

CCR  
3  
meet.  
309  
v.2

CALIFORNIA ADVISORY COMMITTEE  
TO THE  
UNITED STATES COMMISSION ON CIVIL RIGHTS  
OPEN MEETING ON THE PROCESS OF SCHOOL DESEGREGATION  
VOLUME A - MARCH 19, 1976  
PART I - MORNING SESSION

BOULEY, SCHLESINGER, PROFITT and DICURTI  
OFFICIAL COURT REPORTERS  
187 North Church  
Tucson, Arizona

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3  
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309  
v.2

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5 VOLUME A - MARCH 19, 1976  
6 PART I - MORNING SESSION  
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8 Those Present:

9 Mr. Herman Sillas, Jr., Chairperson

10 Committee Members:

11 Ms. Helen Bernstein

Ms. Nadine Hata

12 Dr. Jack B. Share

Ms. Frankie W. Jacobs

13 Ms. Noelle Rodriguez

Mr. William D. Rogers

14 Mr. Vernon T. Yoshioka

Ms. Jayne Ruiz

15 Ms. Cora Tellez

16 Staff Members:

17 Ms. Gloria Molina

Mr. Joseph Brooks

18 Ms. Sally James

Ms. Irene Garcia

19  
20 THE ABOVE ENTITLED hearing was held in Berkeley,  
21 California on the 19th day of March, 1976, and the following  
22 proceedings were had to wit:  
23  
24  
25

1 CALIFORNIA ADVISORY COMMITTEE  
2 To The  
3 United States Commission on Civil Rights  
4 Open Meeting on the Process of School Desegregation  
5 Volume A - March 19, 1976  
6 Part I - Morning Session

7 I N D E X

8 Witness

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9 Judge Spurgeon Avakian

7

10 Ms. Carol Sibley

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11 Mr. Gene Roh

52

12 Ms. Ramona Maples

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PROCEEDINGS

THE CHAIR: I guess we're ready now to convene the public hearing. The California Advisory Committee Open Meeting on the Process of School Desegregation in the Berkeley School System will now come to order.

I am Herman Sillas, Jr., Chairperson of the California Advisory Committee to the U. S. Commission on Civil Rights. The State Advisory Committee advises and makes recommendations to the U. S. Commission on Civil Rights upon matters which the committee or any of its subcommittees have studied. The other members of the Advisory Committee are Nadine Hata, Noelie Rodriguez, Helen Bernstein, William Rogers, Jayne Ruiz, Vernon Yoshioka, Frankie Jacobs, Jack Share.

Also with us today from the Western Regional Office of the Commission on Civil Rights are Joseph T. Brooks, Sally James, Ramona Godoy and Irene Garcia.

Carol Murray is also here representing our national office in Washington, D. C.

Our court reporter for this open meeting is James Bouley.

This open meeting is being held pursuant to rules applicable to the State Advisory Committees and other requirements promulgated by the U. S. Commission on Civil Rights. The Commission on Civil Rights is an independent



1 agency of the U. S. Government established by Congress  
2 in 1957, and authorized by the Civil Rights Act of 1957,  
3 1960, '64 and '73, to do the following things:

4 First, investigate complaints alleging that citi-  
5 zens are being deprived of the right to vote by reason  
6 of their race, color, religion, national origin or sex.

7 Second, study and collect information concerning  
8 legal developments which constitute a denial of equal  
9 protection of the laws under the constitution.

10 Third, appraise federal laws and policies with  
11 respect to equal protection of the laws.

12 Four, serve as a national clearing house for civil  
13 rights information.

14 And five, investigate allegations of voter fraud.

15 I would like to emphasize at this time that this  
16 is an open meeting and not an adversary-type of proceed-  
17 ing. Individuals have been invited to come and share with  
18 the Committee information relating to the subject of the  
19 days inquiry. Each person who will participate has volun-  
20 tarily agreed to meet with the committee.

21 The purpose of this meeting today and tomorrow is  
22 to collect information on the process of school desegre-  
23 gation in the Berkeley Public Schools. Our findings will  
24 be forwarded to the commission for inclusion in a national  
25 study of school desegregation.

1           Every effort has been made to invite persons who  
2 are knowledgeable about the problems and progress in the  
3 areas to be dealt with here today. In our attempt to  
4 get a well-balanced ~~pictures of the~~ desegregation process  
5 in Berkeley, we have invited school district administra-  
6 tors and principals, teachers, qualified staff, students,  
7 parents, board members and concerned community representa-  
8 tives.

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

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

21           However, in the unlikely event that such a situation  
22 should develop, it will be necessary for me to call this  
23 to the attention of the person making the statement and  
24 request that they assist in their action.

25           If the testimony a person is offering, however, is

1 of sufficient importance it may be necessary for the com-  
2 mittee to hear the information at a closed session.

3 The person against whom the allegations are being made  
4 will have ample opportunity to make a statement in closed  
5 session before the committee if he or she desires. In any  
6 event prior to the time that the committee submits its  
7 report to the commission, every effort will be extended  
8 to get a complete picture of the situation as it exists.

9 We are concerned that no individual be the victim  
10 of retaliation or for any statements made at this open  
11 meeting. Witnesses are protected by the provisions of  
12 the U. S. Code Volume 18, Sections 1505 which provide  
13 whoever by threats or by any threatening letter or commun-  
14 ication endeavors to intimidate, influence or impede any  
15 witness in any proceeding pending before any department  
16 or agency of the U. S. or in connection with any inquiry  
17 or investigation being held by either house or committee  
18 of either house, or whoever injures any party or witness in  
19 his person or property on account of his attending or  
20 having attended such proceedings, inquiry or investigation;  
21 or on account of his testifying or having testified in any  
22 matter pending therein, shall be fined not more than \$5,000  
23 or imprisoned not more than five years or both.

24 In the event that any person testifying before this  
25 committee considers any adverse action against him to be

1 the result of having testified, he or she should immediately  
2 contact the Western Regional Office of the U. S. Commission  
3 On Civil Rights.

4 At the conclusion of the scheduled meeting, should  
5 anyone else wish to appear in open session before the  
6 committee, they should notify Western Regional staff before  
7 the end of today's session.

8 It's my understanding that we have our first witness  
9 and I'd like at this time to ask the Honorable Spurgeon  
10 Avakian to please step forward.

11 Pleased to have you here this morning, Judge.

12  
13 SPURGEON AVAKIAN

14  
15 A Good morning, Mr. Chairperson.

16 Q (By The Chair) We appreciate the time. I wonder  
17 if you would, for the record, state your name, address and  
18 occupation, please?

19 A Yes, my name is Spurgeon Avakian. I live at 8911  
20 Oxford Street in Berkeley. I am a judge of the Superior  
21 Court of Alameda County, sitting in Oakland.

22 Q I wonder, Judge, if you could tell us during what  
23 period of time were you on the Berkeley Board of Education?

24 A From July of 1959 to August of 1964. I resigned  
25 at that time to go on the bench.

1       Q     What do you consider the most important factors  
2 which led to the board's decision to desegregate the  
3 junior high schools? .

