represented in the social
18 sciences. But when we polled them, how many graduate students you
19 have and how many actually received Ph.D.'s at Berkeley, we
20 really weren't able to come up with this and we really do lag be-
21 hind other minorities.

22 We tried to push, as a concessionary thing, not to have
23 reduced standards of admissions. Say, if you had an Asian-American
24 who was at least competitive with another white, that you would
25 accept first the Asian person, and he refused that also.

1 CHAIRMAN SILLAS: Mike, I appreciate your statement and
2 comments.

3 Mike, would you meet with the witness and get further
4 details and any statistics that he might have?

5 And again, Dr. Takagi, thank you for your opinions and
6 information here this morning.

7 We are doing well, only a half hour late.

8 We will now call on Mr. Edison Uno.

9 For the record, Mr. Uno, would you state your name and
10 spell it for our reporter?

11 MR. EDISON UNO

12 MR. UNO: Thank you, Mr. Chairman and members of the Com-
13 mittee and members of the community. My name is Edison Uno, U-n-o.

14 Throughout our long history in America, Japanese-Americans
15 have been viewed and stereotyped as the inscrutable Orientals.
16 When I first heard this term, the term "inscrutable," I had diffi-
17 culty in trying to understand this adjective, let alone trying to
18 pronounce it correctly. I remember looking it up in the dictionary
19 and I discovered it meant that which cannot be learned or under-
20 stood, mysterious, completely obscured, and incomprehensible.

21 My presentation this morning may well be entitled "The
22 Problems of Japanese-Americans in Employment Discrimination, The
23 Inscrutable Problems of Our Time."

24 Indeed, the sophisticated means of employment discrimina-
25 tion are that which cannot be learned or understood, mysterious,

1 completely obscure, and incomprehensible. Whether this is a proper
2 adjective to describe our plight, I do not know. However, I do
3 know that whenever I recall the stereotyped reference of "in-
4 scrutable Orientals," it has always been used in a very negative
5 and demeaning manner.

6 To be sure, my comments about the mysteries of employment
7 discrimination will also be negative. They will be negative be-
8 cause I firmly believe that Japanese-Americans have been the
9 victims of the most insidious type of racism, white racism, that
10 has given us the dubious distinction of being the model minority.

11 The pretense that we are accepted, the illusion that we
12 "have made it in middle America," and that we have reached the
13 status of full equality and freedom -- if I am inscrutable in the
14 eyes of white society, it may be due to the fact that the white
15 society does not understand me and I, in turn, do not understand
16 the pretense and illusions in the role I am expected to play as
17 an American citizen of Japanese ancestry. The inscrutable stereo-
18 type has been reinforced with many attributes which has character-
19 ized the average Japanese-American as quiet, passive, polite,
20 courteous, neat, reliable, hard-working, loyal, non-aggressive,
21 self-sacrificing, and many other qualities which are considered
22 essential for being nice, good and conforming citizens.

23 Our history and experience has been a classic, textbook
24 example of good behavior, law-abiding, cooperative, docile citizen-
25 ship.

1 Our concentration camp experience during World War II is
2 an example of our ability to survive and overcome the most dramatic
3 and traumatic denial of constitutional and civil rights. But what
4 price did we pay in order to prove our loyalty and gain our
5 acceptance in today's society? I need not repeat the long and
6 painful record of discrimination suffered by our parents and grand-
7 parents as minor immigrants in America. Many of us are children
8 born in and raised in the era of Yellow Peril and its hate cam-
9 paigns which affected every aspect of our daily lives.

10 Those of us who served our time in concentration camps
11 because of our outstanding good behavior, not of the great betrayal
12 of those impeachable promises of the Constitution and the Bill of
13 Rights, we survived because we had faith. We had faith because we
14 believed, and we believed because our parents told us to have
15 trust in America.

16 Today we still believe and have trust. However, our faith
17 is somewhat tarnished by the revival of the inscrutable Orientals
18 and the by-products of that negative stereotype. By and large, the
19 great majority of Japanese-Americans have achieved a degree of
20 success and security in many areas of employment. To state other-
21 wise would not be fair or an accurate assessment. But faith is a
22 tenuous concept. It has become tarnished, in my opinion, in recent
23 years because of the hard, cold facts of reality.

24 Employment discrimination is a fact of life for Japanese-
25 Americans. Examples of outright discrimination include the famous

1 case of Dr. Thomas Uno Guche, the Los Angeles County Coroner who
 2 had to fight a host of ridiculous charges which all proved to be
 3 false. Exclusion of Asian-Americans in many Affirmative Action
 4 programs in government and private industry, discrimination tests
 5 for entry level and promotional opportunity, discrimination prac-
 6 ticed by labor unions, unwritten qualifications for professional
 7 skills, selective exclusion from upper management positions, exclu-
 8 sion from most opportunity in public media, drama, public admini-
 9 stration, politics, literature, and many other areas where Japanese-
 10 Americans have not had an equal opportunity. It would be easy to
 11 enumerate many examples of the specific cases of employment dis-
 12 crimination, but the vast majority of cases are much more diffi-
 13 cult to identify due to the subtle nature of the practice of
 14 excluding or denying Japanese-Americans in employment.

15 Often we hear the complaints that Japanese-Americans are
 16 over-qualified, too ambitious, not suited for management or execu-
 17 tive positions, and other such excuses that thinly veil discrimina-
 18 tory practices.

19 Just earlier this month it was disclosed that the
 20 Sacramento City Unified School District sent two personnel offi-
 21 cials to Hawaii to recruit Asian-American teachers, claiming that,
 22 quote, "not enough California Asians go into teaching." Upon
 23 further investigation, it was discovered that 60 local Asian
 24 applicants had been on the School District waiting list and the
 25 District only expected a minimal number of vacancies in their 2,316-

1 member teaching staff. Asian-Americans in the District comprise
2 8.4% of the student enrollment, whereas the number of Asian
3 teachers is only 3.8%.

4 Both the Chinese and Japanese communities in the Sacramento
5 area were shocked at the news, in view of the fact that under-
6 employment, the unemployment rate among certified teachers in the
7 Asian community has been high in recent years.

8 The most severe indictment of discriminatory practices in
9 all areas of the employment must be laid at the feet of the public
10 media, most government agencies, and the educational system. The
11 indictment is based on the generally-expressed opinion of govern-
12 ment officials who believe that Orientals have achieved parity.
13 Therefore, they have no problems.

14 By comparison with disadvantaged or other minorities, it
15 may be true that, from a historical context, the Japanese-Americans
16 have gained a degree of parity at the entry level of employment.
17 However, this does not mean that we have had an equal employment
18 opportunity in all areas of employment, especially in blue-collar
19 jobs, management and executive positions, union and skilled crafts,
20 political appointments, public media, and other opportunities.

21 As an Advisory Committee to the United States Commission
22 on Civil Rights, I believe you have the authority to make specific
23 recommendations which may bring about each needed change. I would
24 like to suggest several ideas for you to consider, and I think you
25 should understand that the Asian-American community will be anxious

1 anticipating your effectiveness. Your credibility will depend on
2 some changes. I hope you will agree with some of these.

3 To begin with, one, strict compliance with Affirmative
4 Action, including a time-table for attaining Asian-American goals.

5 Two, the designation of community organizations to monitor,
6 publicize and expose Affirmative Action results.

7 Three, the establishment of Asian-American resources for
8 the sensitizing and awareness of Asian-American perspectives for
9 all government agencies and private industry.

10 Four, the establishment of community resources in the Asian-
11 American community to provide advice and legal services occasioned
12 by alleged discrimination in hiring, firing, retention, training,
13 and other related personnel matters.

14 Five, the establishment of legal service to file class
15 action suits where a violation of civil rights in employment are
16 exposed.

17 And, six, regular reports to the community via the ethnic
18 press and community organizations on the progress of Affirmative
19 Action programs, new career opportunities, in-service training,
20 and other personnel matters.

21 Today the stereotype of "the inscrutable Orientals" must
22 be destroyed. The myth that we are going to perpetuate the image
23 of the quiet American is giving way to a new awareness and in-
24 volvement.

25 As an American citizen of Japanese ancestry, I seek the

1 advantages and freedoms and all the rights which are embodied in
2 any citizenship. My aspirations are for full equality for all.
3 In my opinion, our problem is no longer an inscrutable one; it is
4 no mystery that we, as highly visible Americans, must exercise
5 all of the rights and prerogatives to fight for our rightful place
6 in society.

7 Thank you. (Applause.)

8 CHAIRMAN SILLAS: Thank you very much.

9 Any questions? Ms. Hernandez?

10 MS. HERNANDEZ: Your second point on the community monitor-
11 ing programs, community advisory groups, is it your feeling that
12 those community advisory groups should be compensated for their
13 activities?

14 MR. UNO: I say "Why not?" Private industry and govern-
15 ment have always paid experts for expertise. If a government
16 agency is going to buy a computer or install a new system, they
17 call in consultants and they pay him fifty to a hundred and fifty
18 dollars a day for that kind of consultation. I think it is time
19 that the ethnic community began asserting their roles, the dignity
20 of their knowledge and experience, by seeking and demanding just
21 compensation rather than being ripped off by government do-gooders
22 who ask people to do things, to do their work for them without
23 compensation. (Applause.)

24 And may I add that, if the Citizens Advisory Committee is
25 not being compensated, I would say that you are being ripped off.

1 MS. HERNANDEZ: We are well aware of that.

2 The second question is also related --

3 CHAIRMAN SILLAS: It wouldn't be the first time.

4 MS. HERNANDEZ: In the structure of the Affirmative Action
5 Program, say at a union or at a major corporation, where do you
6 think the Affirmative Action office belongs? Should it be top
7 level, as close to the President as possible? Should it be within
8 Personnel? What is your feeling about the location of the people
9 who have responsibility for Affirmative Action?

10 MR. UNO: It is a coincidence that you should ask that.
11 I participated in an Affirmative Action Workshop yesterday in
12 Santa Clara with James Chinn of the EEO, and Sho Sheen Little
13 Feather, who was the attraction, was there, and that request did
14 come up. I believe that Affirmative Action, if it, indeed, is a
15 real commitment by the power structure, that it must have direct
16 input to the corporate head, the executive officer of a corporation,
17 or the President of a University, or the elected official in any
18 government agency. Any other reporting process is an obstacle or
19 hurdle whereby it will diminish the effectiveness of Affirmative
20 Action. And I would say that most Affirmative Action programs that
21 I have seen or heard about at this point in time are nothing but
22 a fraud against women and against minority groups, and I think
23 this kind of fraud is as gross as the kind of fraud that is hap-
24 pening in Watergate in Washington, D.C.

25 MS. HATA: You mentioned that we should have Affirmative

1 Action programs in compliance with Asian-American goals. Could
2 you clarify what you mean by "Asian-American goals"?

3 MR. UNO: Yes, I believe I would interpret Asian-American
4 goals as a type of goals that have been articulated here this morn-
5 ing and yesterday by the Asian-American community, including the
6 Chinese, Japanese, Korean, and Filipino, and other Asian groups
7 in all areas of employment, because I think that we who have been
8 used as the model minority are often victims of being manipulated
9 so that, when Affirmative Action goals and reports are made, we
10 are lumped together as "minorities," and people do not examine how
11 grossly we are being used in the form of statistical numbers.

12 Asian-American goals, I believe, ought to be broken out
13 so that we know precisely, like Dr. Takagi and his excellent home-
14 work on the statistical breakdown of University employees and
15 graduate student enrollment. Those figures do not lie. There is
16 no way that you can contradict those figures, and I think that we
17 have to demand that Asian-American goals in any Affirmative Action
18 reporting system are consistent with the desires of the community
19 to identify who these people are, how much they are being paid,
20 how long have they worked for institutions, what programs or what
21 opportunities have they had for promotion or in-service training,
22 and other piecemeal matters.

23 MR. ROGERS: Mr. Uno, one question I am concerned about is:
24 Is there at the present time a committee, a representative from
25 each particular aspect of the Asian-American community, formed to

1 develop the very goal you are concerned about and establishing
2 priorities so that the entire Asian-American community can be in-
3 volved in rectifying the situation?

4 MR. UNO: Yes. In recent years there has been a develop-
5 ment of some community awareness and involvement, and we now have
6 some formalized organizations. I could name a few, Asian-Americans
7 For Equal Employment Opportunities in the Bay Area, the Asian Law
8 Caucus has been involved in this, various chapters in the Japanese-
9 American Citizens' League, Chinese for Affirmative Action. There
10 are groups within the Filipino community. There are coalitions,
11 alliances, unions of people of like concerns, and we are getting
12 it together. I think the frustration is, and the reality is, that
13 Asian-Americans have always been classified as the "Others." And
14 so you have the black problem, the brown problem, the Native
15 American problem, and "Others."

16 Now, we have to be able to identify those "Others" in
17 terms which give us our own identity, give us our own integrity
18 and ability to fight for themselves. And you, as a member of a
19 minority group, must be very well aware of the trouble that we
20 are having.

21 MR. ROGERS: Are there specific class action suits being
22 initiated on behalf of the Asian community at this time?

23 MR. UNO: The public interest law entity in San Francisco
24 known as the Public Advocates recently filed lawsuits against
25 Civil Service regarding the standards and testing procedures for

1 law enforcement officers and firemen for the City and County of
2 San Francisco, which is an example of the type of discriminatory
3 practice that directly affected the Asian-American community.

4 Another example, one that I gave you, is that the Sacramento
5 Unified School District at this time went to Hawaii on a junket to
6 hire Asian-American teachers when we have a large number of Asian-
7 American well-qualified teachers in this area, or in the Sacramento
8 and Northern California area. This is illustrative of the kind of
9 insensitivity of white bureaucrats who are very incompetent.

10 We want equal opportunity to succeed as well as equal
11 opportunity to fail, because I know that there are many, many non-
12 minority people who are not doing their job and I think this is
13 no secret to the Asian-American community, and other minority com-
14 munities too; the black community. And there are a lot of whites
15 in high places who are not doing their job, who are totally in-
16 competent. (Applause.)

