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V.1

CALIFORNIA ADVISORY COMMITTEE
TO THE
UNITED STATES COMMISSION ON CIVIL RIGHTS
open meeting
THE PROCESS OF SCHOOL DESEGREGATION

VOLUME B - PART I

Pages 1-114

TRANSCRIPT OF PROCEEDINGS

March 20, 1976

Berkeley, California

BOULEY, SCHLESINGER, PROFITT and DICURTI

OFFICIAL COURT REPORTERS

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VOLUME B - PART I

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1 MORNING SESSION

2 March 20, 1976

3 9:00 a.m.

4
5 (The following was chaired by Ms. Frankie Jacobs)6
7 THE CHAIR: Good morning. The Saturday morning ses-
8 sion of the California Advisory Committee to the United
9 States Commission on Civil Rights hearing on the process of
10 school desegregation is now open.11 To participate on the panel from the California
12 Advisory Committee, are, to my left, Vernon Yoshioka, Bill
13 Rogers, Jack Share, Cora Tellez, ~~Noelle~~ Rodriguez, Helen
14 Bernstein and Nadine Hata, who is the vice chairman for
15 southern California.16 The chairman of the commission is Herman Sillas. We
17 have two staff people here, Ramona Godoy and Sally James,
18 and our Reporter. I'm Frankie Jacobs, the vice chairman for
19 northern California.20 We appreciate your being here. If any of you are
21 not scheduled to testify, would like to do so, please see
22 either one of the staff people, Ms. James or Ms. Godoy,
23 this morning and give them your name.24 I believe all of you have a lineup of the people
25 slated to testify and I'll ask our first person, Judy

1 Bodenhausen, if she will come to the box.

2 For the record, Ms. Bodenhausen, would you please
3 state your name, address and occupation?

4

5 JUDITH ANN BODENHAUSEN

6

7 A (By Ms. Bodenhausen) My name is Judith Ann Bodenhausen,
8 my address is 5802 Lawton Avenue in Oakland, I'm a teacher
9 at Berkeley High School.

10 Q (By the Chair) And you are here in what capacity?

11 A Both as a teacher at Berkely High School and I am
12 president of the Berkeley Federation of Teachers, but I
13 wanted to make it clear that most of my answers will be
14 as teacher at Berkely High School because at the time the
15 integration took place in Berkeley or desegregation, in
16 fact I became a teacher at Berkeley in 1968, and so I
17 don't have that kind of experiences prior to that period
18 of time.

19 THE CHAIR: Okay, thank you. I'll ask Ms. Hata if
20 she'd like to start the questioning.

21 Q (By Ms. Hata) Thank you.

22 Would you please answer some questions first re-
23 garding the union and the desegregation process?

24 A I'll try.

25 Q Fine, what is your union affiliation and your position

1 within that union?

2 A I'm a member of the American Federation of Teachers,
3 Local 1078, Berkeley, I'm president of the local.

4 Q How long --

5 A Currently.

6 Q -- how long have you held that position?

7 A I think this is my third years.

8 Q Would you provide the committee with a brief summary
9 of your union's national affiliations and its local mem-
10 bership?

11 A Our local membership's around 520, we're affiliated
12 with the American Federation of Teachers, and as such are
13 affiliated with AFL-CIO through the American Federation
14 of Teachers.

15 Q What about your classified and certificated member-
16 ship?

17 A When I said our membership was 520 that's about
18 what it is of regular certificated employees in the school
19 district. We have some classified members, and some sub-
20 stitute members in addition.

21 Q Could you give us a breakdown in terms of minority
22 membership?

23 A We've never done a survey, but it's my impression
24 that the minority membership of our local is at least the
25 same percent as it is in the school district -- as minority

1 teachers in the school district as a whole, if not
2 slightly greater.

3 Q What was the position taken by your union on desegre-
4 gation during the time the plan was formulated in Berkeley?

5 A To the best of my knowledge, the union took not
6 only an advocate position but actually designed the plan
7 which was used as the basis for desegregating the elementary
8 schools.

9 It came to the school board with a plan saying here's
10 a way you can do it. We suggest you do it that way, and
11 as I say, that's to the best of my knowledge, I was not
12 teaching at Berkeley at that time.

13 Q Do you know what happened at that time once it
14 was brought to the school board?

15 A I believe that the school board then took that plan,
16 expanded it, we had designed a one-zone plan, they expanded
17 it and said rather than piloting in one zone we'll do it
18 in the whole city at one time.

19 But they used our plan as a basis of what they did,
20 as I say, to the best of my knowledge.

21 I gave, to Ms. Godoy, a -- one copy of the few
22 copies we have left of the brochure we printed designing
23 our plan.

24 Q I see.

25 What was the makeup of the union membership at that time?

1 A I haven't the slightest idea.

2 Q Thank you.

3 After the plan was implemented, did your union take
4 any active part in its effectuation, it's implementation?

5 A Again, I really don't know. I wasn't active in
6 the union at that time.

7 Q What is your union's present position on Berkeley's
8 desegregation? Desegregation plan?

9 A I think that the answer to your question is we're
10 in favor of it, I mean, you know -- I don't think anybody
11 ~~in~~ Berkeley's against desegregating schools. And keeping
12 them desegregated, is that --

13 Q That's fine.

14 Have you received any complaints from your member-
15 ship about the plan?

16 A No, not that I know of.

17 Q From your contact with teachers as a union official
18 and as a colleague, what have you found to be the reaction
19 of teachers to desegregation now?

20 A I haven't heard anybody who ~~is~~ anything except in
21 favor of it.

22 Q What efforts, if any, is your union making to work
23 with minority education organization such as the Black Aces
24 or La Raza educators?

25 A Not enough, in my opinion. And there are various

1 reasons for that. We have made contacts with those organi-
2 zations, and at times have worked on problems of mutual
3 interest to try to get those involved within the school
4 district.

5 Q What are some of the primary concerns of your union
6 which you feel are related to a desegregated school system?

7 A I think one of the primary concerns is providing
8 a quality education for the children of Berkeley and we
9 feel that the only way that you can do that is in a de-
10 segregated school system, and it's got to be -- got to
11 go farther than the school -- than the desegregation we
12 now have.

13 Q Do you have any official position as to how much
14 farther?

15 A Well, we feel that a quality education system pro-
16 vides the best education possible for all children in
17 Berkeley, that's not yet being done, I don't think.

18 Q What is your union's position on affirmative action?

19 A We're in favor of affirmative action and have been
20 as long as I've been a member.

21 Q Minority programs?

22 A Yes.

23 Q In-service training?

24 A In-service training, but in-service training that
25 is designed by teachers to meet the needs of teachers, not

1 in-service training that is imposed upon teachers.

2 Q What about heterogenous groupings?

3 A That depends upon the teachers involved, some
4 teachers are in favor of it, some teachers don't think it
5 works.

6 Q So you have no one position?

7 A No, we have no union position on that, that I know
8 of.

9 Q I'd like to turn, then, to some questions with
10 respect to your teaching experiences. Would you please
11 tell us when you first began working in the Berkeley school
12 district and at which schools you taught?

13 A I was hired in the fall of 1968, I have taught only
14 at Berkeley High School.

15 Q Was there any training or preparation given to
16 teachers prior to the 1968 desegregation program that
17 you're aware of?

18 A Yes, I became -- when I was first hired, there was
19 an in-service training for all elementary teachers who
20 were going to be going through desegregation in the fall
21 of '68, new teachers were all included in that program.

22 Q What did this training consist of? I assume you
23 attended it?

24 A Yes. Didn't have a choice. It's funny, I have very
25 few recollections of it, I remember a very nice production

1 of Raisin in the Sun that was given by the Berkeley High
2 School Drama Department and I remember some discussions,
3 discussion groups that were conducted by teachers who had
4 been in the district for a long time, those are the only
5 two things I remember, but I'm sure that in a week there
6 was a lot more than that.

7 Q In your opinion and based on what you recall, how
8 would you rate the quality of this training?

9 A No answer.

10 Q Okay. Did you consider it sufficient training in
11 preparation for desegregation?

12 A I didn't -- I think the part of my problem related
13 to it was the training was probably heavily oriented
14 toward elementary teachers, I was going into a secondary
15 school situation. And much of that, so I think much of
16 it was not dealing directly with the problems that I was
17 thinking I was going to be facing, but again, I don't
18 really remember that much about it.

19 I also want to remind you that Berkeley High School,
20 to my knowledge, had never been, quote, segregated, be-
21 cause there's only been one Berkeley High School as far
22 as I know in the City of Berkeley.

23 The classes at Berkeley High School, when I began
24 to teach at the school, were -- tended to be heavily Black
25 or heavily White. Because tracking was definitely in effect

1 at that particular time.

2 Q Do you recall any teacher reaction to this training
3 program, other teacher reaction?

4 A No, because I didn't know anybody.

5 Q Since your school has been desegregated prior to
6 1968, why do you think you are required to participate in
7 this in-service training?

8 A Simply because I was a new teacher and it's tra-
9 ditional that new teachers are required to participate in
10 training before school starts and that was easy to
11 lump everybody together.

12 Q Were other teachers at your school required to
13 participate, then, in similar in-service training programs?

14 A Not to my knowledge. But I don't know.

15 Q Is there any on-going teacher training or teacher
16 in-service training going on now?

17 A Specifically dealing with desegregation?

18 Q Yes.

19 A Not to my knowledge. There's a lot of in-service
20 training going on and I'm sure that that's an element of
21 goals in a lot of the in-service training, but I don't
22 think it's specifically dealing with that.

23 Q How important is teacher attitude in facilitating
24 desegregation, in your opinion?

25 A Very important.

1 Q Could you tell us why?

2 A Because I think that what goes on in the classroom,
3 I think the greatest single variable in terms of dealing
4 with the classroom is the teacher that's in that classroom
5 and if the teacher has a positive attitude towards what's
6 going on, you're going to get a lot different kind of
7 results than if the teacher is doing something under protest.

8 Q Based on your experience, then, since 1968, do you
9 recommend more in-service training or some in-service
10 training for teachers now in your school?

11 A I'm not sure that in-service training is always the
12 answer.

13 Q Do you have any other recommendations for the
14 committee?

15 A I think that one thing that works is to provide
16 teachers release time to go and observe other teachers
17 teach. Not only in Berkeley but in other districts around,
18 to pick up ideas as to how other teachers handle a classroom
19 situation.

20 I think on-the-job training is a lot more effective
21 than in-service training where you sit and listen to
22 somebody, at least this district that's basically sitting
23 and listening to somebody who hasn't been in a classroom
24 for 20 years.

25 Q Would you have this be --

1 A Except for -- I want to make on exception, I think
2 that I've participated in some in-service training in this
3 district, conducted by people who are specifically in this
4 district for in-service training, and who have been
5 classroom teachers here recently and I would make an
6 exception to that.

7 Q If you had your druthers, would you have this a
8 voluntary program or a mandatory program?

9 A I don't think any mandatory program of in-service
10 training is going to be effective, I think if somebody is
11 forced to do something against their will, they've already
12 got it set against accepting what's there. I think that
13 you set up inducements for people to do something.

14 But again, I think you're going ~~to~~ heavy on the in-
15 service training, it's just --

16 Q Do you know whether teachers have left the district
17 as a result of desegregation?

18 A I haven't the slightest idea. I'm sure some did.

19 Q Did you know any teachers who were not in favor of
20 desegregation who remained within the school?

21 A ~~None~~ that was mentioned to me but I'm sure there
22 must have been. But again, remember I'm at Berkeley High
23 and so that question is not really relevant.

24 Q In your opinion, do you think that there is an
25 ideal White-minority student ratio for the effective imple-

1 mentation of desegregation?

2 A I think that all -- I'm somebody who believes that
3 all students in a city ought to go to public schools, so
4 I think that the ideal ratio would be with all children
5 at Berkeley and Berkeley Public Schools.

6 Q Do you have any statistics with respect to the rest
7 of the school district? I know that most of my questions
8 this morning have been directed to you with respect to
9 your Berkeley High School experience, but can you give us
10 some statistics for the entire district in terms of, for
11 example, teachers who have left the school district?

12 A I haven't the slightest idea.

13 MS. HATA: Thank you.

14 Q (By the Chair) As you have indicates, Ms. Bodenhausen,
15 Berkeley High School is the only high school in town, so
16 all of the students attend, which means that is has been
17 desegregated all along. In terms of what happens once
18 the students are in school and the teachers are there, how
19 would you describe the situation?

20 A I also want to bring up one other thing, I teach in
21 Model School A, which is somewhat different or -- I'm on
22 maternity leave right now because I just had a baby, but I
23 normally teach in Model School A, which is somewhat dif-
24 ferent in composition than the rest of the school, both
25 classes and Model School A, is an alternative school that

1 maintains an ethnic-racial-sexual, whatever kind of compo-
2 sition that is reflective of the school at large. But our
3 classes, I think, tend to be more integrated than classes
4 at Berkeley High at large tend to be. I think classes in
5 the school tend to be either heavily Black or heavily White
6 or heavily -- heavily White and Asian. I'm a math teacher,
7 and so my reflections deal with math classes.

8 Q I think the audience is having a little difficulty
9 hearing you, so if you could speak very closely into the
10 microphone I guess this would help.

11 A I'll try.

12 Q Would you explain what kind of alternative school
13 it is?

14 A Yes, Model School A has two basic goals, one of
15 them is to provide an integrated learning situation, and
16 by integrated in that context I mean the curriculum, like
17 kids or children don't take an English class here and a
18 history class here, they take American culture, which one
19 day is two periods of English and the next day is two
20 periods of history, to try to integrate English and history
21 together.

22 We try to integrate the science and the math curricu-
23 lum together, so on. Though that isn't done, I don't think,
24 as well as it is with the English and the history, but so
25 that children don't receive a fragmented education.

1 The other basic goal of Model School A is to deal
2 with basic skills and to make sure that, to the best of
3 our ability, children who graduate from Berkeley High
4 School out of our classes have a strong command of basic
5 skills as is possible for us to give them.

6 Q This is a voluntary school?

7 A Right, nobody teaches there that doesn't want to be
8 there, I don't think.

9 Q But the students don't go there unless they want to?

10 A That's also true. They also, by the way, take some
11 of their classes in what's called, usually called the
12 common school.

13 Q In terms of the union, let me ask you one question.
14 Well, let me ask another question related to the alternative
15 school and that is does that sort of situation lead to
16 fostering integration?

17 A Yes and no. And it would take me a long time to
18 answer that question. I think it leads to fostering inte-
19 gration amongst the kids who are in MSA, partly because
20 it's a small school situation. Kids have the same --
21 same kids in all their classes or in three or four of
22 their classes during the day. You obviously get to know
23 somebody who's in a lot of your classes a lot better than
24 somebody who's in only one of your classes and so natural
25 tendency is to associate only with the few people that you

1 know break down because you get to know a lot more people
2 and I think kids form broader friendships and so on.

3 But I also think that there's a certain kind of
4 selectivity in terms of kids that go into MSA so to that
5 extent, no.

6 Q What selectivity?

7 A You go into MSA voluntarily, and kids know what
8 kind of program is there, kids who are resistant to that
9 kind of program aren't going to be there.

10 Q Does the union have any plan to see that desegre-
11 gation as such continues to be emphasized in the Berkeley
12 schools?

13 A Yes and no. I mean we haven't mapped out any tre-
14 mendous plan, partly because I don't think desegregation
15 is under the kind of attack in Berkeley that it is in
16 Boston, we've given -- but we feel very strongly about
17 affirmative action, we feel very strongly that schools
18 ought to -- the zoning ought to be kept in such a manner
19 that the attendance zones in each school maintain desegre-
20 gated attendance pattern for each school.

21 We voted the other day to take legal action to make
22 sure that affirmative action in staffing is not destroyed
23 by layoffs. Essentially to keep the district from laying
24 off anybody because that would just destroy the affirmative
25 action of the school district.

1 THE CHAIR: Cora Tellez?

2 Q (By Ms. Tellez) I'm curious about the last state-
3 ment that you made and my question pertains to that.

4 Yesterday we heard testimony from both the school
5 board and a principal of the school that indicated that
6 there would be layoffs, and that this would dilute a lot
7 of the gains that this desegregation has made. A principal
8 indicated yesterday that teachers in his school are willing
9 to forego salary increases and fringe benefit increases
10 in order to make sure that no personnel cuts are made.
11 Can you give us the union position on that?

12 A The union position is that the highest priority is no
13 layoffs of any staff who are nonmanagement.

14 Q But what if that entails no salary increases?

15 A I'm not going to give you our negotiating strategy
16 from here, okay?

17 THE CHAIR: Helen Bernstein?

18 Q (By Ms. Bernstein) Have Berkeley teachers picked
19 a bargaining unit yet?

20 A No, that California collective bargaining law is
21 just now kind of coming into effect, April 1st is the
22 first day that you can even file to be declared a bargaining
23 unit. I can assure you we will file early on April 1st.

24 Q In -- if the Berkley School District has to go to
25 an election to pick a bargaining unit, what will be your

1 position in attracting votes so that you will be the
2 bargaining unit in terms of minority teachers, retention
3 of minority teachers and staff integration?

4 A We're not going to change our positions in order to
5 attract votes, we're going to continue with the same
6 positions we've held all along, that's made us the majority
7 local of the district, I think.

8 But I just couldn't accept saying okay, now we're
9 up for collective bargaining, let's change and come up
10 with some sort of attractive line in order to win votes
11 that we really didn't believe in.

12 Q If teachers do have to be cut, how --

13 A I don't accept -- as far as we are concerned, we,
14 the highest priority, period, the end, no layoffs of
15 teachers.

16 Q Do you see that there's an alternative way of re-
17 taining teachers, I mean --

18 A Yes. We have -- have analyzed the budget, one of
19 our members who's sitting in the back of the audience found
20 a \$700,000.00 mistake in the budget the other day. In
21 fact, he found it a long time ago and it has just taken
22 him until the other day to get the district to acknowledge
23 the mistake. When you couple that with the fact that
24 there is always attrition every year, if you look at the
25 past years there has been an average attrition, over the

1 past several years, of at least 35 people every year. If
2 you -- now I'm talking about certificated only. If you
3 couple the amount of money he found with anticipated
4 average attrition, that's reasonable to expect, and
5 elimination of ratial pay, there would be a budget surplus
6 next year of half a million dollars.

7 Now, that ought to be a sufficient justification
8 for the board to stop the layoff process now.

9 Q What about making cuts in other areas, like the
10 administration?

11 A We think the board hasn't finished that process
12 well enough yet.

13 THE CHAIR: Are there other questions from panel
14 members?

15 Thank you very much, Ms. Bodenhause.

16 A Thank you.

17 THE CHAIR: Our next person is Julie Kennedy, would
18 she come forward, please?

19 Ms. Kennedy, for the record, would you give us your
20 name, address and occupation, please?

21
22 JULIE KENNEDY

23
24 A (By Ms. Kennedy) Yes, Julie Kennedy, did you say
25 address? 3042 College Avenue, Berkeley, California.

1 Teacher at King Junior High School in Berkeley.

2 Q (By the Chair) And are you here in what capacity?

3 A I am here as a spokesperson for the Berkeley
4 Teachers Association, one of the unions. Certificated.

5 THE CHAIR: Thank you. I believe Ms. Bernstein
6 has some questions for you.

7 Q (By Ms. Bernstein) Yes, could you give a brief
8 summary of your union's national affiliation and its local
9 membership?

10 A Yes, the Berkeley Teachers Association is afffiliated
11 nationally with the National Education Association or the
12 NEA. Statewide, it is associated with the California
13 Teachers Association or the CTA. It is an independent
14 teacher organization both locally, statewide and nationally.

15 Q Do you have certificated and classified employees
16 both or just certificated?

17 A Mainly certificated. On the local and state level,
18 as well as the national level, we do have some classified,
19 who deal closely with the classroom situations.

20 Q Do you have a breakdown of minority membership of
21 the local?

22 A No, I did not go into that. We have, you know,
23 historically had minorities in our local. I do not have
24 the exact figures. But I do believe it is a very sizeable,
25 you know, percentage.

1 Q Just --

2 A I'm sorry, I do not have, you know, I can't tell
3 you whether it's 50% or 40%, I really don't have that
4 figure at this time.

5 Q What was BTA's position on desegregation at the
6 time the plan was implemented?

7 A Well, in 1967, if I can go back that far --

8 Q Sure.

9 A -- BTA took a very strong position on the whole
10 desegregation plan, and I wasn't aware of it myself be-
11 cause I, you know, have just really been active in the
12 organization in the last two or three years.

13 But in going back through the files, I was very
14 gratified to see that in September of 1966, the board of
15 directors of the BTA surveyed all staff and took a very
16 strong position. They indicated that teachers wanted to
17 be involved in and kept informed of plans to expand the
18 integration of Berkeley schools. They wanted to help in
19 the design and the changes in tracking and hastening the
20 process of integration in Berkeley.

21 A number of our local leaders were on task committees
22 to help effect the integration process, and I believe BTA,
23 along with the superintendent's office, was instrumental
24 in setting up what were called at that time, strip meetings,
25 meetings held at various schools throughout the community

1 to get the input of the citizens as well as the teachers
2 in affecting integration.

3 Q Did the BTA support the plan that was implemented?

4 A Yes.

5 Q After the plan was implemented in the on-going
6 process, what has BTA been doing to support it or help
7 it or whatever?

8 A After the plan was, you know, in its inception,
9 the BTA supported it. I would say in a public relations
10 sense. Often surveys were sent out, I know that many
11 times the leadership of the BTA wanted to get input from
12 the various school ~~sites~~ on just how the integration plan
13 was working, vis-a-vis heterogenous grouping and areas
14 like this.

15 They often asked the then-assistant to the superin-
16 tendent, Joseph Rodenheffer (Phonetic), to please get
17 direct input from the staff at the various sites, elementary,
18 secondary and so forth, to see what the needs were in the
19 school and in the various classes to continue the process
20 or to see what could be done to improve it. Beyond that,
21 I'm not sure.

22 Q What's ~~been~~ the general feeling towards desegregation?

23 A Well, generally, I -- you know, I feel that the
24 majority of teachers have always been for, you know, inte-
25 gration. Individually there have been some concerns, some

1 problems, but, you know, the vast majority of teachers
2 do, and have in the past, supported the integration plan.

3 Q Over the years since the schools have been desegre-
4 gated, has the feeling remained, has it become more
5 positive or more negative?

6 A I, from my experience, and I can only speak, really,
7 from my school and what few letters that we have received
8 from parents in the files, if I were to give a general
9 summary I would say that the first three or four years
10 of the integration process, was a mixed feeling, it
11 created mixed feelings. There were many people who saw it
12 as the answer to all things, and when their children were
13 confronted with a more aggressive behavior pattern, perhaps
14 other than what they were used to, it was very difficult
15 for them to adjust to it.

16 Other people felt that it was the best thing, the
17 children were prepared to face a plurality or pluralistic,
18 rather, social setting in schools, and adjusted quite well.

19 I think generally it created a meshing and naturally
20 with all of that, you have pressures as well as very
21 positive results.

22 Q What efforts, if any, is your union making to work
23 with minority education organizations such as Black Aces
24 and Casa de la Raza?

25 A At this point, we are not focusing directly with, I

1 would say, you know, individual groups of students that
2 are represented in these areas. We have mainly been
3 focusing on staff. Because at this point, I guess it's
4 largely a result of the crisis during the fall and whatnot.
5 We have been trying to see what we could do for our member-
6 ship per se. This isn't to say that we're not professionally,
7 you know, concerned about the classroom, we are, but I --
8 I suppose in speaking about my own site, although there
9 are always improvements that can be made, there is nothing
10 so terrible that's going on right now that we feel we
11 have to focus on the students, you know, and the individual
12 groups like La Raza.

13 Q Has your organization taken any stand on the needs
14 for more minority programs? For real integration to take
15 place?

16 A Yes. They -- you know, that have -- they did this
17 back in 1969 and in 1970, there was a thrust for better
18 programs, more integrated programs. But I really do not
19 know the conclusions of that. Thrust.

20 Q There hasn't been, let's say some kind of a task
21 force within the organization to create programs and then
22 present them to the board, say this is what we need?

23 A No.

24 Q What is your union's position or organization's
25 position on affirmative action?

1 A Our position on affirmative action is that we are
2 for it, we feel that it is a necessity, if we are to have,
3 you know, the representation at the professional level
4 as well as in the student integrated process. We are in
5 support of affirmative action.

6 Q All right. To follow that, what will happen if
7 there are layoffs, what's your position on the layoffs?

8 A We are presently trying to get some kind of con-
9 firmation from legal counsel as to what we can do. Now,
10 I'm trying to clarify this. The affirmative action is
11 policy with the district, and the seniority is law; it's
12 in the ed. code, and if you came down to the wire, our
13 concern is that seniority might, unless decided otherwise
14 legally, have -- might preclude affirmative action. And
15 the retaining of these people.

16 And this is what our concern is. We now have the
17 general counsel's office in Burlingame trying to -- try to
18 define what the strengths and weaknesses are.

19 Now, you know, as I say, we have a large minority
20 membership in our organization. And we are very concerned
21 about the affirmative action and the layoff. And we will
22 -- our stand is that we wish, we want to defend this.

23 Q If it came down to a choice between pay raise or
24 layoff of teachers, what's going to be your position?

25 A I think it's one of the realities of life that the

1 organization would take, naturally, the idea of no layoffs.

2 Q If there, let's say the reality is that there will
3 be layoffs, how do you plan to protect your teachers if
4 the teacher says well, I've been teaching for longer
5 and I have seniority as opposed to a minority teacher
6 who has to remain with her program?

7 A I am not an expert in this area, I do not know. I
8 do know that we have the -- we have turned over this whole
9 problem of the layoffs to our legal counsel, every one of
10 these teachers will have benefit of counsel in a court
11 hearing if it comes to that point.

12 Also, I -- our position as an organization is that
13 we must begin negotiations on this as soon as possible.
14 So that we can begin negotiating a policy with the dis-
15 trict just in this regard.

16 Q I think I still want another answer or some answer
17 as to if somebody has to go, what's going to be the BTA's
18 position on how a person is chosen who has to leave?

19 A I really can't answer that at this point.

20 Q What is the position on in-service training?

21 A The BTA's position on in-service training is that,
22 you know, we've had it, we've had the course, we went
23 through that in the late '60's and early '70's, we feel
24 that, not that we know all there is to know but we feel
25 that, you know, time to visit other teachers' classes, time

1 to sit with one another in the afternoons to discuss what
2 we are doing is probably a better alternative to direct
3 in-service training.

4 Q What's been the position on heterogenous grouping?

5 A Position on heterogenous grouping has been straight
6 all along that we are in favor of it, we do strongly
7 support heterogenous grouping.

8 Q Is that what's going on in the Berkeley schools?

9 A Basically, yes. In most classes. If you excuse
10 me I have to speak for my own school. The only exception
11 would be in one department and that is in the math depart-
12 ment at the junior high school level, they do not have
13 heterogenous grouping in the algebra classes.

14 Q (By the Chair) Does the union have any position on
15 tracking or levels?

16 A Well, the basic premise of the whole, or tied in
17 with the whole desegregation plan was the doing away of
18 tracking and the union's position was to do away with the
19 tracking, wherever feasible.

20 Q (By Ms. Bernstein) At the junior high school right
21 now, isn't there sort of a subconscious kind of tracking
22 going on in terms of skills programs and college prep.
23 programs?

24 A I would say probably yes, to a certain extent. I
25 know we have a high potential program, which is -- has

1 some tracking to it. But on the other hand, they have
2 tried to accomodate that by looking for other criteria
3 when having minority students or any other students with
4 abilities above and beyond what a normal testing situation
5 would show. [unclear]

6 These ~~students~~ are in the program -- in that pro-
7 gram, high potential students.

8 Q Has BTA, as an organization, presented alternative
9 ways of presenting educational programs that would
10 eliminate this kind of tracking?

11 A No.

12 Q Why not?

13 A First of all I don't think that -- I don't think that
14 it was that strong, at least not to my knowledge. I
15 mean I -- again I can only speak for my, you know, junior
16 high school situation, and there has been nobody who has
17 approached us or has been vehemently against the system
18 that we have there. It is largely heterogenous, I'm just
19 saying that in a few of the math classes they tend to be
20 somewhat tracked.

21 Q In your capacity as a leader of BTA, you have not
22 heard parent complaints that there's tracking going on?

23 A No.

24 Q In your opinion, do you feel that there has to be
25 the layoffs that are proposed for next year?

1 A No.

2 Q And you feel there are alternative ways of main-
3 taining teachers?

4 A Absolutely. We've been over this and over this,
5 been over it with the board, last summer, we were over it
6 with them during the fall negotiations, and we're still
7 going over it with them. It's a matter of priorities, we
8 keep stressing this and stressing this until we're blue
9 in the face.

10 There is still high administrative costs, there is
11 still a phenomenal amount of waste, wastage going on, and
12 it seems that the board continuously puts the cutting of
13 programs and staff first on their list. We've been over
14 the alternatives with them.

15 Q If staff is cut and minority teachers have to
16 leave, do you feel this will be a, detrimental to the
17 desegregation plan at Berkeley?

18 A Absolutely.

19 Q As a teacher at, I think King is where you teach?

20 A Yes.

21 Q Did you participate in the in-service training
22 that was offered?

23 A Yes.

24 Q Could you describe what kind of in-service training
25 that was given?

1 A It was largely a history class, background on the
2 history of California, the Chicano, the Chinese contri-
3 butions to the historical process of the state. Low key,
4 paper had to be written and so forth.

5 Q What did you consider the quality of the training
6 to be?

7 A What -- pardon?

8 Q The quality, how would you describe the quality?
9 Of the training?

10 A In my particular experience, it was fine. There
11 were a number of complaints, though, among staff in which
12 they felt that they were either, you know, spoken down
13 to or they were patronized or given a lot of just propa-
14 ganda that was ground out. But I think generally speaking,
15 district-wide, it was helpful to staff.

16 Q Did you feel it was sufficient in training for
17 preparation for desegregation?

18 A No.

19 Q If you were in a position to create alternative in-
20 service, what would you have suggested that would have
21 been sufficient?

22 A I think it should have -- well, it would have had
23 to have been something that would have been over a long
24 period of time. Just taking a high powered crash course
25 over a six-week or a semester certainly is not enough to have

1 a teacher ingest all that needs to be done to apply to
2 the classroom situation. I think it should have been a
3 continuous thing over perhaps at least a three-year
4 period, a series of lectures, perhaps, combined with some
5 classroom and committee meeting activity.

6 I think a shotgun approach, in other words, would
7 have been better than just taking one crash class and
8 saying, well, you know, that's it.

9 Q How effective do you think the training was in
10 terms of teacher attitudes?

11 A I think it was, for the time that was spent on it
12 and the whole situation that was unfolding, I would say
13 it was good. I think it did have a good effect on teacher
14 attitudes. I think it was fruitful.

15 Q Would it be fruitful to have similar in-service
16 training now?

17 A I'm not sure. I don't know. I really haven't
18 thought about it from that point of view. I think again
19 getting -- it would be best to have teachers meet and
20 just simply discuss what they're doing in their classes
21 and with some classroom visitation. I sort of feel like
22 we've evolved beyond this earlier approach and I would
23 hope that we would have.