4       A     I think they could be grouped into three basic  
5 categories.

6             First of all was the conviction of the board that  
7 in our modern society, equal rights and equal opportunities  
8 are meaningless without equal education.

9             Secondly, there was the belief that equal education  
10 is impossible in a segregated setting, and finally, there  
11 was a feeling on the part of the board that the community  
12 of Berkeley was ready to take a major step in trying to  
13 reduce some of the inequities which were prevalent in our  
14 society.

15       Q     In your opinion, did any of the events outside  
16 of the community such as the Brown Decision, Martin  
17 Luther King marches and so on influence the board's deci-  
18 sion?

19       A     Unquestionably, all of those things that were hap-  
20 pening around the country from the bus boycott in Montgomery  
21 to the sit-ins and things of that kind, and the court  
22 decisions, emphasized to the whole country and certainly  
23 in Berkeley, that there was a need for major change in the  
24 structures of our society, and in the structures of our  
25 educational system.

1 I think that because Berkeley perhaps, a little  
2 bit earlier than most of the country, was reflecting an  
3 awareness of these inequalities and tensions were being --  
4 were surfacing and being recognized. That we were aware  
5 of the fact that not only was it right that these changes  
6 be made, but we were also mindful of the fact that if the  
7 establishment didn't attempt to solve these problems,  
8 there were going to be some violent ruptures from within  
9 the community.

10 And just as any cataclysmic event like an earth-  
11 quake telegraphs ahead of time through rumbles and move-  
12 ments, slight movements of earth that something is coming  
13 up, so I think also, we could see in Berkeley, as well  
14 as in the rest of the country that things were shaping  
15 up which elsewhere lead to things like Watts, Rochester  
16 and so on.

17 But I think that because Berkeley was taking steps  
18 long before those events occurred, such demonstrations  
19 of anger, of resentment, of disappointment and frustration,  
20 were probably precluded in Berkeley.

21 Q Are you saying then, Judge, that the move to deseg-  
22 regate the schools was, in your opinion, the best thing  
23 for Berkeley? As a community?

24 A Well, I think that if it had not been done in  
25 Berkeley, other things which -- would have happened and

1 all of them that I can think of would have been bad.

2 But I want to emphasize that it was not with the  
3 thought of heading off things which might be bad that we  
4 took these steps. We took these steps because we felt  
5 that these were the right things which should be done.  
6 And I think an incidental effect of that was that Berkeley  
7 was spared some violent demonstrations. But I would not  
8 want to leave you with the thought that we were just  
9 simply trying to avoid doomsday. Our thoughts were cer-  
10 tainly more positive than that.

11 Q Now, we've talked about the -- you mentioned moving  
12 the desegregation, but the elementary schools were not  
13 included in the 1963 plan, is that a fact?

14 A That's right.

15 Q And I wonder if you could explain why they weren't?

16 A We were certainly aware of the fact that integra-  
17 tion of the schools would mean integration all along the  
18 line, ultimately. The problem was whether we should attempt  
19 to, all in one jump or whether we should take it in steps.

20 We had a limited amount of facilities obviously.  
21 You only have one superintendent, you have a certain num-  
22 ber of administrative staff, you have, within the system,  
23 some teachers who are wholly dedicated to the goals that the  
24 board is seeking. You have others who are moderately  
25 interested, some who are disinterested, and some who are

1 actively opposed.

2 In weighing our resources, and bearing in mind  
3 the importance that innovative steps should be done well,  
4 because they will be judged rather harshly, we felt that  
5 we would best start on a limited basis and so then we  
6 considered what the limited approach should be.

7 Because of the peculiar set up of the school struc-  
8 ture in Berkeley, it appeared that the best place to start  
9 in our particular situation was with the junior high  
10 schools.

11 One reason for that was that it was relatively  
12 easy to make some changes without extensive busing, and  
13 we did not have any busing by the school system. I'm  
14 talking about bus rides on public transportation system.  
15 It was possible to make changes at the junior high school  
16 level on a relatively simple basis and to achieve integra-  
17 tion at those levels.

18 We also had the fact that we had an integrated high  
19 school, so that the top of the school system we had an  
20 integrated enrollment. At the bottom and the middle  
21 levels, we didn't, and so instead of taking what might  
22 have seemed the more logical step and starting at the  
23 bottom and moving up, since we were already there at the  
24 top, we moved backward through the system. We felt that  
25 we should concentrate our positive resources on doing a



1 first-class job with what we did do. And that this would  
2 help the community unite behind this effort and behind  
3 the principles upon which this effort was based.

4 And if it worked in a way which made the community  
5 feel good, the community would then be ready to support  
6 a further spread of the integration into the rest of the  
7 system. And on the other hand, if what we did was not  
8 done well, if all kinds of little problems crept up which  
9 created annoyances and aggravations, if we wound up with  
10 a citizenry which was frustrated and angry and divided,  
11 the whole effort would be spoiled. So basically that was  
12 the reason.

13 Q What steps did the board take prior to desegrega-  
14 tion to promote the education in the community?

15 A Let me first answer that in a general way, and  
16 then I'd like to be a little bit more specific.

17 Q Fine.

18 A Generally, it was a problem of preparation of the  
19 community as a whole as well as the school community to  
20 recognize the existence of the problems, and to be concerned  
21 about seeking some kind of an answer. I think we should  
22 go back to the mid-1950's then to inform you in a more  
23 specific way of what happened in Berkeley and why Berkeley  
24 was ready to do what it did.

25 In the mid-1950's, because of a rather sharp

1 difference of viewpoint between teachers on the one hand  
2 and school administration and school board on the other  
3 hand, as to how much money should be committed to educa-  
4 tion and particularly how much money should be committed  
5 to teachers' salaries, which at that time were lower in  
6 Berkeley than any where else in this area.

7 Concerned parents and teachers organized together,  
8 first of all to pass an increase in the school tax rate  
9 over the opposition of the school board and thereafter,  
10 flush with the success of that effort, to change the  
11 school board.

12 The first step in that later category occurred in  
13 1957, when Dr. Paul Spanno Sauro (phonetic) was elected  
14 to the school board, and encouraged by the fact that there  
15 was a sympathetic ear on the school board, the NAACP pre-  
16 sented to the school board in 1958 a proposal that a  
17 citizen's advisory committee be appointed to study the  
18 problems of segregation in the Berkeley schools.

19 That citizen's committee made up of 14 members was  
20 chaired by Judge Redman C. Statts (phonetic), and it became  
21 known as the Statts Committee. It submitted a report in  
22 1969, a copy of which I have here. I have re-read it and  
23 I've marveled at how elementary it seems and I'm also  
24 mindful of the fact that if this report were filed today,  
25 it would be labeled by many people as unsophisticated, if

1 not racist, because it uses terms like Colored citizens,  
2 Negros, the word Black is not mentioned.