17 MS. JACOBS: Could you comment on the effects of television
18 and the media in terms of Japanese stereotypes?

19 MR. UNO: Certainly, and I would be very happy to because
20 this is the kind of -- what we see is the revival of the kind of
21 stereotype which has been very demeaning. There were some previ-
22 ous comments by members of the Committee concerning the inability
23 of Asian-Americans to articulate their needs with verbal skills.
24 It is my personal view that the lack of verbal skills results from
25 a long history of repression and of self-hate. To see that it is

1 a manifestation of self-hate, if you look at the Native Americans,
2 the Indians, you look at the Chicanos, you look at blacks who have
3 been repressed, who have been oppressed, who have been denied, they
4 cannot articulate their feelings. And if you look at the type of
5 stereotypes that are being perpetuated by media, mainly television,
6 you have to understand that we are dealing with a large population
7 in this country that have an average Archie Bunker mentality, that
8 calls you a "nigger," calls Mr. Lau a "Chink," calls me a "Jap,"
9 calls a Jew a "Kike," and it is a very demeaning and dangerous
10 type of discrimination.

11 The stereotype and the revival of that stereotype -- See,
12 we were the victims in 1942 of a hate campaign, and the word "Jap"
13 with all of its negative connotations is being revived. If you
14 look at a few of the late, late movies, you will see the revival
15 of some of the propaganda pictures that made Japanese-Americans --
16 not Japanese, but Japanese-Americans -- the victims of that kind
17 of propaganda, and you can understand our concern.

18 We are third and fourth-generation Americans. There is no
19 difference between my generation and Mr. Mellon's who spoke this
20 morning, Mayor Alioto's, or Spiro Agnew's. Spiro Agnew is a Nisei,
21 second generation Greek. Mayor Alioto is second generation
22 Italian-American. Their ancestors came from a foreign country.
23 My parents came from a foreign country but we are highly visible
24 and we are subject to the kind of discrimination, the kinds of
25 stereotyping and negativeness that the blacks, Chicanos and other

1 Asians have received.

2 MS. JACOBS: What is the employment situation for the
3 Japanese in the media?

4 MR. UNO: It is very, very poor in the Bay Area. You know,
5 in San Francisco we pride ourselves as a city that knows how. I
6 would say, yes, it is a city that knows how to discriminate and
7 they do this in a very insidious way. Representation, whether it
8 be black, whether it be female, whether it be Asian, whether it be
9 Chicano, it is token representation. If you go to some station and
10 want to see their FCC employment reporting patterns on Affirmative
11 Action or racial breakdown of their employment staff, they will
12 throw out their token Asian, their token black, their token female
13 employment and it is a very fine art. It is a skill. If the
14 radio stations or any of the newspapers, anyone in public media,
15 tells you that they have an effective Affirmative Action program,
16 that they are hiring Asians, I would immediately refute it and
17 demand that they prove those charges, because we know. I belong
18 to a group called Community Coalition for Media Change, and we
19 spend a lot of time reviewing FCC License Renewals and we know for
20 a fact that they always have a minimum, that minimum being a floor,
21 not a ceiling.

22 We only want our equal share, some parity in employment,
23 and we don't even get that.

24 As to your specific question on employment of Japanese-
25 Americans in the media, regretfully, I can say that we have perhaps

1 one or two in the whole area of media employment. There was a
2 young Japanese fellow, Lee Mowahe, who used to work for KQED, but
3 he transferred. He is now in Sacramento. And then there was a
4 young lady who worked for KQED, but she is no longer there, a
5 Sansei girl. And then there is Jan Uno Shuro who works for KFSO.
6 Other than that, there are no other Japanese that I know of.

7 CHAIRMAN SILLAS: Mr. Uno, is there a language barrier as
8 we observed, for example, in the Spanish-speaking community and in
9 the Chinese community, in the Japanese-American community, and if
10 there is, to what extent is it?

11 MR. UNO: It has been my observation that there is no
12 language barrier. In fact, we were raised in an era 31 years ago
13 when it was unpatriotic and we were told not to speak Japanese in
14 public.

15 I have never been to Japan. I don't read, write or speak
16 Japanese. I am disadvantaged, culturally disadvantaged, and I
17 would hate to see that cultural disadvantage being carried on by
18 the public school system because I think there is richness in a
19 person's cultural heritage.

20 By and large, I would say that most Japanese-Americans who
21 are in the employment market have very, very little problems with
22 the English language. I doubt whether many of them are bilingual.
23 Most of them are monolingual, English being the only language they
24 know.

25 However, we get back to the question of how can they

1 articulate? How can they verbalize? And what are the problems?
2 Why is it that more Asian-Americans or more Japanese-Americans
3 specifically, are not out in the forefront of the Civil Rights
4 movement, not out there as agents of change, are not out there
5 challenging, filing lawsuits, helping their other Third World
6 brothers? You see, this is where I think the concentration camp
7 experience of 1942 sort of emasculated an entire generation of
8 Japanese-Americans.

9 And you talk about civil rights. That is one of the most
10 blatant examples of the denial of constitutional civil rights, and
11 I think it is high time that the Government of the United States
12 made some effort for recompense, restoration, some effort in the
13 area of these concerns that have been expressed to you by members
14 of the Asian-American community in this area.

15 CHAIRMAN SILLAS: Again I am pressed with time.

16 MR. JIMENEZ: Mr. Uno, do you feel that the type of racism
17 that was so blatant in the 1940's that led to the incarceration of
18 the entire Japanese people has subsided, or is the same, or to what
19 degree has it changed?

20 MR. UNO: It is my personal opinion that racism is never
21 eliminated, that it remains dormant from time to time and emerges
22 against one group or another.

23 At the present time Japanese-Americans in the United
24 States receive very favorable treatment. However, that is not to
25 say -- having been released from the concentration camps 31 years

1 ago, we are out on parole, on our good behavior. And I think it
2 is incumbent upon Japanese-Americans to point out the injustices
3 of World War II and to take some leadership and point out those
4 injustices so that other Third World and other minority people are
5 not subjected to the same kind of treatment we received during
6 World War II.

7 MR. JIMENEZ: Thank you.

8 CHAIRMAN SILLAS: I want to thank you for your presentation
9 this morning and your comments are greatly appreciated by this
10 panel.

11 We have scheduled here a break, but since we are running
12 late, I am going to continue moving on, if our court reporter --

13 THE REPORTER: I am fine, thank you.

14 CHAIRMAN SILLAS: Our next witness is Mr. Guy Ono.

15 MR. GUY ONO: We will speak as a panel.

16 CHAIRMAN SILLAS: Push the buttons in front of you there,
17 if you will, and turn them on and identify yourself and spell your
18 name for the reporter. And then I am going to have to advise that
19 whoever speaks, the one that is not speaking shut off your mike
20 because there is a feedback to the fellow sitting back here. Thank
21 you.

22 MR. ONO: My name is Guy Ono, O-n-o.

23 This is Lin Saruwatari. We are here representing CANE.

24 CHAIRMAN SILLAS: Could we have the spelling of her name
25 for the record?

1 MR. ONO: Lin Saruwatari, S-a-r-u-w-a-t-a-r-i.

2 The CANE committee against the destruction of Nihonmachi
3 and the displacement of victims: The principles of CANE are as
4 follows:

5 To stop the Redevelopment Agency from destroying and dis-
6 persing Japanese Town and to keep Japanese in a small business and
7 residential community, and to uphold the rights of residents.

8 Before we go into the problems in Japanese Town and those
9 facing CANE, first we would like to go over a little background
10 and history of the Japanese and the Redevelopment Agency.

11 The Japanese in America have a history of being moved and
12 ,relocated at the whim and wishes of government and big business.
13 During World War II, the entire West Coast population of Japanese
14 were relocated to barren and desolate lands. Over 110,000
15 Japanese were put into American concentration camps for over four
16 years.

17 At that time big business and political opportunists
18 robbed the Japanese family of their homes, businesses and especi-
19 ally land. On the release from the concentration camps, the
20 Japanese in San Francisco moved into the Western Addition. Because
21 of the anti-Japanese racism still around, the Western Addition was
22 the only place they could move.

23 At that time the area was populated mainly by blacks, by
24 black sharecroppers from the South who had moved up during the war
25 to work on the docks.

1 A few years after their return, the Japanese were again
2 faced with relocation. This time at the hand of the San Francisco
3 Redevelopment Agency. Since 1958 the Redevelopment Agency has re-
4 located 3,000 Japanese from Japanese Town, and not only moved them
5 out, has dispersed them throughout the city and replaced their
6 homes with high-cost apartments and tourism.

7 Why is it that the Redevelopment Agency is moving out the
8 Japanese from Japanese Town? To answer that, one must see Japanese
9 Town in particular, and what is happening all over San Francisco,
10 to see who is behind all of this. What is happening to Japanese
11 Town is not isolated, but is happening to other Third World com-
12 munities as well.

13 This plan of destruction and dispersement is only part of
14 a master plan for San Francisco, and everything connected with re-
15 development is part of it. With United States holdings in Asia
16 after World War II, increasingly vast areas for exploitation opened
17 up. San Francisco was to become the Wall Street of the West and
18 the gateway for big corporation exploitation of the whole Pacific
19 Coastline. San Francisco became a regional base. Bank of America,
20 Wells Fargo, Standard Oil are but a few of the many large corpora-
21 tions which have moved their world or regional headquarters to San
22 Francisco. The officials and Board Chairmen of these banks and
23 corporations are the same people who sit on the Planning and
24 Management Commission Boards in San Francisco and the Bay Area.
25 They are the ones who planned BART, which just happens to have key

1 stops in the Financial District in San Francisco. The same men
2 are the ones backing the Redevelopment Agency and pleading for more
3 government funds.

4 In Tuesday's Chronicle many of these officials and repre-
5 sentatives signed a letter to President Nixon urging more funds
6 for the Redevelopment Agency of San Francisco.

7 Tourism, the second growing industry in San Francisco, is
8 another part of that master plan. The hotel and restaurant in-
9 dustry in San Francisco has tripled in the last few years, all
10 awaiting the completion of the \$385 million Yurba Buena Center
11 project, which will bring in more conventions and more tourists.

12 With this background of concentration camps of World War II,
13 the rising population in the Financial District, which now needs
14 housing for its workers, and the rising tourism, let's again look
15 at the redevelopment plans to replace these residences and small
16 businesses of Japanese Town.

17 The three biggest examples are the Sequoia Towers, which
18 is a senior citizens' home which cost \$3,000 down and \$300.00 a
19 month to live in; the Miyako Hotel, a deluxe hotel for tourists;
20 and the Japanese Trade Center, a complex of showrooms for Japanese
21 corporations. Along with this there is a four-block area made up
22 of a few small shops and apartments which would cost \$335.00 for
23 a studio apartment, and up.

24 None of this is for the benefit of the Japanese community
25 but only for the interest of big business and their plans for

1 San Francisco. Where in this plan does the Redevelopment Agency
2 place the 3,000 residents and small businesses that have been re-
3 located? Along with all of this, the remaining residents of
4 Nihonmachi must move out with little or no aid being granted from
5 the Agency.

6 So, out of all of this CANE was formed to save the Japanese
7 community from destruction and dispersal, and to uphold the rights
8 of residents and small businesses.

9 As an example of what the Redevelopment Agency has been
10 or has not been doing, we will now go over specific cases in one
11 specific block of that redevelopment area that the Redevelopment
12 Agency is now in process of vacating and relocating.

13 MS. SARUWATARI: I would like to restate the principles of
14 CANE, which are: To stop the Redevelopment Agency from destroying
15 and dispersing the community, to keep Nihonmachi a small business-
16 residential community, and to defend the rights of residents.

17 Before citing specific examples of the Redevelopment Agency's
18 lack of respect and responsibility to residents of Nihonmachi, we
19 would like to point out again the fundamental contradiction be-
20 tween the master plan of redevelopment and the rights of residents
21 as outlined in the Housing -- Urban Housing Manual.

22 From the inception of this master plan, the Redevelopment
23 Agency has not recognized the justifiable needs and rights of the
24 residents and businesses, that of determining where they want to
25 live, in a community which allows them to preserve their culture

1 in a community where they have established relationships, institu-
2 tions, organizations and historical foundations. This basic dif-
3 ference cannot be resolved. The Redevelopment Agency does not
4 seek to enhance or build Nihonmachi for the benefit of its present
5 residents and businesses. The Agency has sought only to complete
6 the master plan to rebuild San Francisco and in this plan resi-
7 dences and small businesses are less than a small concern.

8 The Agency has been negligent, even in terms of its duties
9 outlined in the HUD Manual. In many cases the Agency representa-
10 tives have not explained to residents the legal rights and benefits
11 that they are entitled to. Among these responsibilities is to see
12 that relocation does not create any unnecessary and unbearable
13 hardships. Among these responsibilities is safe, sanitary, decent
14 housing, reasonably close to places of employment, adequate housing
15 for the needs of the family, not much farther away from churches,
16 schools and other public and commercial facilities.

17 Also, the Redevelopment Agency is responsible for planning
18 and carrying out relocation services and payments. Specific vio-
19 lations of these responsibilities are easily illustrated. The
20 Agency has not assisted all residents to find adequate new resi-
21 dences, specifically on the block bound by Octavia, Laguna, Sutter
22 and Post.

23 Mr. Kakiyara, for example, has received no referrals but
24 has found a relocation site on his own. His rent jumped from \$90.00
25 to \$200.00 for a single studio.

1 Miss Horowitz has been looking for housing herself but has
2 not received any written referrals from the Agency.

3 Mr. Takacawa has not received any referrals from the Agency.

4 Those referrals given by the Agency have been rejected
5 based on various inadequacies. In the case of Mr. and Mrs.
6 Kanzawa and family, they are presently living in a seven-room
7 unfurnished flat. They were referred to a three-room apartment
8 which was furnished.

9 Mr. Uesato, a single man, was referred to the Tenderloin
10 District, which he rejected as hardly a desirable location.

11 Kintoki's Restaurant was referred to the Mission District.
12 Such relocation would create a definite hardship in terms of her
13 present clientele.

14 Mrs. Nara and her son Tommy were referred to an apartment
15 in the Mission District. Such relocation is hardly desirable
16 because Mrs. Nara currently lives and works in Nihonmachi.

17 Mr. Tomura received two referrals that were rejected be-
18 cause the housing was substandard.

19 In the case of Christ United Church, they were given no
20 referrals and, as a last resort, they have chosen to move into a
21 building on their own property which has not as yet been rehabili-
22 tated.