24 Q Were these programs required by the state or by the
25 board, local board of education?

1 A I believe they were mandated by the local board
2 of education.

3 Q Were you given, like units for salary increments
4 or pay time, release time or what?

5 A Yes. We were given district in-service units,
6 which was applicable towards salary.increase or increment
7 pay.

8 Q How important is teacher attitude in facilitating
9 desegregation?

10 A One hundred percent important. Without that ingre-
11 dient, forget it. It's vital.

12 Q How do you think teacher attitudes here at
13 Berkeley have affected desegregation?

14 A I think that Berkeley teachers are to be commended.
15 I think that they have actually participated in a very
16 positive revolution. And I think that their attitude and
17 the positive attitude that they had towards the desegregation
18 is commendable and I think that it really has helped.

19 Q Do you know if any teachers left the district as a
20 result of desegregation?

21 A I do not know any personal people. I do not know
22 any -- personally, any people. But we have had reports,
23 off-hand reports, we've had information come into our
24 office that there was a small percentage who did leave
25 the district because they were uncomfortable with desegregation.

1 Q Do you think any teachers remained who are un-
2 comfortable with the desegregation?

3 A I think a few.

4 Q What's been done in that case?

5 A It's been reported to us that what they have done
6 with them is to place them in schools where they do not
7 have to confront the problem on such a daily basis or on
8 such a basis where you'd be dealing with children at a
9 level, an adolescent level where this seems to have such
10 a -- an unfolding effect.

11 Now, for example, I can -- I can honestly say that
12 we have had reports that some teachers who were having
13 problems with the integration process or the problems
14 attributed to them, were put or transferred to the adult
15 school, adult level of education. Others were transferred
16 to another elementary school in east Berkeley where they
17 were rather removed from the downtown school situation.

18 Q Would you attribute any violence on your campus
19 to desegregation or to the integration process?

20 A Yes, of course. I think it's a natural outgrowth
21 when you have different cultures coming together. I think
22 it's going to heighten, for a while, it's -- it's, you
23 know, it's a very natural thing. Yes, I think so.

24 Q Your principal disagrees with you.

25 A I have been there as long as my principal has. And

1 I have been in the classroom, she hasn't.

2 Q Do you feel that there's any teachers who are
3 having problems with discipline because they're afraid
4 to discipline minority students?

5 A I think this was more so the case earlier. I do
6 not find it to any extent now. No. At least, you know,
7 not at my school. I mean I don't -- we don't have -- I
8 can not think of any teachers right now who pussyfoot
9 around or who are afraid to take any action for fear of
10 some kind of reprisal or they're just -- don't know how
11 to tackle, you know, so to speak, a student of minority
12 background. In a discipline angle. I -- no. Not now.

13 Q In your opinion, do you think there is an ideal
14 White-minority student ratio for effective implementation
15 of desegregation?

16 A Would you repeat that? I didn't hear the first
17 part.

18 Q In your opinion, do you think there is an ideal
19 White-minority ratio for the effective implementation of
20 desegregation?

21 A No.

22 Q Could you explain?

23 A I don't think it should be -- I don't think the
24 ratio of Whites or the ratio of one group to another really
25 should be less than 40%. If it's really going to work

1 properly. In other words, if you have a 60-40 and then
2 that increases to maybe 70-30, then I think you do run into
3 some problems. I think the closer they are in number,
4 in other words, the better.

5 Q That's not the case now?

6 A It's close to it, I think in most schools, yes.
7 I think it's about as ideal as one can get, as, you know --

8 Q At your school and over the last few years, there's
9 been sort of a chaotic situation along with a changeover
10 in a number of principals --

11 A Yes.

12 Q -- did this have any relationship to the desegre-
13 gation process?

14 A No. I don't really think so. If it did, to any
15 degree, I think proper training of these individuals
16 beforehand would have solved the problem. I don't think
17 the individuals, in other words, were ready, they had not
18 been trained to take on a staff and an integrated school
19 without the proper background and training, much as
20 teachers had to go through.

21 I do not know to any -- to any great degree that
22 administrators underwent the same training. At least I
23 know in our school they didn't and I think this was
24 part of the problem.

25 Q So, you're saying that it did in some way have some

1 way have some relationship? If the schools had not been
2 desegregated would these principals have been faced with
3 the same kind of problem?

4 A I see what you're saying now. I agree that they
5 would not have.

6 Q So the administrators were not properly trained
7 to --

8 A See, I don't look at it as an insolvable problem,
9 you know, that integration wrecked the whole thing and
10 we had a turnover of several principals, I wasn't looking
11 at it from that angle. You know, that's integration's
12 fault. I was looking at it from a point of view that
13 these individuals were not prepared for the change, they
14 were not trained but they -- had they been trained probably
15 would not have, you know, been pressured to leave or to
16 quit their jobs.

17 Q King was the school that's located up -- that took
18 more of the hill kids before the process, right?

19 A That's correct.

20 Q Do you feel because of that and because of the
21 staff that was there prior to desegregation and then re-
22 mained that there were problems in attitudes of those
23 teachers?

24 A Yes.

25 Q How was that dealt with? Or has it been?

1 A It seemed to take care of itself in a sense that
2 many of the teachers who found the situation uncomfortable
3 either retired, many of them were second income anyway,
4 so they could afford to just resign or retire, and as
5 I said before, others drifted off to other schools where
6 they found the situation a little more comfortable.

7 Q So you don't feel that that kind of attitude still
8 remains at King at the present?

9 A No, it's -- it's completely different staff now.
10 I can only think of maybe one or two older teachers who
11 would fit the stereotype of the teacher that we had there
12 earlier but they have made a fantastic adjustment, there's
13 no problem.

14 Do you know what the minority ratio is at your
15 school? Teacher, teacher?

16 A About 23% minority.

17 Q Would you say that your staff is integrated?

18 A I think so. I think so. I -- in other words, as
19 colleagues, professional colleagues at a site working to-
20 gether, socializing in the lounge, this kind of thing,
21 yes. I think so.

22 Q (By the Chair) Let me ask you a question, Ms.
23 Kennedy, please. I wasn't quite sure of your comment.

24 You indicated that there is student conflict in the
25 school --

1 A Or that there was?

2 Okay, I'll let you finish.

3 Q -- and that it was a normal --

4 A Yes.

5 Q -- happening.

6 A Yes.

7 Q Is this conflict due to -- well, let me say was
8 this racial conflict or conflict related to people in a
9 new situation or what was the basis for the conflict?

10 A I think the basis of the conflict was several
11 things. I think it was cultural, economic and racial.
12 All --

13 Q How was this dealt with?

14 A I had the feeling that for the first year or two
15 when these conflicts were taking place, it was not really
16 dealt with, it was sort of shuffled, the deans would --
17 and counselors but mainly the deans, would call the
18 students in, try to have a talk with them, sometimes they
19 wouldn't, the offices were filled with problems, I know
20 that they didn't get to them all. And it sort of -- it
21 was a mess for a couple of years, it was difficult.

22 And then, as time went on, we had a turnover in
23 deans, the first few deans that we had I felt were very
24 liberal, very easy going, afraid to tackle the problems
25 and to confront it. Later we began to get stronger deans

1 who did confront it.

2 Also, they brought in deans of minority background
3 who saw through the issue and were able to deal with it.
4 So this is how they began to confront it. Hiring of
5 minority staff, deans, aides.

6 Q And how would you describe the situation now?

7 A I would say that it's -- it's good. It's not
8 wonderful or excellent, but it's good in comparison to
9 what it was three or four or even five years ago.

10 It's improved. We still have our problems, but
11 I think they're -- I wouldn't even call them racial
12 problems to speak of now. I would just say it's just
13 adolescent kids who are at a very physical age, they
14 can't walk down the hall and just say hello, they've got
15 to hit, kick, you know, physical contact, and one thing
16 leads to another and we do have our problems, we have our
17 fights. We have girls fighting boys and so forth, I look
18 at it largely now as to an age and adolescent factor.
19 More than any, you know, of the earlier reasons.

20 THE CHAIR: Any of the other -- Mr. Rogers?

21 Q (By Mr. Rogers) Yes, Ms. Kennedy, the lady that
22 testified prior to you, Ms. Bodenhause, of the Berkeley
23 Federation of Teachers, indicated that there was approxi-
24 mately -- well, there's an expected \$500,000.00 surplus
25 expected in next year's fiscal budget and that at the

1 current time that someone had -- well, someone on her
2 staff or someone in her organization had found \$700,000.00.
3 Did you have any evidence to substantiate that claim?

4 A No. I'm not sure what your question is.

5 Q Well, what I'm asking is, had you heard anything
6 about this that there was --

7 A Yes.

8 Q -- an excess of \$700,000.00 and that next fiscal
9 year, due to normal attrition of teachers leaving the
10 district, that you would have approximately \$500,000.00
11 available and that with that money available that you
12 would not have to lay off teachers. Now, do you have any
13 evidence or have you had --

14 A Investigated ourselves.

15 Q Investigated? Yes, do you have any evidence to
16 substantiate that claim?

17 A No.

18 MR. ROGERS: Thank you.

19 A We hope that it's true. We assume that it's true.

20 THE CHAIR: Ms. Godoy?

21 Q (By Ms. Godoy) Yes.

22 Ms. Kennedy, do you think teachers are now re-
23 ceiving adequate training in the colleges and universities
24 to prepare them for working in a desegregated school?

25 A I can't speak for the last three or four years, but

1 if the student teachers that I have had up until three
2 years ago were any indication, I would say no. The training
3 is nowhere near adequate.

4 Q If not, in your opinion what recommendation would
5 you make for preparing them?

6 A First of all the professors who are teaching them
7 will have to spend a little more time in the public
8 schools themselves. You can't teach a student teacher
9 to teach and to face and to deal positively with all the
10 confrontations that he'll run up or she will run into
11 during the day out of a book. You know, it just doesn't
12 work. My own experience, I can remember having walked
13 out of class when I was reading a book on teaching that
14 was written in the 1930's, which was okay, that didn't
15 bother me, but when they began comparing a child to a
16 radish, it was that point that I became a little dis-
17 gusted because I could see that they were operating again
18 in an isolated experimental type lab. atmosphere and
19 were not -- hadn't walked into a local school in Berkeley
20 probably for 15 years. It's not going -- that's no way
21 to train a teacher.

22 Q One final question.

23 Has your organization made any attempts to work
24 with other education organizations, such as the Black Aces
25 or other minority groups?

1 A In the last year or so that I have been in office,
2 my answer would be no. I have not had a chance to check
3 the files previous to that to see. I do not know. They
4 may have had some subcommittees or task committees, but
5 that -- other than that I do not know.

6 MS. GODOY: Thank you.

7 THE CHAIR: Thank you very much, Ms. Kennedy.

8 Our next witness will be Jesse Anthony.

9 We appreciate your coming and sharing your time
10 on this with us.

11 Mr. Anthony, if, for the record, you would give us
12 your name and address and occupation, please?

13
14 JESSE ANTHONY

15
16 A (By Mr. Anthony) Jesse Anthony, 1350 Rose Street,
17 Apartment A, Berkeley. Occupation, teacher. Music teacher
18 for the Berkeley Unified School District.

19 THE CHAIR: Thank you, Mr. Anthony. I believe that
20 Dr. Rodriguez has some questions for you.

21 Q (By Dr. Rodriguez) Could you please tell this com-
22 mittee what positions you've held in the Berkeley Unified
23 School District, giving the year?

24 A Yes, from about 1969 through, I guess about 1971,
25 I was music, instrumental music teacher at two elementary

1 schools. And then, for two years after that, I was
2 director of a school, ~~Equal One~~, which was an experimental
3 school, operating on a Ford Foundation grant. That lasted
4 for two years and then the district financed it for one
5 year to phase it out.

6 After that, I took gospel chorus, director of the
7 gospel chorus, which is in four schools, all of the second-
8 dary schools, the high schools and junior high schools.

9 Q I see. Thank you.

10 Could you please briefly describe the Equal One?

11 A Equal One was a program which was really the brain-
12 child of Dr. Katherine Favors. Then she was over the
13 Berkeley program to try to take and sensitize teachers
14 and students to living and working together. So this
15 school, the purpose of it was to basically, to give equal
16 respect for the integrity of different racial groups who
17 attended the school. It was a multiracial, ~~multicultural~~
18 group.

19 Q What kind of curriculum did they have?

20 A Well, it was a curriculum which was built around
21 the student population. It had -- it was being developed
22 all the time, the faculty and community was developing
23 curriculum for those students in order to try to reduce the
24 hostility of the normal curriculum. Most of the state
25 texts we couldn't use because they didn't have anything

1 between the pages that looked like the students or related
2 to them in any way, so we wrote our own and sent all
3 over the country to find material that had been written
4 that our kids would enjoy.

5 Q I see. What were the sort of teacher attitudes
6 that you had at the school?

7 A Well, the teachers' attitudes, because they were
8 all handpicked for this school, even though some of them
9 came from the district and some were from outside of the
10 district, but it had Asians, Chicanos, Latinos, Blacks,
11 Whites, we tried to get a group of teachers who were,
12 number one, committed to try to make integration work,
13 and take desegregation another step and try to humanize
14 the curriculum.

15 Q What were the student body makeup?

16 A It had, I guess, about 6% Asian, and about 2%
17 Chicano, the majority of the students were Black. There
18 was about 65% Black.

19 Q Why was the school closed?

20 A Well, the basic reason the school was closed is
21 because Ford stopped financing the district that fall, and
22 so it was then phased out the next year.

23 Q It kept one more year then?

24 A It stayed one more year, but the intention was to
25 phase it out.

1 Q I see. So it was open for three years then?

2 A Right.

3 Q How do you feel that Equal One school was succesful?

4 A I feel that it was successful in helping to -- to
5 highlight, I guess, the differences that students had and
6 to teach an appreciation for those differences. And there's
7 evidence in terms of the achievement of students, minority
8 students and Blacks as well, that they profited from that
9 kind of experience.

10 I have students now who come to me and some of
11 them are in my choir who were students in that school, and
12 I meet them and talk with them and I think that they are
13 much more prepared. White students I had 20 boys to come
14 to me yesterday who were White, they're now in the seventh
15 grade, and they were telling me they took part in the walkout
16 of students that was led by Black students at King be-
17 cause of the laying off of basically large numbers of
18 minority teachers. And cutting of minority programs.

19 And I was inspired by their comments and I think
20 that they are better prepared.

21 Q Do you have any, other than the subjective experiences
22 like that which I agree are very important, do you have
23 any data as to the academic achievement of the --

24 A Well, we did have, it should be with Mr. Dambacher.
25 We did have because we had to make several presentations

1 before the board and each time we were prepared to make
2 a new presentation to get new funds.

3 Q I understand that you had a -- have a child who
4 was attending the Berkeley school system at the time of
5 desegregation, is that correct?

6 A Well, yes, I have a foster son who was in the
7 fourth grade when they changed.

8 Q How was your child affected by the desegregation?

9 A Well, from what I can understand, and -- he was
10 very bright and still is very bright, and --

11 THE CHAIR: Excuse me, please, Mr. Anthony. If we
12 can have a little more quiet in the audience so that we
13 might hear the testimony of Mr. Anthony?

14 Thank you.

15 A And still is very bright, and a leader-like. There
16 was, of course, -- it was rather traumatic when they then
17 dumped or put together White students and Black students,
18 Black students who had been leaders in the school, and
19 in academics as well as social leaders. Well, when you
20 brought the students together under that kind of circum-
21 stance, it produced a kind of anxiety because they could
22 clearly see that White students were being more enhanced
23 by the curriculum and by teachers' attitudes and by the
24 prevailing conditions and the kinds of things you get
25 complimented from in the schools than Black students, and so

1 it had some negative effect in terms of, they had to seek
2 other ways of getting selfesteem and exercising their
3 leadership roles.

4 Now, I don't personally think that that is negative
5 on the part of integration, I think that it is a reality
6 that is closer to the real world, and that when you see
7 something like that happen, that you have to be prepared
8 to bring, then, your resources and whatever, to correct it.
9 And I think that that just makes it more glaring when you
10 bring students together and of course it has -- they can
11 see.

12 Q What was the response to the situation? How did
13 you deal with it as a parent?

14 A Well, my response, of course, was and still has
15 to be and still is, one of trying to continue to explain
16 and make clear to my child that he is very brilliant, but
17 that the ordering of priorities in the country does not
18 support him the way it does White students. And that the
19 curriculum as it is designed in the schools, and of course
20 it's very clear in my field, I'm in the field of music,
21 and we had done some tests which pointed out that -- it
22 was a group of tests that were done, I believe it was by
23 the music educators and plus we did some at Howard Uni-
24 versity that pointed out that Black students scored higher
25 in those things of talent and music than any other group of

1 students. Singing, the ability to -- the ability to have
2 tonal memory, the ability to improvise, the ability to
3 have good mimical memory, that all of those things Black
4 students, that you measure talent, scored higher.

5 But when it came to familiar melodies which were
6 also on the test and had nothing to do with talent, White
7 students scored higher. And the schools are designed in
8 a way that when you get to page 13 on any book, no further
9 than that, and you have familiar melodies, Twinkle Twinkle
10 Little Star and Irish songs and whathaveyou. Never any-
11 thing by Eretha Franklin.

12 Well, this is easy to show to students. Now, if
13 schools had been designed for the brilliance of Black
14 students certainly you would have music that will start
15 out by role-prompting and would work to enhance those
16 talents that they bring to the field, such as memory and
17 the ability to improvise and their sense of pitch and time.

18 But it is designed for the inadequacies of the lack
19 of talent in that field of Whites, so it still works out
20 by reading a book and whathaveyou, they start you off as
21 readers, if you can't read you can't make any music, which
22 is ridiculous and when you get to the fifth and sixth
23 grades, I remember my son was in the fifth grade and he
24 was not able to get an instrument at that time, they didn't
25 pass one out because they were given little tests for

1 instruments, which was -- had all of the things that are
2 native.

3 And then, when he did get a horn, he discovered
4 that those kids who could read would go right on, plus
5 they had other supports in terms of private lessons and
6 whathaveyou. But a lot of students dropped out, and it
7 is a lot of them, of course, kept up.

8 Q I find it quizzical or difficult to comprehend a
9 parent telling his son that, well, son, it's -- it's a
10 racist world, you better adjust to it. Is that --

11 A No, that's not what I told him. Certainly not. And
12 of course, I give examples which is quite different than
13 adjustment, I don't think you adjust to inadequacies, but
14 you have to understand that doesn't mean that you are
15 incompetent or that doesn't mean that you are deficient,
16 and a child must understand very clearly that if he
17 does not succeed in some arean it may be because the
18 arena is rigged against him.

19 Q Then it doesn't reflect, then, on his own selfconcept
20 then?

21 A No, you can't allow that to happen.

22 Q Right.

23 A First false is not true, that -- that they are
24 less brilliant.

25 Q Of course.

1 In your opinion, how important was teacher atti-
2 tudes in the whole desegregation effort in Berkeley?

3 A I think that it was the major problem. That teacher
4 attitude was the major problem and still is the major
5 problem. See, the word racism no one wants to deal with
6 anymore, it's one that we keep under wraps and we -- the
7 fact is that unless we deal with the ideal of teacher
8 attitudes, and there seems to be a pathology even in this
9 district with teachers, that keep them from dealing with
10 their responsibility to educate Black and Brown students.

11 And of course, it manifests itself in ways which
12 makes students think that they are inefficient or that
13 they are lacking intelligence when it is the fact is that
14 the teachers have not bothered to solve the problem, the
15 educational problems.

16 Q You had no attitudinal problems in Equal One, though?

17 A Yes, we did have.

18 Q You did?

19 A We did have, but what we did in Equal One which
20 does not happen, you see, we understood that a smattering
21 of, as Julie Kennedy just said as she left here, of one
22 or two classes in racism will not solve it so we had
23 meetings at least once a week where we sit around and try
24 to deal with each other and constantly try to work out
25 problems that we were having with dealing with a multi-ethnic

1 culture.

2 Q Do you feel that was effective, those weekly
3 meetings?

4 A Oh, yes, it was helpful to everyone, because the
5 -- the presence of Black, Asian, Chicano, White, teachers
6 is supposed to help to improve your understanding of
7 each other. See, one of the major problems I think with
8 the process of integration is that the faculty was not
9 integrated and it still is, you know.

10 I was listening to them speak about Berkeley High
11 School. Berkeley High School is thoroughly tracked. It
12 is thoroughly segregated. Thoroughly. English, math,
13 history, all you do is walk through the classroom and as
14 soon as the subjects get a little difficult, well, you
15 find no Black students in there.

16 And it's a reflection of the fact that they do not
17 have realistic support that the students need.

18 Some of the classrooms should be down to maybe
19 five or six students in them if they are really serious.
20 See, there is no way for you to integrate schools from
21 the bargain basement. It's costly, the social price that
22 we have to pay. In terms of our commitment, emotional
23 commitment as well as money, and Berkeley High is one of
24 the shameful places to look at.

25 My son is in a classroom where there's only two

1 Black students and it's not a terribly high grade of
2 math, it is geometry, second year of geometry, he's
3 hanging on because I have tutored to help him, but what
4 about the poor kids who have no tutors?

5 And he is one of two Black students out of a popu-
6 lation in which Blacks have the majority and you go a
7 step higher and some classes you'll find no Black students.

8 Q How many students are there in that class, do you
9 know?

10 A I don't know. Mica, how many students in your
11 class? How many peers in it? 28? 28.

12 And I had to fight to get him in the class, at the
13 last minute last year the teacher told me he was going
14 to fail, I went and got him a tutor who taught him as much
15 as the teacher had taught him all year in two weeks.
16 That's -- that is the problem, there is no commitment.

17 I was told, as parents are told, who are Black,
18 over and over again, that when you start thinking in the
19 abstract, Black kids can't do it. They need something
20 concrete. And that, of course, is just foolish.

21 Q Who told you this?

22 A This is what we hear all the time in education, his
23 teacher told me that he was having difficulty dealing
24 with theorems and because he had gotten, then, to the
25 more abstract kinds of things.

1 Q Are teachers in the Berkeley district now required
2 to take any in-service training program or multicultural
3 education or human relations or labor relations?

4 A No. That was a one-shot deal by an inspired
5 board.

6 Q By what?

7 A An inspired board, board of education, who decided
8 that it should be compulsory. And they pressed it over
9 lots of objections. But, of course, it wasn't enough.

10 Q You do think it should be required then?

11 A Oh, yes, I think that it should be a part of the
12 daily -- of the everyday training and I think training
13 should be going on all the time with teachers who are
14 teaching in this kind of setting because the problems have
15 not been solved. They have to be working on solving the
16 problems, but in -- instead of that there is a backing
17 away of commitment, you see.

18 Once they realized the dimensions of the task,
19 then they said let me see if I can find some security, and
20 they start trying to figure an easy way out.

21 Now, you have, in Berkeley, for instance, you only
22 have about 27% of the teachers Black. The teaching staffs
23 are not integrated.

24 I was listening to Ms. Kennedy and she was talking
25 about some of the schools with hardly any Black teachers

1 or Black -- that's the truth. Some have maybe three Black
2 teachers on the whole staff. And others have so few that
3 it's ineffective, you know. If they're going to really
4 impact the educational arena.

5 Q What do you consider the critical factors in affecting
6 implementation of desegregation?

7 A The critical factor is, I think, commitment on the
8 part of people who are involved. Because I think once
9 there is commitment, then you have the -- the reason for
10 wrestling with the problem, and what we see now across
11 the nation and Berkeley as well, is a backing away of
12 any kind of commitment to that.

13 Q Commitment on the part of the parents, students,
14 the --

15 A Well, I think more commitment even on the part of
16 the professionals, and politicians, than on the part of
17 parents. Parents trust the schools to do a job, the
18 truth -- the schools dump -- they trust the -- the schools
19 to do a job and would appreciate it if they could do a job,
20 but I think that the schools refuse to take on that re-
21 sponsibility.

22 I think you have to involve parents, the schools
23 are reluctant to involve parents in education of their
24 kids. They are more interested in covering up sins in the
25 schools than they are in sharing them with parents and

1 getting parents' help on solving those problems.

2 Q Since you are now the current president of the
3 Black Aces, could you explain what the Black Aces is
4 and give us a brief history of when and why this organi-
5 zation was formed?

6 A I think it started in -- people here probably know
7 more about it than I do because they started it. But I
8 think it was started in probably 1968, and it grew out of the
9 other teacher organizations. And it was because they felt
10 that the collective -- of the corporate understanding of
11 Black teachers should be shared with the rest of the school
12 district, that there were some things which we felt we
13 might have had some insight on that if we got it together
14 among ourselves that we could then better present it to
15 the school district in terms of helping them with under-
16 standing problems of --

17 Q Then it's exclusively Black?

18 A It's exclusively Black, yes.

19 Q How many members?

20 A Well, I guess it must be about, there's about
21 200 or so.

22 Q What's the primary concern of the organization?

23 A Well, the primary concern of the organization is
24 the -- is education of Black students, and -- but it has
25 other spinoffs, such as empowerment of Black people in the

1 culture, that is, I think, the primary concern.

2 We have other organizations that have grown out
3 of that, such as the Black Educational Forum, ~~which is a~~
4 community organization which deals with problems.

5 As a matter of fact, it was less than two years
6 ago, I believe, that we had a layoff of teachers to which
7 most of them were Black, they had received their notices
8 and the Black Educational Forum developed a budget and
9 presented it to the board and under the leadership of
10 Reverend Dr. Josiah Williams, that budget was accepted
11 and of course all those peoples' jobs were saved. And
12 some of the programs which were to be cut, we were able
13 to keep, and teachers still got, I believe, something
14 like a nine and a half or 12% salary increase.

15 But it was because of the kind of commitment you
16 had on the board and with the board's leadership, then,
17 working with the community to take in delivery --

18 Q What sort of recommendations has the Black Ace
19 organization made to your school board or to --

20 A Well, the main ones that we have made, that they
21 constantly have a continuing developing curriculum, be-
22 cause you can't buy state tax, which are obviously organi-
23 zed against and arranged against education of Black
24 students, and the people who are involved in an experiment
25 which I think will help most of the school districts in

1 this state ought to be the ones developing the curriculum
2 that is used.

3 And also the constant sensitizing of teachers to
4 the need to rid themselves of racism. And to help to
5 bolster the educational system so that even though we are
6 not constantly responsible for education, for the ills
7 of the whole community, that it's reflected in the student
8 behavior, you know.

9 It's reflected in what we see in students and that,
10 maybe, at least educators can get a handle on it.

11 Q What was the board's response to these recommenda-
12 tions?

13 A Well, the previous board, the board under, I think
14 Reverend Josiah Williams, were very responsive. That
15 board was very responsive and that leadership was very
16 responsive. Administrative leadership was very responsive.
17 Out of that came a very strong affirmative action program,
18 well, not program, but policy, came budget assumption
19 letters, which made particular letters to the upgrading
20 of Black and Chicano students, education, and the getting
21 rid of racism in the district, but you look at budget
22 assumption letter that has been produced by the latter
23 board and administration and no special -- that special
24 commitment to Black and Chicanos have been replaced by
25 all students, which I think is a lack of sensitivity to the

1 needs of education now.

2 Q Finally, one last thing. Maybe you've already
3 addressed this to some extent, but what place do you think
4 community involvement has in the desegregation effort,
5 the community's involvement?

6 A I think it's very important if you are talking
7 about the total community, that is very important.

8 Q (By the Chair) Let me ask you one question, Mr.
9 Anthony, if I may. You indicated that the Black Aces are
10 concerned about the education of Black students. Do you
11 have a regular place on the board of education's agenda
12 at each meeting at which to give input to the board?

13 A Yes.

14 Q (By Ms. Bernstein) Yesterday we heard testimony
15 from the principal of King and she stated that there was
16 one program offered at King on Black studies and I think
17 it services very few students, is that correct, 20, 30
18 students?

19 A How many students?

20 Q She said it was one class, I think, of Black
21 studies.

22 A If Mr. Davey -- is that correct, Mr. Davey?

23 VOICE: Yes, that's right, and -- there are reasons
24 for that.

25 A He's the director of Black studies in Berkeley.

1 Q It was further asked of her if the community had
2 made it known to her, as a principal, that they desired
3 more courses, classes, information on multicultural
4 education, such as Black studies or Chicano studies, and
5 she -- she stated that she had not ever received any such
6 requests.

7 A No, the -- the institution, see, we talk about the
8 positive thing that have happened in terms of desegregation
9 is that one of them was the introduction of Black studies
10 into the Berkeley Unified School District, but there have
11 been a gnawing away and a chipping away of that department
12 ever since it has been in existence.

13 You lost teachers every year, they lose programs
14 ever year, there is -- there are people who do not under-
15 stand the value of Black studies, they have no respect
16 for the integrity of that group.

17 Q What I'm asking is, since you're in a community
18 organization, has this organization or any other organiza-
19 tion, to your knowledge, made it clear to the board of
20 education and to the teaching staff that they want more
21 courses on multicultural education?

22 A On several occasions. The record is clear on
23 several occasions. You -- you know, I think there's one
24 thing I don't know if I'll get the chance to say it but
25 I'd like to say that the -- what we had started in Berkeley,

1 in terms of integration, was a tremendously important, I
2 thought, experiment that had to work, and would work,
3 could work and would work. The negativisms, in terms of
4 whether or not there were some fights on the campus and
5 whathaveyou, that was to be expected. And I think that it
6 was learning, I think that it was positive, because what
7 you brought forth first time together out of isolation,
8 the problems the community were facing and some opportunity,
9 then, to wrassle with that.

10 There is a whole bunch of students and faculty and
11 parents who have benefited from this who were never men-
12 tioned and that are those people who have made friendships
13 and those people who have -- have better understood each
14 other and are now fighting for more human existence, against
15 some odds.

16 I think that the -- what we had was a commitment
17 and a moving to bring about the empowerment of Blacks and
18 Chicanos and those people who'd been denied that accessibility
19 and then there seemed to be a failure nerve, there seemed
20 to be, once we realized what really what price that you
21 had to pay to make that work, that people were not pre-
22 pared, from the federal government, the state government,
23 local, the school district, where people were not pre-
24 pared for that kind of price.

25 Sure, we look at what's going to be cut, and they

1 listed programs, the counseling programs which anybody who
2 is sane knows that we need, the Black studies programs, they
3 cut the director and the whole program, that was one of
4 the projected cuts.

5 Music programs, music and athletics have been the
6 role to upward mobility for Blacks. It has done more of
7 a job in terms of preparing Blacks to compete than cer-
8 tainly any of the other fields.

9 If Blacks could compete as well in English and in
10 language and in science as they do in athletics and music,
11 they would have done a job.

12 Those things are not real for Blacks, they are not
13 just casual subjects, they should be, for Blacks. they are
14 necessities. We can't afford to send our kids to private
15 schools to learn music, private schools to learn how to
16 play tennis, or whathaveyou. Those are essential to us.

17 But it's those essential things to the poor, to
18 those who have had to do without, that they fall first to
19 cut and if you go back to the three R's or whatever, what-
20 ever that means, that kind of mentality is an affront
21 to Black people.