3 But in 1958 and 1959, the study of the Stats  
4 Committee and it's report had a tremendous impact in  
5 Berkeley. It shocked many of the citizens to learn that  
6 there actually was a whole set of discriminative practices,  
7 discriminatory practices in the Berkeley School System.  
8 The community as a whole learned for the first time, for  
9 example, that there had been an official policy of the  
10 board not to place what were then called Negro teachers in  
11 schools which did not have a substantial Negro enrollment.

12 There was a deliberate policy, so the hill area  
13 schools had all white teachers. Berkeley High School,  
14 with almost one-third Black enrollment, had one black teacher,  
15 and he spent part of his time as a coach and part of his  
16 time in teaching mentally retarded students.

17 The Committee unanimously made a set of recommenda-  
18 tions which were extremely modest in today's context, but  
19 were very divisive in the Berkeley of 1959. These recom-  
20 mendations were submitted to the board over a period of  
21 time. They were adopted and implemented. As they were  
22 implemented, teachers were drawn into the process and for  
23 the first time in many decades in Berkeley, teachers were  
24 actively involved in the policy making process.

25 They were placed on committees which made recommendations

1 to the board, citizens were also included, in-service  
2 training was set up for teachers so that they could all have  
3 the opportunity, if they chose to take it, to study the  
4 problems of segregation in our society, to become aware of  
5 the concerns of minority students and of their parents,  
6 to discuss ways of dealing with these problems to minimize  
7 them.

8 With the passage of time, there was a rather com-  
9 plete change in the membership of the board with the result  
10 that by 1963, when another citizen's committee was appointed  
11 by the board, chaired by Reverend Hadsell and known as the  
12 Hadsell Committee. When that committee was appointed, the  
13 board was completely committed to trying to solve the prob-  
14 lems of segregation in the Berkeley schools.

15 The community as a whole was vitally interested and  
16 concerned, and although it was not of one voice by any  
17 means, there was no doubt that almost everybody knew that  
18 there were problems in the Berkeley schools, that the  
19 board was trying to deal with, and with pros and cons  
20 expressed rather vigorously the board had the opportunity  
21 after the Hadsell Committee report to take the step of  
22 integrating the junior high schools.

23 There was rather vigorous opposition to it from a  
24 segment of the community which I'm sure you are aware of,  
25 but the preparation of the community went along the lines

1 that I have outlined, and essentially it was a matter of  
2 community getting involved and demonstrating to the board  
3 what the majority of the community wanted the board to do.

4 Q Now, the -- could you describe what steps the board  
5 took toward the desegregation as it pertained to staff of the  
6 department? And then anything that you can identify the  
7 board specifically took as it pertained to the community,  
8 once a decision was made to desegregate?

9 A As the initial specific step in the desegregation of  
10 the junior high schools, the board, in March of 1964,  
11 asked the staff to submit a report as to whether or not  
12 it was feasible as a practical matter to commence the  
13 desegregation in the fall, September of 1964.

14 The superintendent appointed a staff task force made  
15 up of administrators and teachers, who studied this prob-  
16 lem at great depth and came up with a very specific set  
17 of proposals with the conclusion that it was feasible to  
18 do this beginning in September.

19 That report was acted upon by the board in May of  
20 1964, and adopted, unanimously. Then the board instructed  
21 the superintendent that the prime goal of the system  
22 between then and September, above all other objectives, was  
23 to assign people to the specific tasks of preparing the  
24 school system and the community for the steps to be taken.

25 Teachers were involved in this, both in terms of

1 being given specific responsibilities, but also in terms  
2 of training sessions, because we had many teachers who  
3 thought this was an unwise step. Some of them thought this  
4 with the best of motivations because as I'm sure you know,  
5 many people who sincerely believe in the goals that we're  
6 talking about, think that no step in that direction should  
7 be taken until everybody in the community is ready for it.  
8 We had some of those, and many of those have changed their  
9 minds as time went along.

10 So the effort to train them was worthwhile. We had  
11 others who, not unsurprisingly, were opposed to the whole  
12 idea in principle, who felt that races should be segregated,  
13 even in Berkeley there were and are some of those. And  
14 the problem with them, since they had tenure and could not  
15 be removed from the system, was again to try to make them  
16 see as much as they could the value of what we were trying  
17 to do. And in any event, if they couldn't see the value,  
18 at least the hope that they would recognize the inevitability  
19 of it and would, in terms of their commitment to teaching,  
20 try to make the best of it.

21 So there were also those training programs going on.  
22 There was the matter of reassignment of teachers that was  
23 necessary. And we felt it was important that in the reas-  
24 signment, a great deal of care be exercised in selecting  
25 the right people for the right positions. And so there

1 was a great deal of administrative energy between May  
2 and September. A lot of that energy was diverted by the  
3 fact that there was a recall campaign going on at the same  
4 time.

5 Q What of the community itself? I wonder if you  
6 could identify for the committee as best you can where the  
7 opposition came from the community to the desegregation  
8 plan?

9 A The opposition came from all strata in the community.  
10 There exists in what we call the University Community in  
11 Berkeley, a wide diversity of opinion about integration and  
12 the wisdom of integration. So where on the one hand when  
13 it came to raising the tax rate to get adequate money to  
14 provide education in Berkeley, we had the rather unanimous  
15 support of the, what might be called the intellectual  
16 community of Berkeley, when it came to something like inte-  
17 gration, that support was split.

18 - And so we had both support and opposition from  
19 within the University Community.

20 From the Hill Area residents who represent highly  
21 successful business and professional people, who do their  
22 work during the day in San Francisco, Oakland and Richmond,  
23 as well as in Berkeley, similarly, there was a split.  
24 A substantial percentage were strongly supportive, and many  
25 in that category felt that what we were doing was unwise.

1 Or if not unwise, in one sense, just wholly objectionable,  
2 you might say.

3 Within the business community, the business -- I  
4 must observe that the business community of Berkeley, unlike  
5 the business community in most cities this size, is made  
6 up to a large extent of people who don't live in Berkeley.  
7 Or who operate businesses here. So that groups like the  
8 Chamber of Commerce, for example, and civic clubs which  
9 consist primarily of businessmen, were not made up predom-  
10 inantly of Berkeley residents. They had a lot of non-  
11 Berkeley residents, and they did not necessarily share the  
12 same concerns that the Berkeley citizenry felt about these  
13 problems.

14 I would say that initially, the bulk of the business  
15 community was opposed to what we were doing. Their opposi-  
16 tion took the form of attempts to delay. And we had to  
17 deal at the school board level with some attempted diver-  
18 sions, to delay for this reason, to delay for that reason,  
19 there was even a proposal that somebody was going to buy  
20 the Berkeley High School plant and build a huge shopping  
21 center there which was going to be of great value to the  
22 community of Berkeley and that money would be used to  
23 relocate the high school and we would have so much money  
24 that we could do all kinds of things in the school system,  
25 and would we please wait until that was done before we took



1 any steps. So on. Things of that kind.