23 Miss Nakaoka received referrals on the phone, which is not
24 a correct legal procedure, and these referrals were disqualified
25 on the basis of their unsafe location.

1 On this same block, in two cases, a Mr. Coleman and a Mr.
2 Gutman, both had been relocated by the Agency into their present
3 homes, and now again are being forced to vacate.

4 In cases where residents were entitled to compensation
5 for hardship expenses, the Agency has not complied.

6 In the case of the Solley family, who moved in May after
7 constant harassment and pressure from the Agency, they have not
8 received any sort of compensation, not even the \$200.00 payable
9 upon abandonment.

10 Mr. and Mrs. Tomura, who are currently faced again with
11 relocation, were not compensated for a previous move in 1959.

12 Mrs. Mori and her daughter Kathy received no referrals
13 but found a place themselves. They have not been guaranteed bene-
14 fits. The Agency representative who was to process their claim
15 for benefits lost their application.

16 In terms of the Agency's responsibilities to small busi-
17 nesses, in many cases the only alternative offered by the Re-
18 development Agency is going out of business.

19 Bill Nakahara, after 42 years of service to the community,
20 has been forced to retire.

21 Norio's Soybean Cake Factory went out of business because
22 they were zoned out of the community.

23 Mr. Dobashi of Yamato's Garage faces the same problem of
24 rezoning or going out of business.

25 Gishifu Cleaners went out of business because she was too

1 old to try to start her business again at a different location.

2 For the same reason, the Post Shoe Repair Shop was forced
3 out of business.

4 In terms of legal procedures and policies set by the Agency,
5 it is common practice for residents to receive default notice,
6 which means loss of all legal rights, when they have not received
7 one adequate referral or previous legal notice known as unlawful
8 detainers.

9 In the case of Mary Wobber and her son, they have received
10 a default notice but have not received either adequate referral
11 or unlawful detainer. Similar illegal procedures were followed
12 in the cases of Mr. Usaute, Wong's Bait Shop, and Yamato's Garage.

13 This legal procedure provides there be a back door.

14 This covers the Agency's lack of responsibility to the
15 residents. Rather than relocate residents in adequate, desirable
16 housing, the Agency intimidates and pressures residents to seek
17 housing on their own. Also, rather than to meet its commitment to
18 compensate for hardship, the Agency has refused to do so on the
19 grounds of cold regulations, as in the case of the Tomura family.
20 They had found sites on their own but they were refused benefits
21 on the basis that the housing was not up to code.

22 The Redevelopment Agency's lack of respect and considera-
23 tion for the community has resulted in planned destruction and
24 dispersal of residents and small businesses. The Agency has in-
25 tentiously planned to replace the community with tourist-oriented

1 enterprises, which means outside control of the community economy.

2 We are talking about saving the Japanese community. If
3 it were a question of correct goals and efficient implementation
4 of these goals, our complaints would be directed solely at operating
5 procedure. The Agency's inefficiency and lack of obligation to
6 the Japanese community is but one part of a larger problem. Our
7 community, our homes, our businesses and our institutions are
8 being replaced by big business enterprises. We will not stand by
9 and simply watch this happen.

10 MR. ONO: In summary, we feel if the Redevelopment Agency's
11 interest is big business rather than the interest of Japanese
12 Town, it cannot help CANE? We feel also that redevelopment is not
13 upholding the rights of all the residents to live where they want
14 for fair and reasonable prices. We feel that RDA will continue
15 to put small businesses out of business while, at the same time,
16 allowing big businesses, such as Kentits, to expand in our community.

17 We feel RDA will always continue to encourage tourism, to
18 use the Japanese culture for promotion and profit rather than
19 preserving the culture for our people. We will also fight, even
20 after this hearing, until CANE's goal of stopping the destruction
21 and dispersal of Japanese Town, to keep Japanese Town a small-
22 business and residential community.

23 In closing, we have one question for the Civil Rights
24 Commission. Why is it that the rights for safety, safe, decent,
25 low-cost housing, as well as the right to eat three square meals a

1 day, or the right to good, inexpensive health care and equal edu-
2 cation, not laws and rights guaranteed to everyone under the
3 Constitution, but must have hearings such as this when these things,
4 it seems to us, should be guaranteed rights of everyone, not just
5 the rich, in America.

6 Thank you. (Applause.)

7 CHAIRMAN SILLAS: Thank you for your presentation.

8 Do we have any questions from the Panel?

9 Let me ask a couple of questions. What is the composition
10 of the staff of RDA as pertains to Asian-Americans, the Redevelop-
11 ment Agency?

12 MR. ONO: Similar to the Board up here, very ethnically
13 balanced, I think, and there is, you know, a couple of Japanese
14 representatives who work for the Japanese community, or supposedly
15 for the Japanese community. I don't think it is an employment
16 problem of the Agency.

17 CHAIRMAN SILLAS: What, roughly, is the population of
18 Japanese Town? What is the population, roughly?

19 MR. ONO: Right now it is hard to say. One time we said
20 it was over 3,000. Now I guess it would be probably under 300.

21 CHAIRMAN SILLAS: And what geographical area in terms of
22 city blocks are we talking about?

23 MR. ONO: Now or before?

24 CHAIRMAN SILLAS: Let's take the area before.

25 MR. ONO: Before, it was an area of McAllister to Pine,

1 from Gough to Steiner.

2 CHAIRMAN SILLAS: How many blocks would that be, for the
3 record, again, six blocks, six or seven blocks?

4 MR. ONO: No, probably over 20.

5 CHAIRMAN SILLAS: Twenty blocks? When you say "before,"
6 what year date are you talking about? Can you pin that down for us?

7 MR. ONO: 1958, the redevelopment started.

8 CHAIRMAN SILLAS: At the present time what is the number
9 of blocks that you would attribute now to Japanese Town?

10 MR. ONO: The Agency says they have a four-block area
11 marked out for Nihonmachi in which they allow local merchants to
12 develop.

13 CHAIRMAN SILLAS: I gather your criticism of the develop-
14 ment at the present time is the outside businesses coming in and
15 setting up a tourist attraction to detract from local businessmen?
16 Is that correct?

17 MR. ONO: Partly.

18 CHAIRMAN SILLAS: That is part of it?

19 MR. ONO: Some of the local merchants, because after the
20 Trade Center was built, the only thing a local merchant could then
21 turn his trade over to is tourism to go along with the Japanese
22 Trade Center, you know. There are still some businesses in the
23 area, but things such as barber shops, shoe repair, watch repair,
24 grocery stores, you know, things that are directly related to a
25 residential community, have all been pushed out of business.

1 CHAIRMAN SILLAS: Has there been any specific location
2 where, between the drop from the 3,000 residents to about 300
3 where have these people been placed, or have they just been left
4 to scatter wherever they may?

5 MR. ONO: They are scattered.

6 CHAIRMAN SILLAS: Prior to this development, was there any
7 form of council or neighborhood association by the residents in
8 the area?

9 MS. SARUWATARI: They have not been represented in any way.

10 CHAIRMAN SILLAS: Were there any businessmen's association
11 of any type?

12 MS. SARUWATARI: Yes, sir, there were.

13 CHAIRMAN SILLAS: And what role did they play, if any, in
14 dealing with the relocation agency?

15 MR. ONO: There is a local development corporation made up
16 mainly of Japanese, and they are allocated a four-block area to
17 develop, and it was mainly landowners and businesses.

18 MR. JIMENEZ: If the Redevelopment Agency followed its
19 guidelines in dealing with placement of people in areas that they
20 could afford and when they relocated them -- I know it is all a
21 problem -- but would this be an acceptable situation with the
22 Japanese-American community?

23 MR. ONO: I think one thing the Redevelopment Agency could
24 do, if they just worked harder at it, is follow the HUD guidelines
25 and similar things, but I think what we are saying is what the

1 Redevelopment Agency can't do because their interest lies somewhere
2 else, other than to help CANE save the Japanese community and re-
3 store, you know, what was once there.

4 MR. JIMENEZ: I realize it would be very difficult to
5 restore what was there, since so much redevelopment has been con-
6 structed, but if the Redevelopment Agency did follow HUD guide-
7 lines as far as placing families -- and we have the same problem
8 in Sacramento where the Redevelopment Agency has rebuilt the older
9 parts of town, where they have displaced Mexican-Americans, Chinese,
10 Japanese people. What has happened there is that they have built
11 office buildings and condominiums, or contemplating building condo-
12 miniums, that sell for around \$60,000. The people there cannot
13 move in, but if they followed HUD guidelines and provided all the
14 assistance that you need to relocate Japanese families, while it
15 might not be Utopia, would that be something that you would be
16 happier with, or --

17 MS. SARUWATARI: I don't think it is a question of being
18 happy with something that the Redevelopment Agency would provide.
19 It is a question of the community, displacing families of Japanese-
20 Americans throughout San Francisco, as Guy stated, and not preserv-
21 ing any sense of community. And that is the main problem.

22 MR. ONO: I think -- like we have two principles of CANE.
23 One is to save the Japanese community and the other is to uphold
24 the rights of residents. We are talking about the HUD guidelines
25 and adequate referrals, and, you know, low-cost housing projects.

1 This is something they can do. But one thing, and that is the
2 first point, is saving the Japanese community -- is something, I
3 think -- until the whole massive plan for San Francisco is changed,
4 Third World communities in San Francisco will be unable to keep
5 any kind of ethnic cohesion.

6 CHAIRMAN SILLAS: Any other questions?

7 MS. HERNANDEZ: I would like to know, first of all, whether
8 the people who originally lived in that area owned their own homes
9 or rented.

10 MS. SARUWATARI: No, you have to understand the historical
11 context of Japanese Town. What we are trying to state is that
12 right after World War II when the Japanese were released from
13 concentration camps, they came back into the only area which was
14 available to them, which was predominantly black, because at that
15 time the social status was similar to the blacks. Some of them had
16 money saved or were able to keep their money through the concentra-
17 tion camps, but I think the vast majority didn't.

18 MS. HERNANDEZ: That area is sort of half way in between
19 two redevelopment approaches, the Western Addition I and the
20 Western Addition II. Is that correct? The Sequoia Tower was a
21 Western Addition I, and the program that you are talking about,
22 the four-to-five-block area, is now part of Western Addition II
23 program; is that correct?

24 MS. SARUWATARI: Yes.

25 MS. HERNANDEZ: Is it your thinking that in order to

1 maintain the ethnic identity, it is necessary to have the geo-
2 graphical contiguity of the community?

3 MR. ONO: That would help, but it is more like you have --
4 the master plan has rezoned all of the businesses that were
5 originally in the area. The talk of housing is, you know, changed.
6 The allowance of high-rise apartments to come into the area has
7 been changed, and, you know, it is a combination of all these
8 different things. It would take the San Francisco Planning Com-
9 mission and, you know, all of these bank corporation heads to
10 change these things. Their stronghold in San Francisco is too
11 great at this time for any type of reasonable change to come about.

12 MS. JACOBS: Some of yesterday's testimony indicated that
13 in the Chinese community where families are being moved, they were
14 being moved in blocks so that there would be some closeness and
15 cultural ties maintained. Is that what you are saying, that, as
16 the Japanese people are being removed and businesses brought in,
17 the families are not being moved in groups but, rather, as indi-
18 viduals wherever they can find to live, and therefore the cultural
19 basis is lost? Is that what you are saying?

20 MS. SARUWATARI: I don't think this is a question of, say,
21 ethnic identity or solely preserving culture. We are talking about
22 the rights of, you know, Japanese-Americans to have a community
23 even, to have originally chosen a place to live, you know, which
24 because of certain justified reasons was in proximity of each
25 other, and what we have seen and been witness to is, you know, the

1 loss of this land through various methods. The predominating
2 method is the Redevelopment Agency, and the buying of this property
3 in large portions.

4 MS. HERNANDEZ: Do I understand you to say what you are
5 fighting for is the right of those people to have a choice? If
6 there are some who wish to move into other area and are able to,
7 they can, but there are many who wish to stay and that choice is
8 not being offered to them?

9 MS. SARUWATARI: Right.

10 MS. HERNANDEZ: What about the housing that has been built
11 through redevelopment, the housing that has been built under
12 Section 236 or some of the elderly housing projects in the
13 Japanese community? Do the Japanese elderly select housing in
14 these elderly projects or do you find they are not willing to go
15 into that kind of program?

16 MS. SARUWATARI: I would say that they are willing to move
17 into that type of housing, subsidized housing, but there are
18 statistics that between the Filipino, the Chinese and the Japanese
19 communities they have displaced over 30,000 units and have built
20 in replacement 1,700.

21 MS. HERNANDEZ: There is not sufficient housing being
22 built in the cost category that the people who were originally
23 there can afford, and what is being built is being built in
24 rather centralized locations, as I understand, and there are not
25 enough units to cover the people who formerly lived there. Is

1 that correct?

2 MS. SARUWATARI: Centralized location?

3 MS. HERNANDEZ: Yes. For example, as I understand it, most
4 of the housing that is being built under those programs are being
5 built in the Western Addition, Hunters Point, and areas like that.
6 It is not being distributed throughout the city, so people do not
7 have a real choice, if they don't have money, to move throughout
8 the city. Is that correct, or is that incorrect, from your know-
9 ledge?

10 MS. SARUWATARI: You would be assuming, then, that people
11 would only be moving into, say, low-cost housing.

12 MS. HERNANDEZ: No, all kinds of housing. I am saying
13 those people who have need of only low-cost housing have limited
14 choices at the moment because that kind of housing is only being
15 built in certain areas.

16 MS. SARUWATARI: That is true.

17 MS. HATA: I understand you have been presenting your case
18 to various district officials. Am I right? Have you been present-
19 ing your case? And if you have, who are those officials and what
20 has been their response?

21 MR. ONO: We brought it up to Senator Tunney once and he
22 said that he would go back to Washington and get his local repre-
23 sentatives to get on this, and we haven't heard anything from him.
24 And I mean, though, we have names and contacts of different people
25 but we haven't as yet started contacting them. We hope to do that

1 in the future.