22 White kids learn to read and they also learn to
23 play piano and violin. My story is that it is an affront
24 to tell us that we, the public schools, because that's where
25 we are tracked in, the public schools, that the public

1 schools reduce themselves to just teaching three R's,
2 and those people who can afford will go out and get pri-
3 vate lessons in the drama and art and -- and I think that
4 what we -- what we're seeing is a major commitment to
5 which there seems to have been a failure of nerve.

6 And now for teachers unions and people to be talking
7 about laying off 80 Black teachers, when you don't have an
8 integrated school yet in terms of staff, is a sad thing.

9 I've been teaching for six -- well, I was teaching
10 for six years and have a seventh year in terms of seniority.
11 And I'm one of the people to be laid off. Who will be
12 laid off. And I don't think particularly it's political,
13 any more political than racism is political, but my point
14 is that would be intolerable. White teachers could not
15 run the school without the kinds of input that they are
16 now getting from Black teachers and they know it. But
17 they know something else, they know that they are not
18 prepared to do the job of education anyway, and so they
19 will tighten their belts and they will get more money
20 and they will hurry home at 3:30.

21 Now, if that's an indictment, it's so real we can't
22 afford not to be real about it.

23 THE CHAIR: Thank you very much, Mr. Anthony.

24 Nadine?

25 MS. HATA: May I ask Mr. Anthony a few questions?

1 THE CHAIR: One.

2 Q (By Ms. Hata) I had a couple of questions really.
3 This relates to some of the testimony we received earlier
4 this morning, do you belong to either the Berkeley
5 Federation of Teachers or the Berkeley Teachers Association?

6 A I belong to the Berkeley Teachers Association.

7 Q Of that association, what percent would you estimate
8 to be minority teachers? We've got a guesstimate of some-
9 thing like 50% to 40%.

10 A Oh, well, it couldn't be because you don't have
11 that -- we don't have that kind of population in the dis-
12 trict. We only have about 27% population in the district.
13 So you're talking about much less than that.

14 Q Well, we have asked these organizations if they have
15 worked with your organization, let me ask you this, have
16 you tried to work with either of these two teachers
17 associations?

18 A Yes.

19 Q And the result?

20 A Well, in some things they have been pretty positive.
21 For instance the formation of an affirmative action
22 committee, it has representatives from all of those
23 groups, and the commitment that they have goes as far
24 as seniority. But once you get to seniority concerns,
25 the organizations back away, because they are familiar to

1 seniority, rather than quality of the teacher, rather
2 than the needs of the students, rather than affirmative
3 action, seniority takes precedence with those organizations.

4 Q Other counselors in the school district are, what
5 percent of the counselors would you guess to be Black,
6 would be Black?

7 A I would guess that you are talking about no more
8 than 15%.

9 Q You talked about some sins, the school being more
10 concerned about covering up some sins than getting the
11 parent participation. Could you give us an example of
12 what you meant by sins?

13 A Oh, yes. Well, what I'm really talking about
14 because I think it's a sin to refuse to educate a student.
15 You know, I think that teachers, promotions, and teachers'
16 performance record should be geared to how much achievement
17 a student makes who's in their class. Not geared to how
18 well they make lesson plans.

19 And what we have, of course, is the fact that the
20 performance of students are even covered up in test scores,
21 there are no, like in Equal One, for instance, we had a
22 running record, a running profile of each student so the
23 student always knew what his achievement was and the parent
24 could come in and check the records and tell what that
25 student's achievement was in a particular area. Even it

1 dealt with partial learning situations and the students
2 understand that that always, understood that he was pro-
3 gressing.

4 You know, and he never saw himself as a failure.
5 Because I never thought that failing was -- was very
6 encouraging.

7 THE CHAIR: Are there any other questions from the
8 committee?

9 Q (By Dr. Share) I wonder if you would give us a
10 little more information, you were commenting earlier on
11 about the music test that you had given the youngsters
12 and how you found a variety of things that were rather
13 significant to you and then later on, when they were asked
14 the question on if they knew the melodies, implied the
15 cultural type of bias, that they had difficulties with
16 that.

17 As you may recall, if I'm paraphrasing you cor-
18 rectly, your own test data in the school district showed
19 that the youngsters, the White youngsters up to about
20 third grade and the Black children are fairly comparable
21 in the overall test scores, let's call them reading,
22 writing, arithmetic-kind of things.

23 Then, from roughly third grade on there becomes
24 to become a major disparity between the two groups and I
25 wonder, is this, in your mind, related to the same thing you

1 saw in the music scores?

2 A Yes, it's related to that, and it's also related
3 to the fact that they are becoming social conscious,
4 socially conscious. ~~More~~ socially conscious at that age.
5 I think that they see what's going on around them. For
6 instance they can watch their teachers being fired, they
7 can watch their parents ~~not~~able to get a job and their
8 brothers on the street, and even some who have education.

9 I think that there is another kind of an anxiety,
10 another look at themselves that they see. They begin to
11 get negative reflections of who they are based on the
12 culture of what they see in the culture. And when I
13 say that I mean the total culture, the society around
14 them.

15 I think that all those negative things make just
16 staying and keeping your selfesteem intact, keeping your
17 belief in your person intact, takes up most of the
18 student's energy. And certainly would interfere with
19 learning, it's not a positive thing for learning.

20 Q If I could just take another moment.

21 Part of my question also relates to the obvious
22 emotional issues on testing as obtaining on a national
23 level, not just here at Berkeley or throughout the State
24 of California, and that tests in general are making
25 assumptions, are meant to be diagnostic, otherwise you

1 wonder why you use a test. They're meant to tell you some-
2 thing, although we've criticized and critiqued tests
3 that are fairly wild.

4 What I'm wondering now, you had some confidence,
5 I assume, in some of the music things you were doing
6 with the youngsters that you felt you could pick out some
7 of the assets and talents of some of the kids you were
8 working with. Did you use a particular test?

9 A Well, this -- this test, this was a report that
10 came out of the music educators, the National Music
11 Educators, they had given the test. And --

12 Q (By the Chair) On a national basis rather than in
13 the Berkeley schools?

14 A Yes, it wasn't given in Berkeley schools, it was a
15 national test.

16 Q (By Dr. Share) Were these responses in any way
17 compared with the group testing measures that you use
18 here? In other words, was there a kind of what we would
19 call a type analysis done to better understand the indi-
20 vidual youngsters being tested so one could better
21 program for them?

22 A This was not done for that, this was just, it was
23 some research regarding talent, you see. What they were
24 interested in was the first to isolate what was intelligence,
25 just normal intelligence and what was classified as talents

1 in a field and they were interested in what was classified
2 as talent in the music field.

3 And of course, they isolated in terms of music
4 memory, I mean tone memory, rhythm memory, the ability to
5 improvise, and to recognize pitch distinctions. And that
6 was -- those were the -- the isolated talents.

7 Q Just for the record, since we'll be going to this
8 later with another witness, it was your findings or
9 feeling from the data collected by the Black youngsters
10 that they did quite well on that particular test?

11 A As a group they outscored all other students, in
12 some of them it was just ridiculous how far they were
13 ahead and of course, we see it without even having a test.
14 We know that Black youngsters play a record one time and
15 the essential rhythms in it they have picked out.

16 We know that they can watch a dance one time and the
17 essential movements in it they have picked out. We know
18 their memory and their ability to improvise, we know what
19 it is, just from, from casual observation, even if we
20 didn't give the test.

21 What, my concern isn't so much the test, my concern
22 is the fact that when you get ready to teach groups of
23 students in which Blacks are included, you take no con-
24 sideration of their talent and what they bring to that
25 setting, it's that our kids are taught, well, they don't

1 really do that -- that well in music, matter of fact,
2 if you look at an orchestra at Berkeley High School, you
3 probably will find very few Black students, and it's not
4 because they are not terribly talented, see. It is be-
5 cause they are wiped out by the method of teaching, by
6 the curriculum.

7 That is the great problem. I have a course that
8 I opened it one year, first year I opened it we had 200
9 students in it, that was more than -- now it has 300 --
10 second year it had about 333 students, it has more Black
11 students in it than all the rest of the music programs
12 in Berkeley combined. And it has to do with the fact
13 that the music relates to the talents that they have, it
14 relates to their interests, so I have to close the classes.

15 DR. SHARE: Thank you.

16 THE CHAIR: I'm sure there are many more questions
17 we could ask you, Mr. Anthony, that would be pertinent to
18 our hearing, but the time is passing on.

19 I want to thank you again for your time as a con-
20 cerned parent and educator and as social activist, and
21 thank you.

22 May we have Alan Young to come up, please? And
23 while Mr. Young is coming up here I would like to mention
24 that again, we invite those of you who are not formally
25 on the program but who would like to present some testimony

1 to talk with one of the staff and I particularly encourage
2 students and if the gentleman from the Black Studies
3 Association would like to present testimony, we'll be
4 glad to hear it.

5 After Mr. Young's presentation we will take the
6 scheduled break.

7 Mr. Young, for the benefit of the record, will you
8 give us your name and address and occupation, please?
9

10 ALAN YOUNG
11

12 A (By Mr. Young) Name, address and occupation?

13 THE CHAIR: Yes.

14 A Okay, my name is Alan Young, my address is 1646
15 Ninth Street, Berkeley, and I'm presently head counselor
16 at Martin Luther King Junior High School.

17 THE CHAIR: Thank you, and I believe Mr. Rogers
18 you have some questions?

19 Q (By Mr. Rogers) Yes, good morning, Mr. Young.

20 A Good morning.

21 Q Will you tell us the positions you've held in the
22 Berkeley School District and in what years?

23 A Okay. In the Berkeley Unified School District,
24 the only position I've held is the position of head
25 counselor. Well, as counselor for one year, that was in 1973,

1 and for the last two years I've been head counselor.

2 Q I see.

3 Did you attend the Berkeley schools?

4 A Yes, I attended Berkeley schools, starting in the
5 seventh grade and I guess that was in 1960. Through '62.
6 Where I went to Garfield Junior High School. Left there
7 and went to Berkeley High School and graduated from Berkeley
8 High in 1965.

9 Q Will you briefly discuss the racial makeup of
10 Berkeley High School at that time?

11 A Okay, at Berkeley High School, well, at Berkeley
12 High School the racial makeup was basically the same as
13 the Berkeley community because all of the high school
14 students attended Berkeley High, it was the only high
15 school we had.

16 Q How about the other schools?

17 A At Garfield Junior High School, the breakup was
18 about 99 -- 98% White and the rest was Black and minority.
19 At least that's what I saw.

20 Q Okay, from your own experience were the classrooms
21 generally racially segregated at Berkeley High?

22 A Yes. At Berkeley High I found that, because I
23 went to Garfield, -- well, let me sort of go back over
24 that. There were three junior high schools, there was
25 Burbank, which was the Black school, then there was Willard

1 which was the most, I guess racially integrated school
2 in terms of there were a few more Asians there, because
3 of -- they live in that area, and at Garfield, that's
4 where it was primarily hill students. Berkeley was
5 de facto segregated.

6 In other words, you went to a school depending upon
7 where you lived. I just happened to live on the borderline,
8 that's the only reason why, it wasn't because I was in the
9 hills it was because I lived on the borderline. And so
10 I was going to Garfield.

11 So, when I got to Berkeley High, I found that I
12 still attended classes with the students that I went to
13 junior high school with, primarily, I was -- I was
14 tracked into a program that was college prep, based upon
15 the fact of the junior high school that I went to, be-
16 cause the counselor, basically counseled the same students
17 from the same junior high schools.

18 So it was a system as far as I'm concerned, that
19 pretty much was, from, you know kindergarten on through,
20 you knew basically where you were going.

21 When I finished Berkeley High I was college prep.
22 Because that's the -- you know, I put it together, this
23 is my own perception of it, is that students from Garfield
24 were primarily college preped.

25 There were tracks at Garfield, though, in terms of

1 the educational program. But I had a parent who was
2 fairly aware of the system and made sure that I took
3 the courses she felt were college prep. And so, therefore,
4 I was not able to be tracked into the lower systems.

5 But that's basically what the system was.

6 Q Since you've been on staff, are you aware of any
7 tracking or grouping or any such method of grouping
8 students being practiced in the district?

9 A Yes. Well, I guess the term that's used now is
10 grouping. They have programs that, as far as I'm con-
11 cerned, takes -- does the same job that a tracking system
12 would do. Among these programs are things such as high
13 potential, skills, skills programs and then the so-called
14 regular program.

15 What happens is the programs are grouped based upon
16 academic achievement, and you know, in other words, if a
17 student is achieving ones, again if a student's achieving
18 at a certain level, he can participate in either of those
19 programs, so it's not forced, the segregation in terms
20 of programs. But if you go and look into the programs
21 you will find that in the high potential program it's
22 -- I say a great majority of White students.

23 In the skills program, I mean in the regular -- in
24 the skills program there is a vast, 90%, 99% Black students
25 and Chicano students, and then, in the middle program, if

1 you find any type of integration, that will probably
2 be your most likely place.

3 Q Do you know of anything or process that is being
4 done to review this method of grouping?

5 A Yes. We have initiated at Berkeley, I guess it
6 was -- I'm not sure when it was started, they have a
7 program called the Berkeley Plan, which is a way of
8 screening minority students into the high potential program
9 without them having to go through the regular Stanford-
10 Bene testing. That is the, supposedly trying to deal
11 with the problem of some of the cultural biases of testing.

12 The way the students are supposed to be screened
13 in through the Berkeley Plan, is that if a teacher or
14 a counselor recognizes the student that they feel has
15 certain potentials, in certain areas, they can recommend
16 that student for a -- for the Berkeley Plan, to participate
17 in the high potential program.

18 Then there's a -- supposed to be a screening com-
19 mittee that would review this recommendation and put the
20 student into the program.

21 Q How long has the Berkeley Plan been in operation?

22 A I'm not sure, I've only been here three years
23 and it's been in operation since I've been in the district.

24 Q Do you think it's been effective in -- in what
25 it's supposed to be doing?

1 A Well, if it's supposed to make the program racially
2 balanced and meet the population in terms of the Berkeley
3 community and student population it hasn't done that,
4 not -- hasn't even come close to doing that in the three
5 years that I've been here.

6 I think it could be a useful tool. It could be
7 a useful tool, but I -- it also can be a dangerous tool,
8 as far as I'm concerned, because --

9 Q Dangerous in what way?

10 A Dangerous because I think you have to look at the
11 philosophy of what high potential means, you know, in
12 terms of this district. I think in this district, high
13 potential means high achievement in the academics. Demon-
14 strated high achievement in the academics. And so,
15 therefore, there's an attitude that exists among the
16 staff, I think, in terms of if a student is achieving very
17 high and shows some great ability in the academics, then
18 he should be in the program.

19 If he gets a student that is, quote, labeled high
20 potential, but is not achieving at that level, then he
21 will not see that student as supposed to be in this pro-
22 gram. So, therefore, he will maintain, the teacher I'm
23 talking about, may maintain the same standards in terms
24 of what he considers high potential, if those standards
25 are strictly academic and you have a very brilliant Black

1 child, for instance, maybe is not -- has not been given
2 the skills to deal with the academic aspects of his
3 potential, then he would be wiped out in the program.

4 Q Have there been any negative responses from any
5 courts about the Berkeley Plan?

6 A Well, at Martin Luther King Junior High School,
7 we, last year we tried to ask that, you know, just because
8 the state was coming in in terms of the unbalance of
9 our high potential classes and that we were supposed to
10 do something about it. We devised a plan that any minority
11 student that was participating at grade level or above
12 should be considered for the Berkeley Plan. And with the
13 hope of bringing all the students who were at least
14 reading at grade level thinking that maybe they could
15 handle the program.

16 There was, you know, there was an attempt to do this
17 but it wasn't too successful, and partly it wasn't
18 successful because the teachers didn't make the recom-
19 mendations. The -- in other words, they just didn't
20 check the test scores from the elementary schools. And
21 also there was some resistance in terms of some of our
22 staff in that they felt that we were really ruining the
23 high potential program because we were putting students
24 in that could not academically handle their curriculum.

25 And so, therefore, they would -- we would be de-

1 depriving those students who are high potential or who are
2 high achievers, and I emphasize that, we were depriving
3 them.

4 Q Will you continue to work in this area next year?

5 A I will continue to work in this area if I have
6 that choice. At present, I have been given a letter
7 saying that I will not work here next year, but, you
8 know, that still is in the politics.

9 Q A letter --

10 A A letter of layoff.

11 Q I see.

12 As a counselor, do you receive complaints regarding
13 racial violence at King?

14 A Yes.

15 Q And from whom primarily?

16 A The racial violence primarily come from White
17 parents. And also from White students. In terms of --
18 and when you say -- when you say racial violence, you're
19 saying in other words a student would come and say this
20 person, a Black, Chicano or something, of another race,
21 has hit me, in other words, he has identified it as a --
22 another race that hit him rather than another person.

23 This is what I describe racial violence, and I
24 primarily get that type of comment from White or parents
25 or students. I have a theory about that in terms of --

1 Q Do you want to share that with us?

2 A Yes. I find that at the junior high school level
3 there is a lot of pushing and shoving and running and
4 playing among students at that age, and this happens con-
5 stantly, all day long, you know. When there is a break
6 and you're going down the halls, there is going to be
7 somebody that's going to tap you on the head, someone is
8 going to push you around.

9 If you go, if you have a long extended period of
10 free time, there's going to be a lot of wrestling and
11 shoving, running, pushing, grabbing, throwing. I think
12 this is a characteristic of that age level. Basically.
13 This gets turned into what we call racial violence only
14 when it happens that there are two different races
15 participating in that type of behavior.

16 For instance, if a Black child is running down
17 the hall, and he may have some racial connotation in his
18 mind, he may not, but the fact of the matter is if he hits
19 the White kid going down the hall, then that child, more
20 than likely, when he gets home, will report that, to his
21 parents, that this kid came down and hit him in the head
22 for nothing. Okay?

23 Then the parent and this is some, usually the
24 parent will come and say, why is the -- why are the Black
25 students violent? Why do they have to always, you know,

1 be so physical? Abusive? Okay.

2 Now, that says to me that, you know, there is a
3 feeling that maybe the White kids don't do this type of
4 thing. But I have, you know, I have been reluctant but
5 I'm planning to do a videotape of our -- our noontime
6 activities among the students and I think that I can
7 clearly show that there is just as much aggressive, playful
8 aggressive, I call it playful, behavior where there's
9 wrestling, tugging, and, you know, to the point of
10 throwing each other down, hitting each other in the head,
11 among White students and among Chinese and Asian
12 students and among Black students -- you know, it happens
13 among all groups.

14 And -- but the only thing that's recorded is when
15 the races change in terms of, if -- I think I can show you
16 where, you know, there's an area in our school we call
17 the snack bar where many of the Caucasian kids kind of
18 hang out, and sometimes I look at them they've little
19 benches, you know, lined out there and they'll be
20 running and jumping over benches, jumping on each
21 other and pushing each other around. I just think, you
22 know, you just want to like catch them because you're
23 afraid they're going to break their head or fall down
24 and break their neck or something. And you go and say
25 something to them and they say we're just playing. Okay?

1 We're just playing. They do not go home and report that
2 their friend hit them in the head, they do not go home
3 and report that their friend threw them down that day.
4 But let them leave that area and go to the hallway and
5 a Black child hit him, then it's reported. Okay?

6 Because I think that's something that maybe
7 they've been taught, you know, if -- you watch out for
8 those kids, and if they hit you you let me know.

9 Q Okay, that sort of falls in line with my next
10 question.

11 In your opinion, how much of the student racial
12 tension can be directly attributed to the racial attitudes
13 of the parents?

14 A I think the majority of it. Because I think that
15 the students, because I work with students in different kinds
16 of groups, and due to the fact that I'm supposed to be
17 working in a desegregated or integrated school system, I
18 try to put my, instruct my groups in that manner. And
19 the students have discussed many of these -- these
20 attitudes and this type of thing in terms of their feelings,
21 and we would do a little role playing, and I found that
22 many White students were very comfortable talking about
23 Black students as long as Black students weren't there.

24 And/or other minorities. And they really had a lot
25 of questions going on it. But -- and then, as soon as --

1 as soon as I integrated the group, because when you call
2 for rap sessions and this is another attitude, when you
3 call, say I'm going to hold rap sessions at lunch time,
4 you know, I'm Black, okay, and I call for rap sessions.
5 And I assume that some of my Black students are going to
6 be there because I'm doing it. But when I go up to the
7 room where I hold these rap sessions, the room is full of
8 White students.

9 So I had to reevaluate, so what if I put a notice
10 in the bulletin, saying that I'm going to hold rap
11 sessions, and I'm Black, you know, I still have not
12 reached out to those Black students, they do not participate
13 in rap sessions.

14 You know, that is not part of their -- their
15 thinking. I'm going to -- if I want to reach them I'm
16 going to have to change my title, rap sessions are sup-
17 posed to be something for all the students integrated
18 and this type of thing, but I have not changed, looked at
19 where those students are coming from and what they can
20 appreciate, okay?

21 So it's all White students because they can appreciate
22 rap sessions, they like to verbalize, they like to talk,
23 Black students they verbalize in a different way but they
24 don't like the public scene sometimes, they don't like
25 to be on -- I got to move, I can't just sit here.

1 THE CHAIR: Be comfortable.

2 A Yes. They can't -- you know, they can't get with
3 just, you know, like I'm doing right now, just -- this is
4 not their thing, okay? Stand in front of the audience
5 and doing your intellectual verbal thing, you know.

6 So, putting them on the spot and telling them
7 they got to sit down and talk to a bunch of people they
8 don't even know and talk about how they feel, it's just
9 not going to reach them. What they'll do is say, right
10 on, have your rap sessions and you all have fun. Okay?

11 So -- and in these rap sessions the first couple
12 of meetings my kids were really turned on, they really
13 enjoyed it, they felt it was the best thing that ever
14 happened, you know, and I'm sitting there and I'm feeling
15 pretty good too, because I got a big old group and my
16 program is successful because I got a lot of -- but it
17 wasn't, it was just all White students and maybe some
18 Asians.

19 You know, who are also achieving pretty high. So
20 I had to turn it around and, I got antennis tournament
21 today -- I had to turn it around and go to those Black
22 students and say, hey, look, there are some students in
23 the room, they're discussing you guys, they're talking
24 about how you act, how you feel, and they're saying a lot
25 of things, you know. And I just can't defend you. You know.

1 I can't speak for you. You know, I can't say, well, no,
2 you're not like that. Or yes, you are like that. I say
3 because I am only me and you are you, and I say, so if
4 you would, please give me part of your lunch hour to come
5 in and give them, let them talk to you so you can talk
6 back to them, oh, man, I don't want to do that, I don't
7 want to do that.

8 I said, yes, come on now, just do it? Your own
9 way because -- speak for yourself. In other words, give
10 them some investment in being participating in that
11 kind of program. Okay?

12 I had one -- so the next day it must have been
13 about 50-40, now in terms of the balance. And you could
14 hear a pin drop. Everybody sitting looking at each other.
15 Do you understand? Because yes, this is -- it's all
16 right, you know.

17 So then you know you had to really work to get
18 them to feel that it's not going to be a fight if you say
19 something about them. They already had some attitudes
20 in their head about if they said something to a Black
21 student how that Black student's going to react.

22 You know. And I always use the example if I'm
23 walking down the hallway and I see, if you're walking
24 down, tell the White student you're walking down the
25 hallway and you see some Black, three or four Black

1 students coming down that hallway, your reaction is to
2 either move to the farthest side of that hallway or
3 cringe as they -- as they start to pass you.

4 What you're doing is, you're insulting those
5 Black students. You're saying there's something wrong
6 with them. They're not bothering you, they're just coming
7 down the hallway, but there's something wrong with them.

8 You're saying they're animals. And so, therefore,
9 they have a right to bust you up side of your head.

10 I never thought about it like that, Mr. Young, you
11 know, just, you know, laying out examples like that and
12 let them start dealing with them in their own head and
13 see how they feel about it.

14 That doesn't happen too often in Berkeley Unified
15 School District.

16 Q Okay, in light of that, would you sort of give us
17 an approximate percentage of the number of fights at King
18 that are interracial in nature?

19 A That's kind of hard to do, because -- I'd say
20 out of all the fights, see, I'm not in the, what they call
21 the disciplinary roles, I get involved in it but I'm not
22 really in terms of recording, keeping count, that's not
23 one of my major functions. But in terms of what I see,
24 the majority of fights at King are innerracial. In other
25 words, they're the same race fighting each other.

1 I'd say if you want me to give you a percentage,
2 if I was to guess I'd say about maybe, of the recorded
3 fights I guess maybe 10% to 20% of them may be inter-
4 racial.

5 Q (By the Chair) Are they -- because of a racial
6 action? Were they precipitated by racism?

7 A I think they were precipitated by the same things
8 the other fights are precipitated by and primarily is
9 that somebody didn't like what somebody else did. Or
10 somebody bumped somebody the wrong way and now, if you
11 ask me whether just because that person happened to be
12 White, if that's the reason why the Black student hit him,
13 in those cases 90% of the time probably yes, because they
14 also are conditioned to strike back sometimes. And main-
15 tain some kind of status against White.

16 Q (By Mr. Rogers) Okay, as a counselor, how important
17 do you think teacher attitude is in facilitating desegre-
18 gation?

19 A It is -- I think it's the most important, one of the
20 most important phenomenon, our attitude -- conditions of
21 any type of integration or desegregation program.

22 Q Why so?

23 A Basically because the teacher is the person that
24 will be overseeing that process. In terms of -- the
25 teacher will spend the most time with those students in

1 terms of their being able to come together and learn to-
2 gether and work together and also learn about each other.
3 Because if the teacher's head is not in the right place
4 and if the teacher has a one-sided view in terms of how
5 certain students should act and other students shouldn't
6 act, then no process can ever occur.

7 Because there is a -- there is a set block right
8 there, I mean it's right there in the classroom. Any
9 time something starts there a teacher can cut it off. The
10 teacher can also initiate things, positive things if the
11 teacher decides to. So, if -- if positive things are
12 happening the teacher has to be involved in that things
13 because it's the teacher's classroom.

14 We tell students it's the teacher's classroom, okay?

15 The teacher is the authority in the classroom. We'd
16 like for you to have some voice, some say, but when it
17 comes down to brass tacks, the teacher's the authority in
18 the classroom. So we're back, giving power, the teacher
19 has a great deal of control over the process.

20 Q Do White parents participate in school activities?

21 A Yes, they do.

22 What do you want me to say?

23 Q What about minority parents, do they participate
24 in that, and to what extent do you -- does one participate
25 more than the other? Talking about the different groups.

1 A The greatest amount of participation in terms of
2 school activities comes from White parents. And usually
3 the vehicle used for most participation is through the
4 PTA, Parent-Teachers Association. In Berkeley, I'd say
5 that there's more Black parents' participation than
6 normal, for most, but I think that's attributed to the
7 fact that Berkeley was the first district to integrate
8 their schools and there's a lot of Black parents out
9 there who are willing to take the risk with their children
10 and they also have realized that it's not only taking a
11 risk, but you got to monitor the system and so, therefore,
12 they have been getting into those schools.

13 So, -- but the majority is still White parent par-
14 ticipation. That's due to the fact of many, many, many
15 reasons and I think one of those being just economic.
16 Economics itself in that there are many one-parent homes
17 in the Black community, even in Berkeley, and so there
18 being one-parent homes that one parent is usually working.

19 There are also, even in two-parent homes in Berkeley,
20 you find, you know, with inflation and everything else
21 being what it is, most of those parents are both working,
22 oftentimes. Most school activities that involve parents
23 happen during the regular school day, which excludes
24 many working parents.

25 Q Well, has it been suggested to hold some of the

1 activities in the evenings where you have more partici-
2 pation coming from minority parents?

3 A It's been suggested, it's been -- it's been
4 suggested, just to give an example, this year at King,
5 I -- we have what we call failure notice, retention
6 notices, advance notices of failure, this type of thing,
7 and at King we're getting so many of those notices and
8 most of them I say 90% of those, 85% of those notices
9 go out to minority students. They -- I felt that there
10 were, I'm going to have to -- the only way I'm going to
11 change that phenomenon is that I'm going to have to reach
12 the parent and have them understand that I need some help,
13 see, I can't talk to each one of ~~them~~ individually, so
14 we've got to work out some kinds of group thing where we
15 can, you know, get more parents and get them to understand
16 the way the system works and some of the ways that they
17 can monitor and assist their child in achieving a little
18 better.

19 So, we decided to have meetings, I sent out notices
20 to all those parents, and I'd say, there must have been
21 about 250 notices, and what we decided to have the meetings
22 was on Monday evening at 7:30 and Saturday morning at 10:00.
23 That's to give those parents who worked all week and too
24 tired to come at night, they could come on Saturday morning
25 and those that could come at night, they could come at Monday

1 night, we had, you know, two meetings, you know, one back
2 to back.

3 And the counselors, you know, all were willing to
4 meet, that's the key. They were willing to meet. They
5 didn't have to, you see. It's not mandatory that counselors
6 come out on Saturday morning, it's not even mandatory
7 that they come out on Monday evening, okay?

8 So I sent out a pretty direct letter saying if
9 you don't -- basically what it said if you don't get here
10 and show me you don't care so I don't care. And they
11 understood that, and they were there. We must have had
12 over two meetings we must have had about 60 parents,
13 60, 70 parents there and they were minority parents.

14 And that, to me, speaks to the issue that Black
15 parents or Black minority parents do not want to come out
16 and -- they don't have time to come out and see about
17 their own kids, see, I think that's a mistake that, you
18 know, needs to be dealt with. They -- okay, go ahead.

19 MR. ROGERS: Thank you very much.

20 Q (By Dr. Share) I have a quick question for you,
21 Mr. Young. Getting back to you were describing as a high
22 potential program, it would be more accurate to call it the
23 high achiever, then?

24 A Yes, I've suggested it several times that if we
25 continue with the attitude that we have now it should be

1 called a high achievement program.

2 Q Has the district, in any way, tried to cope with
3 this issue of youngsters who do have high potential but
4 may not necessarily be high achievers?

5 A I can't speak for the district. You know, I'm
6 limited pretty much to King Junior High School. I have
7 talked with the high potential central office person and
8 to my knowledge, I -- there's lip service but I don't
9 see any action oriented programs that are trying to deal
10 with that, as you just mentioned.

11 THE CHAIR: Thank you very much, Mr. Young, we
12 appreciate your giving your time.

13 I know you have a tennis tournament to go to so thank
14 you very much and we'll now take a break.

15
16 (Recess)

17
18 THE CHAIR: All right, may we reconvene our morning
19 session, please?

20 Mr. James Louie, will you come to the box, please?

21 For the record, Mr. Louie, would you give us your
22 name and address and occupation, please?

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JAMES LOUIE

A (By Mr. Louie) James Louie, 1122 Q Avenue, Berkeley. I'm with the University of California at San Francisco, I'm the Affirmative Action officer.

THE CHAIR: Thank you. I believe Ms. Nadine Hata has some questions she'd like to ask you.

Q (By Ms. Hata) Thank you.

Mr. Louie, do you have any children now attending the Berkeley schools?

A I have two presently in the Berkeley schools, both at King Junior High.