2 Then of course if you get broader, on a broader  
3 basis into the community, you had what you would expect,  
4 people who articulated one way or the other, or without  
5 articulation just felt one way or the other. We were  
6 doing something good or bad.

7 Q Are there any groups that you could identify that  
8 were supportive as a group of the desegregation?

9 A Certainly the -- all of the groups that were organ-  
10 ized for the purpose of achieving equality in the community  
11 and in the country were supportive, the NAACP, CORE, the  
12 Civil Liberties Union, groups of that type.

13 Then in a very loosely organized sense, there was  
14 a group in Berkeley, a large number of citizens who had  
15 been working for 10 years to improve what was going on  
16 in the schools, and although there was no formal organiza-  
17 tion, these were citizens who had worked, beginning in  
18 1955 to pass the school tax increase that I mentioned over  
19 the opposition of the board, to elect school board members  
20 who were supportive of their views, during the period from  
21 1959 to 1963, we had seven elections in Berkeley involving  
22 finances. Every six months we had an election which was  
23 either an effort to raise the school tax rate or an effort  
24 to pass a school bond issue to put up better buildings.

25 And because the school bond issue required a two-thirds

1 vote, and we kept getting something like 66%. We kept  
2 coming back until we finally got that up to 67%. But it  
3 took five school bond elections and it took two tax  
4 increase elections to get a tax increase. So with one  
5 of those elections coming every six months, we actually  
6 had -- thousands of concerned parents in this community  
7 who were organized around that effort on a continuing  
8 basis, who belonged to no organization specifically, but  
9 nevertheless were organized and they were extremely sup-  
10 portive.

11 In fact, they were insistent that we take this  
12 step. And they were extremely important in defeating the  
13 recall election that accompanied this desegregation effort.  
14 And that unorganized group, shall we say, was probably the  
15 most potent group in the community.

16 Q Were there any steps that the board, that you can  
17 recall specifically, took to overcome the opposition of  
18 desegregation, steps that you haven't described already?

19 A We were constantly trying, through discussion groups,  
20 informal meetings, workshop meetings, talks to any group  
21 that would listen, to inform the community of the problems  
22 that we saw.

23 Q Were these -- when you say talks to groups, this  
24 was done by all members of the board, I mean those that  
25 were committed to the desegregation?

1       A       Yes. School board members were anxious to talk to  
2 any group that would listen to them. A lot of church  
3 groups were inviting them. Either school staff personnel  
4 or school board members to come in and talk. All of  
5 these campaigns that I'm talking about involved meetings,  
6 house meetings all the time, and of course, you know,  
7 with an election every six months and a campaign of --  
8 a period of three months before each election, it meant  
9 that for that period of '59 to '63, Berkeley was involved  
10 in house meetings half of every year.

11               And when we had a house meeting to talk about  
12 raising revenue, the questions the school board members  
13 and the supporters were being asked at these meetings dealt  
14 with what was going on in the schools. Because the citi-  
15 zens were going to support financially something that was  
16 worthwhile, but not otherwise.

17               So there was a tremendous educational process going  
18 on in a way which is hard to describe in the customary  
19 organizational sense. But it was very real and very  
20 vital. I would estimate that I personally, and I was not  
21 -- I was not in any unusual position, but I personally  
22 probably gave 50 talks every year to some group made up of  
23 anywhere from 15 to 100 people.

24               And other school board members were doing the same  
25 thing. So it was almost a constant round of meetings

1 going on.

2 Q You mentioned one group and church groups, were  
3 they, as a group, supportive or non-supportive of the  
4 desegregation plan?

5 A The church groups that were primarily of Black  
6 complexion, were entirely supportive. The church groups  
7 of the customary Caucasian composition were rather dis-  
8 appointing. We had some supporters within them, but the  
9 standard view in almost all the Caucasian churches was  
10 that nothing must disrupt the peace and unity of the church.  
11 And anything that's divisive of this should be kept out-  
12 side of the sanctuary. But almost all of the Caucasian  
13 ministers were very strongly supportive. Were active in  
14 an individual basis, were helping us out.

15 Q You mentioned prior a recall election. What impact  
16 did that have, if any, on the furtherance of desegregation  
17 in Berkeley?

18 A I think first of all I should say that the recall  
19 election eventuated to involve only two of the school  
20 board members. At the time we made this decision, we had  
21 one vacancy on the board. There were four members, between  
22 the time of that decision and the time of the recall elec-  
23 tion, one member, Reverend Roy Nicholls (phonetic), a  
24 Methodist minister, was transferred to New York. I went  
25 on the bench, and it left on the board Ms. Sibley, who is

1 sitting in the front row down here, and Dr. Sherman Maisel  
2 from the University of California, as the targets of the  
3 recall election. It was at the time a very traumatic  
4 experience for them particularly, and I think for all of  
5 us.

6 I was active in the campaign although I was no  
7 longer involved in it. All of the people who had been  
8 so supportive of these things we'd been doing pitched in  
9 with the greatest enthusiasm. As I look back on it,  
10 although I certainly wouldn't recommend that we go through  
11 it again, nevertheless, I feel that it had a very benefi-  
12 cial effect.

13 It did polarize the community rather emotionally.  
14 You cannot seek to recall a school board member without  
15 it involving a personal attack on the integrity and quali-  
16 fications. And no matter how much you might say that the  
17 recall involves an issue rather than a personality, it's  
18 still people that you are recalling. And so that generates  
19 a lot of emotion and feelings.

20 People who had been close personal friends of mine  
21 were on the other side and I just felt I -- that that  
22 friendship had been destroyed because I could not accept  
23 from them the idea that they would seek through a recall  
24 to reverse a decision of this kind without it being a  
25 personal reflection which impinged on our relationship.

1 And I don't want to speak for Ms. Sibley or Dr. Maisel,  
2 but I'm sure that they went through the same type of  
3 experience.

4 However, because it polarized feelings and crystal-  
5 ized the attitude of the community around one specific  
6 issue and nothing else, it resulted in an overwhelming  
7 expression by the community of support for what had been  
8 done. The vote was something like 62% to 38%. And it  
9 meant that all of the people who were saying that this was  
10 a misguided decision, made by intelligent and well-meaning  
11 people, had to accept the decision of the community.  
12 Because a decision had been made on one particular point.  
13 No longer could they say, to Ms. Sibley, for example, you  
14 were elected because you're a very capable, dedicated person.  
15 But you weren't given a charter to do this type of thing  
16 to us.

17 They now had to admit that this is what the commun-  
18 ity wanted. And so for a period of time they retired  
19 and were licking their wounds in hibernation, shall we  
20 say, and during at least the first year or two of the  
21 integration effort following that election, the opposition  
22 was not too much in the surface.

23 It enabled the school system then to deal directly  
24 with the problems of implementing that decision without  
25 constantly having to deal with critics who were harping

1 that this was not the will of the community.

2 Q I think I have perhaps one last question, Judge.  
3 If you had it to do over again, would you have approached  
4 the desegregation issue differently than it was approached?