2 MS. HERNANDEZ: How old is CANE?

3 MR. ONO: About six months old.

4 MR. LAU: Have you met with Agency representatives?

5 MR. ONO: Quite a few, about three times.

6 MR. LAU: What has the response to your complaints been?

7 MS. SARUWATARI: It would be hard to determine. One
8 thing that is prevalent is the lack of cooperation around. We had
9 a community meeting and asked for a status report on the four-
10 block area and, when we received the status reports, the informa-
11 tion we already knew, you know, and it was like they weren't really
12 willing to cooperate, you know, provide us with necessary informa-
13 tion that we could utilize to help the residents. We had a meeting
14 on Wednesday, and it seems like, you know, this lack of respect
15 also is prevalent among Agency representatives; that is, not to
16 take seriously the demands or even the nature of the meeting. We
17 were told that representatives would be present who would be able
18 to answer all of the questions that we had told them about before,
19 and when we attended the meeting, the representatives were not able
20 to answer the questions.

21 MR. ONO: And they refused to meet with us unless we turned
22 off our tape recorders, and we got into a legal hassel, and they
23 refused to meet with us because their legal counsel had advised
24 them not to meet with us if there was any tape recording going on.
25 We went to that meeting in hopes of trying to get something

1 accomplished and at that time, you know, it set the mood for the
2 whole meeting, one of real antagonism.

3 MS. HERNANDEZ: You mentioned the appointments to the
4 Redevelopment Agency and to the Housing Authority and other groups
5 involved in housing, and I understood you to say that these ap-
6 points are held by those who have powerful interests in the city.
7 Do you have an alternative for the kind of decision-making process
8 that we now have for redevelopment, and what can you suggest or
9 do you have some thoughts about how that might operate more effec-
10 tively?

11 MR. ONO: Until the interest of big business basically are
12 not the interests of the Redevelopment -- Redevelopment right now,
13 I think the only people who can rebuild or the only people who
14 can be a part of redevelopment are people with money. And until
15 you devise a different system of top priority to big business and
16 corporations with money, you know, I see it very hard to try and
17 figure out some sort of plan or some sort of commission where local
18 residents or local businessmen will have very big opportunity in
19 deciding, you know, the different things going on in redevelopment
20 areas.

21 MR. JIMENEZ: Have you contacted the Bay Development, BDCD,
22 which has overall say of --

23 MS. HERNANDEZ: They only have that authority along the Bay
24 and Nihonmachi is substantially in from the Bay.

25 CHAIRMAN SILLAS: Thank you both for your presentations

17
1 this morning and the information that you have given us. It has
2 been very informative.

3 MR. ONO: I would like to ask that same question again that
4 I asked at the end of our presentation. Why do you think the
5 rights, five basic rights, which we feel rights of every American
6 citizen, for everyone, not just Japanese, low-cost housing, the
7 right to have decent meals, the right for inexpensive health care,
8 equal education and employment opportunities -- why do you think
9 we have to have commission hearings like this to hear these gripes
10 when I think we feel that it is a right of every individual in
11 America to have this, or of the world?

12 CHAIRMAN SILLAS: I suspect the reason we are having
13 hearings like this is that we have a lot of insensitive people
14 and, hopefully, hearings like this and the information that we
15 accumulate, and recommendations we make will start to change that.
16 At least that is the hope, I believe, of the Panel here.

17 MR. ONO: You think that if people were just a little more
18 sensitive, that that is the extent of the problem?

19 CHAIRMAN SILLAS: I would suspect that if we were more
20 sensitive to all people in general, then we wouldn't be having to
21 sit here and listen, as we have, about discrimination and racism
22 that we find throughout the state, yes, Guy.

23 Thank you.

24 Our next speaker is Ms. Sandy Ouye. Ms. Ouye, would you
25 state your name and spell it for the benefit of our court reporter?

1 that we have found that pertain to the Issei.

2 The obvious problem is the language barrier, and that
3 question was asked earlier, if this is a relevant problem. When
4 it pertains to the Issei, it is definitely a problem. For the
5 Issei to receive information in the mail in English is irrelevant.
6 For them to receive, if any at all, information from the Department
7 of Social Services, the Redevelopment Agency, or Housing Authority,
8 to get all this information in English is -- they just do not
9 understand what is going on or what services are available to them.

10 The other thing, of course, is that there is a lack of
11 bilingual personnel in the various Agencies so that when an Issei
12 does go down and ask for help, they either have to bring their
13 own translator or they are not able to understand what is being
14 explained.

15 The other problem which we have found is the alienation
16 and isolation. Namely, we have discovered many Issei who do not
17 have relatives, who are single and, because of the fact that they
18 have no affiliations with their own peer groups, they become
19 alienated and isolated in the community. This is where recreation
20 programs are needed, where classes, either education classes or
21 arts and crafts classes, are needed, so that they can spend their
22 time doing something useful and where they can feel useful.

23 Along with this is the fact that many of our Issei have a
24 very strong, deep sense of pride. For them to go out and ask for
25 help is not within their personality.

1 Another problem is the housing problem, which has been
2 touched on by Guy Ono. As far as the East Bay is concerned, there
3 are many who are living right now in the Nihonmachi, Japan Town,
4 who want to remain there, who want to stay there because it is
5 close to their churches, it is close to the food stores that have
6 Japanese foods that they eat every day, and it is close to their
7 own peers. And I think this is a very important aspect of the
8 Issei which needs to be heard.

9 In regard to housing, there is a senior citizen housing
10 project that is sponsored by the City Housing Authority, which is
11 located on Bush and Octavia Street. This housing is for senior
12 citizens. It is the only one that is in the Nihonmachi. However,
13 the so-called policy is that one-third be white, one-third be
14 black and one-third be Asian, and therefore within the Asian
15 category the Japanese are also competing with the Filipinos and
16 the Chinese, and it is very easy for the Agency to lump all the
17 Asians in the one category. But each of the Asian communities
18 have their own specific needs, but they have to compete with their
19 brothers and sisters, and this is not the intent at all.

20 The other problem that we have found is in our visitation
21 to the convalescent homes and nursing homes, that many services
22 that are offered there are not relevant to the Issei. Namely,
23 the food. They're not used to the type of food that is served and,
24 therefore, they lack just good, normal nutrition. There is a lack
25 of Japanese-speaking staff. For an Issei to have to be told to

1 take medicine in English, and why they have to take that medicine
2 is very frightening because they don't know what is going on. And
3 we have found that the Issei who are in the convalescent centers,
4 in nursing homes, deteriorate at a faster rate when they are in
5 these kinds of institutions.

6 Another issue is that recently a piece of legislation was
7 passed pertaining to Social Security wage credits, and this has to
8 do with the fact that who were interned during World War II in the
9 concentration camps would be given Social Security wage credits.
10 However, they stipulate that they be citizens of the United States.
11 This clearly leaves out the Issei.

12 The last thing I would like to just mention as far as
13 problems of the Issei is that now it seems to fund elderly programs
14 is the in thing, or old-age programs. We would hope that the
15 agencies that are funding these programs would be very aware and
16 sensitive to the various groups that are working with the people
17 who have the problem. Agencies such as the Administration of Aging
18 should be very, very attuned to the fact whether the groups which
19 they are serving, which the so-called funding is supposed to be
20 serving, that they are indeed supportive of that particular pro-
21 gram and that the agencies get feedback from the local community
22 groups.

23 If you have any questions, I would be more than happy to
24 answer them.

25 MR. LAU: How many monolingual Issei are there in San

1 Francisco?

2 MS. OUYE: Monolingual Issei? I don't have that number.
3 Most of the Issei that we work with in the organizations, the
4 Kimochi and EBJA, I would say 75% or more monolingual.

5 MR. LAU: Do most of them live in the present Nihonmachi?

6 MS. OUYE: No, they are scattered throughout the whole Bay
7 Area, but there is a concentrated number in the Nihonmachi.

8 MS. HATA: Do most of the Issei live alone?

9 MS. OUYE: In the Nihonmachi, yes. There are very few
10 who have families who live in the Nihonmachi.

11 MR. HESBURGH: Are most of them self-supporting or do their
12 families support them?

13 MS. OUYE: The ones who don't have families or relatives
14 are self-supporting. There are quite a few Issei who do live with
15 their families, with their Nisei children, and those are the ones
16 that we find in the alienation and isolation type of situation.
17 If they have children who are bilingual -- and most of them are;
18 Niseis are bilingual -- then they have that particular service to
19 take their own parent down and sign her or him up for Social
20 Security, or whatever.

21 MR. HESBURGH: What are the functions of the group you are
22 with? What are you going to try to accomplish with this grant
23 that has recently been given to you?

24 MS. OUYE: A program has been funded by AOA to JACT to
25 provide service to the Issei. It originally had been Asian-American

1 and right now it is in the process of being requested from AOA
2 that they turn it back to the Japanese program. The stand of the
3 organizations such as EBJA and Kimochi is that because we feel
4 that our main priority is direct service to the Issei -- because
5 this particular proposal mainly centers around training and research
6 -- that we as a direct service group feel that our priority deals
7 with that, and we will spend our time serving, providing direct
8 services, and that we do not at this point feel that research and
9 training is our thing.

10 I think this is what the point I was trying to make was,
11 that when we go out for funding, that we do find out first what
12 the needs are in the elderly community. If it is direct service,
13 if they have high priority over research, direct services, then
14 that is where the money should be going.

15 MR. HESBURGH: Referring to the UBAC funding of \$54,000,
16 is this mainly for salaries?

17 MS. OUYE: That is the United Bay Area Crusade, which has
18 given fifty-four thousand to an organization called United
19 Japanese Community Services, and this is an umbrella organization
20 which includes Kimochi, which includes the Japanese Youth Council,
21 and which includes Japanese community service. So that Kimochi
22 is a segment of this particular grant. As far as the direct monies
23 that we have received from UBAC, it is to hire staff. We have
24 a staff assistant to deal with the day-to-day problems in the
25 organization.

1 MR. HESBURGH: Thank you.

2 MR. JIMENEZ: Do the Japanese-Americans have any type of
3 health therapy centers much like the Unlock?

4 MS. OUYE: I am sorry, I didn't --

5 MR. JIMENEZ: Yesterday the Filipinos testified that they
6 have some people in the Unlock Health Therapy Centers, which are
7 predominantly Chinese-Americans, but I wondered whether the
8 Japanese-Americans had anything like that. Is any attempt being
9 made to secure such centers?

10 MS. OUYE: At present we do not have any such facility,
11 but we have been thinking about it. Because of the fact that we
12 don't have the funds, and so on, to do this, what we are trying to
13 do is provide alternative services, namely, home services because,
14 you see, the point here is that we do not want to necessarily
15 institutionalize our Issei, and that for them to be in their own
16 environment is a much more healthy situation. So therefore, we
17 are now in the process of thinking of alternative home service
18 where we have people go into the homes and provide any service
19 that they may need.

20 MS. HERNANDEZ: I believe you said it was the policy of
21 the Redevelopment Agency, Redevelopment Housing, to provide one-
22 third black and one-third white and one-third Asian.

23 MS. OUYE: That is the San Francisco Housing Authority.

24 MS. HERNANDEZ: How do they enforce that? What is the
25 procedure? How do they enforce that without breaking the law?

1 MS. OUYE: You know, they have to go through interviews,
2 for one. You mean as to how they come up to the one-third?

3 MS. HERNANDEZ: I am wondering how, inasmuch as there are
4 laws in the United States now that prohibit you from discriminating
5 against people, against race, creed or sex, one-third/one-third/
6 one-third quota, without in fact breaking the law.

7 MS. OUYE: Well, the answer that we were given from the
8 Housing Authority is that the reason why they have these fractions
9 is because to insure that you have a multi-cultural composition
10 within the housing complex. I know I am not answering your ques-
11 tion.

12 MS. HERNANDEZ: You are telling me what they said to you
13 and that is what I was interested in knowing.

14 CHAIRMAN SILLAS: I want to thank you for appearing and
15 bringing to our attention the specific problems that you have,
16 and taking the time to speak to us this morning.

17 (Applause.)

18 CHAIRMAN SILLAS: I now will call the final witness before
19 lunch, Mr. Shageki Sugiyama. Would you state your name and spell
20 it for the benefit of our court reporter?

21 MR. SHAGEKI J. SUGIYAMA

22 MR. SUGIYAMA: My name is Shageki J. Sugiyama. Shageki,
23 S-h-a-g-e-k-i; middle initial "J"; Sugiyama, S-u-g-i-y-a-m-a.
24 President-Elect of the Japanese-American Citizens' League.

25 I am appearing before this Committee in place of Mr. David

1 Ushio, National Director of the Japanese-American Citizens' League.
2 I am appearing in response to a request made initially by a repre-
3 sentative of the Committee to Mr. Ushio that he, as the National
4 Director of the Japanese-American Citizens' League, appear before
5 this Committee. I am a national officer of the JACL.

6 In the absence of any clear statement of the scope, func-
7 tion, authority, or interest of this Committee, it is important
8 for me to address myself to matters of true significance, the sig-
9 nificance of the work of your committee. If my understanding of
10 the statutory mandate and the regulatory basis for activities of
11 this Committee is correct, the relevant function of this Committee
12 is limited to the State of California and essentially to one
13 advising the Commission on Civil Rights of any knowledge or infor-
14 mation which the Committee has of alleged deprivation of rights
15 to vote for reason of race, color, religion or national origin,
16 or of allegations of voter fraud, advising the Commission concern-
17 ing legal developments constituting a denial of equal protection
18 of laws under the Constitution, and as to the effect of the law
19 and policies of the Federal Government with respect to equal pro-
20 tection of the laws.

21 I have no direct knowledge of the deprivation of the right
22 to vote because of race, color, religion or national origin, or
23 of any cases of voter fraud in Northern California.

24 Not being versed in the law, it would be presumptuous of
25 me to attempt to comment on the legal developments or the effect

1 of the federal laws with respect to equal protection under the law.

2 However, it would appear to me that the action to date of
3 this Committee, if they are reflective of federal policy concerning
4 activities or assuring equal protection of the laws, cast very
5 serious doubt as to the effectiveness of federal policies concern-
6 ing the means by which inquiry is made into matters relating to
7 equal protection of law.

8 First of all, 15 days' notice of the commencement of these
9 so-called public hearings seems hardly sufficient public notifica-
10 tion, particularly in the absence of any clear statement of the
11 particular concerns into which inquiry is being made.