Q How long have you been a parent? That seems awfully strange. How long, as a parent, have you been involved in the educational concerns at Berkeley?

A I've been involved since the winter of '69.

Q Were Asian community groups actively involved in the formation of the desegregation plan?

A There were no identifiable Asian groups, per se, that I knew of that were involved in the planning for integration.

Q Do you have any opinion as to why not?

A I think they were part of the stereotype or syndrome, however you want to call it, at that time of not wanting to get involved with things and felt that they

1 didn't have the numbers or they didn't check the particular
2 change or they may have felt that their kid was doing
3 all right so they just didn't -- they didn't get in-
4 volved for that reason.

5 Q They didn't get involved.

6 Were they asked to participate?

7 A Oh, they were. There were Asians involved in
8 the -- in the planning, but not -- but they were asked
9 as individuals, not necessarily as part of any group.

10 Q Will you briefly explain when the first Asian
11 education group was formed in Berkeley and why?

12 A In the fall of 1969, that was about one year after
13 the integration process was taking place at Berkeley,
14 there were a number of concerned Asian parents that felt
15 that desegregation or integration, per se, was not --
16 had left out the Asian community in its thrust, in its
17 recognition. And these parents then contacted and talked
18 with school board members, talked with members of the
19 administration, and had several public meetings with
20 Asian parents to express their concerns before the school
21 administration and board, and out of that several meetings
22 a group that we called ourselves concerned Asian Berkeley --
23 Concerned Berkeley Asians, met and tried to formalize
24 within ourselves what our specific concerns were as far
25 as our children's education.

1 And we then presented a plan to the board of
2 education, the plan was in several parts. The first part
3 was, why we were concerned with what was going on in the
4 schools, and that the Asians did not seem to be getting
5 their due attention from the district.

6 And that we had objectives and goals that we pre-
7 sented to them, we had approposed membership list of a
8 task force proposed in the district, to -- for the district
9 to approve and for us to move, and that's what happened.

10 Q I'd like to get a little more specific. Would you
11 describe the membership of this group?

12 A Yes. The membership of this group was roughly 30%
13 persons, one-third of which were Berkeley staff, both cer-
14 tificated and classified.

15 The second ten were students from the junior high
16 through college, but the college students had to be products
17 of Berkeley system.

18 The third group were community persons primarily,
19 with -- presently that had students in the district or had
20 students in the district.

21 Q Now, what were the primary concerns that you're
22 talking about?

23 A The primary concerns that we were talking about
24 were, one, in terms of curriculum. We're talking about
25 the -- the traditional curriculum had serious omissions

1 as far as Asian-American participation in the life of the
2 United States, and we wanted to do something about that.

3 The second area was in terms of Asian personnel,
4 both in the certificated and classified positions. Pri-
5 marily for role models for the students.

6 And the third area was in the, as far as personnel,
7 was to make sure that there was opportunity for Asian
8 teachers to be hired into the district. And within that
9 framework, we wanted to have Asians involved in the selec-
10 tion process as far as the interview panels, that type of
11 situation was concerned.

12 For several reasons. One is that, and this is not
13 for selection of teachers and whatever, but at a super-
14 visorial level, where we felt that the staff person or
15 administrators were in sensitive positions and we wanted
16 to have Asians on panels to serve as a reactionary or --
17 no, serve -- that would be the wrong word to say at
18 this point.

19 To serve -- to find out from the applicants if the
20 applicants were non-Asian, to find out whether they were
21 sensitive to the Asian people, and if the applicant was
22 Asian, we wanted the Asian there to serve as a friend,
23 which has been long-missing in the interview processes.

24 And as a friend -- to say that there's someone there
25 that can help in terms of make sure that he gets a fair

1 shake, so that during the final discussion when they make
2 the final choice, those Asian characteristics that are
3 positive in the Asian community but not necessarily
4 positive in the other communities are pointed out so that
5 they are not used negatively in evaluation of this
6 applicant.

7 Q Are you saying, then, that Asians have not been
8 involved up to this point in that process?

9 A Not to my knowledge.

10 Q Could you also very briefly comment on your state-
11 ment with respect to role models? What do you mean?

12 A Well, you look at the -- at the school books,
13 father, mother, father comes home carrying a briefcase,
14 shirt and tie, and the Asian students and other students
15 look at that and their father doesn't come home with a
16 shirt and tie and a briefcase. So, are they not a father?
17 Well, or they don't work? And I think what we're talking
18 about is to demonstrate in some way that, and their
19 lack -- with no Asian teachers around, it seemed as if
20 Asians aren't qualified to be teachers.

21 As a perception, that we feel that the more models
22 around, they may serve as encouragement for the students
23 to follow.

24 Q You spoke about a plan that you presented to the
25 school board, is that correct?

1 A Yes.

2 Q What were the specific recommendations in that plan?

3 A We made recommendations first of all to institute
4 this task force. This task force would serve as the --
5 as a catalyst, as a resource panel for the district. And
6 we also recommended a coordinator, an Asian studies
7 coordinator, who would be the district person that would
8 help to collate, organize and to funnel, as a liaison,
9 for the Asian community and its concerns with the district.

10 Q What was the school board's response?

11 A They were very favorable. They were -- they recog-
12 nized -- I think they recognized the need, it was un-
13 fortunate that it took us to tell them there was a need.

14 This is not -- it may be that historically people
15 have gone along with not knowing there was a need and we
16 pointed out the need and they were receptive to the need
17 and they just proceeded.

18 Q And what happened then, to your recommendations?

19 A It was an interesting thing that happened. I, in
20 typing -- see, the group that we -- we had a core com-
21 mittee that drafted the plan, and like many things it
22 ends up with just one or two people finishing up these
23 kinds of activities, and I spent the evening previous typing
24 up the presentation.

25 And when I typed it up I made certain editorial

1 changes as I'm often doing, and when I titled the name of
2 the group, I put down Berkeley Unified School District
3 Asian Task Force. And they questioned that we couldn't
4 just approve the plan then and there, in as much as I
5 had made it a Berkeley Unified District function. If it
6 was a function in that regard, they had to advertise it
7 publicly. And for interested parties to apply and the
8 board of education would then act upon making the final
9 nominations and I was the -- the reasons given for that
10 made much sense to me and we went that way.

11 If we had gone without the Berkeley Unified School
12 District title, we would strictly be a citizens ad hoc
13 committee. As a Berkeley Unified School District function
14 we were an arm of the board of education, therefore with
15 all the privileges and whatever concomitant with that type
16 of committee.

17 And we went the latter route because it helped us
18 a lot more.

19 Q What is the total number of Asian students enrolled
20 in the Berkeley School District?

21 A As of the fall of '75, there were 850 Asian students.

22 Q In terms of percentages, how would this compare
23 with the rest of the student population?

24 A That would be 7%.

25 Q Do you know approximately what number are non- or

1 limited English-speaking students?

2 A We have 777 students in the Berkeley district as
3 of now -- I'll say identified, identified as monolingual
4 in one of the following languages; Chinese, Korean,
5 Japanese, Indochinese and Persians.

6 Q What programs now exist in the district for Asian
7 students?

8 A I'll have to qualify that to some degree. I would
9 say Asian students, per se, would be the so-called ESL
10 programs of which I've mentioned, these 77 fall into an
11 ESL program as part -- but they are part of a larger ESL
12 program, and we have faculty members to service these
13 Asian students. As far as ex

14 As far as existing programs in the Berkeley dis-
15 trict, we have Asian studies programs, we have multi-
16 cultural programs, but they are open to all students in
17 the district, so to qualify your statement, Asian students,
18 there are Asian studies emphases.

19 For instance, the Four-Six Schools, they have what
20 they call a cluster program and I would say Asian studies,
21 per se, is the strongest at that level.

22 But there are Asian studies materials and resources
23 utilized through K-12.

24 Q Do you feel these programs adequately meet the
25 needs of the students?

1 A That would be a very difficult statement to --
2 in terms of evaluation. I would say that -- I would say
3 yes, and I would feel very strongly about that.

4 Not only for the Asian students but for all
5 students in the district. Because I think one of our main
6 concerns with Asian studies at the onset was that I think
7 the other students need it just as much as the Asian
8 students, because what if only the Asian students were
9 reenforced with their identity support and reenforced
10 with their own thing, but the other parts of the society
11 were ignorant of it? We really haven't accomplished very
12 much. So that one of the things that the task force felt
13 was that the district or society needed it just as much
14 as we did.

15 Q You very clearly, then, I think, see a relation-
16 ship of Asian studies to school desegregation?

17 A I'm sorry, I didn't get that.

18 Q I guess I'm concerned about your perceptions with
19 respect to relationship of bilingual education, bicultural
20 education to school desegregation and how you perceive,
21 for example, Asian studies and its relation to school
22 desegregation?

23 A Yes, I think it's part of the whole thrust in
24 terms of integration.

25 Q As a parent, what is your perception of desegregation

1 in the Berkeley schools?

2 A I think the spirit is there, and I think the willing-
3 ness to do and try is there, but I think it's very --
4 it's -- I think it's successful to a degree, because
5 circumstances, it's like saying -- it's uneven but I
6 think the spirit for those that are involved has helped
7 it along.

8 Q What kinds of lessons, in your opinion, do you
9 think the Berkeley school desegregation program would t
10 have with the rest of the country? Or for other schools
11 interested in desegregation?

12 A I think they would -- should have realistic
13 expectations. I think it's good to have pie in the sky
14 concepts, because if you don't have high risk goals,
15 you don't make much of an effort. If you take low risk
16 goals, then you don't have to try very hard, you can make
17 successes one after another. Which don't really address
18 itself to the question that we're talking about.

19 Q Your children, then, have been affected by the
20 desegregation program, right?

21 A I think so. I -- it's hard to -- it's hard to
22 evaluate that because there has to be a time lapse for
23 those things to happen, and for the so-called effect to
24 come through. At one place or another.

25 I discussed this at length with my wife and she

1 said, you know, it's interesting that if it were not for
2 the integration, it may be that our kids would not have met
3 as many Asian kids as they have.

4 Q Asian students you're talking about?

5 A Asian students, right. See, we moved from San
6 Francisco and we built a home up in the hills, and after
7 we built up in the hills and lived there for a while
8 we found out that that was, you know, we're sort of so-
9 called hoi pollois, what they said we were, but I didn't
10 dream we were, and I still don't think we are.

11 And so we didn't have -- we didn't know many people
12 in Berkeley, let alone Asians. So our kids went to the
13 school up in the hills and very few Asians there, our
14 social life at that time was still in San Francisco, so
15 we didn't know why we were over here, in as much as we
16 were going back all the time anyway.

17 And with integration, they met more Chinese students,
18 more Japanese students, so forth, and now our kids have
19 friends that they go down and see, they come up visit us,
20 and so forth. And it's amazing how the secondary effects
21 are.

22 Q Who is ~~it~~ that called you the hoi polloi? You
23 said they, I was just curious whether --

24 A I think if -- you know, in Berkeley, if you live
25 up in the hills you supposedly have had it or made it or

1 something to that degree. However they want to call it.

2 Q Okay.

3 Finally, in your opinion, how important is com-
4 munity involvement in school desegregation?

5 A I think it's very important. I think -- I think
6 the -- first of all this whole integration thing or this
7 awareness of each other, there is a dirth of material about
8 this understanding, and the staff, prior to the last five
9 years, did not have any opportunity in their educational
10 -- in their teacher training to get this kind of under-
11 standing.

12 So, I think the community is very crucial in
13 supplementing the information that, as far as the charac-
14 teristics of your community and having these things made
15 known to the district.

16 Q Has the Asian community continued to be involved
17 in desegregation?

18 A I think so. I think one of the good things that
19 came out of our desegregation process, and especially
20 out of the, getting together of the Asians in Berkeley,
21 is that we got together and we elected an Asian board
22 member. I ran several years prior to that, we made a good
23 yeoman try at it, we lost, but we took our two years
24 subsequent to sort of build up some kind of communication
25 to keep the lines open in repeating our attempts, and

1 with the assistance of the other minorities in Berkeley,
2 we were able to elect an Asian to the school board.

3 So that at this point we have an Asian member in
4 the school board, we have an Asian member on the merit
5 commission and I think, in a sense, that has helped us
6 in our -- in our efforts.

7 MS. HATA: Thank you.

8 THE CHAIR: Would any of the committee members like
9 to ask some questions at this point?

10 Q (By the Chair) Let me ask you, Mr. Louie, as a
11 member of the merit commission, what you see as the staffing
12 pattern there and what has happened over the years?

13 A The -- I have some statistics relating to the
14 Asian involved. As far as Asian personnel hiring, the cer-
15 tificated number in 1968, there were 39 Asian certi-
16 ficated staff. In 1976 there are 83. As far as classified
17 staff is concerned, in 1967 there were 30, in 1976,
18 there are 52.

19 Q Can you break that down into what kind of positions
20 the classified personnel are?
Can you break

21 A In -- as far as the -- I would say manager level
22 and upward, we have one Asian and she's in charge of the
23 dietary section, and with the exception of -- I would say
24 most of the others are Black, except one or two Cau-
25 casians. So I think in terms of affirmative action, and

1 efforts to integrate the -- and making opportunities
2 available for minorities and classified I think we've
3 done pretty well. We have a long way to go but I say
4 we've done pretty well.

5 THE CHAIR: Thank you very much.

6 Q (By Mr. Yoshioka) Yes, Jim, can you expound a
7 little bit on the composition and size of your Asian
8 task force?

9 A We had 30 members, ten in each group, ten were
10 parents, and because we wanted community input, ten were
11 students from junior high and up through University of
12 California level, and ten were certificated and classi-
13 fied staff.

14 We were -- we -- so that we met once a month, this
15 type of thing, and one of the things we learned as --
16 well, some of us haven't yet learned, is that sometimes
17 when we get students in groups, especially if they're
18 junior high, we tend to overwhelm them with our adult
19 actions and don't give them much of a chance to express
20 themselves, but I think the older students helped the
21 younger students in that regard.

22 Q And I was also wondering about the ethnic compo-
23 sition?

24 A They were all Asians. Right. That was the Asian
25 task force.

1 THE CHAIR: Is that task force still in existence?

2 A Yes, it is.

3 THE CHAIR: Okay, thank you very much, Mr. Louie,
4 we appreciate your coming and sharing this information
5 with us.

6 Our next person is Ms. Donna McKinney.

7 Ms. McKinney, for the record, would you state your
8 name and address and occupation, please?

9
10 DONNA MCKINNEY

11
12 A My name is Donna McKinney, my address is 2749
13 Wallace Street in Berkeley and I am a clerk.

14 THE CHAIR: Thank you. I believe Ms. Ruiz has
15 some questions.

16 Q (By Ms. Ruiz) Can you tell us what your involve-
17 ment was during the initial desegregation efforts in 1964?

18 A I became involved in the district as a concerned
19 parent in 1964 when my oldest child entered kindergarten.
20 He attended a K through six school in a Black neighborhood,
21 one which I had attended myself. I began to attend
22 community meetings, board meetings, and some of the master
23 plan committee meetings on the desegregation plan.

24 Q What was -- you had one child at school at this
25 time?

1 A I had two children in 1968 at that time.

2 Q What were their reactions to the desegregation of
3 the schools?

4 A My son then was in the fourth grade, therefore he
5 remained in the same school which he had started, it was
6 not great impact on him because he still had his same
7 friends. In his grade level. My daughter was then a
8 second grader and she went to Hillside, I often make the
9 joke that she agreed to integration because she didn't
10 like to walk. She could ride the bus. She didn't put up
11 too much of a resistance.

12 Prior to that she had been involved as I and
13 several other people in developing the first coop. nursery,
14 integrated nursery school in Berkeley, therefore the chil-
15 dren that she saw at Hillside were also the children that
16 she had been involved with in the nursery school.

17 Q What changes occurred in the schools as a result
18 of desegregation?

19 A To be honest with you, I think the physical plants
20 changed in the Black neighborhoods. The reason I say
21 that is I think for years that we fought for proper
22 lighting in the basements at Longfellow, for a remodeling
23 of the cafeteria. The year of integration, we had met
24 with some of the hill parents to walk over the school
25 and explain the library and several other things and

1 the first thing I noticed is that I could see in the
2 basement. And I -- I really appreciated integration for
3 that because I walked that basement as a student and there
4 was never any lights down there. The cafeteria was
5 immediately remodeled.

6 We had managed a library there through pure parent
7 involvement. And we got a library, a librarian, we got
8 a qualified nurse, full time nurse, the physical changes
9 I think were the greatest things on integration to me.

10 Q Was is your opinion of tracking?

11 A The only problem I really have with tracking is
12 that it, at one time, was to be removed from the district
13 and never has. I have a problem with the politics of
14 tracking. I, as a parent, with common sense, knows that
15 all children do not learn on the same level.. I have
16 no problem with grouping kids by ability, the only
17 problem I have is not, once they've been tracked or
18 grouped into a low level that they are not removed from
19 that level as soon as possible, that's the only problem
20 I have with it.

21 Q Did it exist before desegregation?

22 A Tracking existed in Berkeley Unified School Dis-
23 trict since I was a student in 1947 and it exists today
24 in March of 1976.

25 Q What do you consider the most important goal of the

1 schools?

2 A I'm sorry?

3 Q The most important goal of schools?

4 A To educate children, either ~~to higher education~~
5 or use marketable skills.

6 Q Do you feel most parents feel the same way?

7 A It depends. Some parents feel the schools are to
8 teach their children to be able to get along with others,
9 some parents ~~think~~ schools are to babysit and some
10 parents think schools are to educate children. I be-
11 lieve that school's primary purpose are to educate children.

12 Q Well, do you think that the district is able to
13 meet these goals?

14 A That's pretty heavy. I think they're trying.

15 Q Do minority parents participate in school activities
16 to the same degree as the White parents?

17 A I'll have to speak to that in two parts, I'll have
18 to speak to, before integration I do feel that there
19 was a tremendous participation in schools before desegre-
20 gation. Once integrated, I think it has fallen off a
21 great deal.

22 Q Why do you feel this is true?

23 A I'll have to speak as a Black married on this one.
24 Before desegregation, Black parents worked in schools
25 to promote their expectations and we had control of those

1 schools on expectation basis in a sense. We controlled
2 the discipline. We weren't sophisticated at that time
3 enough to control the curriculum but we controlled what
4 we expected teachers to do with our children.

5 When integration came about, I think we sacrificed
6 some of those expectations to ~~promote~~ social integration.
7 And I think it just lost the interest of a lot of Black
8 parents because of their nonsophistication in curriculum
9 and budget and planning and implementing programs. They
10 just lost interest.

11 I'm not saying they lost interest in their children's
12 education, they just felt that they just could not qualify
13 and fight any longer.

14 Q How important do you feel teachers' attitudes
15 and expectations are in a desegregated system?

16 A I'm not so hung up with teachers' attitudes as
17 much as I'm hung up on their teaching ability because I
18 believe a teacher, regardless of how she feels about
19 races, if she is a good teacher, she can teach. The
20 reason I say this, because I can remember when I was at
21 Berkeley High, one of my English teachers told us the
22 first day of school, she said, I do not like Negroes, I
23 do not like Chinese, I do not like Mexicans, I don't
24 care that much for White kids because I don't like kids,
25 but I will teach because I am a teacher. And I think it

1 got my best education in that classroom.

2 And you know, I have to relate to that. A teacher
3 spends so much time trying to get to know students, love
4 students, understand students, and try to feel them out,
5 and they don't do very good, spend very much time teaching.
6 I just have attended a conference and one of the speakers
7 really hit it on the nose, he said there's nothing wrong
8 with loving and understanding, he said, but in a nation
9 today what we have produced is great lovers and lousy
10 learners. And I think that somewhere along the line,
11 I'm not saying that you don't have to have a personal,
12 you know, interpersonal relationship, students and teachers,
13 but I'm just trying to say I think we've just given
14 enough in-service training, we spent enough time talking
15 about it, I think we need to get down to the business of
16 teaching.

17 Q If school desegregation were done over again, how
18 would you change it, or would you change it?

19 A I'm very flexible in my opinion on integration.
20 There are days when I would not fight for it and there
21 are days when I would kill somebody to fight for it. I
22 believe today, March of 1976, that if I had to do it
23 over again, I would fight for desegregation, I mean inte-
24 gration, but I would also not promote or agree to any
25 integration plan that would exclude the expectations of

1 Black parents and the control of their children's education.

2 Q In your position in the attendance office, have
3 you observed any interracial violence or conflicts among
4 any of the students?

5 A I have a problem with discussing my employment
6 along with my parent participation. I have been an
7 employee of the district for only three years. I will
8 speak as a parent on that position.

9 I find not racial violence at Berkeley High today
10 nor that it was when I was there. I find no racial tension
11 among students. I know people are worried because
12 students don't integrate themselves on the high school
13 campus, but what they have to understand with kids at
14 their age they have their own interests, their own
15 friends and their own expectations. And as long as they
16 appreciate and respect other cultures and other students,
17 well, we call them tourists, you know, on the school, I
18 have no problem with them segregating themselves.

19 MS. RUIZ: Thank you.

20 THE CHAIR: Would you like to comment at all as
21 an attendance officer, Ms. McKinney?

22 A What would you like me to say?

23 Q (By the Chair) Well, have you found any racial
24 patterns in terms of nonattendance at school?

25 A I will speak to clear up a myth that some people have,

1 just as many White, Asian and Chicano students cut school
2 as Blacks. I can't put it on a racial issue because I
3 call parents of students of all races about their non-
4 attendance.

5 The only difference is the Black kids are more
6 visible when they do cut they do not have the common
7 sense to leave the campus, they stay on campus, White
8 kids leave, Chicanos and Asians usually leave.

9 THE CHAIR: Are there any questions from any of
10 the committee?

11 MR. ROGERS: Well, yes, just one.

12 Q (By Mr. Rogers) I think -- I hope I understood
13 you correctly and if I didn't, please clarify it. Did
14 I understand you to say that you felt like you had been
15 excluded from having any kind of control over your
16 child's education?

17 A I, personally, have never felt excluded because
18 I'm -- I'm just not that type of a person, I include
19 myself. I'm talking as a whole. It's awfully hard to
20 have Black parents sit up there talking about budgeting
21 when they know they don't even have a part in it. It's
22 awfully hard for them to sit there where you hear
23 educators talk about curriculum change when they don't
24 understand what the basic curriculum should be. They
25 believe that students should learn to read, write and be

1 able to do mathematical skills. And when it gets on a
2 higher level they just lose interest.

3 Q How do you think that can be rectified? To
4 motivate their interest, even though -- you're going to
5 have to deal with budgets, you're going to have to deal
6 with fiscal affairs, that's also part of the school
7 system.

8 A You know, I have tried, as president of many
9 organizations, to try to rectify that and the only way
10 I think that it can be done is to accept Black parents
11 as they are. And by that I mean, I've been to several
12 meetings where the conversation has gotten so heavily
13 involved in some of the -- in something they're so far
14 removed from that the first thing people say is, well,
15 they're not interested and I think that's kind of unfair.

16 You have to accept them as what they are, they're
17 what they believe in and they believe in traditional
18 education.

19 Q Well, do you feel that there may even be an
20 effort, say on your part or as a member of some community
21 organization who would be interested in the schools and
22 the budgets and the fiscal affairs that some kind of
23 training or not training but informational or seminar-
24 type thing be developed so the parents could become aware
25 and more knowledgeable about fiscal affairs?

1 A This has been done and it's been successful in some
2 areas. I think a great deal needs to be -- I think what
3 we really need to do with Black parents is teach them
4 that education has now become very political and we're
5 just going to have to teach them the political aspects
6 of education.

7 MR. ROGERS: Thank you.

8 Q (By the Chair) I think you're quite right, I
9 just would like to know how you see going about doing
10 this?

11 A I'm working on it.

12 THE CHAIR: Thank you very much, Ms. McKinney.

13 It's now 25 minutes after 12:00. We will take a
14 lunch break, resume at five minutes after 1:00, at which
15 time we'll hear the two scheduled witnesses and any
16 others who would so desire.

17 For the general audience, may I again say if you
18 would like to present some information this afternoon, and
19 have not contacted one of the staff people on the side
20 seats, do so at this time.

21 Thank you very much. See you back at five minutes
22 after 1:00, at which time Ms. Hata will chair the session.

23

24 (Luncheon recess)

25

CALIFORNIA ADVISORY COMMITTEE
TO THE
UNITED STATES COMMISSION ON CIVIL RIGHTS

Open Meeting
THE PROCESS OF SCHOOL DESEGREGATION

VOLUME B - PART II

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March 20, 1976

Berkeley, California

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AFTERNOON SESSION

March 20, 1976

1:05 p.m.

(The following was Chaired by Ms. Nadine Hata)

THE CHAIR: I would like to convene the afternoon session of our open meeting here in Berkeley.

To my right, Noelle Rodriguez, Helen Bernstein, Jayne Ruiz. To my left, Northern Vice Chairperson Frankie Jacobs, Jack Share, Bill Rogers and Vernon Yoshioka.

I'm Nadine Hata, Southern Vice Chairperson of the Advisory Committee.

I understand our first witness this afternoon is Mr. Arthur Dambacher. Will Mr. Dambacher come forth, please?

Would you please state, Mr. Dambacher, for the record, your name and occupation?

ARTHUR DAMBACHER

A. (By Mr. Dambacher) My name is Art Dambacher, I am the Director of Research and Evaluation for the Berkeley Unified School District.

THE CHAIR: Dr. Share has some questions for you.

Q. (By Dr. Share) How long have you been director of

1 research?

2 A I would say about eight years.

3 Q Briefly, what are the responsibilities of the
4 research department?

5 A Well, one of the major functions is to carry on
6 the district's testing program. There are other activities
7 such as enrollment projections and carrying out other
8 research activities assigned or directed by the superin-
9 tendent and/or the board.

10 Q During the development of the busingg plan for
11 K through six, what factors were included in the plan in
12 addition to racial factors?

13 A Well, the Berkeley plan attempted to take into
14 consideration a number of factors, certainly racial deseg-
15regation was a primary one. However, we attempted also
16 to consider socioeconomic status so as to try to get an
17 equal distribution within each of the school attendance
18 areas of a cross section of the socioeconomic backgrounds
19 of our students.

20 We hoped to produce a plan that had equity for all
21 students. That's one of the reasons that it ended up
22 being a two-way busing plan rather than a single busingg
23 plan.

24 We also had to consider the factors of time and
25 cost, we had limitations on both of those characteristics,

1 and then finally the workability of the plan, would it be
2 one that could be put into operation and run smoothly.

3 Q Do you feel that these additional factors were
4 critical for the plan to work effectively?

5 A Yes.

6 Q In what ways was the busing plan flexible, for
7 example, were exceptions allowed in the zoning or could
8 the plan be modified for changes in housing patterns or
9 has the plan been modified since 1968?

10 A Our original intent was to try to have the racial
11 distribution or population in any attendance area, any
12 school, to be within 5% plus or minus of the population
13 of the district as a whole.

14 For example, if at that time we had approximately
15 45% White, 45% Black population, we attempted to make
16 certain that no school had less than 40% or more than 50
17 percentage of a racial subgroup. There was that degree of
18 flexibility allowed in order that the plan would function.

19 There was an intention to permit us to redistrict
20 boundary lines if and when it became necessary. One of
21 the critical factors of the plan was that it was operated
22 on a geographical base, that is to say where a child
23 attended school depended upon his geographic location
24 of his home rather than what his racial or ethnic back-
25 ground was. The result of that was the matching of two

1 geographic areas to split the children to a single school.
2 And the boundary lines were drawn in such a fashion that
3 the resulting population, ethnic distribution of the popu-
4 lation would be as close to that district-wide dis-
5 tribution as possible.

6 There was other flexibility allowed in that some
7 of our specialized programs were held on a district-wide
8 basis and youngsters from throughout the community were
9 permitted to go to that school where that special program
10 was being presented.

11 Q Do you anticipate any future modifications?

12 A Yes, I think we've probably reached the point where
13 we could use some boundary line relocations at this point.
14 This is the result of, as you were suggesting, possible
15 housing pattern shifts so that the youngsters are not
16 distributed ethnically or racially in the same fashion now
17 as they were in 1967. And so it would be appropriate at
18 this point to make some changes in the boundary lines in
19 order to bring ethnic balance closer to district-wide
20 distribution in each of the schools.

21 Q Do you feel there exists ideal ratios of minority
22 to majority of students in the desegregated school or
23 class?

24 A I think that's probably an academic or nonapplicable
25 question. If in a given community there is a certain

1 racial percentage or distribution, that's the percentage
2 that you should attempt to achieve in each of your
3 schools. And it would be a moot question to say it would
4 be ideal to have a racial mix that's different from the
5 composition of your community, because then that would,
6 by itself, defeat your objective.

7 Q Then you're saying the ratio, off I can put it in
8 the positive sense, is reflective of the community?

9 A I think that a community that is desirous of de-
10 segregating its schools, should attempt to have each of
11 its schools reflect, as best it can, the racial composi-
12 tion of the entire community.

13 And if that turns out to be, as it did in Berkeley,
14 approximately 45% White, 45% Black, 6% Asian, 3% Chicano,
15 and the remainder, the all-others, that is what one should
16 attempt to do in each of the attendance areas.

17 Q How would this reflect itself in individual
18 classes?

19 A Well, the theme was carried out not only at the
20 school site but within the classrooms as a district
21 policy when the plan was implemented. So that I'd say
22 that each of our classrooms were also desegregated.

23 Q Were Asian-Americans and Mexican-Americans taken
24 into consideration during the planning for busing?

25 A Initially, yes, and then when it became evident

1 that it would be impossible to consider all four ethnic
2 groups simultaneously in the redistribution, the con-
3 cession was made that we should attempt to work with
4 the two major, in terms of numbers and percentage, the
5 two major groups, Black and White.

6 However, the result was a more positive distri-
7 bution, a more widespread distribution of the two smaller
8 groups as well. Just coincidentally.

9 Q We understand that transportation costs account
10 for approximately 2% of the district's budget. What
11 amount of this costs is paid for by the state?

12 A The formula is extremely complex, but on an
13 average it amounts to about 48% to 50% of the costs is
14 shared by the state in the case of the Berkeley system.

15 Q Can you tell us briefly how this state's contribu-
16 tion is determined?

17 A Well, it's an extremely complex formula, it has
18 to do with the distance that the youngsters are traveled,
19 it has to do with a number of other factors that are
20 very complex. As you may be aware, most of the district--
21 most of the transportation of youngsters is in rural
22 areas, and so the distance traveled, number of vehicles
23 to be maintained and so forth, become critical factors
24 for those other transportation systems. So, when that
25 all is applied to an urban setting such as Berkeley, it has

1 its impact, but I think the critical and important
2 factor is that there is that kind of an offset, approxi-
3 mately 48% of the cost of Berkeley's busing program is
4 absorbed by the state under complex formulas.

5 Q What evaluation of desegregation has been made by
6 the district?

7 A Well, of course there are a number of ways in which
8 one might evaluate. The one that comes closest, or first
9 to mind, the one that most people think of first is
10 through achievement. And the testing of achievement in
11 some of the basic skills like reading, language and math.
12 But one might also evaluate the effectiveness of the
13 program by determining, did you accomplish your objective
14 of desegregating? If that were the question asked, we'd
15 have to say that Berkeley feels it did an excellent job
16 of accomplishing the physical desegregation of its
17 youngsters.