5 A In basic terms, no. In terms of what needed to  
6 be done, and what it was wise to do, I would certainly  
7 say that what has happened has reinforced the decision.

8 Obviously, if you're thinking in terms of all kinds  
9 of details, nothing that's done is done so well that some  
10 of the details couldn't be done better if you were to re-  
11 examine that. So I don't mean to say that what was done  
12 was done with 100% perfection.

13 But if you're -- I'm sure your question is directed  
14 to the broad implications.

15 Q Yes.

16 A And to that I would say that, as I look back on it,  
17 I would say that it was a good thing that Berkeley did  
18 what it did, and that, while it would be a mistake to say  
19 that what Berkeley did had earth-shaking implications,  
20 for the rest of the country, the kind of thing which I  
21 think every community in the country is going to have to  
22 go through sometime. And hopefully some communities will  
23 learn from the Berkeley experience that it's not as trau-  
24 matic as the critics proclaim it to be.

25 And if we were started all over again, if we were

1 to go back to May of 1964, when we made this decision,  
2 I certainly would be pushing just as vigorously as I did  
3 then for doing what we did.

4 THE CHAIR: Do any members of the committee have  
5 any questions? Frankie Jacobs?

6 Q (By Ms. Jacobs) Yes, I just want to clarify some-  
7 thing you said. You mentioned that the board found that  
8 there was a policy regarding the placement of minority  
9 teachers in the schools.

10 Now, was this a policy that had been enacted by the  
11 board several years ago, or one that was just assumed by  
12 the staff administrators, or how -- what -- how did that  
13 come into being?

14 A It's one of these things, Ms. Jacobs, that's very  
15 elusive to identify. The Statts Committee uncovered the  
16 fact that there was a deliberate policy. It uncovered  
17 the fact through rather persistent questioning of the  
18 assistant superintendent, who was in charge of hiring and  
19 placement of teachers. If you looked at the complexion  
20 of the teachers in the different schools, you would have  
21 to say, well, this couldn't have happened accidentally.  
22 It must have been on purpose.

23 But nobody would admit that it was being done on pur-  
24 pose, except that under the rather persistent questioning  
25 of the Statts Committee of the assistant superintendent,



1 he finally said that he had been told years before that  
2 it was a policy of the board not to place Negro teachers  
3 in schools that did not have a substantial Negro enrollment.

4 My wife was a member of that committee and this  
5 meeting occurred before I was on the school board, but  
6 I went to pick her up and the meeting was going longer  
7 than necessary, and -- longer than scheduled and Judge  
8 Statts invited me to sit inside rather than outside. And  
9 I happened to hear this questioning and this acknowledgment  
10 of it shortly before I became a board member.

11 And because I knew what was coming up in the Statts  
12 Committee report, I refrained from raising this at the  
13 board level until the Statts Committee report could pre-  
14 sent it and at that point, in a public meeting, the  
15 assistant superintendent was required to acknowledge pub-  
16 licly that these had been his instructions from a former  
17 superintendent who had told him this was a policy of the  
18 board.

19 And since nobody had told him to change it, he was  
20 still following it. So he got told that night to change it,  
21 of course. But I don't think there is any board action,  
22 there's nothing in any board minutes that shows this to  
23 be the policy.

24 MS. JACOBS: Thank you, Judge.

25 THE CHAIR: Any other questions from any members

1 of the committee? Yes, Helen?

2 Q (By Ms. Bernstein) On the recall election, do you  
3 know if there was a breakdown -- concerning the recall  
4 election, do you know if there was any kind of a breakdown  
5 of the vote by precinct to show if there was a geographical  
6 opposition?

7 A Yes. We -- we made a very detailed examination of  
8 that afterward. The -- I forget the total number of pre-  
9 cincts in the city at the time, and perhaps Ms. Sibley  
10 can remember the number. I think it was pretty close to  
11 300.

12 There were a handful of precincts in the city where  
13 the recall got better than 50%, although just barely  
14 better. It was literally a handful. I don't think it  
15 was more than five, if that many.

16 In -- so that in almost every precinct in the city,  
17 school board was vindicated. In the so-called flatlands,  
18 which were predominantly low income people and predominantly  
19 Blacks, the votes were running anywhere from one precinct  
20 where it was 159 to 0, to votes like 156 to 2, 163 to 1,  
21 168 to 3; in the precincts surrounding the University,  
22 where there was heavy student voting, there were overwhelm-  
23 ing votes against the recall.

24 And I might say that at five o'clock on the morning  
25 of the recall election, when I checked in at the West

1 Berkeley headquarters where students were being sent out --  
2 not students, people were being sent out to place reminders  
3 on door knobs, we had over 100 University students report-  
4 ing there at five o'clock in the morning to go out and work.  
5 And it kind of demonstrates the level of interest and sup-  
6 port. And this was a special election.

7 It was in October of '64, a month before the general  
8 election. It was only this one issue involved, but it was  
9 a tremendous turn out and a vindication of the board all  
10 over the city.

11 THE CHAIR: Judge, on behalf of the committee and  
12 myself, I want to thank you for taking the time from you  
13 busy schedule to testify here before us this morning.  
14 Thank you very much.

15 A Thank you, Mr. Sillas.

16 THE CHAIR: Our next scheduled witness is Carol  
17 Sibley.

18  
19 CAROL SIBLEY

20 A Good morning.

21 Q (By The Chair) Good morning. I wonder if you would  
22 state for the record your name, address and position,  
23 please?

24 A My name is Carol Sibley. I live at 1777 Leroy  
25 Avenue in Berkeley.

1 THE CHAIR: Frankie?

2 Q (By Ms. Jacobs) Yes, Ms. Sibley, the Judge has  
3 indicated that you were --

4 A I'm sorry, I don't hear you well.

5 Q Oh, all right. The Judge has indicated that you  
6 were very active with the school board for a number of  
7 years and that you were one of the targets of the recall  
8 and probably had a great deal that you would like to share  
9 with us as a result of that.

10 Would you like to start giving us some information?

11 A I'd be delighted to.

12 I was on the board for 10 years, all during the  
13 period of the aggitation for, and very hard work on the  
14 part of a tremendous number of people to accomplish the  
15 end of total desegregation in the schools.

16 I'd like to say a few things and then I'd be very  
17 happy to answer questions. Because I feel this is one of  
18 the most important subjects that America is facing and I  
19 feel that some of the things that have happened in the  
20 last several years, and I'm not saying this about anybody,  
21 it's just what's happened in the last several years, have  
22 tended to make us feel perhaps integration isn't working.

23 I don't feel that way. I think we have not made  
24 all the advances we had hoped for. I think our ideas were  
25 perhaps too hopeful that things could be happening more

1 quickly than they have happened. I think that the tensions  
2 in the world at large, see, problems in the job market,  
3 the fear of losing a job, the setting of people against  
4 people, has influenced and hurt the morale that was so  
5 high during the time that we were working together to try  
6 to solve this problem in this community.