12 The Commission -- that is, the Commission in Washington --
13 itself is required by law to provide 30 days' notice of the date
14 and place of hearings and the subject of the hearing. It would
15 appear that this Committee should provide no less notice, and a
16 clear, definitive statement of the purpose and subject of inquiry
17 as well as the extent of the authority of this Committee.

18 I believe -- To speak aside from the statement -- I have
19 heard a number of comments raised from members on statistics.
20 What are you going to do about the matters that are brought before
21 you? What can you do? I think this should have been clearly
22 articulated so as not to mislead the public.

23 The haste with which this meeting appears to have been
24 arranged is clear indication of the intended perfunctoriness of
25 these proceedings. I strongly suspect that these meetings are

1 merely intended to permit your Committee to state at some future
2 date, "Oh, yes, we did touch with the Asian-American communities."

3 I further suspect that whatever report you render will
4 merely gather dust in a file drawer in Washington, D.C., with
5 whatever pertinent information, such as that drawn up by speakers
6 who have preceded me, and some very relevant points, I think,
7 relating to the process of equal protection will be buried and
8 gather dust.

9 I would like to make one additional comment, and I have
10 not included it in the statement, that the feeling I have, as I
11 have been badgered for the last three days -- I have been in con-
12 ferences in the city -- and I have been highly criticised for my
13 lack of insensitivity because of the impact of the local community
14 organization on my organization, just as I am accusing you of
15 being insensitive. My organization has also been accused because
16 we are seen as part of the Establishment, and it has deeply
17 affected my own perception.

18 My concern is that real concerns are being, and have been,
19 expressed by these people, but how are you going to transmit these?
20 When you get down to it, equal protection under the law, the basic
21 legal system of the United States is based first, essentially, on
22 property rights, and there is no room for considering the human
23 feelings that are involved and being expressed here. How are you
24 going to transmit this, not to the Commission in Washington, but
25 through them to the Congress, to the White House, to the

1 administrators who are administering these programs? I think that
2 is the essential thing, because when you look at the mandate that
3 you have under the law, what can you really do? What is the extent
4 of your authority? Do you realistically think that you can accom-
5 plish anything? Don't mislead the public. Let them know what you
6 can do and not just say that you are holding a hearing and let
7 them come out and spill their guts. All it does is just add to
8 the frustration.

9 In a way, I speak as a bureaucrat because I feel the
10 frustration within the bureaucracy of trying to change the system
11 and facing the fact that one American just can't get the attitudinal
12 thing, the feeling, the real human feelings that are essential to
13 really remolding our system, to respond to the needs of the people.

14 Since I don't have any specific points -- I did have, but
15 I don't want to waste your time on mine -- I would just like to
16 close it at that. But I plead with you, please, somehow get the
17 human feeling. This is what counts.

18 CHAIRMAN SILLAS: I want to thank you, Mr. Sugiyama, for
19 your comments. I think I speak for the Committee here when I say
20 that we understand the frustrations that you speak of and the
21 feeling that you speak of, not only from your community but from
22 all the communities.

23 The Committee here at the opening session yesterday morning,
24 I, as Chairman, stated what the purpose of the Committee hearings
25 were and what we believe we will be able to do in terms of specific

1 things that this Committee or anyone can do. I think it raises a
2 very basic question in our society, and I don't think we or anyone
3 here can really begin to attempt to answer those kinds of questions.
4 I think basically it boils down to what it is and the type of
5 society that the people living in the society want to have. The
6 impact of our past reports in terms of Washington, in terms of
7 the Commission, and in terms of the Congress itself, has been a
8 relatively good record in terms of the laws, in terms of the
9 attitude of changing the bureaucrats that you refer to, as you
10 refer to them, their sensitivity -- that takes a lot of effort on
11 the part of a lot of people. It requires the effort of this Com-
12 mittee, the effort of the communities themselves, the efforts of
13 the agencies within the Government who have the power to bring
14 about the changes that hopefully will affect the lives of people
15 for the betterment of all. It requires the effort of everyone.

16 One of the basic things we hope to accomplish by this
17 hearing and others that we will be having is to begin to bring to
18 the attention of the general public the basic problems of some of
19 the situations that are faced by people in the State of California,
20 that are being deprived of their rights, that have been stated
21 here. That is what we hope to be able to accomplish.

22 We do not like to think that we are wasting our time or
23 your time. We like to believe that we are contributing something
24 to the society. Maybe we will not see it come about tomorrow or
25 the day after, but certainly ultimately it will have an effect.

1 I want to thank you again for your comments. The Committee
2 appreciates them and we know they are sincere.

3 At this time we will take our lunch break and return at
4 1:25.

5 Thank you.

6 (Noon recess.)

7 ---o0o---

8 CHAIRMAN SILLAS: The hearing of the State Advisory Com-
9 mittee on the Asian-Americans will now reconvene. Let the record
10 show that we are reconvening at 1:35.

11 We have for our first witness Mr. Tom Kim and Chung Han
12 Moon. Would you come forward, please?

13 MR. KIM: My name is Tom Kim, and this is Mr. Chung Han
14 Moon next to me. At this point we would like for the whole Panel
15 to come forward. We will make our presentation and act as one
16 group.

17 CHAIRMAN SILLAS: You mean Reverend Kim and Dora Kim and
18 Lenore Blank?

19 REV. KIM: Yes.

20 CHAIRMAN SILLAS: Very fine. That will probably save some
21 time. My understanding is that there is a need for an interpreter
22 and that you have an interpreter available. Is that correct?

23 REV. KIM: Yes, we have an interpreter.

24 Since the people are coming in, we would like to wait a
25 little while. Perhaps we could take about a 15-minute recess.

1 (Representatives of the Korean community entered the room.)

2 CHAIRMAN SILLAS: Yes, I think that would be a good idea.

3 We will recess for approximately 15 minutes.

4 (Recess.)

5 CHAIRMAN SILLAS: The California State Advisory Committee

6 Hearing on Asian-Americans will now reconvene at 1:45.

7 We now have a panel from the Korean-American community,

8 and I would ask that they introduce themselves. If you would,

9 please spell your name for the benefit of our court reporter.

10 We also have an interpreter whom I would like to ask to

11 introduce himself for our record, if he will.

12 MR. YOUNG: Kim Keum Young, K-i-m, K-e-u-m, Y-o-u-n-g.

13 CHAIRMAN SILLAS: Now, could we have the Panel introduce

14 themselves and spell their names for the court reporter?

15 MR. MOON: The panel sitting here is the Korean-American

16 Coalition Committee on Civil Rights. My name is Chung Han Moon,

17 C-h-u-n-g, H-a-n, M-o-o-n.

18 MR. LIM: My name is Young Pin Lim. Spelling, Y-o-u-n-g,

19 P-i-n, L-i-m.

20 MR. KIM: Tom Kim. T-o-m, K-i-m.

21 MS. WHANG: My name is Ruby Whang, W-h-a-n-g.

22 MS. KIM: My name is Dora Kim, D-o-r-a, K-i-m.

23 MS. BLANK: My name is Lenore Blank, L-e-n-o-r-e, B-l-a-n-k.

24 CHAIRMAN SILLAS: All right, we are ready now for your pre-

25 sentation.

1 REV. LIM: Honorable Chairman of United States Civil Rights
2 Commission and its Panel, ladies and gentlemen: It is my utmost
3 pleasure to speak to you on civil rights concerning Korean-
4 Americans who are residing particularly in San Francisco and the
5 Bay Area.

6 We do not ask for a handout from social welfare, nor do
7 we make a blind cry for civil rights. But we seek an intelligent
8 and harmonious application of ourselves to the American ideals,
9 dreams and progress. To us, to love the United States more is
10 prerequisite to loving ourselves enough to preserve democracy and
11 freedom in this country.

12 Our future is not irrevocable (inaudible), but basically
13 it is in our hands and in the hands of each individual Korean-
14 American as to how he or she applies herself or himself to the
15 society. The future is bright in the sense that the first immi-
16 grants were even refused haircut service because they were Koreans.
17 Yet today there are no such incidents. We all feel harmony in the
18 air.

19 While tolerance and forgiveness is characteristic of Korean
20 way of life, let us ask the right questions in order to seek right
21 answers.

22 Civil rights, without economic opportunity, would mean the
23 right to suffer and die. Wealth without a channel to contribute
24 to humanity would mean dictatorship and ultimate destruction from
25 within. We are intelligent people and we are proud of our history,

1 from wood block printing to metal printing. The Korean invented
2 and utilized their own knowledge in order to compile the medical
3 dictionaries a few hundred years before the French even thought
4 about it and followed suit.

5 The first astrological observatory was built several
6 hundred years before the Chinese built their first. The first
7 unclad battleship was invented by Admiral Lee about 400 years ago.

8 Today it is not unnatural to see so many Kims and Parks
9 getting their Ph.D. Degree from American universities. What I am
10 asking you here is to trust our intelligence and also have faith
11 in our creativity, which means our resourcefulness, to the progress
12 of American life and its destiny.

13 The word "freedom" means to us an enlightenment which is
14 especially true, which, when we were under foreign domination, the
15 United States provided us such an opportunity. Freedom further
16 means the pursuit of international creativity. Before we come to
17 this country to develop freedom, Koreans have been through two
18 wars, the Korean War and the Vietnam War.

19 If you trust our intelligence and have faith in our cre-
20 ativity, you will see a result from this. Let us join the main-
21 stream of this country and do things that have to be done, cleaning
22 up pollution or correcting social environmental problems. After
23 all, the majority is nothing but a collection of minorities, which
24 is our real source of national power. The question is, then, are
25 we ready to contribute our creativity to the betterment of American

1 future or are we ready to have a positive attitude -- Excuse me --
2 are you ready to have a positive attitude toward creating Americans
3 who are extremely productive by their nature?

4 To be more specific, how much do you know about Korean-
5 Americans? We are not Chinese or Japanese Americans. There must
6 be some differences when Korean troops helped Americans in Vietnam
7 while so-called foreign countries didn't care.

8 I remember when I was a kid I liked America because they
9 came to help but did not dominate. It is still true. It is for
10 the first time in America's history a small silent minority like
11 American Koreans can help the majority, if they ask the right
12 questions. As long as Americans do not ask the right questions
13 and sincere questions and seek the right answer, our problems, as
14 follows, and might be similar to other minority groups -- our
15 problems are, first, we are suffering by being isolated from the
16 rest of society.

17 Second, a cultural shock derived from different cultural
18 values.

19 Third, the lack of common ground through which we can
20 communicate.

21 Fourth, the lack of opportunity to express ourselves.

22 Fifth, the lack of professional careers, even though we
23 are qualified.

24 I have Master's Degree but I have to carry bag like a bell
25 man.

1 Sixth, suffering from being ignored and poor.

2 Seventh, not being treated as part of American family but
3 as stranger.

4 Eighth, there are many more problems such as these, but I
5 can't keep count, and I do not see why there shouldn't be right
6 answers to these problems.

7 Furthermore, it is true for all of us to have our family
8 among ourselves, and that is the only intelligent way to do things,
9 to organize our mourning hall out of the divergent ethnic groups
10 to survive. We all need to help each other because we are all
11 inter-dependent. One cannot stand apart from the rest of the
12 world. Even if we try to clean up pollution, even United States
13 can't do it by itself, by alone. Differences among different
14 groups no longer are so important, but what is important is to
15 understand each other and to act with a common feeling toward
16 establishing harmonious feeling within. Harmony within is, then,
17 yours and our national goal in the future and will be the central
18 value that we have to uphold. Only in this way can we benefit
19 each other and free ourselves from unnecessary conflict and solve
20 our social and economic problems that we are facing now.

21 American future is bright. Let us help each other. Pre-
22 sently your help is greatly needed so that we can make place for
23 ourselves in the rightful and harmonious flow of American ideals
24 and dreams, and let us be part of great American future in which
25 an individual is an important part of entire hall.

1 The more specific overall view will be done by Mr. Tom Kim
2 and the rest will pick up topics as concerned.

3 CHAIRMAN SILLAS: Thank you. Before we get to the others,
4 if we could now have a brief summary of the prior speaker -- the
5 interpreter will now translate.

6 (Korean translation by Mr. Young.)

7 CHAIRMAN SILLAS: May we have the next speaker, please?

8 Before you speak, could I ask those of you who are not
9 speaking to shut your mikes off? Apparently there is a feedback.

10 MR. KIM: My name is Tom Kim and at this point I think we
11 will start off in terms of one thing that is available in the
12 Korean community, and that is the tremendous influx of Korean
13 immigration in the past few years, starting about approximately
14 the mid-Sixties. I think that if you check out those statistics,
15 you will find one thing, the Korean community has increased two,
16 three, four and five-fold yearly. At this point you are seeing
17 an emerging Korean community. In the Bay Area alone, in the mid-
18 Sixties I think we had two or three thousand Koreans here. As of
19 '72 the figures were approximately 9,000 in the San Francisco area
20 and about 12,000 in the Bay Area overall, which we know has in-
21 creased since that time.

22 As the Koreans emerge into the American community, we are
23 seeing a community of first generations, you are seeing a situation
24 where the majority of the community will have been here only three
25 to five years. You will see a situation where the American society,

1 as we understand it, takes experience to learn it, and we will
2 learn it if it takes us five, ten, twenty years, to understand the
3 system.

4 What are the problems of somebody coming in for the first
5 time in terms of their ability to be able to deal with the system?
6 There is a real problem in the area of census, research and docu-
7 mentation. There is no question that Koreans fall into "Others."
8 There is no question that there has been a de facto segregation
9 created right from the very beginning of Korean immigration where
10 Koreans have been totally ignored in any area of census, in any
11 area of documentation. We are now faced with the situation, 20
12 years later, 40 years later, of where a community has started and
13 is now emerging with absolutely no documentation whatsoever, and
14 no Americans to articulate or document our needs.

15 This de facto segregation is probably right now one of
16 the biggest worries we have to face, because all of a sudden there
17 is the question: What is a Korean? We are tired of being asked
18 if we are from the north or south.

19 You turn around, it seems, and you see families here. The
20 Korean community is a brand new community coming out. We have a
21 choice. You see what has happened to the other Asian communities
22 and I don't think there has to be a whole bunch of articulation
23 of Korean needs. You have heard very good documentation.