18 If we're talking about integration, as different
19 from desegregation, we'd need a further definition, what
20 do we mean by integration? If we're talking about
21 acceptance of the majority middle class inculcation of
22 attitudes and ideas, versus multiculturalism, you have to
23 choose which of those is your objective.

24 What are you trying to do when you say you're going
25 to integrate?

1 Q I wonder, as you go along spelling out some of the
2 things you're looking at, what are the results of these
3 things that you're spelling out?

4 A All right. If we were to take a look at desegre-
5 gation, the physical redistribution of youngsters as
6 I've already said, I feel that Berkeley gets a near
7 perfect score on that.

8 If we're looking at the achievement, let me set that
9 one aside for a moment and come back to it with a little
10 more detail.

11 If we're looking at integration, if we're saying
12 that White middle class values and behavior patterns have
13 been accepted by all of the minority groups, if that's
14 what integration means to someone, then we did not
15 accomplish that because in my opinion it was not ~~the~~
16 objective that Berkeley set out to accomplish.

17 If we, instead, mean by it a greater awareness of
18 multicultural nature of our community, then yes, we've
19 got a good score on that. I am certain that our youngsters
20 and the community as a whole, is better acquainted with
21 other cultural subgroups that go to make up the community.

22 If we mean by it acceptance of another person's
23 cultural differences, and an assumption that they are
24 equally as valid as our own, we probably have not accomplished
25 that, because that's a large order for each ethnic group to

1 accept as totally equal all other ethnic groups' value
2 systems. However, if by desegregation, integration, we
3 mean, first, to physically desegregate and secondly, to have
4 each of the subgroups become better acquainted with
5 their counterparts, then I think we have a very positive
6 score.

7 We get a good mark on that in Berkeley.

8 Now, turning to achievement test scores, first
9 we would need to note that the typical approach is to
10 use standardized achievement testing instruments. With
11 all of their limitations and faults, they, nevertheless,
12 are a valid method of determining whether you're making
13 progress. If we turn to those kinds of results in
14 Berkeley, and look at what has happened to the performance
15 of Berkeley youngsters over this nine-year period, a
16 general statement that we can back up with test scores
17 results, is that there have been improved scores made,
18 not only by minority youngsters but also by the majority
19 youngsters as well.

20 That is to say that one of the fears and concerns
21 expressed by people who were anxious about what would
22 happen when integration occurred, namely that the scores
23 of majority youngsters would suffer, has not proven to
24 be the case, as a matter of fact, the scores of all
25 youngsters in Berkeley have, by and large, improved as

1 measured by standardized achievement tests over this
2 period of time.

3 Now, we noted a fairly regular progression of
4 improvement up through about 1973. In '74, '75, there
5 was some leveling off, and in isolated instances there
6 was even cases where the group appeared to decline some-
7 what in their performance. But if you look at the total
8 range, grades kindergarten through 12, and the total
9 period of time, 1967 through 1975, it would be proper
10 to say that there is a general upward trend noted by all
11 ethnic subgroups in the kinds of test scores made.

12 Now, we can go into specifics if that pleases the
13 committee, but this is a general comment.

14 Q Well, we would like to get into some of the speci-
15 fics too and if you like, I can either lead you or you can
16 respond spontaneously --

17 A Well, let me respond to your questions.

18 Q Fine. What have been your findings in regarding
19 achievement by racial ethnic groups compared with pre-
20 desegregation achievement, breaking the youngsters down
21 in terms of Black, White, etcetera, as groups?

22 A One of the things we did as a part of the preparation
23 for evaluating the effectiveness of the Berkeley plan
24 was to take our test scores for the year preceding inte-
25 gration and all years since then and develop computer

1 programs that would allow us to examine the performance
2 of youngsters by ethnic subgroup. So that we are able
3 to produce and we do on an annual basis produce, a
4 set of tables for use by the community that indicates
5 the kind of performance of youngsters in the ethnic
6 subgroups.

7 Now, one of the things that we immediately note
8 from that, and it was not news to us, it was something
9 we were aware of before, and that is that we can take
10 the student population and break it into two general
11 groups, Whites and Asians on the one hand, Blacks and
12 Chicanos on the other. And we have what might be called
13 a bimodal distribution, that is two different groups
14 who perform differently one from the other.

15 The White and Asians are significantly above
16 average in their performance. And the Blacks and
17 Chicanos generally have been below average in their per-
18 formance.

19 Now, one of the questions that has been raised from
20 time to time is, has that gap between these two groups
21 in any way been closed as a result of the desegregation
22 activity?

23 And we've had to answer, by and large, no, it has
24 not. But that begs the question in my opinion, because if
25 you set out to improve the performance of youngsters, in an

1 integrated setting, which says you will not isolate those
2 who need the special attention and concentrate on them,
3 while you're giving, quote, regular treatment, end quote,
4 to all others, but instead you're bringing them all to-
5 gether and you're applying your knowledge, your hunches,
6 in an attempt to try to upgrade and improve the per-
7 formance of the underachievers, certainly, but not at
8 the neglect of the others, the result is that all of them
9 improve.

10 Because they are all subject to those special
11 assistances and efforts that you're making in that inte-
12 grated classroom. Therefore, it seems to me rather
13 logical to presume that you would get that kind of an im-
14 proved score for each of the subgroups, since they're
15 all getting that specialized treatment. And in fact,
16 that's what's happened in Berkeley.

17 The White kids' scores have gotten better than they
18 were before desegregation, the Black kids' scores are
19 better than they were before desegregation, but the gap
20 has not closed. Because they both have improved.

21 Q I'm afraid I must have missed something in your
22 description here. You were saying that they do get
23 specialized type of programming?

24 A What I'm saying is that as a --on an integral part
25 of the Berkeley desegregation plan, there were a number of

1 specialized activities that were being programmed into
2 the curriculum to make the thing go. For example, at
3 the fourth through sixth grade level schools, when inte-
4 gration first started, there were special troubleshooter
5 persons who were assigned to help youngsters who might
6 have difficulty in the classroom, who were sent temporarily
7 out of the classroom into a specialized area with
8 materials, books, it was a -- it was annexed to the
9 library but with someone manning it full time to assist
10 youngsters who might be having difficulties in class.

11 Q This was parimarily at the tutorial or more be-
12 havioral?---

13 A Both. Whatever the youngster needed at the time
14 was what this was set up to assist him with.

15 Well, while that was going on as a special out-of-
16 class activity, there were teacher aides who were available
17 in the classroom. Now, a teacher aide, although primarily
18 intended to assist the underachieving youngsters, would
19 certainly not fail to respond to the request of someone
20 else in the class for help for a moment and the very fact
21 that the aide was there to assist the underachieving
22 child, freed up the teacher to spend more time on those
23 remaining.

24 So the net effect of that was that the pouring of
25 additional resources and assistance into the entire system

1 had a positive effect upon all of the children.

2 Q I guess maybe it's my confusion, I'm not quite
3 sure what you refer to by pouring additional resources
4 except for the two you mentioned. What I'm getting
5 at, if I may go a little further into this, examining
6 the group test data that I've had an opportunity to look
7 at, the -- looking at groups you have the feeling that
8 from K through ~~second grade~~, the disparity between, say
9 the Black and the White youngsters are not great, they're
10 fairly close together. And then roughly from third grade
11 on the disparity starts getting larger and larger and
12 larger and this is looking at either the comprehensive
13 test of basic skills, the SAT or the other tests, and I'm
14 beginning to wonder ~~out loud~~ in terms of how does one
15 look at this data diagnostically, that they affect a pro-
16 gram on specific issues such as Black children falling
17 further and further behind the higher they go up in
18 grades?

19 A Well, it is a fact that that does occur. And it is
20 not unique to Berkeley. So it is something that can be
21 found in test results practically anywhere in the nation.
22 At least a part of this, as seen in the Berkeley test
23 score information, is an ~~artifact~~ of the tests themselves,
24 that is to say let us take the cooperative primary test,
25 which is used by first, second and third graders, or was

1 used by them. If a -- if one of the subgroups of youngsters
2 are performing so well that they're topping out on the
3 test, and that that top score is a grade equivalent of
4 fifth grade, and another group are performing on an average
5 and their performance is as about the third grade, for
6 third graders, and then you move into the ~~fourth~~ grade
7 and take another test, where the maximum score achievable
8 is ninth grade, you've suddenly removed the ceiling, an
9 artificial barrier to high performance, from the previous
10 test to the new test.

11 And so high achieving youngsters' scores shoot up
12 to this new ceiling and the youngsters who were performing
13 on an average as third graders, perform slightly below
14 average as fourth graders, but the gap appears to be very
15 significant. Not because the -- to be specific, the
16 Black youngsters have done so much less well than they
17 were doing before, but because the removal of the arti-
18 ficial ceiling has allowed the high achieving youngsters
19 to go to a new ceiling on a new test.

20 And so the gap appears to have widened significantly,
21 at the fourth grade level, but it is, at least in part, an
22 artefact of the testing instrument being employed.

23 Q Except, of course, when there's one test used all
24 the way through, like CTBS.

25 My questions, and I guess part of the problem that

1 many of us have of working with this, is after a while it
2 gets overly muddled and if I can try to stay with the
3 trend I think as reflected in the data. I think you've
4 already indicated reflects a national kind of trend, what
5 specifically is Berkeley attempting to do to work with
6 youngsters that, oh, at least on the CTBS and other kinds
7 of tests, let's say are showing a growing discrepancy
8 in terms of achieving at the type of grade levels that the
9 school expects them to achieve at?

10 And may I suggest in the same breath, one of the
11 other witnesses that we have testified earlier today
12 described a bit of a music test to us here in terms of
13 the kinds of skills that he found his youngsters were
14 showing and he was talking in this respect to the Black
15 ethnic group, indicating that they showed outstanding
16 memory, simple recognition, attacks fields in terms of
17 printed music types of letters and we would assume that
18 there's some generalization to other kinds of tests too,
19 from the music test like this.

20 And the other implication I'm throwing out to you,
21 this is a long-worded kind of question, it's more of a
22 statement, I must confess at the moment, rather than a
23 question, if you make this assumption that there are some
24 of these youngsters that are scoring lower on some of our
25 standard CTBS, etcetera, test, yet they are high potential

1 kids as measured in other ways, what has the school
2 district attempted to do about this?

3 A Well, that's what the whole system has been about,
4 they've attempted in numerous ways to overcome this
5 shortcoming. They're continuing to try to find ways to
6 do that. It's taken a number of different forms. One of
7 the first things that they did at the time of desegregation
8 was to create smaller class sizes. That's another one
9 of the added resource requirements.

10 What they're currently doing is introducing a --
11 a reading program that will be used throughout the entire
12 elementary grades initially and then later into the
13 secondary, in an attempt to make certain that basic skills
14 are not overlooked, because of a failure to properly
15 articulate the instruction program from grade to grade
16 or school to school.

17 So an attempt is going to be made to make certain
18 that each child has an exposure to, and hopefully can
19 achieve mastery of, the identifiable basic skills that
20 are necessary to successful reading achievement.

21 And since reading is such a critical basic skill,
22 to see if that doesn't have spillover effect into the
23 other studies as well. But to answer your question more
24 specifically, what is Berkeley doing about this gap?

25 They're trying anything and everything that appears

1 to have potential for overcoming it, and I think instead
2 of dwelling upon the fact that we still have a gap in
3 the performance of Black and White children, that we
4 instead should concentrate on the positive aspects, that
5 Berkeley, almost exclusively, nationwide, can show an
6 upward trend in their test scores. When other school
7 districts throughout the nation are having to report
8 declining test performance.

9 And so, whatever it is that Berkeley's doing,
10 whatever combination of things that we have been doing,
11 is having that kind of a counter trend effect. And
12 although we're not making the kinds of progress that we
13 would like to, we are making more progress than is being
14 made elsewhere. And we have to attribute it to the combi-
15 nation of things that Berkeley is doing.

16 Q I have no argument with that at all, personally,
17 I'm only saying that shouldn't we be addressing ourselves
18 more to the ~~scoring we're after~~-----
19 growing gap too, also, rather than saying we're doing
20 better than anyone else in the nation?

21 And I'm not really asking for an answer to that.

22 A May I make one other comment?

23 Q Surely.

24 A It had been our position as a community, initially,
25 to hope to close that gap. And I think we had a bit of

1 muddled thinking as to what gap we were talking about
2 when we said let's close that gap.

3 In my opinion, it was improper to have presumed
4 that we could close the gap between Berkeley's Blacking
5 and Berkeley's White children, for this reason, that
6 Berkeley's White children are an atypical group, they
7 are not average kids in terms of their test achievement
8 scores. I think it is quite appropriate for us to say
9 we have no reason to believe that we can't close the gap
10 between the performance of our Black youngsters and the
11 national norm, which is to say that they ought to be able
12 to do as well as the kids of the nation as a whole.

13 And as a matter of fact, in some cases, we've come
14 rather close to that. Some of our test scores in some of
15 the years show that the performance of Black youngsters
16 is very close to the norm, actually there are a few
17 instances in which they exceed the norm, where they are
18 doing better than the national average.

19 Now, that's a reasonable goal for us to have been
20 striving for, it's the one that we are still continuing
21 to strive for, but I want to separate that from a goal
22 that says to have our youngsters in Berkeley, our Black
23 children do as well as our White, because that is an un-
24 reasonable goal because of the -- of the nature of the per-
25 formance of our White youngsters on standardized achievement

1 tests.

2 Q I wonder, would you comment just a little bit
3 more on that?

4 A Yes. It's -- it takes a little bit of doing to
5 get that across. Let me see if I can come at it from a
6 slightly different direction.

7 The assumption made in the use of standardized
8 achievements tests is that if your group is a normal
9 group, that the average score made by that group will be
10 on the norm. Will be at the 50 percentile, will be
11 at grade level. Now, if it turns out that you have an
12 unusual group, either that they are low achieving or high
13 achieving, then they will not perform as a group with
14 their average score being on the norm, it's going to be
15 below that if they are a low achieving group, it's going
16 to be above that if they are a high achieving group.

17 I think it's appropriate for us to have as our
18 goal that Berkeley's youngsters who are now performing
19 below the norm should be able to perform normally, that
20 their average scores should be on the national norm.

21 If we were to instead set as our goal that the
22 entire gap between Black and White scores in Berkeley be
23 closed by having the Black performance equal that of our
24 current White performance, well, just let me use a
25 specific here.

1 The average performance for White first graders
2 in 1974, on a reading test was at the 92 percentile,
3 nationwide, that is to say the average performance of that
4 group of 489 kids was better than 92 out of a 100 children
5 nationwide.

6 Now, obviously that is not a normal group, it's
7 a high achieving group, on that test at that point in time
8 they're performing well above the national norm. Within
9 eight percentile points of being the top possible score
10 you could make on that test. 0

11 Okay. Correspondingly at that same time, 379
12 Black youngsters, the Black population of first graders
13 tested, made a score at the 54 percentile. That's above
14 the national norm. A score of 50 would be a normal score.
15 So we can say that for the first graders of 1974, in
16 Berkeley, Black first graders, we had achieved a normal
17 distribution of scores, those kids had made it, at
18 that point in time as measured by that test.

19 Q Also, with that same example, if you wish, if you
20 look at the averages for 1975, the most current data,
21 again the groups are fairly close together, on the CTBS
22 I think you indicated they had a 67 as compared to a 51
23 for the Black -- White versus the Black youngsters, with
24 only 16 points staring you.

25 My point to all this really is as you go into the

1 second grade and on up, the disparity is very minimal
2 but then it begins to make major jumps where you have
3 a 37-point disparity between the groups, a 43, a 52, a
4 57, and the older one gets the higher the grade level he
5 achieves, the lower the Black students or the greater,
6 let me put it more accurately, the greater the disparity
7 comes between the White group and the Black group.

8 A And I'm saying that a great portion of that is ex-
9 plained in Berkeley by the fact that the White group is
10 an atypical, is an unusual, is not a normal group, and
11 therefore it is inappropriate to use them as a standard
12 for measurement of normal children.

13 Q Yet they kind of start off almost together, it
14 seems, or closer --

15 A Now, looking at the 1975 data, keep in mind that
16 there is a new test being introduced at this point, and
17 one of the things that we do not know about this test,
18 because it's so new, is what sort of effect does it have
19 upon groups who are oriented in one way or another, that
20 is to say high achieving groups versus low achieving
21 groups, and on the face of it here, it would appear
22 that it has an adverse effect upon the upper level of the
23 distribution and a positive effect upon the middle level
24 of the distribution. It will take two or three years of
25 the use of this test before we can get a sense of whether

1 this is strictly a test ~~artefact~~ or if it is in fact
2 telling us something about Berkeley's kids.

3 Which is another way of saying that test inter-
4 pretation is a very complex business and it can get you
5 into lots of trouble.

6 Q I won't argue that it's complex.

7 Let me also come back -- well, let me follow
8 through on a couple other questions first.

9 Have you evaluated differences also in achievement
10 among various socioeconomic groups?

11 A Not as such. We do not have a good individual
12 socioeconomic measurement and therefore it is -- we do
13 not have the basic raw data to segregate the children,
14 for analysis purposes, into socioeconomic levels.

15 Q Has your office evaluated any other factors related
16 to the effectiveness of desegregation?

17 A Not formally, we -- although there have been a
18 number of studies that indirectly have impinged upon
19 desegregation, for example the district in the past five
20 years has had an experimental schools program in operation.
21 And that has had some impact upon performance of youngsters,
22 it has had some impact upon who attends school where,
23 because it -- there is an allowance for youngsters and/or
24 their parents to elect to go into one of the experimental
25 schools rather than remaining in one of the regular schools.

1 So that evaluation of experimental school impact
2 has implied association with the desegregation activity.

3 Q If you could or should, what other factors would
4 you try to evaluate in terms of looking at the effective-
5 ness of desegregation?

6 A Well, the first thing you'd have to do is to de-
7 termine what your objectives were. What did you intend to
8 achieve by desegregating.

9 Q Could you answer that question?

10 A Well, I'm not sure that the district or the com-
11 munity has ever answered it specifically and clearly.
12 They've stated --

13 Q Someone earlier this morning and I don't know if
14 you want to agree with this or not, indicated that the
15 single measure should be good education, in quotes, which
16 is kind of a general statement but it implies again the
17 preparation for life outside the school, perhaps, too.

18 A Well, I would say that Berkeley has certainly im-
19 proved the opportunities and the possibilities for that
20 kind of education through desegregation. Because I do
21 not interpret that to mean narrowly, although it cer-
22 tainly is a critical aspect of it, narrowly, reading,
23 writing, and arithmetic. I think there is a good deal
24 more to education than that. If the intent is to prepare
25 youngsters to be effective members of society, and one

1 of the kinds of skills that they can acquire in a desegre-
2 gated system is a knowledge and an awareness of the dif-
3 ferences that exist among youngsters, and hopefully
4 gaining a respect for those differences and an acceptance
5 of them, that kind of education can not take place in a
6 desegregated -- excuse me, in a segregated society or insti-
7 tution, therefore that is certainly one of the positive
8 values that Berkeley accrues to its children by giving
9 them that opportunity.

10 Q Also let me ask, someone indicated earlier on,
11 again, that you can't -- to try to paraphrase, you can't
12 educate from a bargain basement-kind of philosophy, implying
13 that this kind of education also takes money, and indi-
14 vidual; I believe was offering some alternatives such
15 as individual tutoring for certain youngsters as need
16 and this is what I was getting at earlier in my question
17 to you of what specialized types of programs are you
18 offering some youngsters as you see a growing discrepancy
19 in these scores.

20 I wonder about this, and I'm sure very sincerely,
21 how can you and others as school administrators and planners,
22 try to close this gap? And I'm wondering, are there plans
23 in the works, either now or in the near future, addressed
24 to this kind of a problem, looking at youngsters so that
25 they can achieve at I guess what you've indicated the White

1 youngsters are achieving at, to slow down this growing
2 discrepancy and gap and of course, provide the kinds of
3 personalized program that you're talking about in terms
4 of quality education.

5 A It can be done, it is expensive, that creates a
6 problem currently in Berkeley because there are some
7 fiscal problems. It's my opinion that even in spite of
8 our fiscal problems, however, that so long as our staff
9 and community continue to be supportive of the basic con-
10 cept that we have fostered here, integrated education,
11 that we can achieve and continue ^{to} make improvements in
12 the performance of youngsters. Even with the declining
13 fiscal ability to carry on specialized programs.

14 Q Are there specific plans already afoot to try to
15 implement this?

16 A I think that might be a good question to defer
17 to the superintendent, I understand he follows and perhaps
18 he's more able to answer that than I am.

19 DR. SHARE: Thank you.

20 THE CHAIR: Are there any questions from the other
21 members of the committee?

22 If not, thank you very much.

23 MS. JAMES: I just had one typical question on the
24 busing thing. Is it correct that you do a lot of -- you
25 made a lot of use of computers in the configurations for

1 the busing?

2 A Yes, there was a good deal of planning that went
3 into deciding who goes where, and to provide the bus
4 transportation, we did a lot of it by hand, but then we
5 confirmed the findings and finalized them through use of
6 computer programs.

7 Q (By Ms. James) I wanted some estimate of the cost
8 of that, a lot of districts are curious about, well, we
9 can't afford to use a computer. Do you recall, I realize
10 that was some years ago, how expensive that was?

11 A A figure comes to mind that I had been allocated,
12 some \$6,500.00 for computer support work. I can't recall
13 now whether I overran that budget or not but I remember
14 that.---

15 MS. JAMES: Okay.

16 THE CHAIR: Thank you very much, then, Dr. Dambacher.

17 A You're welcome.

18 THE CHAIR: There was a hand going up in the back
19 of the room, if you have something to add, come up and
20 speak with our staff.

21 We're way behind schedule, so if you would like
22 to talk to the staff about that problem, Dr. Wil

23 Dr. Wilson?

24 I'd like to thank both Dr. Wilson and Dr. Dambacher
25 for waiting for us, I know we're very much behind schedule.

1 Dr. Wilson, for the record, would you please state
2 your name and occupation?

3
4 LAVAL WILSON

5
6 A (By Dr. Wilson) Laval Wilson, Superintendent of
7 Schools in Berkeley.

8 THE CHAIR: Thank you.

9 Mr. Yoshioka?

10 Q (By Mr. Yoshioka) Okay, Dr. Wilson.

11 What has been your prior experience as a school
12 administrator?

13 A I've been an acting superintendent of schools in
14 Hempstead, New York, an assistant superintendent of
15 schools in that district, director of desegregation
16 programs in the Evanston, Illinois School District, a principal
17 in that district, assistant director for development of
18 programs for teachers of disadvantaged youth, at Northwestern
19 University, teacher, counselor, in the Chicago, Illinois,
20 School District.

21 Q And when did you become superintendent of Berkeley
22 district?

23 A July 1, 1974.

24 Q From your experience in Berkeley and elsewhere,
25 what do you consider to be the most critical factor for

1 establishing desegregation?

2 A It's been my experience that the most significant
3 factor is the commitment of a community, a commitment
4 of a board of education, a staff and a superintendent
5 to that type of goal. It's a very unique undertaking,
6 and I believe unless you have that type of commitment, and
7 particularly from the board of education, from your super-
8 intendent, it doesn't work.

9 You staff can be hesitant, your community can be
10 hesitant, the students can be hesitant, if the board is
11 willing and willing to take the heat and the superintendent
12 is, the program will go over.

13 I think we can witness that in Boston right now
14 where their board is not willing to do it even though the
15 community is not willing and other places around the
16 country where the board has been willing to do that and
17 push for it and the top leadership in the district has
18 been willing to push for it, it goes. That does not mean
19 it goes without problems, but it can be successful, and
20 can be an important and significant experience for the
21 young people in the district.

22 Q In Berkeley, what do you perceive as the most positive
23 results of desegregation today?

24 A Well, I think the most positive results today is
25 that after eight years it's still going well. I think that's

1 the most single significant aspect of desegregation in
2 our community.

3 After eight years, I do not hear in the Black
4 community, the White community, the Asian community,
5 Chicano community, American Indian community, that there
6 is any significant concern about reversing that trend and
7 going back to the prede-segregation days.

8 That's important. It's important that you can move
9 from eight years of having desegregation, moving towards
10 integration, and still desire, in a total community, to
11 have that type of activity. Not just in the school
12 district, but to have it as a part of a community focus.

13 Let me give you an example of what I mean in a com-
14 munity focus. The PTA Council, which is the council com-
15 posed of the presidents of various PTA's, at a recent
16 meeting, requested the city manager, requested the police
17 chief -- we had the captain there rather than the police
18 chief -- but the city manager was there and the superin-
19 tendent, to come to discuss the fact that there had been
20 some harassment of young people who were in a car one
21 night, traveling from one social area to another in the
22 city, because there was a multiracial grouping.

23 And the concern of the PTA Council was that in our
24 community, over a period of years, we have pushed for
25 this type of integration not only in the schools but in

1 the community, and we want you city officials to know
2 where we stand on that issue, and we don't want our kids
3 harassed.

4 Now, when that type of commitment is there, not
5 only during the day when school is in session, but it's
6 beginning to permeate the activities of the city, again
7 not without problems and I think that's significant for
8 the community at large.

9 Q On the other hand, how about the most negative
10 results?

11 A I've tried to think of the negative aspects of
12 desegregation here, and I really am not willing to discuss
13 any negative aspects, unlike the recent headlines in
14 the paper that says desegregation is failing to meet
15 educational goals, I won't use the terms I'd like to use,
16 but I think that's very fallacious.

17 And I think that type of headline is not very
18 helpful, I know that the gentleman who wrote the
19 article is here and he didn't write the headline. And
20 sometimes our headlines are printed to sell newspapers
21 rather than to try to give accurate information.

22 I don't believe in any sense of the word that
23 desegregation is failing in Berkeley, I don't perceive it
24 to be failing now nor has it in the past nor do I see it
25 in the near future. There are specific problems that we

1 try to address in an ESA proposal, you don't request money
2 of a federal agency and say that everything is all right.
3 You try to come to grips with your problems, you try to
4 outline what they are, you set forth some specific pro-
5 posals for improvement and you send your proposal in and
6 you hope to get some money from it.

7 We've been fairly successful with that type of
8 undertaking in Berkeley, since about 17% of our budget
9 is based on federal or state programs, it doesn't come
10 from the tax base. We write our proposals fairly well
11 and we detail, we don't hide anything. We do have some
12 specific problems.

13 Now, we alluded a few minutes ago in discussing
14 with Dr. Dambacher, the aspect of differential achievement.
15 I would say that the schools are being asked to do a
16 superhuman job, we're being asked to do something that
17 society can't do. Are people equal throughout the country
18 in every aspect of society? That is, are we all equal
19 as far as income, are we equal as far as education, are
20 we equal with the amount of money we pay on our mortgages,
21 are we equal as far as the amount of space we have for
22 studying at home, are we equal as far as all the other
23 aspects of society?

24 If we're not equal in those types of aspects,
25 you're trying to ask a question relating to achievement that

1 would indicate that there could be some differences there.
2 That doesn't mean we accept those differences, we're in
3 the process of trying to do something about it and I would
4 say that the one area that's of most concern to me is in
5 the area of literacy skills, in particular reading.

6 I'm surprised those young people learn how to read,
7 period, across the country, there's very little continuity
8 in reading from grade to grade, there's very little con-
9 tinuity in curriculum and particularly in our community
10 there has been a tremendous emphasis on doing your own
11 thing.

12 We're trying to change some of that, individual
13 freedom is great, but when it relates to learning skills,
14 I've got some problems with that.

15 We are undertaking a major change in implementation
16 of a reading program that should expand from preschools
17 through to high school, we should be able to, in a positive
18 sense, track our youngsters, that is not segregate them
19 but point to where they are specifically in their indi-
20 vidual scores, in their individual competencies in the
21 areas of reading.

22 This comprehensive program, hopefully, over a
23 period of time, will help us to diagnose each youngster's
24 skills, each youngster's weaknesses, and try to assist us
25 in improving that one major area that I'm concerned about,

1 and I think the parents and the students themselves and
2 staff is concerned about, and that's reading.

3 Q Changing the discussion a little bit, in your
4 opinion, what is the relationship of affirmative action
5 to the desegregation process?

6 A Oh, I think the affirmative action aspect of any
7 school district that is desegregated is very crucial
8 because you need to have a variety of ethnic adult models
9 if you're going to have a variety of students there.

10 Over a period of time we have found in our district
11 that indeed, the percentages of staff members, certificated
12 and classified, have proportionately increased from
13 1967, I would say the classified is increased approximately
14 19% or 20% from 1967, until now, and the certificated
15 staff has increased approximately 15%.

16 Going from very few central office staff, I'd say
17 the superintendent's direct cabinet of 8.5 people represents
18 a significant change in the ethnicity, of that group we
19 would find two White, one Asian, and six Black.

20 Now, I think the direction that the board has
21 provided is that there is equal educational opportunity
22 for staff members and top administration and based on
23 that, it's put its money where it's mouth is and it's
24 decided to provide that opportunity.

25 In the -- in the staffing pattern at the school level,

1 we still find that there has not been the significant --
2 as significant a change as we would like, back in 1967 the
3 percent of minorities were 23.17 or so, now it's about
4 39.17. There has been a change but not as much of a change
5 as we would like, we would like to focus in on that at a
6 later date.

7 But to answer your question specifically, I think
8 there is a significant relationship between the desegre-
9 gation efforts of a district and its affirmative action
10 program. Unfortunately, school districts run on money
11 and at this point our affirmative action program is in
12 jeopardy because of the state law that indicates that if
13 you reduce your staff, through terminations, seniority is
14 the process you use.

15 We are trying to come at that in another direction,
16 this coming week I've scheduled a very extensive meeting
17 with representation from NAACP legal defense funds to
18 assist us in trying to look at ways of terminating staff
19 on affirmative action basis. If we have to go that route.

20 Q Also on the side, is in-service training provided
21 teachers specifically related to teaching in a desegregated
22 system?

23 A Well, in the beginning of the desegregation
24 movement there was some training. It was not as extensive,
25 I think, as it could have been, back in '65, '67 and so on,

1 but there was training, there was an opportunity provided
2 for staff and for students, there was exchange of class-
3 rooms, parents were involved in small meetings in the
4 community, we have not provided as much attention to in-
5 service training for human relations and for race relations
6 and intercultural relations as we'd like.

7 The experimental schools program has provided some
8 of that and the thrust is still there. We need to look
9 again at the needs and to try to provide additional help.
10 We are moving more now, I think, into the area of instruc-
11 tional assistance for staff in certain curricular areas,
12 but I think we need to spend more time at this point in
13 looking, reevaluating that order.

14 Q Do you feel that teacher training instruction
15 should require courses which prepare teachers to work in
16 a desegregated system?

17 A I have some problems with the whole notion of
18 universities providing the appropriate types of courses
19 that will allow a district to either have the best
20 academic program or the best in-service for that academic
21 program, let's say reading or for desegregation or human
22 relations. My -- my belief, over a period of years, has
23 been that the district must start to serve as its own
24 university, a district must design its own in-service
25 training program based on its needs and make sure that that

1 type of in-service is instituted and implemented.