7 We set our goals. We decided as a board, unanimously,  
8 that we would both have worked for a complete integration  
9 in our school district,

10 Now, this, of course, followed the partial inte-  
11 gration that went on in 1964 for which we were -- they  
12 attempted to recall us. And we coupled that always  
13 with the idea that we wanted quality education for all  
14 children of the district, of whatever race, of whatever  
15 part of town, so forth. We planned very carefully, and I  
16 brought along this little book which was published by the  
17 then superintendent of schools, Neil Sullivan, who was  
18 our great leader at that time. And in it is the whole  
19 story of how we went about this.

20 We passed a tax increase that would allow us to  
21 have a librarian in every school, to have teachers have  
22 preparatory time where we could have all kinds of groups  
23 getting together to understand the problem, to understand  
24 how to work with people of different backgrounds. We built  
25 up our gifted programs. We had special reading and math

1 labs, we had tremendous parent involvement. We even started  
2 what was later taken away from us because it was considered  
3 a non-integrating affair, Black house and Casa de la Raza  
4 and other alternate styles of education at the request  
5 of the Black people and the Chicano people who thought  
6 that these few things would help to make their people be  
7 able to have better self regard, be able to work better  
8 in society as it is. And to build the image that would  
9 let them go on to be better citizens and cope with the  
10 problems that they -- they all encountered.

11 I was asked the other day what hindered our forward  
12 movement. And this is a very difficult question to answer.  
13 But I have been thinking about it constantly since it  
14 was asked of me. And I think that there were several  
15 things that happened. And I don't know how we could have  
16 stopped them, but I think we should have.

17 One was there was a new self segregation that was  
18 taking place amongst our people in the community, but  
19 particularly amongst our teaching staff where we were con-  
20 stantly bringing in more people under a very strong affir-  
21 mative action policy, where at several of our schools they  
22 were always meeting separate meetings of the black teachers,  
23 where they felt they were building themselves a stand and  
24 an image and so forth.

25 But as I look back on it, I think this was not too

1 good. I think there was such an ardent desire to improve  
2 the image that many questionable methods were used. There  
3 was a new militancy. The people that had worked with us  
4 for integration of the schools were no longer the loud  
5 voices in the Black community. They were new people attracted  
6 to Berkeley because of our desegregated school, who sort  
7 of came in and in a sense, took over in some ways.

8 One of the things that to me was most unfortunate  
9 if you're trying to really build integration and under-  
10 standing between the races, amongst our children, is to  
11 take out on young White children who had nothing to do with  
12 the circumstances, the hundred year frustrations of the  
13 Black race which is understandable if it's taken out on  
14 adults, but not on children.

15 And there came a time when essays in the schools,  
16 I went down and looked at a bulletin board where almost  
17 every essay on the bulletin board had something about  
18 hate Whitey. And I went to see the principal of that  
19 school. He'd never looked at the bulletin board and I said  
20 this isn't how you educate children to understand each other,  
21 to accept each other, to understand each other's strengths,  
22 weaknesses, cultural differences and we've got to love them.  
23 We cannot educate by asking people to hate.

24 And I think that probably is the strongest statement  
25 I'd like to make. You don't teach by name calling, by

1 stirring up; you teach by love and caring and understanding  
2 and trying in every way possible. And I think this dis-  
3 trict really did try in every way possible to work toward  
4 the goal of quality education for every single child.

5 We established resource centers, help -- that was  
6 where the children could become creative and touch down  
7 on many things they were interested in, with professional  
8 help. We had help centers for children who need special  
9 alignments and special help because they were having  
10 difficulties. We had a great increase in minority staff.  
11 Many of them wonderful people, and we have them therefore  
12 as role models in the classrooms which was a very good  
13 thing also.

14 I think nationally, of course, is outside of our  
15 little community here in Berkeley, we're part of the thing  
16 that started to work against the morale of the system.  
17 We did experiment as I said with separateness at the request  
18 of the Blacks and Chicanos. We had an excellent Black  
19 study program at the demand of the Black Students' Union  
20 since 1968, where we've taught Black history, Black art,  
21 Black politics, Black music, Black studies also in a sense  
22 in the Chicano also and Asian community. We've even served  
23 soul food in the cafeteria, but by now in my opinion,  
24 instead of still pressing for more Black studies, we should  
25 be building in history, literature, art, music program on



1 the accomplishments of all Americans, whether it be music,  
2 art, history, and be sure that everybody is given a fair  
3 understanding of what the characteristics of all races and  
4 all kinds of people have been to making this country. And  
5 we should, if we have to have two years of American history,  
6 two years of literature, I think we ought to have it  
7 because we've got to somehow build back together instead  
8 of pulling apart the things that we care about in Berkeley.

9 And I think most people feel in the whole world.  
10 So that we have taken some steps that I wish we could have  
11 corrected. I can remember saying the things I said to  
12 you at P. T. A. meetings and at meetings called by the --  
13 a group that was working on integration in the schools  
14 from the Black point of view. I talked to the principals  
15 and I went to the schools. And I still feel that one  
16 of the things that has worked against us in the last year  
17 or two is that many White parents who were dedicated  
18 workers for integration felt that their children, now,  
19 were being discriminated against in an ugly way. And they  
20 protested it. And we didn't do anything about it because  
21 we were afraid that we might possibly be called by that  
22 nasty word, racist.

23 Q The parents felt that their children were being  
24 discriminated against by whom?

25 A A lot of White parents were very disturbed because

1 they felt that the millenium was coming when they could  
2 have their children together and all the children were  
3 working together, being educated in the same classroom and  
4 so forth. And suddenly this hate move, in some schools,  
5 and in a limited way, but in enough of a way to make me  
6 feel that we as a board and as a staff should have clamped  
7 down right there and said we don't teach this way in our  
8 schools.

9 Now, I'll be glad to answer questions, but this is  
10 something I wanted to say for a long time because I think  
11 it's the only way we're going to be honest about what's  
12 wrong now that we aren't doing as well as we ought to be  
13 doing.

14 Q Well, I certainly appreciate your saying this.

15 Let me ask you, now you survived the recall. How  
16 did the new members to the board then get a place?

17 A How did they what?

18 Q How did the new members get placed on the board,  
19 what was the selection process?

20 A We chose them.

21 Q You say we?

22 A The board, what happens before, if you don't have  
23 another election, is that the current members of the board  
24 of education may appoint to fill vacancies. So when Judge  
25 Avakian and Roy Nicholls and Quail Petersmire (phonetic)

1 left the board of education, each time we replaced that  
2 person and we interviewed many people for it, many good  
3 people, but one question we asked them all was, will you  
4 work with us for integration? And if they said no, they  
5 didn't get the appointment.