24 I think the real thing we are looking at is the core
25 community. Are we going to let the same pattern follow or can we

1 start dealing with these areas? I think that if you check out
2 funding for the Korean community, you will find that there is no
3 funding whatsoever. You can go down South, you can go across the
4 nation, check your federal programs. Are there any programs set
5 up to deal with the Koreans, or to help Koreans deal with their
6 own problems?

7 In the census in San Francisco alone, 1970, it shows that
8 we had something like 1,200 Koreans in San Francisco. There were
9 over 3,000 in the church congregation alone that year, and that
10 is just in church, not talking about the people who don't go to
11 church.

12 We have a situation right now where we cannot be compared
13 to other Asian communities at this point. We have had no funding
14 to lean on. We have been dealing with our own problems.

15 Now, when we come into the areas of employment, you are
16 looking for a slot for a Korean. What you are actually doing, you
17 are taking away a job from somebody else, so you are creating a
18 situation that makes us fight over the bone.

19 In terms of sophistication, we are just starting. Yet we
20 have an option right now to go in the direction of self-help, self-
21 determination, and dealing with our problems, or we can refuse
22 until we reach the crisis point and then all of a sudden everybody
23 is sending crisis intervention money because there are problems,
24 people are dying or there is lack of this, and it has gotten to an
25 epidemic stage.

1 When are we going to stop this type of thing?

2 In the areas that we are going to cover today, I think that
3 if you take the fact that there is no documentation, there is no
4 funding, it comes down to a pretty clear picture. You talk about
5 senior citizens. There is no support for senior citizen services
6 available whatsoever. In the public school system, you have a 300%
7 increase of students just from '67 to '71, not counting '72 and '73,
8 and obviously more coming up. Using the San Francisco School
9 District's statistics, there are no Koreans and there are no Korean
10 teachers at all, counselors, teachers' aides, or whatever. The one
11 teacher that got on was ordered to be put on. It took a certain
12 amount of pressure to even recognize that a Korean teacher should
13 be put on.

14 Employment, again I reiterate, when you get a manpower job
15 and you take it from another ethnic group, what are you doing?

16 Social service, that is the biggest problem of all. In
17 terms of de facto segregations, I think it is so blatantly apparent
18 that it is a total slap in the face.

19 Welfare? There is no service available for the Korean, and,
20 if a Korean goes there, he is immediately turned away if he does
21 not speak English.

22 Public health? Japanese social workers are being used to
23 talk to Koreans.

24 The youth? We have a Korean youth starting to emerge, and
25 it is following the same pattern that the Filipino or Chinese are

1 going through. At some point we have a chance to deal with it on
2 a preventive basis rather than on a juvenile delinquency basis.

3 Legal aid? With no data, how can you justify legal aid?

4 Immigration? Koreans are the only ethnic group that does
5 not have a translator, a paid translator, at the Immigration Office.

6 So what are we talking about? We are talking about a total
7 wipe-out of the Koreans as an ethnic group in every area, and yet,
8 when you talk about the problems, you can see the commonality of
9 need across the board.

10 And we have a language problem. We need help with the
11 language problem.

12 The total lack of sensitivity towards Koreans, the total
13 disregard of the fact that it is a Korean coming in and, on top
14 of that, at this point, you know, we don't have data but we have
15 examples of many, many Koreans who have been turned away, who have
16 been hurt. But there is no way in the world that you can turn
17 around and use -- document this, because we have no means of
18 documentation.

19 And then, finally, above all, before we get into other
20 subjects, must we, above all, reach an epidemic or crisis proportion
21 before problems are dealt with in the Korean community?

22 You are not going to see a presentation at the level of a
23 sophisticated community, but you are going to see a feeling of
24 Koreans, and you are going to know that Koreans are here. At some
25 point in the game, some of these problems had better be dealt with

1 because we are all going to be in trouble, because if we are all
2 trying to work together and there is a weak link, that is where
3 your weakness is. And if we don't work together totally to
4 strengthen that weakness and help each other, what chance do we
5 have of survival in your society today?

6 Thank you. (Applause.)

7 CHAIRMAN SILLAS: Thank you. We will now have the inter-
8 preter translate for the audience.

9 (Korean translation by Mr. Young.)

10 MR. SILLAS: May we now hear from our next speaker?

11 REV. LIM: I am going to speak about senior citizens.

12 Whenever I try to express myself in English, I always recall one
13 of my experiences in America. When I came to this country for the
14 first time, I wanted to buy some envelopes but I did not know the
15 word "envelope." So I went to the stationery store to see if I
16 could find envelopes there, and I would point them out to the shop
17 store girl. Well, as soon as I got in this store, the store girl
18 followed me closely, asked me so persistently what I was going to
19 buy, and so I finally told her that I would like to buy (Korean
20 word) -- (Korean word) for a letter. Well, that store girl had
21 imagination enough to pick up the envelopes and sell them to me.

22 Well, sometimes I trust in Americans that they may have
23 plenty of imagination, so that when I speak to them they would use
24 their imagination to understand me, but sometimes I find that some
25 Americans don't have imagination, their imagination so flattened

1 so I missed my mark. Sometimes I lose myself.

2 So that is, I think, to our Koreans a feeling, when they
3 come here.

4 Our seniors, our Korean-American senior citizens are here
5 and they experience all kinds of difficulties through language
6 barrier. When I came to the States and settled down in San
7 Francisco three years ago, I found that the Korean senior citizens
8 were entirely left alone or lost. They could come to this state
9 because their sons or daughters invited them to come. The sons or
10 daughters invited their parents to come because the family devotion
11 that every son or daughter ought to support their parents urged
12 them to take that action.

13 The aged persons came but they do not know the language.
14 This language handicap brought them all kinds of difficulties.

15 One day, one of them felt so much loneliness and had the
16 curiosity to see the street, he bravely came out of his home and
17 walked away for a few blocks. When he felt he ought to come back,
18 he did not know where he was. Only signpost in the streets were
19 written in letters he could not read. He asked several passers-by
20 where his home was. Of course he asked in Korean. Nobody answered
21 him. He was puzzled and he was fallen into a whirlpool of vast
22 human noises.

23 After this experience, he put himself in the closure of
24 his home. During the daytime he must be alone because all the
25 young members of the house were going to work or to school.

1 He must keep silent all day long. This condition continues not
2 one day, but the days as long as he would stay here.

3 This situation was not only for this particular person,
4 but for all the aged persons. Whenever I met them, they told me
5 that they were lonely and that they could not bear it, and that
6 they seemed isolated from all the social activities. The emotions
7 of loneliness and isolation were intense to bear. Some of them
8 told me that they might go back to their country, some of them
9 complained that it was a land where an old person could live. When
10 I saw the situation, I felt that it was necessary to provide an
11 opportunity for them so that they could meet in one place and talk
12 to each other in their own familiar tongue. In that way, the
13 feeling of loneliness and isolation might be finished even for a
14 few hours.

15 When I was planning that some kind of organization might
16 be formed for them, I was confronted with a few problems. First,
17 the place where they can meet. The place must be so convenient
18 that the Korean-American senior citizen can come and go back to
19 their homes easily in a bus or in a streetcar. Someone who knows
20 the geography must guide them to the place in the beginning, and
21 then they will come without a guide from the second time on.

22 The problem of transportation is acute for them. They do
23 not know English so they cannot read the signposts. They do not
24 own a car, and they do not know how to drive.

25 I made a separate appeal to the various organizations that

1 a place might be provided, but I had no luck. I didn't find out
2 that place until now. Finally I was able to secure the social room
3 of the Korean Methodist Church, and I was able to organize the
4 organization for them. But there was criticism that this is a
5 Christian building so non-Christian citizens hesitated to come,
6 and some people told me that they wouldn't come because it was a
7 building that belonged to the Methodist denomination.

8 So I searched for other places which would be neutral.
9 Finally, the present location on Valencia Street was found and
10 was moved to in April of this year. I was told that there were
11 800 other Korean-American senior citizens in San Francisco and its
12 vicinity, but the membership in our organization is 37. The place
13 where we are using is small. When all the members are present,
14 the place is so packed that we do not know what to do. We wish to
15 have a large room with a kitchen. When there is a kitchen, we can
16 cook our lunch by ourselves.

17 Second, program making. We need a leader who knows how
18 to make a good program for senior citizens. The members do not
19 know San Francisco yet. There are some problems that they cannot
20 spend more than \$30.00 at one time, and sometimes the bus driver
21 is not honest and the driver finds that we cannot speak good
22 English, it seems to me that his mind is turned to cheating.

23 Painting is also good, but no workshop is available.

24 Finally, finances is important. It seems to me that
25 almost all of them are in need of help. Some of them told me that

1 when they visited the Social Welfare Office, because they heard
2 that they might get social benefits, they were ignored and went
3 away without presenting their case. Their wish is that someone
4 who knows Korean might be in the office and help them.

5 Health problem is also great. They do not receive social
6 benefits so they do not have Medi-Cal. It means that they must
7 pay full amount of physician treatment. It is really a burden that
8 they cannot bear. It seems to me that we are led into a (inaudible)
9 government and we have found no way to go out. We must go this way
10 but we are prevented. We want to go this way; then we are pre-
11 vented again. There are so many offices and buildings that make
12 us puzzle more and more.

13 It is our wish that there would be some kind of a person
14 who the leaders would locate. Thank you.

15 CHAIRMAN SILLAS: Thank you very much.

16 We hope our imagination doesn't flatten out as you sug-
17 gested.

18 We will now have an interpretation and translation from
19 our interpreter.

20 (Korean translation by Mr. Young.)

21 CHAIRMAN SILLAS: Thank you. May we have the next speaker
22 now, please?

23 MR. MOON: Our next speaker is going to also be Rev. Lim
24 on education.

25 REV. LIM: It seems to me that -- I think that the members

1 and all the audience are a little bit tired, so I am going to tell
2 a story so that they may be wakened up from sleepiness.

3 When I began to study English, I found that English was so
4 difficult that, if it was spoken in Heaven, I wouldn't go there.
5 But I found this afternoon that you are all way under me, so I
6 think, although it may be spoken in Heaven, I would like to go
7 there because you will be there, too.

8 CHAIRMAN SILLAS: You are very kind.

9 REV. LIM: We have our school now. The Korean school was
10 started on May 18 of this year. This school teach English to those
11 newcomers from Korea and guide those Koreans who are seeking to
12 get citizenship of this States.

13 The schools have also give education to the Korean children.
14 We believe that teaching English by use in the means of the Korean
15 language will make the learning much faster and clearer, and the
16 understanding much deeper and surer.

17 I think of America as a great orchestra. An orchestra is
18 consisted of many kinds of musical instruments. Although each
19 musical instrument keeps its own individuality, yet it contributes
20 its best to the harmony of the orchestra. A trombone is always a
21 trombone but, when it tries to be a clarinet, I don't know whether
22 you understand that or not -- clarinet -- it will make the harmony
23 of the orchestra disastrous.

24 What the trombone ought to desire is how it can perfect
25 its individual tone and contribute its best to the orchestra.

1 The great American society is consisted of many races as
2 an orchestra, and the individual race can contribute its best to
3 the great American society by perfecting its individuality. Per-
4 fecting individuality means that each race understands its own
5 heritage, but is flexible to adapt itself to the environment.

6 What the Korean school is aiming at is the perfection of
7 individuality and flexibility of adjustment. The school is just
8 over 40 days old since its establishment, but the response of the
9 Korean community is great. It is estimated that the children of
10 school age are 800 in San Francisco, city of San Francisco. When
11 you count those whose age has reached high school age, the number
12 would be 1,100 but now our school has only enrollment of 173 and
13 about 80 children are attending the school regularly on Saturdays.
14 The number of teachers is 13. There are some problems that we
15 ought to overcome soon, problems of transportation. It ought to
16 be solved very soon. If we had a bus, attendance would have been
17 much larger than now.

18 A few individual volunteers use their own cars to pick up
19 children early in the morning. Sometimes the seating capacity is
20 insufficient and so all the children can't be picked up. Those
21 that cannot come go back to their homes with tears in their eyes.

22 Problems of school operation. Thirteen teachers are all
23 voluntary workers. This school can't give them even transportation
24 fees. Although personal expenses may be discarded, the expenses
25 for carrying on must be counted, and they are very much. There

1 are four classes now and we must spend, for the classes, to buy
2 chalk, paper, duplication, lunch, everything.

3 Problems of a school building. We have borrowed a school
4 building that is being used now. It is just a temporary management.
5 We ought to secure a building in the near future.

6 I am told that other groups get benefits from the Govern-
7 ment for education of their children and youth. It seems to me
8 that the Korean children and the youth are ignored. I am saying
9 this not because I am jealous of others, but because I am stating
10 the facts that we also need the help from the Government.

11 Elijah was heard, a still, small voice, by his God. The
12 Koreans are also expressing themselves in still, small voice. I
13 hope that this still, small voice will be heard.

14 (Applause.)

15 CHAIRMAN SILLAS: Thank you, Rev. Lim. We will now have a
16 translation by our interpreter.

17 (Korean translation by Mr. Young.)

18 CHAIRMAN SILLAS: Thank you. May we have the next speaker?

19 MR. MOON: I would like to supplement Rev. Dr. Lim's re-
20 marks on education, that this school is completely voluntarily
21 operated, no funds, not funded by State or City or Federal level.
22 All the teachers which I know about, 13 of them, are voluntary
23 workers, and this school is operated by voluntary contributions,
24 one dollar, two dollars, three dollars, and on up. So far, we
25

1 have tried to formulate or organize supporting groups, but that is
2 only in the process. I don't know how it is going to work, but we
3 need, definitely, help. You see the children back here --

4 CHAIRMAN SILLAS: Let the record reflect that numerous
5 children in the audience are now standing and waving.

6 MR. MOON: These are only, I would say, one-twentieth of
7 the students we have. They are lucky enough to attend because
8 somebody provided transportation for them, but those who want to
9 attend and do not have means of transportation coming to or from --
10 their parents work as dishwashers, or whatever -- they cannot
11 attend school. You see them, the lucky ones.

12 So we will have our next speaker.

13 CHAIRMAN SILLAS: Let me just ask about the school. Would
14 it be classified as a religious school or a cultural school?