2 I believe it's very fallacious for a district
3 to send one or two, three or four or five people, scatter
4 them around the district, off to various colleges and
5 universities to be indoctrinated and come back and save
6 their schools. It doesn't work very well.

7 I think entire school populations, whole schools,
8 individual schools receive some in-service training and
9 have a common basis of understanding, have a much better
10 change, I think, in the attitude and the understandings
11 of the staff members participating. That's been my
12 experience in working as a part of a total desegregation
13 staff effort in Evanston, Illinois, and as a trainer
14 at the university in trying to change attitudes.

15 I wrote a dissertation on that topic.

16 Q With regard, still on affirmative action, are there
17 any district-wide policies or guidelines for the re-
18 sponsibilities of aides in the classroom?

19 A Well, we have job descriptions for aides in the
20 classroom, the aides are, in our classrooms, and we
21 have about 153 or so, to assist the classroom teachers and
22 to assist the students.

23 There are some restrictions on the amount of
24 assistance that can be provided. Depending upon the funding
25 source. Title I of elementary and secondary education

1 requires that money follow the disadvantaged youngster.
2 Aides in our school district that are in Title I classrooms
3 are required by regulation to work with disadvantaged
4 youngsters only. Which means that nondisadvantaged
5 youngsters in the classroom are not to receive the ser-
6 vices of those aides who have been designated and paid
7 for from Title I moneys, that's a restriction not only
8 on Berkeley, but any school district.

9 So, therefore, that's a problem. But it's very
10 difficult for an aide to have a youngster come up and say
11 I'd like for you to answer a question and not do that,
12 it's so -- we hedge on that.

13 I think the officials who monitor the money also
14 realize that, but that's a restriction.

15 Other types of money that provide more opportunity
16 for use of instructional aides with the whole class, such
17 as our follow through money, does not restrict us as much,
18 that is we can utilize the aide to provide help for everyone
19 in the classroom so that type of restriction is not a
20 part of our job description that causes the problem, but
21 it's a part of the funding source that causes the problem.

22 Q I was looking more at the district's policies --

23 A Our district policy provides for the opportunity
24 for every teacher, every aide, every employee to provide
25 as much service as possible for every youngster, irrespective

1 of race or social background.

2 Q What is the current opinion of minority communities
3 of desegregation in Berkeley?

4 A Well, as I indicated a little bit earlier, I have
5 not found that there is any concern about changing direc-
6 tion, there is concern about certain aspects. I'd like
7 to take a few minutes just to review that last year. We
8 had a district-wide evaluation by an outside consulting
9 firm that took a look at the attitudes of parents, atti-
10 tudes of staff, attitudes of students, and it's interesting
11 to note that the parents, I would say were not concerned,
12 according to the results of this study, about the desegre-
13 gated aspects of the system, there was some concern on
14 the part of minority parents, Black parents in particular,
15 for the services that youngsters would receive, and in
16 particular there was a concern about whether the school
17 district was preparing Black youngsters for college,
18 providing for the basic skills. There

19 There was some concern about safety in the schools
20 for all youngsters. That's a national concern, it's
21 just not a Berkeley concern. The students themselves,
22 we found that both Black and White students were very
23 satisfied with the instructional program and in particular
24 satisfied with the quality of treatment given to all races
25 and all sexes.

1 . We also found that the Black and Asian high
2 school students exceeded the White students in their
3 feelings of selfconcept and motivation. Which says some-
4 thing about the type of relationships that go on in
5 classes between teachers and students, if on a day to day
6 basis you're finding that, after some period of time,
7 that your results, as far as attitude ~~small~~ studies at
8 least, indicate that Black youngsters feel that good
9 about themselves.

10 Q How is parental involvement encouraged in the dis-
11 trict? And has it been effective?

12 A I wish I had about a week to describe that to you.
13 The parental involvement in this community is very, very
14 high. I think that's one of the strengths of the com-
15 munity. It is very, very high.

16 An earlier presenter indicated that there was some
17 concern on the part of the Black community for maybe
18 participating, that is not for participating, but the
19 fact that there was some concern about knowing how to
20 participate. I think that our participation is greater
21 than other communities that I've been in, but I think
22 that's probably accurate.

23 There are concerns or there is a need to have more
24 understanding on the part of the minority community to
25 participate in the political affairs of the school district.

1 So from that perspective, I would say we need some
2 assistance in improving that participation.

3 There are some things that we're doing to try to
4 correct that, such as formulation of an organization
5 called Concerned Black Parents, there is a school dis-
6 trict budget that provides for some monetary assistance
7 to that group of parents, one of the goals of that organi-
8 zation is to try to assist parents to understand the
9 operations of the school district a little better and to
10 try to provide some political orientation about how do you
11 get involved in the mainstream of politics, how do you
12 begin to change some of the things that are going on,
13 that's a difficult avenue to follow but it's something
14 we're going to spend more time at and especially as it
15 relates to school budget.

16 We have site committees that discuss budgets. And
17 that's one area of concern. We have also a significant
18 participation on the part of minority parents in the
19 local site committees for Title I, for followthrough
20 programs, and state urban education programs.

21 In those committees there is a very significant
22 participation of minority parents, that's a part of the
23 regulation, it's a part of the responsibility of the
24 leadership of those programs to see that it occurs, and
25 I think that has been a very important part of participation.

1 Q Continuing with this current opinion, has there
2 been any White flight or Black flight from the district?

3 A I think there has been some White flight. I think
4 some of that flight took place more this year because
5 of our strike than previously, the concern was that
6 after 22 and a half days of a teachers strike, would the
7 youngsters find a better educational program maybe next
8 door in one or two other districts than in Berkeley.

9 We have innerdistrict transfer agreements with
10 surrounding school districts where we can take their
11 youngsters and charge those districts at our operating
12 costs and our youngsters can go to their districts at the
13 charge of their operating costs.

14 I think some of our parents enrolled their youngsters
15 there and I think some youngsters who ordinarily would come
16 to Berkeley just didn't come because of the strike.

17 In our -- in one of our Four-Six schools there
18 was significantly more White flight than in the others.
19 I don't think that's a major trend.

20 I do think, though, that you're always going to
21 have, in desegregated school districts, some Black but
22 more White parents concerned about the safety of their
23 youngsters in schools, which is borne out in our
24 evaluation study. And I think that when that occurs, you
25 try to look at the situation, you try to make the school
an educationally safe place for every youngster, and

1 educationally helpful place for every youngster, but you
2 can not control the views of parents, but I think we will
3 not find in Berkeley significant more flight than we have
4 now.

5 Over a period of eight years the pupil population
6 as far as the ratio figures have not changed significantly,
7 five or six points or so and I think that means that
8 there is a fairly stable racial population of students.

9 Q Are decisions on the placement of specific pro-
10 grams made by central administration or by the building
11 principals or others?

12 A I think it's a combination. When you're talking
13 about introducing a program such as an experimental
14 schools project, that was a six million dollar, five-
15 year program, the proposals were written with the help
16 of community and site level staff as well as district
17 staff. Those types of proposals are submitted through the
18 central office. When proposals go in from your Title I
19 ESEA, you have site committees that write up those pro-
20 posals, so I would say it's a combination.

21 Frequently, though, the ideas for those types of
22 proposals come from the central office because those
23 staff members, especially the project writing officer,
24 are much more aware of where the moneys are and what types
25 of programs can be proposed and can get funded.

1 Q Do you feel that the programs meeting the needs
2 of all students are equitably distributed among schools?

3 A I'm not sure how to answer that question. Because
4 I'm not sure of -- what's meant by it. The programs in
5 our district are district-wide, there are programs that
6 are related to specific levels, whether it's secondary
7 or elementary or some students would participate in
8 comparison to others, you have some remedial programs that
9 youngsters are in because of lower achievement scores or
10 in need of help, but I would say most programs are open
11 to most students.

12 There are some students who possibly would not be
13 in certain programs because of various reasons, but if
14 you're talking about on a district-wide thrust, I believe
15 that at least the possibility is there for most students
16 to participate.

17 Q What have been the district's efforts to eliminate
18 tracking?

19 A Well, there is tracking going on in the system.
20 There is more in the secondary level than in the elementary
21 schools. In the elementary schools where you have the
22 same teacher with the same students, the placement of
23 youngsters in the schools is in the hands of the principal
24 and the staff. Efforts have been made to make sure that
25 there is a fair racial distribution in those schools and in

1 classes.

2 At the secondary levels, you find that based on
3 skills there are more remedial classes for minority
4 youngsters than for White youngsters, and therefore
5 sometimes you will find that minority youngsters, in
6 particular Black and Chicano students, are not taking
7 as many of the optional courses as we would like to see.

8 One of the things that had occurred over a period
9 of several years was a high potential course or-gifted
10 program, I should say, offered through the state to the
11 district, funds are available, those were pulled out programs
12 in the past and this year we put a stop to the pull-out
13 programs in the elementary schools and indicated that the
14 teachers were to provide for those youngsters who were
15 designated as high potential youngsters in the regular
16 classroom rather than have those youngsters pulled out to
17 provide that type of help.

18 Q Continuing in the vein, in what ways has the dis-
19 trict attempted to meet the needs of all students with
20 regard to the basic skills development, multicultural edu-
21 cation and non- and limited English-speaking needs?

22 A We have a substantial number of bilingual programs
23 in the district, for Spanish-speaking, for Asian-speaking.
24 We are recently in the process of instituting programs for
25 Viet Nameese and other non-English-speaking groups.

1 The multicultural aspect has received a lot of
2 attention, we do have ethnic studies coordinators for Black
3 studies, for women's studies, for Asian studies and Chi-
4 cano studies. Those coordinators have a responsibility
5 for trying to insure that the cultural aspects of those
6 ethnic groups, as well as the heritage of those groups,
7 are understood by all youngsters in the district.

8 There is also a major thrust for multicultural
9 activity and multicultural centers in the schools, there
10 is attention given to that in the district. There is a
11 need, I believe, this relates to your previous question,
12 to spend more time in working with our counselors, par-
13 ticularly at the secondary level, to insure that the
14 placement of young people in courses was not based on
15 perception that youngsters can not learn and should not
16 be in those courses.

17 Counselors have a major responsibility for the
18 placement of students. And it is in that area that I have
19 some concern and hopefully next year we'll be able to
20 make some change in the awareness level of counselors,
21 not only for the whole concept of placement, but as far
22 as the differences among cultures and what it might be
23 that the parents perceive as the need.

24 Q. What is the relationship of bilingual education
25 to the desegregation process?

1 A Well, in a community such as this, where you have
2 a wide variety of ethnic groups, there is a need to
3 provide for a program that is helpful to each, if you
4 have young people coming to school who are in need of
5 assistance because they do not speak English, then there
6 is a need to provide some assistance in English as well
7 as their own cultural language, ethnic language, so that
8 learning can go both ways.

9 As you are providing instruction in the native
10 tongue you're also providing it in English.

11 We also have classes where English-dominant
12 youngsters are receiving instruction in a foreign language,
13 where the youngsters, other youngsters in that course
14 are non-English-speaking in a predominant way are
15 receiving assistance in English.

16 Those bilingual type of classrooms occur in some
17 of our schools as well as English as a second language
18 programs and I think they have a significant role to play
19 in a desegregated district. A desegregated district does
20 not mean that in all activities you're going to have com-
21 plete desegregation, it means that over the district as
22 a whole, the philosophy and the policies are that everyone
23 gets a fair shake.

24 It does not mean that specific cultural groups or
25 ethnic groups should not have the opportunity to come to-

1 gether within their own ethnic group, it means that
2 everyone should have access to the entire system, and
3 should not be discriminated against, it doesn't mean that
4 you do not have the opportunities or the right to socialize,
5 participate with members of your own culture.

6 Q In your opinion, are there ideal ratios of minorities
7 to majorities in a desegregated classroom?

8 A No, I think that's -- I think that's a no-no. I
9 think there is no appropriate number, I think it would be
10 inappropriate to establish such numbers.

11 Q What, if any, discipline standards have been es-
12 tablished by the district?

13 A Only general discipline standards. There is always
14 a concern when you begin to bring different ethnic groups
15 together that you can overdo the rules and regulations.
16 And in our community, there has been a lot of concern
17 about the rights of individuals, adults as well as
18 students. I think when we begin to infringe upon the
19 rights of individuals in our community, that you have a
20 negative reaction.

21 You try to, at the same time, provide for the
22 opportunity so schools are appropriate places for learning
23 and that the interaction among students is not in a
24 harmful way.

25 I would say that there is no major racial discord

1 in the school district, at the high school, at the junior
2 high or in the elementary schools. You will have fights
3 between Blacks and Whites, between Blacks and Asians,
4 between Asians and White, between Chicanos and so forth,
5 but there is no major discord among the racial groups.

6 I would say that the general decorum and code of
7 behavior is one that provides some structure, but not
8 repression, it's an open way when things get out of
9 hand, they are dealt with with concern for the individuals
10 involved, and it's not blown out of proportion that this
11 group is responsible in comparison to another group.

12 Q I take it this is enforced at the local level?

13 A That is one of the responsibilities of the principals.
14 Some principals do a better job of it than others, some
15 staff members do a better job of it than others, but
16 in general, it seems to be moving along fairly well.

17 Q Are efforts made by the administration to assure
18 that every school receives an equitable share of
19 supplies and maintenance?

20 A If think if you hear the comments of our staff,
21 every school has a lack of supplies and a lack of main-
22 tenance and custodial help, so from that perspective,
23 it's equal throughout the district that there is not enough.
24 We spend approximately \$2,300.00 a youngster, I'm wondering
25 where that money goes. At I look at some of the expenditure

1 of the quarter, the money has been appropriated. I would
2 say you can always use more supplies, you can always use
3 more custodial and maintenance help, in comparison to the
4 surrounding districts of our size, we are substantially
5 higher in staffing in those areas than they are.

6 We do need to improve the services we offer. Un-
7 fortunately one of the most appalling things to me when I
8 first came to Berkeley was the shape of the grounds in
9 the schools. Things were all over the place and we still
10 find that that's a problem, we're trying to work on it,
11 but it's something that will take a little time.

12 Q With regard to the distribution, though, how is the
13 equitability controlled or assured?

14 A Well, every youngster is allocated a certain
15 amount of money, that is across the district there is a
16 certain amount of money earmarked for youngsters at the
17 high school, and the elementary school, and that money
18 is put into a budget for that school. Custodial staffs
19 are assigned on the basis of size of the schools and
20 area to be covered, and maintenance is on a district-wide
21 basis, where there are crews that go from school to school
22 on a periodic basis to repair windows and fences and
23 so forth.

24 On the basis of the yearly budget problems you'll
25 find at certain points that moneys are frozen for

1 supplies, but most of the money in the supply budgets are
2 usually spent.

3 There are some concerns about some overruns as far
4 as some expenditures but as I look at reports I looked at
5 one the other day, as far as the expenditures of money
6 last year, most of the moneys for supplies are spent
7 by those schools.

8 Q How critical to the process of desegregation is
9 the financial capability of the district?

10 A Would you repeat that one?

11 Q How critical to the process of desegregation is
12 the financial capability of the district?

13 A I think whenever you provide for such a major
14 change in a district's activity, and it is a major change,
15 as a desegregation plan, and integration concept, that
16 requires more money and more efforts than if you were
17 not to undertake such a project. From that perspective,
18 you do need additional staff for training, I think you
19 do need additional moneys for trying ethnic studies
20 programs, you need the money for the books and materials
21 that portray different types of people in different types
22 of activities, you do need to hire a different type of
23 staff.

24 You will find that in most districts that go into
25 a program such as that, you will have a predominance of

1 White staff, if you're going to then have role models
2 that represent the various ethnic groups, you would
3 have to hire additional staff members from the outside,
4 so you begin to hire a proportionately higher number of
5 minority staff, that all requires money.

6 And so there is some relationship to the district's
7 ability to support an educational program, and I think the
8 quality of the desegregated effort, one of the things
9 in relation to your previous question on money and how it's
10 allocated to students, we were finding, at least in the
11 last several years, that money for special education
12 students was also allocated at the local level and it
13 wasn't getting to the students and so we have decentralized,
14 that is we have centralized that aspect, the quota of
15 special education is now going to insure that the money
16 gets to the youngsters, that's not the case as far as our
17 proposal for the rest of the supply activity money.

18 Q Okay. Along the same vein, in what way are Title
19 I funds distributed within your desegregated schools?

20 A It follows the youngster, the youngsters who are
21 identified, and we have been able to have that approach
22 approved. Different states operate differently and in
23 some states I guess it's more difficult to have the
24 money follow the students.

25 In our district we do have that. In a way it's

1 helpful, in a way Title I money's not helpful, Title I
2 moneys are categorical, can only be used for youngsters
3 who are disadvantaged. It's restrictive in that as we
4 talked earlier, the aides are supposed to work only with
5 the disadvantaged youngsters or if you have reading
6 specialists or master teachers who are funded through
7 those sources, they are to work only with those youngsters
8 who are disadvantaged.

9 It is a blessing, probably, in that most districts
10 who, if not imposed with that restriction would rip off
11 the money and use it in a general sense and it might not
12 get to the kids, so from that perspective, the categorical
13 money is there for specific use. But it is to some degree
14 restrictive as far as your ability to use it for your
15 total population and for the needs as you see it.

16 Q Following this same thought, have federal or state
17 laws, regulations or guidelines helped or hindered
18 the desegregation effort?

19 A Oh, the hinderances I again relate back to the
20 Title I. I have not found that any other, except for
21 categorical grants, those categorical grants, do restrict
22 a district's effort.

23 Besides that, I don't think that there are any
24 specific federal or state guidelines that have not been
25 helpful, usually find that most of the program officers

1 are willing to sit with you and review where there can
2 be some assistance.

3 Q What factors in evaluation are critical for de-
4 termining the effectiveness of desegregation?

5 A We've talked about one which is your achievement
6 scores, and I do not like to evaluate totally a district
7 effort on the basis of achievement scores. There are a
8 lot of concerns, period, about the reliability and the
9 validity of achievement tests. I think the other sig-
10 nificant factors that one looks at in determining the
11 success of a desegregated or integrated program, is the
12 longevity of it, the commitment of people over a period
13 of time to continue with it. The attitudes of the
14 students towards themselves, among themselves and about
15 their educational program which in our district I think
16 is pretty positive, the interests and the attitudes of
17 parents for that type of a program, the attitude and
18 concerns, interests on the part of the staff, the whole
19 aspect of development for life, when you go to work in
20 a particular firm or in a particular business, the people
21 of different backgrounds come together so I think it's
22 very significant that from programs that we offer from
23 the ages of two, in our district, through the high school,
24 that students have the opportunity to learn about each
25 other and have firsthand knowledge about the different

1 ethnic groups.

2 If they decide to dislike another student, that's
3 fine, but at least there can be no misperceptions about
4 what race has to do with the liking or the disliking.
5 And so I think that's significant that one can grow up with
6 a very significant understanding of the various cultures
7 within one's community.

8 Those types of things I think are significant, are
9 more significant than just achievement scores.

10 MR. YOSHIOKA: Thank you. That answers my questions.

11 THE CHAIR: Are there any questions from the
12 committee?

13 From staff?

14 MS. JAMES: I had one relative to plans for
15 training of your teachers in now. Could you give us a
16 little bit of information about what sort of plans you
17 have?

18 A The efforts in the last few years in training has
19 been with, I think I mentioned the experimental schools
20 component, there was a set of trainers provided in the
21 proposal to assist staff in implementing programs in
22 that aspect, that is how do you work with students who
23 are involved in alternative programs, who are of different
24 cultural backgrounds, what does it mean to involve
25 parents in the governance of the schools, what types of

1 help does staff need in reading and in other literacy
2 skills and how do you provide that.

3 That is one thrust in training. Other types of
4 training that has been underway over a period of time
5 has been through the state's early childhood program for
6 assistant teachers, also to individualize instruction,
7 to introduce multicultural instruction in the programs,
8 the different grants that we have for multicultural
9 education and multiethnic education, does have certain
10 components.

11 I didn't highlight all of those but there is a
12 significant amount of different type of training in
13 programs throughout. The future, at least in the next
14 year or so, that we begin to look at would be ways of
15 training of staff in teaching reading, how to improve
16 the whole question of -- whole answers of party reading
17 and how to diagnose and how to know which types of
18 materials, based on different reading levels, to give to
19 students, elementary through high school.

20 We tend to believe that when a person finishes
21 college and begins to teach that they're able to implement
22 all subject areas that they're responsible for and we find
23 that's just not the case, so the effort is going to be
24 to look at the different types of things that a teacher of
25 science can do to improve the reading scores at the secondary

1 level, because if the science books that are used are
2 at the appropriate reading level for the youngsters, those
3 type of methodological as well as cultural things will be
4 introduced.

5 There will be attention given to evaluating
6 where we are in the whole area of interpersonal relation-
7 ships and what types of training is needed for the
8 future and you have a -- at this point, a half-time
9 director of human relations and development, and there
10 is a need, at times not only for school sites to be in-
11 volved in interpersonal relations.

12 For example, you do find, at times, tensions do
13 grow in some of the schools, we found it in one junior
14 high school this past year. There was some tension among
15 students of different ethnic groups on a particular
16 problem and the office of human relations would go in and
17 provide some assistance.

18 So the training relating to how do you get along
19 when you have difficult problems in a particular site, on-
20 site will be continued and reevaluated for the types of
21 help needed.

22 On a district-wide basis there will be some addi-
23 tional help given to the involvement of parents, different
24 parents of different ethnic groups as far as their par-
25 ticipation in the political process.

1 Those are some of the types of in-service things
2 that we are looking for too, as well as some significant
3 in-service on the part of the role of counselors in the
4 way decisions are made to place youngsters.

5 Q (By the Chair) Why have you singled out counselors,
6 Dr. Wilson?

7 A I've singled out counselors because at the secondary
8 level they are the singlemost crucial group to the place-
9 ment of youngsters into courses, that the tracking that
10 goes on or nontracking that goes on, studies have shown
11 are directly related to the attitudes and perceptions of
12 counselors about what students can and can not do.

13 Irrespective of the reality of the desire of the
14 student or their achievement level. Students do not have
15 to be reading at grade level to gain content from
16 specific courses. Depending on the desire of the student,
17 the willingness of the student to spend more hours at it
18 than a student who is more gifted than he or she, students
19 should have the opportunity to fail as well as pass.

20 And so, therefore, if you want to expose students
21 to the basic skills or to those courses that are beyond
22 the basic skills, who is it that makes a decision whether
23 a youngster gets into those students at the high school
24 level?

25 It is the counselor and if a counselor is more

1 restrictive and has the idea that scores are not high
2 enough to allow placement, then some students don't have
3 the benefit of being exposed to anything except some
4 types of courses and we want to make sure that the
5 exposure of youngsters is there.

6 I'm not interested in all students getting A's,
7 I'm interested in students being exposed to those history
8 electives and those English electives that provide some
9 help and preparation for future life. And if they come
10 out with C's and B's or whatever they, with some under-
11 standing, then that's what I'm looking for and not just
12 the top scores.

13 Q (By the Chair) Dr. Wilson, are you saying that
14 in your opinion up to this point the counselors have
15 not been adequately prepared for desegregation?

16 A I would say I have some major questions about that.

17 Q Could you share -- I guess you've already shared
18 some of your questions along that line, is there anything
19 you'd care to add?

20 A See, I have not had a chance to observe over a
21 period of years some of the staff. After about 21 months
22 I have my own opinions, as a former counselor I'm aware
23 of some of the things that go on in placement of students
24 and based on some of the input that I've found from staff
25 and parents and students, I have a major concern about how

1 some youngsters do or do not get into courses.

2 THE CHAIR: Helen Bernstein?

3 Q. (By Ms. Bernstein) I have one question.

4 This morning we heard from both the representatives
5 of the teacher organization who stated that they didn't
6 feel that it had to really be any cuts in personnel, that
7 it's all a matter of priority and that there would be
8 enough funds if things were shifted around.

9 How realistic is that analysis?

10 A Well, let me indicate to you that last year, and
11 in California we're still operating until the end of
12 June under the Winton Act, which provides for employee
13 organizations to be represented on what's called a
14 certificated employee council. Last year that council
15 was composed of four representatives from the federation,
16 four from the association and one from pupil personnel
17 services. This year there are five representatives
18 from the federation and four from the association. If
19 one of those presidents had taken one posture the other
20 would have taken the other because they're in a fight
21 for membership.

22 Neither one will want to be quoted as saying that
23 there is not a need in the district or there is some
24 desire for personnel cuts. That's just not very politic
25 at this time, to have either one of them say it even if

1 they believed it, so you would get that type of standard
2 answer.

3 Only time will tell. We won't know until the
4 budget has been shaken out and passed in August. We might
5 find very well that by the time August comes around,
6 we have been able to reduce all other types of expen-
7 ditures except personnel, and not terminate any staff
8 at all, classified or certificated.

9 In the past, the district has had that posture
10 and that policy. But this year we have found it necessary
11 to send out letters to staff indicating that you might
12 be terminated. We just won't know until then. We have
13 a desire not to terminate anyone, but the dictates of the
14 budget will be the final determining factor.

15 Q If you can use affirmative action as your basis
16 for retention of teachers and you do have to cut per-
17 sonnel, what basis will you use in choosing the particular
18 personnel you'll cut?

19 A Well, the state law requires seniority --

20 Q I think you said that you were going to try and --

21 A We are going to look to find ways of working within
22 the law through an affirmative action basis. There is
23 some -- there is one ruling from the legislative council
24 that provides the opportunity for bilingual staff not to
25 be considered a part of the seniority process if there are

1 no other staff members in the district qualified to teach
2 bilingual.

3 There is some concern that in a desegregated dis-
4 trict, you can't really operate very well, as I've
5 indicated, unless you have representation from the
6 minority staff. We'd like to push that perspective.
7 We'd like to get some legal assistance in pushing it,
8 there's some court cases in some areas in some other
9 states that we'll try to use as some precedents for that.

10 If that is not possible, then it is possible
11 also to think in terms of programs, whole programs that
12 can be reduced where the number of minority staff in
13 those programs is less than in some other programs so
14 there are some ways of looking at the whole question of
15 affirmative termination procedures. And we are exploring
16 all of those types of factors, and again, we won't know
17 the number and the magnitude of the problem until August,
18 because we are proposing step by step, to forecast how
19 much money is needed.

20 How much money will be available through budget
21 from the state and through our federal and foundation
22 sources and then, by the time August rolls around, we'll
23 have a much better figure.

24 It's a very complex situation and one that we have
25 no desire to implement, but if there is a requirement to

1 terminate staff, in order to provide for the programs
2 for the young people we'll have to do some of that and
3 we'll try to do it in the most helpful way possible for
4 the total program.

5 THE CHAIR: Are there any more questions?

6 If not, then thank you very much, Dr. Wilson.

7 A Well, I'd like to thank you for holding this
8 hearing in Berkeley, I think it's significant that in the
9 country where there are very many opportunities for de-
10 segregation to occur, that ~~it is Berkeley~~ you're holding
11 a hearing. We are supportive of desegregation and
12 integration, if I or any of our staff can be of help to
13 you as you go about the business of formulating your
14 report or need testimony at any other time, we'll be very
15 pleased to do that.

16 I think it's significant. I don't think there's
17 any more significant way to provide for total educational
18 programs for young people than through a desegregation
19 model, an integration model, and we thank you again for
20 being here.

21 THE CHAIR: Thank you, Dr. Wilson, our staff may
22 take you up on that offer.

23 Dr. Wilson was the last of our scheduled witnesses,
24 we have a few persons who have indicated they want to
25 present some brief testimony this afternoon.

1 (Short recess)

2
3 THE CHAIR: I'd like to reconvene our open meeting.
4 Our first witness or first volunteer this afternoon is
5 Judy Bingham, would you give, for the record, your name,
6 your address and your occupation and could you spell your
7 name out for our Court Reporter, please?

8
9 JUDY BINGHAM

10
11 A (By Ms. Bingham) Okay, it's Judy Bingham, B-i-n-g-
12 h-a-m. My address is 800 Cragmont Avenue, Berkeley. I'm
13 a parent with three children in Berkeley School District,
14 and I'm the president of Berkeleylians for Academic
15 Excellence, which is an organization of parents dedicated
16 to advancing quality education in Berkeley, and an
17 organization which also represents parents of gifted
18 students in the district.

19 Q (By the Chair) I understand you have a brief
20 statement for us this afternoon?

21 A Not really. I found myself speaking to your
22 directors yesterday and asking how people had been selected
23 to speak to you, and wondering why those of us who also
24 have been active in the district weren't called upon. She
25 said, well, why don't you speak? And I have to admit that

1 I wasn't able to prepare a statement.

2 I think that I can speak ex cathedra for at least
3 the 200 family members that we represent in our organi-
4 zation in saying that we thoroughly support the desegre-
5 gation program in Berkeley, that our views very much
6 coincide with some that have been expressed here today?
7 Particularly Ms. McKinney's, in fact, we find ourselves
8 very often agreeing with some of the spokesmen for Black
9 parent groups, particularly the concerned Black parents
10 who have expressed a decided dissatisfaction with the lack
11 of coherency in the educational system.

12 Speaking as a person who has been involved in the
13 district since 1967, and even before through the parent
14 nursery program, I am interested in the fact that very
15 little attention has been paid here to the phenomenon of
16 the experimental schools program. And the impact that
17 it had on our integration process.

18 As I see it, and I'm speaking now as an individual,
19 I think that it was a serious impediment to successful
20 integration. And I'm speaking now not of desegregation
21 but integration as it has been defined, that is a coming
22 together of students, and also in terms of providing
23 equal education.

24 I don't want to be misinterpreted as believing --
25 not believing in experimentation, I think it's a very im-

1 portant thing for an educational system to experiment,
2 but I think it should be done in a very controlled kind
3 of way and I feel that there was not sufficient evaluation
4 made of programs.

5 And I think that what essentially resulted was a
6 rather chaotic situation which was particularly disturbing
7 to Black parents because I think they began to feel that
8 White parents were manipulating the system. And it, to
9 some degree, was true, because it was awfully hard to
10 find your way around this system in those days.

11 There was very little continuity in curriculum,
12 within a given school you could have five, six grades in
13 each of which something else was being taught. I still
14 have parents calling me and asking me is there any way
15 I can know what I can expect my child to learn in the
16 fifth grade, in the sixth grade, at this school.

17 We're still almost forced into dividing ourselves
18 into this school does this, in this classroom, and so on.
19 It was as Dr. Wilson said, a do-your-own-thing-kind of
20 situation, and I think that any district that is thinking
21 about integrating should bear in mind that the simpler
22 its approach to the educational process, the better it
23 will be.

24 I think it will save them some miseries that we've
25 had to undergo here.

1 I would like to say, also, that it hasn't been
2 particularly stressed, but I think one of the positive
3 aspects of our integration has been that we do not have
4 a great deal of violence in our schools. High -- speaking
5 for the people that I am in contact with, around school
6 problems, I must say that is the least of their worries.
7 The violence. The greatest worry that the parents that I
8 represent have, is keeping standards high.