6 There are maybe 10 people that said yes, and then  
7 we tried to choose who would be the very best board mem-  
8 ber of those people. And therefore we did have, from the  
9 period of 1964 until I went off the board in 1971, a very  
10 unanimous board, working together. I don't mean we always  
11 agreed about everything, but we did agree that the two  
12 things that we would work for, and I think many of us put  
13 in a 60 hour week and sometimes an 80 hour week doing it  
14 when I spoke about 50 speeches, I thought I think I made  
15 50 a month for a while there trying to persuade the populace  
16 of this. But we deliberately stacked the board, if you  
17 want to call it that, because we felt that the overriding  
18 issue here and in the U. S. was that we have integration  
19 in our schools, and quality education. And those were the  
20 two things that I think we worked for relentlessly.

21 Q In your process of stacking the board, because you  
22 certainly had a unique opportunity to do that, did you also  
23 racially integrate the board?

24 A Yes, well, we were already racially integrated to  
25 a certain extent, but not completely. When Roy Nicholls

1 came on the board, he and I came on together. This was  
2 the first Black man elected to public office in the  
3 City of Berkeley. He had run for City Council several  
4 years before and another Black man, Charles Wilson had run  
5 and they'd both been defeated. But this time Roy was  
6 elected by the largest number of votes cast in the City  
7 of Berkeley for a board of education member at that time.

8 And when he went off the board, we immediately  
9 appointed as his successor, John Miller, who is now an  
10 assemblyman in Sacramento, to their joy and our regret  
11 because we would have liked to have kept him.

12 Q What kind of plans did the board consider in deseg-  
13 regating the K through six schools?

14 A What time did it?

15 Q What kind of plans? Now, I understand that from  
16 kindergarten through sixth grade, schools were desegre-  
17 gated and what alternative plans did the board consider  
18 and why did you choose?

19 A Well, in this little book Integration which was widely  
20 distributed throughout the city, we had a task force that  
21 worked on possible plans for some time. And they finally  
22 boiled their plans down to two.

23 One of them was the one that we eventually adopted  
24 dividing the city into corridors, where the children of  
25 that corridor would go to Grades 1 through 3 in the hills

1 and Grades 4, 5 and 6, what had formerly been mostly  
2 Black schools and so-called flatlands.

3 The other plan that came into our can right along  
4 with this was a plan to keep some of the schools, for  
5 instance, Washington and Whittier, are in the center of  
6 town and were already racially integrated and both of them  
7 happened to be University demonstration schools. So there  
8 was quite a move on the part of their faculty to say let's  
9 leave good schools alone and let's move the other people  
10 around. But what we found out was that we felt this way  
11 would not be fair, although it would have been easier in  
12 some ways. Because then certain children would have had  
13 to be bussed all their school career and certain children  
14 could walk to school all of their school career, K through  
15 6.

16 So we presented these two things -- to the committee  
17 and Dr. Sullivan and his staff presented these two plans  
18 to us, with the recommendation that we adopt the K,-3, 4,-  
19 6 program and all kinds of educational ideas that would go  
20 along with it. Hopefully to make it a successful procedure.

21 And that is all in this book which I hope you all  
22 will have copies of because it's very -- I re-read it last  
23 night at about midnight and decided that it's a very good  
24 demonstration of what we did.

25 Q Where could we get copies of that?

1       A     I don't know how many of them there still are,  
2 but certainly at 1414 Walnut Street, they must have  
3 whatever there are.

4           THE CHAIR: I'm assuming that the staff will have  
5 that as part of the evidence.

6           MS. JAMES: Yes, we have collected a copy of that  
7 for the total record.

8           THE CHAIR: All right.

9       Q     (By Ms. Jacobs) Let me ask you something else, Ms.  
10 Sibley. I gather from what you said that the reason for  
11 adopting the final plan was to make it fair in terms  
12 of all students having an opportunity to be bussed to  
13 school and all students having an opportunity to walk  
14 to school.

15       A     The main -- there were many reasons we did -- adopted  
16 this plan. Primarily because if we were going to divide  
17 along a K.-3, 4.-6 level, which seemed to be the wisest  
18 thing that we could find at the time, and if we have these  
19 corridors going back and forth, we felt that it was only  
20 fair that all children be treated the same way.

21           Now, one of the saddest meetings I ever went to was  
22 a group of some Black parents and by the way, parents were  
23 involved every inch of the way in this whole affair. Both  
24 ways. They were involved as backers and as antagonists,  
25 I might say. But I went down to a group of mothers at

1 Columbus School who were protesting the fact that their  
2 little children K through 3 were going to be bussed into  
3 the hills, where as the older children from the hills  
4 were being bussed just 4 through 6. So we had a really  
5 let-your-hair-down discussion about this, and we -- we  
6 knew that we were all not immortal by any means and that  
7 any board could be elected that would not be dedicated  
8 to integration. So we said to these mothers, I said to  
9 these mothers, I think it's a matter of one choice we're  
10 going to have to make. How important to you is the  
11 integration?

12 Nobody wants their children, their little children  
13 bussed. But the 4-6 schools are larger and they are more  
14 commodious for outdoor activities. There are all kinds  
15 of things about them that make them better for the older  
16 child whereas the smaller hills schools are better for the  
17 younger child.

18 We wish we didn't have this choice to make, but in  
19 order to make integration succeed and not be run out of  
20 office the next few minutes, we also had to cater to some  
21 of the so-called mothers of K-3'ers in the hills. And so  
22 we said we feel we can make it work. We feel we can make  
23 your children have a good experience, and we hope you'll  
24 go along with us in the interests of letting us work on  
25 this thing without another board recall in a very short

1 period of time, which I'm sure would have happened had  
2 we done it the other way around. Without the understanding  
3 that the 4-6 schools, while far from perfect, were far  
4 better for the older children than they would have been  
5 for the younger children.

6 And really and truly busing has not been much of  
7 an issue in Berkeley since we had it. We had very few  
8 complaints. Complaints are about what happens in the class-  
9 room.

10 Q Do you want to give us some information as to what  
11 does happen in the classrooms?

12 A Well, I'm sorry, but I've been off the board now  
13 for four years, and --

14 Q Okay, well, let me ask you something else then:  
15 It was indicated earlier that when it was discovered that  
16 there was an unofficial board policy relative to placing and  
17 hiring of minority teachers, the board immediately said  
18 that should not occur.

19 A That's right.

20 Q Now, what, if any, other specific steps were taken  
21 to assure minority hiring in the Berkeley Schools?

22 A We had a very definite affirmative action policy  
23 that we adopted where we -- by the way, this little book  
24 I wrote myself, so it's the whole history of what I'm  
25 telling you today.



1 THE CHAIR: I wonder for the record if we could  
2 have the name of the book?

3 A Never a Dull Moment.

4 MS. JAMES: We do have that.

5 A Let me see. Your question was about -- oh, our  
6 affirmative action policy. We immediately said we are no  
7 longer going to tolerate that kind of thing. We no longer  
8 -- we had a different person come in in charge of place-  
9 ment of teachers at that time. ~~Byron~~ Johnson was made the  
10 personnel director of the school district and we instructed  
11 him to go out and search for minority teachers all across  
12 the country and he and Cole Gilliam, who is now the direc-  
13 tor of classified staff, went on tours throughout the  
14 U. S. to try to find qualified teachers and workers in the  
15 clerical area who could be brought to Berkeley and inter-  
16 viewed for jobs because we felt we had to be aggressive  
17 about this.