15 MR. MOON: I would say that it would be an American-Korean
16 cultural school, inter-cultural, and we speak English, we teach
17 English as well as Korean so that they can adjust themselves into
18 the American society in a faster time or in a more deeper sense,
19 so that they have a basis to compare each other and a solid know-
20 ledge about the differences. We are trying to educate individuals
21 in a better way than the ones who came earlier, like in the 1900's,
22 who had to just try to assimilate themselves, not knowing much
23 about America.

24 Our next speaker will be Mrs. Blank on education.

25 MS. BLANK: Good afternoon. And thank you, Rev. Lim, for so

1 eloquently explaining the dire need for Korean bilingual and bi-
2 cultural education.

3 I would just like to focus on the bi-cultural, bilingual
4 education in the San Francisco Unified School District. In this
5 District there are about 4,000 Asian students or 8.4% of the
6 District enrollment, and Korean students comprise about 25% of
7 this group. At the same time, 88 Asian teachers make up 3.8% of
8 the more than 2,300-member teaching staff. Even more startling is
9 the fact that there is only one Korean teachers and none of the
10 others have any fluency in the Korean language.

11 This obvious lack of communication between Korean students
12 -- of course, particularly in the lower grades -- has posed a
13 tremendous problem for the children and there have been accidents
14 in class because they did not even know how to explain or how to
15 ask to go to the bathroom.

16 There is a great need for Korean bi-cultural, bi-lingual
17 teachers and counselors, and Korean bi-lingual teacher aids in the
18 District. There is no place Korean students can go for assistance,
19 outside assistance.

20 For example, in the community college district in May alone
21 31 Korean adults applied for admission to a local federally-funded
22 skill center to learn English and were turned away because there
23 wasn't even one Korean teacher. Our problem is one that is found
24 to be magnified several times over due to the very rapid rising
25 number of Korean immigrants who enter the District each year. Most

1 of all, the Korean children will suffer from their inability to
2 communicate, and it is incumbent upon the Advisory Committee to
3 make these facts known, and we thank you for your effort on their
4 behalf.

5 CHAIRMAN SILLAS: Thank you. May we have now a translation
6 of the statement just made?

7 (Korean translation by Mr. Young.)

8 CHAIRMAN SILLAS: May we have our next speaker?

9 MS. KIM: I would like to speak briefly on the Korean
10 employment problem. I am employed as a Manpower Service repre-
11 sentative with the State Department of HRD but I am not purporting
12 to represent that organization. As the only bilingual Korean-
13 speaking interviewer, I can only relate to you the frustrating
14 experiences I encounter daily with the non-English-speaking Koreans
15 coming into the office seeking employment.

16 Of the hundred applicants seen during the past month, nearly
17 all were recent arrivals. The majority of them have college
18 degrees with professional backgrounds. They can read and write
19 English, but they cannot communicate verbally in English. Yet they
20 all come here expecting to find work in their usual occupations.
21 They are not even able to pass their initial oral interview.

22 For example, of the more than a dozen pharmacists, not one
23 has been able to find employment, not even in a related field.

24 In addition to being unable to obtain the necessary license,
25 job opportunities just do not exist. The first thing is the dire

1 need for training in English communication skills, followed by
2 vocational training in order for them to find meaningful jobs.

3 During the hearing yesterday, it was brought out by other
4 Asian groups, such as the Filipino Language Center receiving
5 \$142,000, and a group from the Chinese community that they were
6 funded by United Bay Area Crusade with matching funds by another
7 public agency, and they were here complaining, suffering a budget
8 cut-back. The Koreans have never received anything, absolutely
9 nothing.

10 The Koreans have certainly become the forgotten Asians,
11 and I really appreciate Mr. Sillas yesterday when he reminded the
12 Human Rights Commission of our existence.

13 Thank you. (Applause.)

14 CHAIRMAN SILLAS: Thank you.

15 May I add to that that we have also heard.

16 MR. KIM: That is the professional aspect of it, yet there
17 is a whole group in terms of just getting jobs; that if you don't
18 even have that professional background which gives you at least a
19 certain amount of mobility, there is still a whole area there.
20 If you don't have that, where are you really at?

21 And then the one thing that I want to bring out again, the
22 real factor is that every position that has been gotten in terms
23 of your manpower training programs, and so forth, I think they
24 only add up to about a half dozen anyhow, but they are somebody
25 else's slot so you are taking from one and giving to the other, and

1 in the long run, as things increase, you will, you know, -- the
2 last thing we need is for all of us to be fighting over one little
3 half-assed job -- excuse my language -- but that is what it really
4 comes down to.

5 And let's face it, throwing that bone out and having us
6 fight over nothing, at some point that is going to have to be
7 dealt with or that is exactly what we are going to have to be
8 faced with.

9 CHAIRMAN SILLAS: May we have the translation?

10 (Korean translation by Mr. Young.)

11 CHAIRMAN SILLAS: Thank you. May we have the next speaker?

12 MR. MOON: Excuse me. Will the Chairman excuse our elder
13 citizens? They have another meeting today, this afternoon, as to
14 how to operate the funding, and all that. They don't have money
15 but they have to have a place where they can get together, so they
16 had already scheduled an important meeting. Rev. Lim said he is
17 sorry to you, he sends his sorry to you before he left, but I
18 didn't have a chance to say right away, but please forgive us on
19 that point.

20 CHAIRMAN SILLAS: We were certainly graced with his pre-
21 sence and his comments. I think without him we would have been
22 missing something, and I appreciate the fact that he was able to
23 attend this afternoon.

24 Let me ask whether the interpreter will still be needed
25 for members of the audience.

1 MR. MOON: Yes, since they are gone, I think most of us
2 understand.

3 CHAIRMAN SILLAS: So we can dispense with the interpreter
4 at this time?

5 MR. MOON: Yes.

6 CHAIRMAN SILLAS: I want to thank the interpreter for your
7 service. Unfortunately, we are not able to comment on the quality
8 of the translation but I am sure it was more than excellent.

9 MR. MOON: It was a very excellent one. Thank you very
10 much. (Applause.)

11 MS. WHANG: Ladies and gentlemen, my name is Ruby Whang.
12 Although I will be making the final presentation, if you wish, if
13 you have any questions, please direct them to the entire panel.
14 I am sure they are more capable than I.

15 Ladies and gentlemen, I am an American-born Korean. I have
16 known discrimination from the day I was born. I used to drive a
17 truck up and down the West Coast from Portland to Los Angeles.
18 That is a lot of miles to go without eating or drinking, and yet I
19 couldn't stop at any of the truck stops because on the doors of
20 the restaurants were the signs: "No Nigger, No Jews, No Yellow-
21 bellies and dogs allowed."

22 I am not saying that no progress has been made. A great
23 deal of progress has been made, and it is very encouraging. Yet,
24 in many ways the progress that has been made excludes the Korean
25 people. The signs that I just spoke to you about are crude,

1 direct discrimination. However, that kind of discrimination can
2 be easily dealt with. We have a new kind of discrimination, a
3 discrimination that is more subtle, more dangerous and ugly be-
4 cause it is clothed in a white robe of purity. Yet it is supposed
5 to stand for good intentions.

6 I am afraid that we will fall far, far short. It is not
7 until you get a slap in the face that you finally realize what
8 this new discrimination is. And, ladies and gentlemen, we have
9 been slapped.

10 If this new discrimination that I speak of, this thing
11 that is clothed with good intentions and so-called white robes
12 of purity -- if this discrimination is so bad and so ugly, can you
13 imagine how much worse it is for us who are Koreans? You wonder
14 why. I will tell you why. It is because our classification has
15 never been made. We have never been given identities. All sta-
16 tistics of all nationalities are identified. We fall in the cate-
17 gory of "Other."

18 If you look back into Korean history, you will notice that
19 our ancestors were continually persecuted and overrun. Only the
20 very fittests, only the strongest survived. Our ancestry has
21 given us the backbone and the guts to tolerate adversities, and we
22 will no longer tolerate them. We who are strong and who have sur-
23 vived will no longer accept your indifference, your discrimination
24 and your lack of recognition of us.

25 From the mid-1600's our grandparents, and later our parents,

1 cried out for fair play and recognition. Today their dreams have
2 come true and their voices are heard.

3 Mrs. Dora Kim, who is next to me, has been working with
4 HRD for over 20 years and she just told you about the pathetic
5 situation where Koreans have tried to find jobs, just to adjust to
6 this new society, but their roads are blocked at every turn because
7 we lack representation and there is no place they can go to seek
8 help. I believe that you are all guilty of turning us away or
9 looking the other way, when all we ask for is what is rightfully
10 ours under a democratic government, and that is to seek gainful
11 employment, the pursuit of happiness, and the privileges due all
12 American-born equal.

13 Rev. Lim just spoke of the senior citizens' problems, the
14 citizens who have no place for meetings except when someone de-
15 cides that they can have a room at a certain time. Their Medicare,
16 their health care, their mental health care refuse them. Rev. Lim
17 discussed this, but these elderly citizens, most of them over 70,
18 have come to the United States to start a new life. At their old
19 age, they are willing and wanting to learn the English language.
20 They want to be assimilated, and they want to adjust. They need
21 recreation facilities and rehabilitation facilities. Again, you
22 have blocked the road with your indifference.

23 What we really, truly need in this area is a Korean com-
24 munity center. We have many problems, not just the two that I
25 discussed. I have been in San Francisco for nine years. I don't

1 know how it happened, but somehow I became the unofficial inter-
2 preter and always, unfortunately, it is for Koreans who are in
3 trouble. When I am finally called, it is too late, and many
4 times way, way too late. I have served as the unofficial inter-
5 preter -- by that I mean on a voluntary basis -- for the Immigra-
6 tion Office hearings, Welfare Services, Housing, Civil and Criminal
7 cases, for all the surrounding counties as well as the Federal
8 Courts. I serve as an interpreter for attorneys who are handling
9 divorces or other cases.

10 The reason that our problems have grown so much in intensity
11 very recently is the influx of Koreans in the Bay Area and San
12 Francisco. All that we have -- although we have no representation
13 and no recognition -- according to Immigration officials, there
14 is a larger influx of Koreans in the Bay Area than any other
15 nationality from any other country.

16 Also, the other reason for the intensity of these problems
17 is the fact that there is this language barrier which prevents
18 assimilation, association, and adjustment to the new and different
19 legal and social systems to which they have come. If the physical
20 factors are so overwhelming as to adjusting, can you imagine what
21 the psychological factors are? I am sure they are beyond descrip-
22 tion.

23 Other minorities, like the Chinese, have Chinatown on which
24 they can lean. The Japanese have Japan Town. They don't have to
25 make the sudden transition and adjustments that the Koreans are

1 asked to make. One of the problems regarding the Koreans is
 2 within the Welfare Services. The Koreans are a very, very proud
 3 people. They think that accepting welfare is like begging and
 4 receiving something that they don't deserve, and that they haven't
 5 earned because they haven't paid their Social Security taxes yet.
 6 And they haven't paid the Federal or State taxes. The few who
 7 have received welfare benefits are relieved and yet they feel
 8 guilty. The few who have received welfare benefits stay on wel-
 9 fare, at the most, for only a matter of months because the Koreans,
 10 proud as they are, will take the most menial job in order to get
 11 off welfare.

12 The serious problem that we have in the Welfare Department
 13 in San Francisco and surrounding areas is the fact that the recep-
 14 tionists and the case workers are unable to understand the Koreans
 15 who come for me -- and believe me, a Korean will never go to the
 16 Welfare Department unless he is absolutely desperate and it is the
 17 last resort. I know of over 40 cases of Koreans who have gone to
 18 the Welfare Department in absolute destitute desperation who were
 19 turned down or turned away because the receptionist or case worker
 20 couldn't understand what that person wanted.

21 All minorities are represented in the Welfare Department
 22 except the Koreans, even though it is a fact that only the very
 23 desperate, hopeless Koreans go to Welfare.

24 Housing is another problem. Almost all of the Koreans are
 25 in the low-income bracket. Often -- Many, many times -- more than

1 one-half of the total earnings of the family goes for rent. In
2 Korea the per capita earning per year is \$200.00, so when the Korean
3 comes to this country, they have \$500.00 in their pocket and they
4 feel like they are on top of the world. But how long does \$500.00
5 last in this country, especially when you are starting brand new
6 and all over again?

7 I have been to homes where roaches were all over the place,
8 rat-infested, walls leaking, ceilings falling, and yet unscrupu-
9 lous landlords raise the Korean people's rent sometimes monthly
10 because they know that they don't know the law. But six or seven
11 months ago I was called because these people were having some
12 problems, to interpret between the landlord and the tenant, the
13 Korean tenant. There was a baby. There was no furniture in the
14 house. There were wooden floors, slippery and very badly stained.
15 There was a baby perhaps eight, nine, ten months old asleep on the
16 floor because they had no furniture. And there were roaches
17 crawling all of this child's face, and the landlord was screaming
18 his head off that he was going to raise the rent because \$180.00
19 was too cheap.

20 I have served as an interpreter for the Housing Authority
21 for quite a while, and over and over again I am forced to tell the
22 Koreans who go there, "Sorry, no facilities for low income, for
23 Koreans in low income, no housing." Sometimes the Housing
24 Authority will pay a small portion of the rent, but, if they do,
25 the family is asked to move to even a dirtier, more run-down

1 neighborhood. I know of one widowed man with three small children
2 and, in order to get a small partial rent payment, he had to move
3 into two small, dark rooms without windows.

4 Many Koreans are turned away by the Housing Authority, as
5 they are turned away by the Welfare, because there is nobody there
6 to serve as an interpreter for them and they are not able to ex-
7 press their needs in English. Usually when Koreans ask for housing
8 or welfare services, you can understand and know that it is only
9 a temporary thing that they are asking for until they get on their
10 feet.

11 We have problems in legal aid and immigration. Very, very
12 urgent problems for a very, very fast-growing community. The
13 reason we have these problems, we are not recognized except as a
14 statistic and therefore we are considered non-existent. Immigra-
15 tion authorities are especially hard on Koreans because records
16 are kept according to nationalities, and Koreans fall under "Others."
17 This makes the Koreans not human, without recognition and identity,
18 but unidentifiable things, objects. Therefore, the Immigration
19 Office feels no responsibility and no obligation to help these
20 non-existent people. They have no identity. They are nothing;
21 just a bunch of numbers.