9 They feel it's extremely important, most of these
10 parents are educated, highly educated, most of them are
11 professional. Many of them are university people. And I
12 suppose this is to some degree the group that Dr.
13 Dambacher was speaking of as high achievers.

14 It's an important group in Berkeley, in my opinion,
15 and it's very important to an integrated school system,
16 because the students can set goals for other students
17 to follow.

18 This has not been emphasized in the district for
19 some time. I think because there was an effort to play
20 down disparity. But I think that's unfair. I think that
21 Black students need to be encouraged to work up and I
22 think they can.

23 I have never been of the belief that there was any
24 reason why Black students should not be given the sense
25 that they must achieve, and I feel that the district has

1 failed them in this regard. They failed the nonminority
2 students as well because achievement has not been made a
3 very big issue. It is not highly rewarded, and no matter
4 who is achieving, and lack of achievement is given a
5 great deal of attention, so I feel that the values
6 there need to be revised and I think we do need to become
7 somewhat more traditional in having or making clearcut
8 demands upon students and all the students to be fair
9 to them all.

10 Have you any questions?

11 THE CHAIR: Are there any questions from the
12 committee?

13 Q (By Ms. James) Has your group made recommendations
14 to the board about how to keep these standards high? I
15 mean have you formally made presentations and if so,
16 what kind?

17 A Well, we make recommendations at all times on
18 decisions of the board, taking programs, program cuts,
19 any issue which comes up we --

20 Q There's no one thing you're pushing for, it's
21 just the whole --

22 A We're pushing for the best educational system that
23 we can get in Berkeley and we feel that's possible. We
24 do, as I say, have a subsidiary interest in maintaining
25 the gifted program and seeing that it is effective. It
hasn't been terribly effective for a variety of reasons.

1 But we feel we like to monitor the program and
2 see that the moneys were being spent in the best possible
3 way.

4 Q. What is your reaction to the gifted program being
5 no longer a pull-out program?

6 A. We were not satisfied with that because we think
7 that should be an option. There's a great deal of
8 regrouping that goes on in the district, children are
9 regrouped all the time, comp. education program and re-
10 grouped to other special education programs, we don't
11 really feel that this group should be singled out for
12 that not to occur. I call it regrouping because I think
13 that's more appropriate.

14 I think that it has not always proved effective,
15 and from that point of view I don't think that it should
16 be a policy, I think that it should be an option.

17 And that, of course, is what the statement is
18 about too.

19 Q. (By Dr. Share) I have a question also, if I may,
20 in terms of defining your group a little further, do you
21 have a breakdown of the ethnic balance or professional
22 balance?

23 A. Yes, our membership is about 4% Black, somewhat
24 higher Asian. I would say close to 20%, and the remainder
25 are White.

1 Q Okay.

2 A That reflects somewhat the gifted percentage in
3 the Berkeley, we have 4% Black students that are stated,
4 we have a larger group that are in the Berkeley --

5 Q By gifted, I'm not reading you again, you're
6 referring to high achievers rather than --

7 A No, I'm referring to the state mandated program
8 that was the --

9 Q That's the 132-plus IQ?

10 A It's based on the IQ test, that's right.

11 DR. SHARE: Thank you.

12 THE CHAIR: Ms. Bernstein?

13 Q (By Ms. Bernstein) I just wanted to know if you
14 had a breakdown of the -- an economic breakdown of your
15 group?

16 A Of the students in the program or --

17 Q The adult membership in your --

18 A The adult membership in our group? I don't really.
19 I would say as, I think I did say that I think most of
20 the people who belong are professionals, most of them
21 are university people. Last year we had a member who
22 ran for the -- an office on the poverty program, had to
23 be poverty level, this was Caroline Ramey (Phonetic), she
24 was poverty level. There were two or three people who
25 joined us last year and working with us who were at poverty

1 level, so they said.

2 We have a membership fee which can be waived if
3 people feel they can not, but I would say we're certainly
4 not representing a very low income group of people.

5 Q (By the Chair) And for the record, the member-
6 ship fee is --

7 A Five dollars. That covers the cost of the quarterly
8 newsletter at any conferences that we provide and we
9 are going to provide a conference this year on a Chinese
10 program that's been developed at the University of Cali-
11 fornia in hopes that it will interest some of the
12 teachers in the district, plus they'll be giving in-
13 service in this.

14 THE CHAIR: Thank you very much, Ms. Bingham.

15 The next person on my list is Mr. Howard Jeter, is
16 he here?

17 Mr. Jeter, for the record, would you give us your
18 name and spell it for our Court Reporter, please, and then
19 your address and your occupation?

20
21 HOWARD JETER

22
23 A (By Mr. Jeter) Yes, my name is Howard Jeter,
24 J-e-t-e-r, my address is 2140 Woolsey (Phonetic) Street,
25 Berkeley.

1 Q (By the Chair) And your occupation?

2 A My occupation, I am a teacher.

3 Q Fine. I understand --

4 A An also a rancher.

5 Q -- I understand you have a brief statement for us
6 this afternoon?

7 A Beg your pardon?

8 Q I understand you have a brief statement for us
9 this afternoon?

10 A Yes, I would like to make several observations, if
11 possible, and that is concerning the Berkeley educational
12 process which I am very much dissatisfied with, to a
13 great extent, in some areas. I'm somewhat satisfied with.

14 In the areas which I am dissatisfied with is the
15 matter of not putting enough emphasis on quality education
16 as I see it. And that is I feel that we are living in a
17 community in Berkeley which is somewhat unique. It is
18 a population of somewhere between 120 or 125,000 people,
19 and in a university town whereby we have the kind of
20 resources which will meet most any particular situation
21 facing us.

22 And to me, it seems rather appalling to find such
23 a high percentage of ethnic minority students who are not
24 achieving as they should on the -- especially in the
25 Berkeley High School level.

1 And I listened here today and I understand that
2 from the third grade on, you find there's a great dis-
3 crepancy in academic achievement which should not be
4 tolerated. And this has been going on for a number of
5 years now. And I think it's high time for us to take a
6 critical look and I would like to commend the group for
7 having this sort of a hearing because I think this is one
8 of the first steps in the right direction, beginning to
9 assess the direction which we should go.

10 And I think this is something that should be held
11 annually in order to evaluate what is wrong on the
12 educational process. Because education, as I see it, the
13 education of a youth is of the paramount importance to
14 all of us in our society.

15 Because the brain power of our youth is the
16 greatest natural resource that we have. If we fail to
17 develop this particular resource, then we are remiss in
18 our responsibility throughout all of our projected,
19 particular objectives that we may have in this society.

20 I feel that there should be an efficiency study of
21 our educational program at Berkeley to determine how
22 our resources are being used and which direction we
23 should -- begin to travel.

24 I think that there should be somewhat academic
25 standards established, in fact, there should be minimum

1 standards on the academic level as well as the adminis-
2 trative, board of education, the faculty, counselors,
3 and also the students.

4 I also feel that there should be an area of concern,
5 of paramount concern for counselors as well. And there
6 should be minimum standards established for facilities,
7 for equipment and materials for each classroom for what-
8 ever that classroom is designated to teach. There should
9 be minimum standards established and these standards must
10 be maintained at all times.

11 If this is not done, then I think that it is remiss
12 on the part of the administration of the school district
13 for not maintaining this sort of a level. By doing these
14 sorts of things I think that we will provide the kind
15 of learning environment whereby our students can make
16 the maximum amount of achievement, and I think this is
17 very important that we have a conducive educational
18 environment for the kinds of achievement that we want
19 to attain for our students.

20 These are some of the basic things which I think
21 has been overlooked, not only in Berkely, but in most
22 educational institutions throughout the nation.

23 I've traveled in many countries in Europe, also
24 in Russia, also in Japan and various other countries
25 throughout the world, South America and Central America.

1 I find that in some of those areas, whereby they do not
2 have the kinds of facilities that we have, nor the re-
3 sources that we have, they're doing a heck of a lot, much
4 better job than we are doing here.

5 And this is appalling for us to be living in this
6 type of a community where we are and to permit this type
7 of deplorable conditions to exist for our education of
8 our children.

9 I was in Japan about three years ago and I talked
10 with, in fact I visited a number of schools there. I
11 talked with many of the teachers and also the administra-
12 tors and they were appalled to become aware that there
13 are students graduating from the high schools here in
14 Berkeley as well as San Francisco, the school district
15 which I teach, reading somewhere between the second and
16 sixth grade level. And to me this is intolerable.

17 Because I feel that any normal student, any normal
18 individual in our society is exposed or becomes exposed
19 to an educational process for 13 years he should be able
20 to read at grade level and this is not an indictment
21 against the students, it's an indictment against the
22 educational process which we are subjected to.

23 Or I would say the student are victims of a system
24 which I would call, in many instances, a process of edu-
25 cational genocide, especially as far as ethnic minorities

1 are concerned, that is Chicanos and Blacks.

2 This is a serious problem, not only in Berkeley,
3 but throughout the entire nation. And I think Berkeley
4 has a great responsibility to begin to set the kinds of
5 precedents which it has in the past, which I must commend
6 them for, the program of integration which I think is
7 very ~~is~~ is vitally important for education, but my primary
8 concern would be quality education.

9 And I am concerned about academic excellence, I
10 think this is ~~afv~~ vital importance, because if we achieve
11 this I think integration would be something that would
12 eventually come about automatically and that should be
13 our prime concern.

14 The matter of quality of education and integration
15 should be a secondary factor. This is my particular
16 priority. I feel that there should be a group of parents,
17 teachers, and people in general in our community, to be-
18 gin to monitor what is going on in our educational
19 process.

20 And I feel also that the school district is obli-
21 gated to meet certain minimum standards as far as its
22 academic achievement is concerned, because they require,
23 by law, that students attend school, and I feel they should
24 have a reciprocal type of expectation or requirement to
25 meet the demands of education, educational achievement while

1 the students are there. And I feel that there should be
2 a group of people in Berkeley whereby we would begin
3 setting precedents to take the legal action which is
4 necessary if the school does not produce as they should.

5 Now, this is an area which I think that we should
6 hold the schools accountable for, and if they do not
7 measure up within a certain given period of time, we
8 should take the legal action to begin to set a precedent
9 to explore why they can not.

10 And I feel that if a child can be suspended or
11 a parent can be apprehended and arrested for not making
12 sure that the member of the family attends school, then
13 I think that the school administrators as well as the
14 board, should be accountable, by law, for not meeting
15 the educational demands, and I think this is something
16 that we should begin to take a look at.

17 Along these lines here of academic achievement
18 I think there is the responsibility for the teachers and
19 teacher organizations such as the union, the CTA, I think
20 they must make a commitment, the area of responsibility
21 to make sure that the students are achieving and I feel
22 that they should also begin to -- begin to work and
23 coordinate whatever is necessary to bring about affirmative
24 action program in Berkeley.

25 They have a responsibility as well as the adminis-

1 tration. They are supposed to be professionals, I think
2 they should begin to take on the kinds of decisions which
3 are needed in order to bring about a better process.

4 Another area I think that we should be concerned
5 about is the matter of tenure. There are teachers and
6 probably administrators who are not doing the job as
7 they should, they should be held responsible and also
8 challenged if they're not. Now, there is such a thing
9 as the belief that people think you can not challenge a
10 teacher because he has tenure. That is not true, the
11 state law stipulates that if a teacher or any member of
12 the staff which is not meeting his particular expectations
13 as far as his particular contract is concerned, if you have
14 evidence on this, then that individual can be challenged.

15 Because I think there are too many in Berkeley
16 as well as in many other places, who are getting by,
17 drawing their checks and not producing as they should.
18 And I feel that this is one of the serious things, one of
19 the most serious things that we should begin to take a
20 look at. Because the prime goal, as I stated before, is
21 actually the academic achievement of the students who
22 attend the school and if they're not achieving, we should
23 want to know why, and begin to make the remedies and also
24 establish the basic preventive measures which are
25 necessary in order to see that this is done.

1 Because we have the resources here in Berkeley
2 to do it. We have many people here who would be willing
3 to volunteer, we have the expertise, we have everything
4 you can conceive of in order to have a successful
5 educational programs, to be a model for the nation.

6 THE CHAIR: Thank you.

7 Are there any questions from the committee?

8 Mr. Jeter, do you teach in the Berkeley School
9 District?

10 A No, I do not. I teach in San Francisco Unified
11 School District.

12 THE CHAIR: Thank you.

13 The next person on my list is Mr. Alfred Simmons.

14 Mr. Simmons?

15

16 ALFRED SIMMONS

17 A (By Mr. Simmons) Thank you, Madame Chairman.

18 THE CHAIR: Mr. Simmons, for the record, would
19 you state your name and spell it for our Court Reporter,
20 your address and your occupation?

21 A Alfred Simmons, S-i-m-m-o-n-s, 2936 Linden Avenue,
22 Berkeley.

23 I'm presently serving as principal, Visitation
24 Valley Junior High School in San Francisco. I have been
25 involved on the Berkeley scene, the Oakland scene, the

1 San Francisco scene for many years and 300 presentations
2 to boards of education and probably began with the
3 1960 civil rights commission report on Oakland, which
4 geared me, with some nudging from Dr. Ruth Love, at that
5 time, who was a member of the district, to take on the
6 Oakland District for some 100 presentations, and to go,
7 to move forward in affirmative action that is not equaled
8 by any other school district, even at this time.

9 I participated in the Oakland District in 1947 in
10 the formulation of the affirmative action program that
11 was conceived under the leadership of Dr. Josiah Williams,
12 and eight people from the community, and adopted by the
13 Berkeley Board in 1967, August, 1967, as well as the
14 affirmative action program in San Francisco, which was
15 presented in January of 1968, and adopted there in May
16 of 1968, under the leadership of Dr. Goosby (Phonetic).

17 There are many things that I could say that would
18 tie into the kinds of concerns that we must express in
19 education if Black youngsters and minority youngsters
20 generally are going to benefit from the time they spend
21 in our schools. But at the local level, I served as the
22 chairman of the citizen, the community by the committee
23 of the upward bound program at Chula Vista, California,
24 the citizen advisory committee for the Berkeley poverty
25 boards and served two years as chairman of the EEOP as well

1 as two years as chairman of the Berkeley Recreation
2 Commission.

3 I say that to indicate that in addition to the
4 37 years I've spent in education, my prime goal has been
5 to try to make a difference, and to make a difference
6 in education you have to work long hours, because it
7 almost always appears that youngsters get lost in the
8 shuffle, including my own, who -- most of whom grew up
9 through Berkeley but the last two attended a district
10 outside of Berkeley, one of which is now on the dean's
11 list cum laude at the University of Southern California.

12 I feel that if we are going to really make a
13 difference in dealing with youngsters, we got to change
14 our attitude in dealing with minority parents, Black
15 parents in particular, and minority youngsters, Black
16 youngsters in particular. I deal with it every day, and
17 I haven't changed my philosophy one bit, and my philosophy
18 is challenge every day, but I still would invite anybody
19 from this panel to visit my school at any time, you'll
20 find education going on, you'll find youngsters doing
21 what they're supposed to do and you'll find parents sup-
22 porting what we're trying to provide for youngsters.

23 And that is a feeling that we really do care about
24 them. And we talk about it every day. I have something
25 in the bulletin at least twice a week telling them how

1 great they are, and telling them about the good things
2 they do. And telling them why we couldn't permit fighting
3 of any kind from home to school and back again, you see.

4 And I feel that these are the kinds of things that
5 will work, they do work, there are still people who don't
6 believe in them who think it's a waste of time, who
7 think you're conning people, but until the Black com-
8 munity particularly, I'm saying the Black community be-
9 cause if you treat the Black kid right, all the rest of
10 the kids know they're going to be treated right. Because
11 generally speaking, it's the youngster at the bottom of
12 the scale who is most likely to have his fragile begin
13 desecrated within the school environment, where he has no
14 recourse and very little opportunity to really express
15 himself as to what his real problems and what his real
16 needs are.

17 And this is a continuing struggle. Another is
18 making it worth a parent's time to come to school. We
19 tell parents we want them to come to school, you ought
20 to come to school and some parents do come to school, just
21 like kids come to school every day, and yet nothing good
22 happens to them.

23 Just, I guess yesterday I had a situation and in-
24 volving a fight at my school. When you fight, you know,
25 your parents are going to come back to school when you do.

1 And in dealing with these parents, they had con-
2 cerns they thought three days was a long time for a sus-
3 pension, you see. And yet that decision had been made.
4 And we felt it was adequate. But the fact that parents
5 did come and this is my expression to them, the fact that
6 they did come I feel it should make a difference, if I
7 could get a commitment from them that their youngsters
8 would not get involved in that kind of situation again.

9 MS. JACOBS: Mr. Simmons, could I ask you, as a
10 Berkeley resident and a parent, to comment on the partici-
11 pation of parents in the desegregation of the Berkeley
12 schools?

13 A Well, I will review, maybe, several problems with
14 which I have been directly involved in the Berkeley area.

15 We had, at -- during the time when ESDA programs
16 were operative in the schools, they focused on the needs
17 of minority youngsters, what we call target area youngsters,
18 those were the youngsters who were the least achievers in
19 the district.

20 Then we went into the experimental area where minority
21 parents are normally committed to a regular traditional
22 school type program, evidently did not jump into the
23 experimental area, and it turned out that the money followed
24 the experimental program and the regular school program
25 suffered in that the money that had been provided for aides

1 by ESDA was withdrawn.

2 I represented, as chairman of a committee at Franklin
3 School, at that time, and we went before the board, some
4 half dozen times, and got some jobs restored, I think
5 five aide jobs restored. And so this was beneficial for
6 a time.

7 But the important thing is that the emphasis be-
8 came experimental and the youngsters were not in the
9 program they did not reap the benefit of this added
10 money.

11 We are in a position now where youngsters are still
12 testing at the bottom of the list in terms of Black
13 youngsters still are not showing very much achievement,
14 and I'm insisting, as I always have, that that area is
15 one of caring, one of not having the kind of urging and
16 support that they must have if they're going to make it.
17 One of --

18 Q (By Ms. Jacobs) Are you saying that this is sup-
19 port from the parents or from the teachers or from the
20 administration or what?

21 A I'm saying that the administration, the teachers
22 must recognize the need of involving of the community in
23 helping those youngsters who need help most.

24 I might refer to your meeting here today, where
25 the NAACP, I mean we're protesting that oversight, you see,

1 when we were the ones who instigated the desegregation
2 program not integration program, or who, under Ms. Frankie
3 Jones as president and Dr. Roy Nichols, as chairman of
4 the executive board, I sat through that hour and a half
5 meeting which the presentation was made --

6 Q Yes, I believe the NAACP is going to present
7 some written testimony --

8 A We are, that's correct, but I would also hope,
9 in your continuous meeting, I'm saying now I participated
10 in the 1960 meeting, I think in San Francisco, but in
11 your meetings that the NAACP, to me, could very well be
12 the first place you would touch base when you talk about
13 the welfare of minority students in the school, if that
14 is one of your concerns.

15 Because we do spend an awful lot of time trying to
16 find ways to actually meet that.

17 I would like to see in Berkeley, rather than casti-
18 gating teachers for their failure to meet the needs of
19 youngsters, I would like to see an aggressive program
20 interjected that would give teachers the assistance they
21 need, because they do need assistance, many of them
22 would be glad to welcome it. But you can't get the best
23 out of a teacher by whipping them, saying you should have
24 done better, you should have done better.

25 I think unless we're prepared to go in and demon-

1 strate how they should do, and I think the administrator
2 at the local site level should offer leadership. I
3 think the superintendent and the general administration
4 will have to first recognize this and provide for teachers
5 to actually be aware of what's going on in successful
6 classrooms, because there are successful classrooms in
7 Berkeley.

8 And until we can do that, I think we're going to
9 have the same kind of difficulty, and if you poured a
10 barrel of money, you see, into the situation without that
11 kind of awareness, without that kind of assistance, you're
12 going to spend a lot of money, but youngsters won't look
13 any different when they come out and won't test any
14 different when they come out than they would have under
15 normal circumstances.

16 And I would think that that pretty well covers
17 my general feelings except that teachers who care behave
18 a certain way, they've got time for youngsters, some of
19 them will even stay after school to help a youngster if
20 the youngster really is sincere or they'll help a youngster
21 before school or they will -- they will say things to
22 youngsters that will let a youngster know that he is not
23 a failure, that he is a success, and that again just one
24 of the techniques and things that represent --

25 Q Would you say that's the situation with Berkeley

1 teachers now?

2 A Unquestionably, in my opinion, that's a problem.
3 Not undifferent from all other school districts with
4 which I'm familiar and have been familiar with. People
5 need help in those areas, because they simply think just
6 as was made here, that Black kids achieve less, you know,
7 you know, their capabilities are less and every course my
8 daughter, even in Berkeley, tested ninth grade when she
9 was nine years old and she tested 13th grade when she
10 was 13, and I'm saying that because you wouldn't have
11 known it the way people treated her, because they treated
12 her as though she were underprivileged.

13 In fact, she was spanked in the district and that's
14 when she left the district, of course, at that point.
15 But she was on the way to a gifted class when she was
16 spanked by a male teacher which happened to -- just hap-
17 pened to be the incident, but one that I could not
18 afford to allow my youngster's very fragile personality
19 to be hemmed up in answering questions as to why were
20 you spanked and how come you spanked and what did your
21 parents do about it and how come they didn't do this
22 about it or so on.

23 So that youngsters are so fragile you've got to
24 be good to them, you've got to tell them, you've got to
25 prove to them and let them know that you want the best of

1 everything for them and they will do almost anything that
2 you want them to do.

3 THE CHAIR: Thank you for expressing your concerns
4 to us this afternoon, Mr. Simmons.

5 Are there any questions from any of the panel
6 members?

7 If not, thank you very much.

8 A Thank you.

9 THE CHAIR: Mr. David Brown?

10 Mr. Brown, for the record and for our Court Reporter,
11 would you give us your name, your occupation and your
12 address and spell your name, please?

13
14 DAVID BROWN

15
16 A (By Mr. Brown) My name is David Brown, I live at
17 1821 Yosemite Road, Berkeley.

18 That's Brown, B-r-o-w-n.

19 I have worked for the school district for 12 years
20 as a guidance consultant, which is a school social worker.
21 I have lived happily in Berkeley for this period of time.
22 I had three children who have been in the Berkeley schools
23 since kindergarten and are still in Berkeley schools.

24 I came here on my own today, I do not represent
25 a group. I have a five-minute statement so I'll be quick

a7c

1 about it.

2 I've called this the building of selfesteem and
3 community pride.

4 In the ongoing efforts of a school district to
5 educate its children under desegregation, much is made
6 in the headlines of the incidents of conflict which take
7 place. And the situations which sell newspapers and
8 explode on radio and TV. Little or nothing is heard of
9 the thousands of hearwarming stories where children and
10 adults have made new friends across racial lines, realized
11 new ~~truths~~ about themselves, and revealed growing self-
12 confidence in their relationships with others.

13 I can speak of these moments best in the parent
14 nurseries and educational child care centers in Berkeley
15 where I've been assigned for the past seven years.

16 At the time of the registration for nursery school
17 and child care centers, children have entered classes
18 which are racially balanced as nearly as possible.
19 Children have been taught by a team of teachers who are
20 multiracial. Children have met and been taught in parent
21 nursery programs, that's parent coop. nursery programs,
22 by the parents of their classmates also.

23 They have encountered in an early and impressionable
24 age the positive reality of caring adults from many
25 different backgrounds. They have seen the modeling

1 example of their parents meeting, laughing, teaching,
2 singing, working, building playgrounds, and socializing
3 with an international mixture of adults and other children.
4 The best potluck suppers I have ever attended are in
5 the homes in the schools and nurseries of Berkeley.

6 These children have further gained the benefits
7 of exposure to other languages, the cooking and tasting
8 of foods new to them, and the behavior and customs of
9 people from other cultures. In today's world, it is a
10 source of great pride to me that my children and Berkeley's
11 children have teachers and teacher aides who are Black,
12 Spanish-speaking, Japanese, Chinese, East Indian, Native
13 American, White, and a wide variety of other ethnic
14 origins.

15 It was my privilege to live in Washington, D.C.,
16 in 1953 and to attend the Supreme Court on that historical
17 but belated day when desegregation finally became the
18 constitutional law of the land.

19 At that time I worked in the slum alleys of south-
20 west Washington, segregated as it was, as others were
21 working on the ending of segregation of hotels, restaurants,
22 parks, swimming pools, playgrounds, hotels and movies
23 houses. And the public schools.

24 In the homes that I visited to fix up and paint, I
25 saw the effects of economic, racial and educational in-

1 justice on a grand scale. Rat-bitten children, no inside
2 plumbing, candles and kerosene lamps, exploitive land-
3 lords and outhouses shared by large numbers of people.
4 I can not conceive of turning back to a time when people
5 live and breathe in only one part of town.

6 Or who are afraid to venture to a store or a
7 friend's house in another section. I can not conceive
8 of people remaining in the hills or flats of Berkeley
9 with their delusions and misconceptions and fears of
10 other human beings.

11 I believe we have come a little ways. With all
12 of the inevitable problems that go with major change
13 and human behavior and the daily adjustments with new
14 carpool routes, bus schedules, teacher in-service training,
15 class changes and loss of favorite teachers, and neigh-
16 borhood traditions, the beginning of desegregation in
17 Berkeley represented one more step towards the goal of
18 racial harmony, justice and equality in a multiracial
19 community such as ours.

20 For many of us, desegregation represented the
21 first major step towards the eventual goal of creating
22 a public school educational system where all children
23 could realize their full potential.

24 We all know that we have a long ways to go. But
25 Berkeley is still a city I have chosen as a most human place

1 to live. Desegregation of public schools has been at
2 least synonymous with hope. Hope that there is a better
3 way of life and a more productive personal life ahead
4 for all of us.

5 But desegregation of schools in this community,
6 thus far, represents a hollow achievement, busing is only
7 a second-best substitute to the real goal in community
8 life for all people, for economic liberation and justice.
9 Full educational opportunities at all levels in the
10 schools, trades, unions, colleges, and universities,
11 and racially integrated neighborhoods with homes that
12 people can be proud of.

13 And what that really means is, of course, jobs
14 for everyone, available decent housing and free and
15 adequate child care to make it all possible.

16 In conclusion, the building of selfesteem and
17 community pride in children, youth and adults and
18 families, in a society of rapidly changing values, will
19 succeed or fail on these issues. Desegregation of schools,
20 in one makeshift form or another, is only a bare beginning.

21 Thank you for the opportunity.

22 THE CHAIR: Thank you, Mr. Brown.

23 Are Karl Jones and Joseph Burns here?

24 Karl Jones and Joseph Burns?

25 If not, we'll move on.

1 Betty Lacy?

2 For the record, would you please state your name,
3 your address and your occupation and please spell out
4 your name for our Court Reporter?

5
6 BETTY LACY

7
8 A (By Ms. Lacy) Betty Lacy, L-a-c-y, 1030 Cragmont
9 Avenue, Berkeley, and I'm a -- currently a teacher in the
10 Richmond schools. I'm a school social worker primarily.

11 I'm here also representing myself, because I've
12 had some pretty strong feelings about what has happened in
13 Berkeley through the years of so-called integration.

14 I've had five children in the schools for 22
15 years, six more than that if you count child care, the
16 youngest one is now in eighth grade so I'll have another
17 four years.

18 Back in the 1950's I was extremely active in the
19 community meetings that were being held, the human re-
20 lations meetings, all that was going on in Berkeley in
21 those years that eventually led to the designation to inte-
22 grate the schools in Berkeley and spoke before the board
23 and supported this integration as strongly as I could,
24 and had really great hopes for it. Saw it as really the
25 only hope.

1 And I have been bitterly disappointed in what I've
2 seen in the years since then. Only my youngest child has
3 gone almost all the way through ~~school~~ under the integra-
4 tion plan.

5 And as I listen to her and her friends talk, I hear
6 more racism than I ever heard in my older children and
7 their friends, and I know someone could come back and say
8 maybe this is the home and what do you ask from the
9 school. I haven't got time to go into that, I do have
10 a multicultural family, the children represent four races,
11 they've lived an interracial life from the time they
12 were born and yet I have seen this kind of increasing
13 racism among the younger children, not just in my family
14 but in the community.

15 And when we talk about it and we do talk about it
16 a lot, they constantly come back to school experiences, that
17 they're basing their feelings on and they'll say, well,
18 I know you think we're wrong or I know you think things
19 aren't really this way, but this happened, this happened,
20 what else can I believe?

21 It bothers me, especially when I see what's hap-
22 pening in a family like mine, I think, my God, what goes
23 on, you know, in the families where the parents were
24 opposed in the first place?

25 I think others have probably told you, in fact I

1 read in last night's paper that ~~others~~ had, the amount of
2 racial and economic, social class segregation that exists
3 in the school, in classes, socially, lunch time, after
4 school. It seemed much more possible for my older children
5 to make friends and have social activities across racial
6 and flatland versus hill lines as they'd work out their
7 own relationships.

8 Now, by the time you have Black students unions and
9 Asian student unions, Chicano student unions and various
10 groups that only the Whites don't belong to, it seems
11 much more difficult. You go to this group or that group
12 and if you want to really be accepted in that group, you
13 don't associate with people from the other groups.

14 There are always a few exceptions in any one group
15 and some kids fall through the cracks. In rather strange
16 ways.

17 My Black Korean daughter joined the Chicano
18 student union, and my White/Black daughter has joined the
19 Asian student union. So there's some kind of crossover.
20 But it's a very strange way of going about it.

21 It bothers me that if you are hearing from others,
22 as I've read in the papers, that this is not working in
23 Berkeley, that you might go away and this would come out
24 in a report that this community that was the first, and
25 really the only city to voluntarily integrate, now says it

1 was a failure, and then the segregationists can point to
2 this with pride and say, see, it doesn't work, we knew it
3 wouldn't, and I hope that that won't be a conclusion.

4 I don't think what's happened here has worked but
5 I don't think that we ever integrated so I don't think we
6 failed.

7 We desegregated a lot of bodies and put children
8 of all races in the same schools and then we left it
9 at that. We never really integrated programs, children,
10 parents, activities beyond that. I know we have an inter-
11 group relations department here and it's had fine programs
12 and I've known some of the people involved with it and have
13 a lot of respect for them, but I know all of that mainly
14 at the professional level I'm at, I become involved with
15 it. I would not know it existed from being a parent in
16 the school system.

17 I wonder why did we move so full steam ahead here
18 for so many years and then just seem to stop dead at the
19 point that we really achieved something. And one thing
20 that I kept seeing, I'd been so proud of my Berkeley
21 always because it faced up to its problems. I worked
22 for a district that has always and forever believed in
23 sweeping everything under the rug.

24 If you're talking about - - if you're talking to
25 them, too, I should see you privately. But at Berkeley

1 we faced up to things in those years, in the '50's and
2 into the '60's. And I think that's why we could do some-
3 thing about it.

4 And then, as soon as we integrated, it was like
5 we had to be the shining example to the nation, it had
6 to work. And so we could no longer be honest, we could
7 no longer admit the problems that arose, and if you
8 don't admit to them you certainly can't do anything about
9 solving them. And it just seemed as though the years
10 kind of went on with these beautiful reports and beautiful,
11 oh, interviews and you'd read about Berkeley anyplace,
12 how great it was doing, and yet in -- and it kind of
13 took years for me, I'd see something and I'd say no, not
14 Berkeley, you know, it can't be happening this way,
15 and yet I become convinced that it was.