22 I know one Immigration officer who has told Koreans, "If
23 you have problems, go to another country. Don't stay here."

24 I will tell you of another very unhappy case where legal
25 aid was required, and this is just one of the very few. A Korean

1 woman was in the largest department store in San Francisco. She
2 bought some objects and stuck them in her purse and, as she was
3 going out of the front door, they had her picked up and they took
4 her down to the Hall of Justice, arrested her for shoplifting.
5 This poor old lady didn't know what the reason was for her being
6 picked up. She didn't know where she was. Can you imagine, when
7 she saw these policemen and the bars, can you imagine the fright
8 and frustration and the bewilderment?

9 She went and begged in Korean for some assistance, but no
10 one understood. They just locked her up. Had there been anyone
11 to advise this lady in the language that she knew what her consti-
12 tutional rights were, this would have never happened. False arrest
13 can be a very serious thing.

14 Koreans are constantly being billed by dishonest auto
15 salesmen, unethical funeral directors, to take advantage of grief;
16 landlords who raise rent unfairly, merchants who get signatures on
17 contracts for purchases at illegal rates of interest, real estate
18 companies that make sales on rental without investigating the
19 property, doctors who operate unnecessarily or treat unnecessarily
20 just for that extra fee, appliance repairmen who charge above
21 established rates. What are the Koreans going to do? They have
22 no one to run to. They have no one to ask advice of. If we had
23 somebody, anybody in the city, county and federal levels, and in
24 some of the public service offices, at least some of these people
25 who are being cheated out of hard-earned money could be helped.

1 We have another problem. Our medical and mental health
2 needs are incredible. I have been called to San Francisco General
3 Hospital and to many of the emergency hospitals to serve as an
4 interpreter. Many times, right in the middle of the night. Many
5 Koreans don't even know that there are free medical facilities
6 available to them, and yet you know, because of today's hospital
7 rates being what they are, even the well-to-do Americans can't
8 afford to be hospitalized without insurance. But insurance is un-
9 known to the Korean people. They know nothing about medical in-
10 surance. They never had it in Korea. And the reason sickness
11 strikes Koreans so often is that they are under the stress and the
12 pressure of adjustments, of learning a new language, of seeking
13 jobs. And yet there is no place that they can turn.

14 I was once told that there was a Korean interpreter at the
15 San Francisco General Hospital. When I got there to meet the lady,
16 she was Chinese. Now, this just goes to show you that the people
17 there had no idea that there was a difference between any of the
18 three languages, Chinese, Japanese or Korean.

19 A Mr. Lee who lives on 11th Avenue in the Sunset District
20 became suddenly ill. He was hospitalized. He couldn't tell the
21 doctor that he was allergic to certain drugs, and these drugs were
22 administered to him. He nearly died. He was in the hospital for
23 one year all alone, and they kept trying these various drugs on
24 him and he went through crisis after crisis because he was allergic
25 to these drugs and he couldn't tell them.

1 Koreans are not aware of Medicare and Medi-Cal benefits
2 either. Somebody should notify them and advise them of their
3 rights. They don't know how to buy medical insurance. They don't
4 even know that there is more than one kind. Many Koreans, like
5 the other minorities, are crushed and burdened under the pressures
6 of getting used to this new environment. Many of them need psy-
7 chiatric and psychological help. You would, too, if you had to put
8 up with what they have to put up with here.

9 But what psychiatrist, what psychologist is going to be
10 able to treat a Korean who doesn't understand the language? We
11 have numerous Korean doctors here who, with a little bit of train-
12 ing, could serve as adequate translators and interpreters.

13 A problem that faces us daily are these Korean women who
14 have married American husbands. There are over 1,000 Korean women
15 in this area married to Americans. Suddenly they find themselves
16 in a strange country without knowledge of the customs, the language,
17 the city. And the unfortunate part about these people is they
18 have a unique problem. They don't fit in the American society
19 because they don't speak English, but they don't fit into the
20 Korean society because, if they do, then their husbands are kept
21 out. The result is many, many serious problems and many divorces.

22 Those who are still living with their husbands are living
23 under abject depression and become physically and mentally ill.
24 What they need is a place to learn English, to get together for
25 discussions, recreation, visits, advice, guidance, companionship.

1 Again, a Korean community center would be our solution.

2 We have working mothers who lose their jobs or who can't
3 work in their most productive years because there is no one to
4 care for their children. There are divorced and widowed women who
5 have children and who are tied down. If we had a community center,
6 we would have a child care center provided for these ladies.

7 The children could learn English and they could be helped
8 to make this very difficult transition from home to kindergarten,
9 and we would be able to provide work for the people who could take
10 care of children.

11 My entire presentation boils down to one thing, that our
12 first basic need is a Korean community center where bilingual
13 teachers can teach English and where on-the-job-training sessions
14 can be conducted. I have visited several ESL centers in the city
15 and not one of them has been able to accommodate Korean students
16 or Korean teachers. When I ask why, I am told because physically
17 there is not enough room and because they will not share the fund-
18 ing.

19 It is not enough to share the funding with another minority
20 group such as the Koreans. We have been left out of everything.
21 The Koreans have never had, never received what is rightfully
22 theirs. The first, the foremost, the most vital step for the
23 Korean immigrant is to learn English. That first step is every-
24 thing and, without this first step, how can you expect them to
25 take a second step? Simple logic and simple arithmetic will tell

1 you that without a first, there is no second. A bilingual school
2 for Koreans has always been the most urgent need of all Koreans,
3 but this urgency has reached new dimensions because of the large
4 influx of Korean immigrants. I believe it has increased 300%
5 since year before last.

6 How can we get across to you the urgent, desperate, intense,
7 imminent, immediate need that the Koreans have for a bilingual
8 school? Most Koreans who plan to come to this country do take a
9 crash course in English, but those of us born in this country
10 don't speak English correctly. It is the most difficult language
11 in the world, so how can you expect these people to take a crash
12 course, come to this country, -- how can you expect them to adjust
13 and find jobs and to start a new life immediately?

14 I know of several families where their needs have become
15 so desperate that the 35, 40, 50 dollars that their son earns as
16 a paper boy is the difference between starvation and living. I
17 know of a prominent college professor who has written several well-
18 known textbooks that are Bibles of colleges in many countries,
19 including this country. He pumps gas for a living, although his
20 expertise is in labor relations and labor management. A medical
21 doctor and a well-known surgeon in Korea is now a bus-boy in my
22 neighborhood restaurant. An electrical engineer is now a Yellow
23 Cab driver.

24 Korea's most outstanding journalist is working at the City
25 of San Francisco Airport emptying ashtrays. There are many, many

1 more such cases. Many who work at jobs are given more responsi-
2 bilities, more hours and more work and less pay. They are passed
3 up for promotion. They are passed up for raises. Why? Because
4 employers will discriminate against Koreans. Why? Because
5 Koreans have no representation. They have no identification.
6 There is no one to stand up for them and speak for them.

7 We do not ask the impossible, nor do we ask for what is
8 not rightfully ours. We ask that you sit up, take notice, and
9 recognize the identity that you have never given us. We urge you
10 to no longer classify us as "Others." We urge you to no longer
11 deprive us of the recognition that is ours, and we urge you to
12 give us the representation that we need and that we deserve and
13 that we have sacrificed for so long at all levels of city govern-
14 ment, county government, federal government, and all public ser-
15 vices.

16 Other minority groups have their problems, that is true.
17 I am well aware of it. We all are well aware of it, but no group
18 has been so totally ignored, no group has been so totally mis-
19 treated as the Korean minority. We want to be a part of this
20 country. We want to participate. We want to contribute to this
21 culture. We want a voice in our government because we want it to
22 be our government. Give us that chance. Don't deny us our rights.
23 Don't discriminate against us anymore, and we, in turn, will
24 return to you a thousand fold. It is easy to love. It is easy to
25 hate. It is easy to accept love. It is easy to accept hate. But

1 the indifference that you have shunted upon us is intolerable and
2 it is inhuman.

3 We strongly make two very, very vital recommendations. One,
4 that we be given a Korean community center and, two, that, as I
5 reiterated, Korean representation on all levels of government.
6 We cannot and will not tolerate your indifference any longer. We
7 will no longer be classified as unidentifiable. We want identity,
8 we want your recognition. We can no longer tolerate the discrim-
9 ination, this very, very special discrimination that you employ
10 only against us. We ask that you listen to our two recommendations
11 in order that we might catch up and, ladies and gentlemen, if you
12 do, to a certain degree, we will be compensated for that special
13 discrimination that we Korean minorities have suffered for the
14 past hundred years.

15 Thank you. (Applause.)

16 CHAIRMAN SILLAS: Thank you very much.

17 I am going to ask a few questions. First of all, let me
18 ask whether --

19 MR. MOON: Excuse me. Should we just have one final
20 presentation and go from there?

21 CHAIRMAN SILLAS: I'd like to see if we can't go into
22 questions and possibly we might cover some areas the final pre-
23 sentation would have covered. One of the problems I have is the
24 time, again, and I think -- Let me put it this way. I think some
25 of the questions from the Panel will probably hit some of the

1 areas that your final speaker would present.

2 MR. KIM: I would like to speak specifically on the youth.

3 CHAIRMAN SILLAS: Never let it be said I stood in the way
4 of youth.

5 MR. KIM: Obviously, we don't have any youth here, but I
6 think the real reason for that, in terms of the youth problem in
7 San Francisco that faces Koreans, is basically the same that fits
8 all people, that affects all different ethnic groups, the isolation
9 of young kids in the middle of a society that does not give them
10 support. I think we all recognize that the teen-ager is probably
11 the fourth-class citizen. The parents face a real crisis at the
12 Youth Guidance Center.

13 We have had probation officers tell parents to send their
14 kids away to institutions because they would be better off, and
15 there are parents who believe that this probation officer will tell
16 them the truth because he is an arm of the government. We have
17 had situations where kids have been kept detained for long periods
18 of time because they couldn't communicate. When we found out, they
19 had been in for two or three weeks for curfew violations, things
20 like that, because they couldn't communicate and the parent didn't
21 know what was happening.

22 Locking a child up is not the answer. The Korean youth is
23 the most disenfranchised youth within the Asian community and has
24 a real reason to strike out. As we stated before, we are talking
25 about taking preventive measures or dealing with juvenile

1 delinquency. So without going any further, I think that in terms
2 of youth, there is a real factor coming into the picture that we
3 have to think about now, before all of a sudden we are dealing
4 with a juvenile delinquency crisis.

5 CHAIRMAN SILLAS: Thank you.

6 Let me ask some questions here pertaining to HRD. Do you
7 know whether the HRD in its determination of Asian-Americans uses
8 Koreans in the category of Asian-Americans or do they put them in
9 the category of "Others"?

10 MS. KIM: I think I have arbitrarily put them under Asians.

11 CHAIRMAN SILLAS: I understand that HRD has approximately--
12 Let me ask you this. Would you react to this statement, please?
13 It is a statement from the HRD.

14 "We believe that language has not been a deterrent to pro-
15 viding service." Would that be a fair statement?

16 MS. KIM: Where is that from?

17 CHAIRMAN SILLAS: From HRD as it applies to Asian-Americans.
18 Do you believe that statement is true or incorrect?

19 MS. KIM: Incorrect, of course.

20 CHAIRMAN SILLAS: Are you the only person in HRD that
21 speaks Korean?

22 MS. KIM: Yes, in San Francisco I am.

23 CHAIRMAN SILLAS: My understanding is that there are about
24 48 offices operating in the San Francisco Bay Area. Is that cor-
25 rect?

1 MS. KIM: In San Francisco there are nine.

2 CHAIRMAN SILLAS: Do any of the offices in HRD specifi-
3 cally relate to serving the Korean community?

4 MS. KIM: That was the reason I was sent to the Chinatown
5 HRD office. It seemed that a majority were going into the China-
6 town office. I guess they seem to relate better with the Asian
7 office. Our HRD center in Chinatown, the staff is all Chinese
8 and I am the only non-Chinese, and one Filipino-speaking, and there
9 is one Japanese.

10 CHAIRMAN SILLAS: What about phone calls? This may be a
11 silly question as to whether first generation Koreans are able to
12 make use of the phone, but if the phone call is made to an HRD
13 office, to your knowledge, are there any translators or operators
14 on the phone that can handle those calls?

15 MS. KIM: No, that is where our need is being made known
16 right now.

17 CHAIRMAN SILLAS: Now, does HRD also place or attempt to
18 place people over the age of 70?

19 MS. KIM: We try, but it is not easy. We still have dis-
20 crimination. There is a policy, a federal policy, that discrimina-
21 tion includes age, but, after all, I mean, you also have to try to
22 educate the employers. We need employers in order to have jobs.
23 And if the employers are not willing to accept an applicant be-
24 cause of age -- I mean, it is a frustrating situation.

25 CHAIRMAN SILLAS: For the sake of the record, Ms. Whang,

1 you refer to specific cases of professional people in Korea who
2 are now working at menial jobs. I wonder if you would comment as
3 to the reasons for those persons coming, say, to the United States
4 and leaving a professional position in Korea.

5 MS. WHANG: I think that Ms. Kim covered part of that
6 question when she said that the Koreans who come from Korea are
7 generally able to read and write somewhat. They don't realize
8 that the spoken language is going to be that difficult, and they
9 come to the United States intending to pursue their own profession
10 and find out that, number one, it takes special licensing. And
11 even those of us who speak English excellently have difficulty pass-
12 ing some of the State examinations. Almost every one of these pro-
13 fessions require one year of American experience and where are
14 they going to get the experience?

15 CHAIRMAN SILLAS: What is the United States policy regard-
16 ing immigration of Koreans? Is there a quota?

17 MEMBER OF THE KOREAN PANEL: Yes.

18 CHAIRMAN SILLAS: What is that quota?

19 MEMBER OF THE KOREAN PANEL: I don't know the quota, be-
20 cause it changes sometimes every three months, sometimes yearly,
21 and they make all kinds of adjustments to include and exclude
22 certain groups.

23 MEMBER OF THE COMMITTEE: Why the increasing number of
24 Koreans coming to the United States?

25 MS. BLANK: Why do I feel that the number has increased?