16 I think the closer physical contact among the
17 children, the students, they merely increase the tensions
18 if there's no increased understanding to go along with
19 it.

20 And that that is so much of what has happened, the
21 children don't know each other any better, their ex-
22 periences and their tensions and their fears and their
23 beliefs, their concerns just by going the same school.

24 And -- but they do see behaviors that maybe they're
25 not familiar with and don't like and they start judging

1 each other on those, and don't get to go beyond that.

2 I had an interesting experience about four years
3 ago in parent groups at Columbus. The letters of the
4 parents to one group went home, parents of Black children,
5 so I got to be the only White in that group, and then we
6 went to PTA meetings where one, my husband was one of
7 the few Blacks, so that for some time, we were going to
8 both sets of meetings, and in both groups there were two
9 main concerns, the low academic achievement and the disci-
10 pline problems. In both groups, the solution was to do
11 something about those other people.

12 Each group was, I felt, honestly and sincerely
13 convinced that the other group was behind the problem.
14 The White parents, or the Black parents just don't care
15 how their children behave and they don't care whether
16 they learn anything or blah, blah, blah, blah.

17 I don't know how you put that on there.

18 The Black parents would sit and talk about how all
19 we had were a lot of frills in the schools, because that's
20 what the White parents wanted and that's why children
21 weren't learning anything anymore. And that the discipline
22 problems were because those White teachers obviously
23 didn't know how to handle Black kids and it just hit me
24 in each meeting how we were saying the same things and why
25 couldn't we be there together and wasn't there some re-

1 sponsibility on the part of the school to have those
2 meetings together? The Black parents group met on Friday
3 nights and you know, that's a night you just don't get
4 people to meetings, but we had large turnouts, and in
5 the White groups they're saying the Black parents don't
6 care and the Black parents we were out there every
7 Friday night.

8 It was the kind of thing that I think is going on
9 all over town that could be taken hold of and could have
10 something happen about it. It's true, as Dr. Wilson
11 said, that people have the right to decide if they want
12 to stay with their own social group, but if we just do
13 that all the time and talk with each other and talk to
14 the people we agree with, and don't get out with those
15 who feel differently and talk there, I don't know how
16 we're going to solve anything. I said if

17 I said I was basically a social worker and I guess
18 that's the feeling that's coming through, I think we've
19 got to open up on our feelings, even if we end up yelling
20 at each other at first, until we can at least face what
21 we really think about each other and I know it can be
22 difficult at first, but it's a lot better than pretending
23 or only talking to ourselves.

24 I haven't talked about achievement because I think
25 that's a whole separate problem that I don't think integration

1 has that much to do with. If anything has happened in
2 recent years, in emphasis on Black education, I think
3 we've adopted all of the things that are wrong with White
4 education and Black children are getting more equal
5 rights to these mistakes.

6 I don't think the White children have gotten that
7 good an education. And it's not quite maybe as much as
8 I say upper income. I know my children have basically
9 achieved way above grade level all through school. But
10 they were reading before they went to school. And they
11 love to read and there's just kinds of things that go
12 with school.

13 I really can't say that they're doing this because
14 they got that much better an education in the hill schools.
15 So that, as I say, I think was an entirely different
16 subject and if we could get down to maybe letting the
17 teachers that are getting results teach their own ways,
18 and stop spending all of our energy on programs and
19 writing programs and then doing something because it's
20 in a program and evaluating the program to get more money
21 so that we can go through the same cycle so that we just
22 end up writing programs and getting funded and evaluating
23 and we never get around to teaching in the process.

24 Or else we're mandating a different program every
25 year, and as soon as you get used to one thing you're

1 suddenly doing something else or no teacher knows what
2 the one before has taught, one teacher will start re-
3 search projects, it turns out this child has never been
4 taught in any other grade level anything about how to
5 do a research project.

6 And there again I had to teach my children how to
7 use dictionaries and encyclopedias and write footnotes
8 and so on, so every course they write better papers
9 than someone whose mother didn't teach them.

10 As I listened to other people talk, I said I'm
11 not going to talk this long and now I could go on for
12 16 hours, so I will stop.

13 THE CHAIR: Thank you, Ms. Lacy. You can rest
14 assured that whatever conclusions we come to they'll be
15 based on a very careful consideration of all the factors
16 that were brought before us yesterday and today.

17 A I didn't worry about you saying we failed.

18 Q (By Ms. James) Excuse me, may I just ask you one
19 question?

20 You mentioned earlier about separating achievement
21 from desegregation, you saw it as a separate issue. Could
22 you state as to why you feel that?

23 A Well --

24 Q Why it could be separated?

25 A What I meant separately is I don't think you can

1 look to integration as a solution to academic problems.

2 Q The reverse of that would be that achievement could
3 occur in -- achievement problems could be in integrated
4 districts as well as desegregated?

5 A Yes, I just think there's so many reasons why we
6 have academic problems, and many of which are more im-
7 portant to me than whether we have children integrated
8 or not. I guess I want kids integrated for other reasons,
9 and then I want to go at academic achievements through
10 some of these other angles as well as integration.

11 THE CHAIR: Thank you.

12 Do I see Karl Jones and Joseph Burns here?

13 Please come forward.

14 Would you identify yourselves, please, individually
15 for the Court Reporter, give your name, spell it for him
16 and your address and your occupation?

17
18 KARL JONES

19
20 A (By Mr. Jones) My name is Karl Jones, I'm a
21 student at Berkeley High School; senior.

22
23 JOSEPH BYNES

24
25 A (By Mr. Bynes) My name is Joseph Bynes, I'm also

1 a senior at Berkeley High.

2 THE CHAIR: Would you spell your last name, please?

3 A B-y-n-e-s.

4 THE CHAIR: Both of you represent the African
5 Students Association, is that correct?

6 A (By Mr. Jones) Yes.

7 A (By Mr. Bynes) Yes.

8 THE CHAIR: Who is going to speak first?

9 A (By Mr. Jones) All right.

10 This is things that I would just like to get started
11 on, if you don't mind.

12 Q (By Ms. Jacobs) Excuse me, if I could just ask
13 you what's the group you represent?

14 A African Students Association.

15 All right, I just heard about these proceedings
16 today, and I have a basic understanding what happened
17 yesterday before that.

18 What I've seen, though, is that there's lot of
19 administrators coming in which is fine, but not that many
20 students. Yesterday there were two, but they were
21 members of a school organization that's not that productive
22 in producing things for the students.

23 Our organization has been doing things, and we
24 will be bringing -- have -- we've had dealings with school
25 board, and right now we're having a lot of problems because

1 they're talking about those same cuts that, you know,
2 that you're talking about.

3 But on the subject of integration, one of the
4 basic problems as Jesse Anthony said earlier, is that it's
5 just the materials, it's the point of view you present.
6 Say a Black student who was born where I live, n006
7 Addison, lower part, okay?

8 As soon as he starts kindergarten, he's bused up.
9 That that may not seem like a problem or anything to him
10 but then I notice as soon as it was -- it was slightly
11 mentioned that maybe White students would be bused down
12 to Mt. Mex.

13 The White parents, all suddenly said no, our kids
14 are too young to be bused. But then it's still those
15 Black kids who are being bused up so what it's doing at
16 that very young age, very susceptible and you know, you
17 pick up things, they're sent away just that fast.

18 And I'm sure that the White parents know that. And
19 it seems that if the White -- I believe if the Black com-
20 munity wouldn't have compromised on that you wouldn't
21 have had the integration, if they would have said no,
22 you're not going to take our kids up there, it wouldn't
23 integrate because the White community didn't want that to
24 happen and I can see the results of that because my younger
25 brother, he got caught in that, and it's just -- there's

1 some differences in between me and him. I was at a
2 grade level to where I didn't have to get bused, I was
3 still allowed to go to the school that I was at because
4 we happened to live in that area, but then he got bused
5 up and his academics are not as strong as mine, his --
6 understanding to a certain extent of -- our culture,
7 African culture as recognized it, it's not as strong as
8 mine, not to say he doesn't have it but it's just not
9 as strong because he was taken away so that's their
10 first impression.

11 And then it kind of tends to be when the White
12 students are brought back down, first you have an exodus
13 of them, I'm sure you know this, to private schools and
14 other districts, then they come back down and then
15 they've had time to adjust, they can now handle it. But
16 what happens to the African culture that those students
17 belong to which even in the society we're having problems
18 maintaining?

19 Oh, boy. So I feel like there should be more
20 students up here speaking. You can't just ask adminis-
21 trators, I'm sure administrators have pertinent answers
22 and questions, to what you're doing, I understand that,
23 and I heard some of them. And I can see how you could
24 use those things, but the most important thing, if you
25 want to know the effectiveness of integration and what

1 it's doing for students, the bad things about it and
2 the good things about it, you really do have to talk to
3 students who go there every day and see it every day
4 and know the problems, like the thing with fights.

5 I don't see that many racial fights. I really
6 don't think there's that many, but you know, but people
7 tend to interpret them as that. Like Alan -- speaker
8 earlier today, what was his name?

9 MS. JAMES: Young.

10 A (By Mr. Jones) Yes, Young. I don't know him
11 but I would -- the type things that he said, if it's that
12 White students who, you know, gets hit or whatever by
13 another White student, it's not -- there's nothing to
14 concern himself with, it's just playing around. Because
15 I went to King and I saw some of that same thing. I got
16 into a little problem because of that same thing.

17 So it's not a racial thing, it's -- it's conditioning
18 at home, and then the ideas of the meetings that people
19 want to have to get community to come out, it's not that
20 easy. A lot of it is economic because there are Black
21 parents down there and my family's one of them, that,
22 where my mother can not, it's not easy for my mother to
23 go to work and then take care of our house and everything
24 while me and my brother are in school, and yet that
25 evening, go to a meeting. And, you know, it gets to where

1 because of economic problems there's other things that
2 take precedence over that.

3 So you can't interpret that as not caring or not
4 enough concern or whatever, what it is, it's not enough
5 time.

6 THE CHAIR: There's not enough time for us, too,
7 I'm afraid. We certainly regret that we don't have the
8 time to talk to all of the students, I'm sure our staff
9 tried to talk to some of you and we appreciate your
10 waiting around this long to present your views, maybe
11 Mr. Bynes has a few comments he'd like to make to us.

12 A (By Mr. Bynes) I think he's pretty much covered
13 it on integration. I mean as far as the schools and
14 whatnot. We was talking about it, he's presented most of
15 the views I had.

16 I'd mainly like to talk about tracking systems,
17 though, because, like I know, it's like even from elementary
18 school, when I was coming up we was all in the same
19 class, all right? But the teacher in the reading groups,
20 he'd have us broken up in, you know, separate groups,
21 different times we read and it's more like the White
22 students were so-called high, you know, part of the class
23 what they read and the Blacks were in another part too,
24 so that was -- that was one way.

25 I don't know if you consider that tracking but

1 like it was Blacks, you know, who were more or less on
2 the lower level of reading in the class and Whites to
3 another level, this is in the same classroom now, all
4 right?

5 Okay. So then, through junior high school, let's
6 see, yes, junior high school, I noticed more or less the
7 same thing, I'd go to English classes -- no English
8 classes -- English classes seemed to be a little more
9 integrated, you know, as far as Blacks and Whites. But
10 like I checked out math classes, and like they were
11 really, you know, like White students, when they were in
12 algebra and I was doing basic math. But I don't know
13 how that came about because I know some of the same
14 students who went to King were also in my math class in
15 elementary school, you know, so I didn't really under-
16 stand that.

17 So I just, you know, maybe thought well, maybe they
18 are ahead of me, you know, I didn't really take it much
19 consideration then to know exactly what it was. So at
20 Berkeley High School I notice now, like in our schools
21 a lot of tracking. For example the chemistry classes that
22 they have there, they've one chemistry class that's called
23 I and C chemistry, this is a chemistry class that's sup-
24 posed to be for students doing too good in math.

25 They've another one chemistry class which is fast

1 placement in and they both are double period classes.

2 But I notice again that most of the Black students
3 are in the I and C chemistry class, you know, where your
4 math is not supposed to be that good, so I also notice
5 that in the classes, I and C chemistry class, ~~there are~~
6 some people in trigonometry, all right? But most of
7 these people in the I and C chemistry class are Black,
8 but they are in high levels of math too, so I don't know
9 where that came about.

10 You know. And as far as math, as a school, like
11 I'm in algebra, see, you know, right now, and I've had
12 to take it like two times already, you know, because
13 the teacher told me well, I don't think you're ready
14 for it, you know.

15 THE CHAIR: Mr. Bynes, I think one of our committee
16 members has a question for you.

17 Q (By Dr. Share) I wanted to ask you, either one of
18 you, first what do you see as the benefits of the desegre-
19 gation here at Berkeley, and second, again as students,
20 do you have any specific recommendations of how it could
21 be improved in the future?

22 A (By Mr. Bynes) Benefits of desegregation? More
23 or less I see a benefit as more funds coming to the
24 schools than if they were just segregated schools, you
25 know, like that's been stated earlier. But I see a benefit

1 in the future as like, you know, like if the funds continue
2 to come to the schools because they're integrated,
3 you know, like maybe we'll have better programs coming
4 through.

5 A (By Mr. Jones) This is not in response to your
6 question directly. I'd like to share an experience that
7 I just remembered and this is last semester.

8 I'm a senior at Berkeley High. The only thing
9 during my years at Berkeley High that have kept me in
10 connection with my culture and like that is this Swahili
11 class I took. For one reason or another, I'm not sure
12 what it is, it was pushing at home, I know from my mother,
13 that I went through those high potential programs and
14 the Huey (Phonetic) at West Campus and those programs,
15 but in most of those classes, I was like the only
16 African person in that class or maybe say there was two
17 or three others and the only classes where I had that
18 same unity with my own people, was just, that's not a
19 threat against anyone else, although some people seem to
20 interpret that as so.

21 That was the Swahili and I did that on purpose
22 because I saw that happening to me, I saw that they were
23 taking me out, they were, you know, putting me away from
24 the people I belong to. So if you're talking about inte-
25 gration or desegregation for the reason of bringing cultures

1 together you don't destroy any cultures, and so after I
2 finished Swahili, which was at the end of 11th grade,
3 then when I got to 12th grade I decided to take another
4 language because I understand that everybody, I'm sure
5 understands the necessity of learning different things.
6 So I took Latin, because of its relationship to English.
7 I took Latin last semester, Latin I, and at the end of
8 that grade period, during that whole grade period I told
9 the teacher that I refused to do homework, I -- I mean
10 homework in the sense of her work sheets, they were like
11 things for guiding a little child which I don't need
12 personally.

13 And so I told her that I wouldn't do those things,
14 and then, at the end of semester, during that whole time
15 she hassled me about that, saying, well, you have to do
16 your homework, when I know I had enough responsibilities
17 in me and Joe and everybody else, that if there's some-
18 thing a student wants to learn, he'll learn it and
19 this thing that teachers have of, actually what they're
20 doing they're tricking people into learning things.

21 They're giving you work sheets, saying, they tell
22 you the purpose of doing work sheet is to do the work
23 sheet, and in that process you're supposed to learn and
24 not know it. But then, if you're not to know it, then
25 you don't apply it as if you're really supposed to be

1 learning those things for in here. They just tend to
2 make you think it's to do the work sheet.

3 So, after school, I made a lot of these student
4 association and so I had other things to do and that's
5 why I refused to do the homework. I didn't need those
6 work sheets. And then, just before she gave me my
7 grade, the first grade period, she gave me a B and all my
8 tests were perfect because I just learned what I had to
9 learn, I don't have to be guided, and so, at the end of
10 that grade period she told me that I was the first Black
11 student she had had at that school, she's been teaching
12 there for ten years, who got an A for a semester grade
13 and this semester I'm no longer taking Latin.

14 It's not worth that. It's -- that shows me where
15 she's coming from, whether she's helping the system or
16 not, it's just her attitude towards that.

17 Like for her to hassle me all that time about doing
18 it then at the end to have to give me an A, I felt like
19 she better give me an A, or I'll just have to go somewhere
20 else, because I know she can grade on that.

21 The homework, that's her personal thing and in a
22 sense she does have a right to give me a grade based on
23 that, but then the total reason for being in the class is
24 to learn what's in the class, tests are designed to find
25 out what you learned in that class. So, therefore, you get

1 A's on tests you get A for a grade.

2 THE CHAIR: Thank you for sharing that experience
3 with us.

4 Are there any other questions?

5 Yes?

6 Q (By Ms. James) Several questions. One, can either
7 one of you recall what preparations, if any, were made
8 to educate the students to the desegregation plan before
9 you became involved in it?

10 A (By Mr. Jones) I don't remember any.

11 Q Do you remember, Joe?

12 A (By Mr. Bynes) Will you restate that question?

13 Q Yes, were any things done by the school district
14 to educate the students before desegregation was implemented?
15 Did teachers explain the plan to you or anything to the
16 parents, did you have meetings on it?

17 A About integration?

18 Q Yes, about integration?

19 A No, all I remember is like I used to go to Whittier,
20 all right? And in fourth grade, I went to Whittier until
21 fourth grade, and then, from fourth grade what I knew I
22 was being bused down to Longfellow and I was in the fifth
23 grade but as far as the plan of integration I heard nothing
24 about it until I was there.

25 Q You got into it with no preparation?

1 A. Right.

2 Q. What, how would you describe the attitudes of
3 teachers toward desegregation? Have they conveyed to you
4 any of their attitudes, how they feel about it?

5 A. (By Mr. Jones) Yes. The basic thing that I felt
6 and this is on the part of primarily White teachers, is
7 that they have preconceptions in their mind, and seriously
8 this is not to be a joke, and I really, I'm not saying
9 this for anybody to laugh at but it's sometimes it's got
10 as far as the idea of seeing if we have tails. Because
11 the thing where -- it's like they never saw one before.

12 And I've had those type of experiences in Berkeley
13 and other places, and you kind of first think that's un-
14 real, that it's -- you know, no, that doesn't really happen.
15 But it really does and there are teachers like that.

16 Latin teacher, she really made me think because
17 that showed me where she was guiding the classes and coin-
18 cidentally in that class I was the only Black one in that
19 class, so what it was she was guiding her classes toward
20 White students, who have the time, right?

21 Their parents are economically stable, right, so
22 they don't have to work after school.

23 Q. (By Ms. Jacobs) Were the other students being
24 hassled about doing their homework too?

25 A. No, because they did it, right? What else did they

1 have to do with their time? You know, that's generally
2 White students, you know, on the average basis they go
3 home, maybe have milk and cookies and then do their home-
4 work, watch TV or whatever.

5 I don't do those things. I watch TV maybe an hour
6 a week. Because there's just too many other things to do
7 so that homework is like a waste of time for me.

8 Q (By the Chair) Mr. Bynes, would you like to
9 respond to that question?

10 A (By Mr. Bynes) I don't know. Like certain words
11 you know are used now around here, like sort of throws
12 me off. I understand what he says, like how teachers
13 will more or less seem to have funny ways about running
14 classrooms and whatnot, and like I don't know. Like I
15 really don't want to talk much on that issue, what I mea
16 mainly wanted to concern myself with is the cutbacks in
17 the Black studies programs. Like Laval Wilson, he stated
18 earlier, that the positive things about desegregation,
19 all right, but he didn't want to mention the negative
20 things, you know. So that I'd like to bring a few of
21 those things out because everything isn't, you know, milk
22 and honey.at Berkeley High.

23 So, you know, like there's supposed to be 17 programs
24 at Berkeley High School, right? That consists of Black
25 studies, foreign language, counselors, interscholastic sports --

1 Q All foreign languages or just certain foreign
2 languages?

3 A All but two, Spanish and French. You know. And
4 they say, like, you have to cut that. But if they cut all
5 the foreign languages besides Spanish and French for
6 those students who have to go to college, you know, they'd
7 need a foreign language, so that means like they'd have
8 to hire more teachers anyway, you know. To teach these
9 classes for the students who want to go to the university.
10 So that doesn't make any sense, so I doubt that
11 they really actually cut foreign studies. I mean foreign
12 languages.

13 A (By Mr. Jones) I just have one comment then, if
14 it would be possible, I'd like to read a list of the
15 demands that the African Student Association made upon
16 the board, would you like to hear those? Is that per-
17 tinent to this?

18 Q Is it already written out?

19 A Yes.

20 Q Could you submit it in written form so we could
21 just insert it in the record?

22 A All right.

23 One thing, last comment that I have to make on
24 the integration point of the school, it all seems to be
25 under good intentions, all right, so -- but you know,

1 everybody means well, but it seems like that bringing
2 everybody together not in the sense of bringing cultures
3 together like that splitting off that started happening
4 to me, and that's what it was that made me have to take
5 Swahili. I didn't want to be pulled away from my friends
6 like that.

7 And that's just -- I was just lucky, at the time
8 I just happened to make that decision. There's a whole
9 lot of brothers and sisters up here can't make that
10 decision, but instead of being a thing where you're
11 going to bring the cultures together it seems to be a kind
12 of thing where you want to make everybody White, that's
13 what's happening at Berkeley High. It's trying to make
14 everybody the same, and you know, instead of the idea of
15 having the different cultures and appreciating the dif-
16 ferences in each one, it seems to be a melting pot idea
17 or something. You know.

18 Which I don't think is good. I don't mind teaching
19 you an African song that I know, you know, but I don't
20 expect you -- I don't expect for me to teach you that
21 song and then for you to switch it around and, you know,
22 and put what you want in it, because that's my culture,
23 and so you don't mess with mine I won't mess with yours,
24 but I'll teach you mine and you teach me yours, okay?

25 THE CHAIR: Thank you.

1 Are there any other questions?

2 We certainly appreciate your comments this after-
3 noon, and would you please submit all the written material
4 you have to our staff? Thank you.

5 Mr. Salvador Murillo?

6 Mr. Murillo, would you, for the record, give us
7 your name and your address and your occupation and spell
8 your name out for our Court Reporter, please?

9
10 SALVADOR MURILLO

11
12 A. (By Mr. Murillo) Thank you.

13 My name is Salvador, S-a-l-v-a-d-o-r, my last
14 name is Murillo, M-u-r-i-l-l-o. My occupation, I'm a
15 community license with the bilingual program BABEL in Berkeley.

16 A lot of things that have been said tonight don't,
17 for one instant, talk about, against other groups at all,
18 but what I'd like to say is positive and I hope you take
19 it in a very positive way.

20 As you know by now, the commission for civil rights
21 is going to study five years in which they prepared
22 six reports, and what that report boils down to is that
23 Spanish surnamed students are not making it throughout
24 the southwest, California is included in those states,
25 and what they recommend is, one, the parents with Spanish

1 surnames should have a role in the decision making of the
2 schools.

3 Number two, a bilingual/bicultural teacher should
4 be employed in the schools, and this includes also the
5 counselors will be included with the administrators.

6 Here in Berkeley the picture is no different. The
7 reports that come from the Berkeley Gazette or the reports
8 come from the school where Blacks and Chicanos and some
9 other minorities continue to fail despite the desegregation
10 plan. What it means is one thing. When you talk about
11 a segregation plan, I hope you can talk about not just
12 throwing people together in one room and just saying
13 that's it, but also to be sensitive to those students in
14 a sense that you're going to bring also quality and
15 equal education, because beyond that just put them to-
16 gether, you know, that's not the answer to the problem.

17 Chicanos in Berkeley, although we are the minority,
18 very small minority, but the largest in the state, we're
19 the largest minority, nevertheless if you look at the
20 results in about 40% are dropouts, they don't get to high
21 school. It goes all the way to California where you'll
22 see have around 29,000 students and you have about 450,
23 that amounts to 1.7%.

24 I will say that Chicano students and maybe other
25 minority students might not be respectful of racists when

1 they make remarks. We have to understand that some of us
2 minorities for years we kept quiet, they call us name,
3 for instance they call me Mr. Murillo, in the past two
4 years with my people, and I'm still known as Poncho to
5 other segments of the city, and I'm also called Tojo, be-
6 cause the Japanese from L.A., where I grew up, was
7 speaking Spanish to me and another person knew not better,
8 he thought that Japanese and the Spanish were the same,
9 so from then on I was called Tojo.

10 So you have to understand that our students, our
11 children, you know, all of a sudden, you know, the Black
12 students also, you have some students that they identify
13 themselves as Africans, that's one thing we must respect.
14 The Chicanos, I believe a large segment from Casa de la
15 Raza, they feel a sense of pride, and they're doing
16 better than us because in the past we kept quiet not to
17 create any fights.

18 Somebody called me Poncho, I should have told him
19 correct, told him my name was Salvador, but I didn't want
20 want to create any hassles and I kept crying.

21 I encouraged my children not to be quiet, you know,
22 they're free people and they should be proud of the culture
23 and therefore they should speak up. That

24 What I'm here to talk to you is that on this desegre-
25 gation, you can not include a plan whereby the staff will

1 reflect, you know, number of students in the classroom,
2 it will be very impossible to have all ethnic teachers,
3 you know, on a semi-multicultural setting. But times
4 and times again, like for instance in Berkeley with layoffs,
5 there will be a large, and I won't say a large because
6 we are very few Spanish-speaking teachers that were
7 fired because of federal funds that will be laid off,
8 and we should be part of the bilingual program. So my
9 comments today is that I hope that when you go back you
10 would ~~end on this~~ think that desegregation is not working,
11 it's working in a sense.

12 We adults should try to get together, you know,
13 we're expecting the children to do what we're not doing.
14 As soon as we go home we are going to our own homes we
15 go to our own class and go to our own neighborhood
16 and yet we don't really try to meet one another outside
17 the homes so that's one of the things that we, as adults,
18 should try to do first, so we got to set up an example
19 to our children.

20 Another thing is that I hope other ethnic groups
21 will not find minorities, you know, insulting and all
22 that. You have to understand they're young people, all
23 of a sudden they feel that they know who they are, and
24 they're not afraid to speak up on that.

25 One of the things that was said, and I'm not

1 throwing the total blame to the school district, but also
2 to us parents, but at this time is the responsibility of
3 the school district to provide quality and equal education
4 to all children, not one segment of -- not because they
5 say minorities is getting preferences but all children.
6 Chicanos who had not had the support of the federal
7 moneys have come in on our behalf, we have not got the
8 benefit for which the funds were intended.

9 We can not find a single counselor throughout the
10 school district, it doesn't mean that school district
11 doesn't have good counselors, they do have good counselors,
12 but you have to remember that there's a large influx of
13 immigrants, they speak only Spanish, and therefore it's
14 very hard for them to try to adjust to the school system
15 overnight.

16 You have to understand the large number of parents
17 they went up to the third grade level, therefore they
18 don't have no background in school and they are afraid
19 of the schools because up to this point, besides having
20 a community license, you don't have very much to offer to
21 parents whereby you really encourage the parents to
22 participate in the schools.

23 Number one, you don't have no administrators that
24 speak Spanish, you know, in the bilingual program, I would
25 say 40% of the teachers in the bilingual program are not

1 bilingual. If the layoffs comes, I don't know where they're
2 going to -- what they're going to do with that bilingual
3 program.

4 For instance, a segment of Chicano students on a
5 program called Chicano components, which I want to clarify,
6 it was not a 100% Chicanos in the program, it was called
7 Chicano components. It was part of the experimental
8 schools.

9 It was a third grade level classroom setting with
10 grades four, five and six, and only one teacher. Instruc-
11 tional aide was laid off and there was no provisions
12 to get another instructional aide.

13 Where requested it was very hard for a teacher
14 to try to deal with three grade levels in a classroom
15 setting without any help, we were told that the Chicano
16 community had to do something about that. And what
17 really makes us very fierce is that the fact the moneys
18 all of a sudden they're found, they're spent on a trip
19 and also moneys that will amount to a half a million
20 dollars from the experimental schools will have to return
21 to Washington, so there's a fact right there.

22 It's not something emotional, and that's for the
23 record, that we were not given equal public education in
24 the classroom. So those things can not go forever, that's
25 on the record.

1 So, with that in mind, with that in mind, I share
2 the feelings of the Blacks, and other minorities, and
3 some Whites, that they are not being given an equal
4 quality of education. It would be very hard, perhaps,
5 when they tell us there's no money, but when you have a
6 family and one of your child's needs brain surgery and you
7 don't have the money, what are you going to do?

8 You going to let that child die or are you going
9 to concentrate to save the child's life?

10 This is how we fund ourselves with that child and
11 we need a lot of help. We're not talking about academic
12 achievement, we're talking about the regular basic skills,
13 this is what we're talking about.

14 And when time and time that tells because of the
15 budget deficit you know the programs can not exist. Also
16 I say that ethnic studies, you know that's a luxury,
17 that is something -- you must understand, for instance,
18 with the Spanish-speaking people in California, you use the
19 public school's books, what do you find about Chicanos,
20 La Raza? You don't find very much.

21 It has been up to a handful of teachers, you know,
22 to try to provide what we really are. See, we really --
23 you know, we try to understand the culture to our lives,
24 and there's nothing wrong, you know, for us to learn about
25 Blacks, Asians, you know, Jews, all kinds of people, so

1 what we're saying is that we have something to offer, after
2 all, you know, we're part of this country.

3 I want to thank you for coming to Berkeley and
4 being as busy as you are, I know you're from all dif-
5 ferent parts of the state, but in closing, I hope that
6 this testimony was given yesterday and today will be
7 such that the writing will be -- that the writings or
8 the findings that you find won't be shelved in
9 somebody's room, but in fact will be put to work so our
10 children and all children will have, in the future,
11 a better quality education and more meaningful and a happy
12 life.

13 Thank you.

14 THE CHAIR: Our findings will be shared Mr. Murillo,
15 with the rest of the country so we thank you for coming.

16 Ms. James?

17 MS. JAMES: I wanted to mention for the record
18 that Frank Brown, the Berkeley branch of the NAACP
19 president, was unable to stay this afternoon, but wanted
20 it to be noted that the -- that branch of the NAACP will
21 be submitting a written statement for the record on the
22 process of desegregation as the organization participated
23 in it.

24 THE CHAIR: Thank you.

25 I understand that Ms. Sibley had wanted to say a

1 few sentences to the committee, but it looks like Ms.
2 Sibley has left.

3 Would staff like to say anything else before we
4 formally adjourn the meeting?

5 I'd like to thank all the participants scheduled
6 and unscheduled, and the members of the audience who were
7 concerned enough to spend time with us yesterday and
8 today, and this open meeting is hereby adjourned.

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10 (Meeting adjourned)
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1 STATE OF ARIZONA)
2 COUNTY OF PIMA) SS
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6

7 I, James E. Bouley, do hereby certify that I am
8 an Official Shorthand Reporter; that I was present at the
9 hearing of the foregoing matter; that I took down in short-
10 hand all proceedings had and testimony adduced at said
11 hearing; that the same was thereafter transcribed under
12 my supervision, and the foregoing 475 pages represent a
13 complete and accurate transcription of my shorthand notes
14 so taken.

15 WITNESS MY HAND this 29th day of March, 1976.
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21 OFFICIAL SHORTHAND REPORTER
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