18 We did this, we also passed an affirmative action  
19 policy which said we would work as fast as possible to  
20 bring the number of teachers more in line with the number  
21 of students in the school district, and that is all in  
22 here.

23 Q How critical to effective desegregation do you  
24 think was the role of the school superintendent?

25 A How what?

1       Q     How critical to effective segregation would you  
2 say the role of the superintendent was?

3       A     Oh, I think it was extremely critical. I think  
4 one of the greatest things about Neil Sullivan was that  
5 he was willing to come to a district struggling for  
6 integration when he knew that the two board members who  
7 had hired him were up for recall. I don't know how any-  
8 body had that kind of courage, but we toured the country  
9 pretty thoroughly in trying to find a superintendent  
10 because although under Superintendent Rennerberg a start  
11 had been made and the idea of the desegregation at the  
12 junior high school level was really done under Dr. Rennerberg.  
13 He left the district that fall, and we had to hire some-  
14 body who would carry on and who would help us formulate  
15 our plans for the total desegregation, if that seemed the  
16 way to go.

17           And we were pretty sure it did. So we hunted for a  
18 man who could do this and we found Neil Sullivan. And  
19 Neil was a genius at involving the community at an infinite  
20 number of ways that really helped the mind to know all  
21 the things that went on in order to try to make people  
22 understand that integration would work, that we were going  
23 to try to do it and that everybody would be the gainer  
24 by it. Not just Black children by any means, but White  
25 children and we never suffered from the delusion that just

1 sitting next to a White child in a classroom was going to  
2 make the Black child a better student. That's nonsense.

3 What we were determined was that they would have  
4 equal opportunities --- one of the criticisms of the  
5 West Berkeley teachers when they had the board on the pan  
6 one time was, we don't have the same supplies, we don't  
7 have the same parent involvement, we don't have the best  
8 teachers. You've been sending us the newer teachers, the  
9 ones that aren't as well-trained; and so what we were trying  
10 to do was say we will see that you have equality of teach-  
11 ing staff, of supplies, of encouragement and everything  
12 we could possibly do to make your educational experience  
13 good for whoever you are.

14 Q A final question, Ms. Sibley. Because you've been  
15 very enlightening and helpful to us. What in your exper-  
16 ience would you consider to be the most, the single most  
17 important factor in accomplishing desegregation?

18 A The single most important facet or factor?

19 Q Factor? In accomplishing desegregation.

20 A I think it was the total community involvement under  
21 the leadership of both the board and Dr. Sullivan, because  
22 I don't think there was, as Sparky says, there wasn't a  
23 piece of ground left unturned that we didn't try to cover  
24 in letting people know how important we felt this issue was.

25 After we made the decision, and I'd like to speak

1 about that a little bit.

2 In May of 1967, and by the way, the meeting at which  
3 we decided to go ahead with the integration at the junior  
4 high school level, which was in 1964, that was the second  
5 meeting of over 2,000 and up to 2,500 people with maybe  
6 going on until midnight and everyone that addressed The  
7 Chair being allowed to speak on whichever side. This  
8 kind of involvement went on right up until we accomplished  
9 it. And one of the other things that happened was that  
10 we were encountered by a large number of the Black staff  
11 and Black parents saying you've got to do it by September  
12 of 1967.

13 We had talked to the superintendent and the assis-  
14 tant superintendent at a board meeting just prior to this,  
15 demand being made at a meeting in March of '67, and they  
16 had said it's impossible to do a good job by then.

17 So we were confronted by a large and influential  
18 membership of the Black community that said, do it by '67  
19 or we don't trust you. So what we did was to pass two  
20 resolutions. One that this was absolutely our goal, and we  
21 established a timetable by which we would accomplish it,  
22 setting September of 1968 as when every school in Berkeley  
23 would be desegregate . Or would be integrated, whatever  
24 you want to call it.

25 We also said that we would spend the intervening

1 time preparing the community to accept this movement.  
2 We had, as Sparky said, endless house meetings, endless  
3 meetings in churches and I would like to reinforce what  
4 he said, almost every minister in town backed up, there  
5 was a lots of friction within the church systems themselves  
6 about this. My own church, some people didn't speak to  
7 me for about eight months. They now have taken me back  
8 to their bosom.

9 The other things that we did, Neil formed a committee  
10 called his own committee of kids in the -- in the 4,5,6  
11 area, really it was the 5-6 area then, and they were --  
12 wore great big buttons that were white with red letters on  
13 that said together. And they worked with him and told him  
14 all the things they thought needed to be done, and all the  
15 things they thought were bad, and said now, let's work --  
16 he said, now, let's work this out together.

17 They had -- we had, I can't tell you how many  
18 exchanges of parents, we had buses riding with parents find-  
19 ing out that the bus ride really wasn't so long, and it  
20 wasn't really so difficult. We also had an extra bus. We  
21 asked the community to react to this plan and quite a few  
22 of the things they said we incorporated in the plan before  
23 we finally adopted it. Such as a bus that was always on  
24 tap for emergencies if a child got sick, because one of the  
25 things that parents worry about was what would happen if

1 they were way up there in the hills and sick and mothers  
2 down here without transportation. We also had a bus  
3 that picked kids up at 4:30 because they could then parti-  
4 cipate in the playground activities and not have to go  
5 home the minute school was over if they wanted to stay.

6 I never saw such a thorough, I guess you'd say indoc-  
7 trination that went on, with the -- which isn't always  
8 a bad word in my opinion -- of trying to say to the child-  
9 ren at the, we called them the Receiver Schools, about how  
10 they would treat the young people who came in as welcoming  
11 guests and equals in every way.

12 I think some of the schools spent almost too much  
13 time on this, but they, each school did it in their own  
14 way. How are we going to make it appear to these young-  
15 sters that we really, truly mean that we're glad they're  
16 here?

17 And Neil was really the -- Neil and Cathy Favors,  
18 who was the director of human relations in the school  
19 district, were very, very adamant in the fact that we leave  
20 no stone unturned to try to see that this would be a  
21 successful experiment. We knew it was an experiment and  
22 I still think we looked for too much, too soon, and that  
23 we've got to review where we are in this district and  
24 again be very strict with ourselves and where we go.

25 I think that this is -- this is not a failure. It's

1 A step where we stop and assess where we are, and then  
2 hopefully move ahead to make it work.

3 THE CHAIR: Are there any other questions from any  
4 other members of the committee? Let me go to my left  
5 here first, Bill?

6 Q (By Mr. Rogers) Ms..Sibley, I think part of the --  
7 in part of your testimony I think you indicated that there  
8 were various self segregating ethnic groups that were  
9 accusing some of the White children of 200 years of Black  
10 oppression, and you had some feelings about this. And  
11 while listening to your testimony, I sort of got the idea  
12 that the school board didn't do anything, sort of adopted  
13 a policy of benign neglect. What do you think they should  
14 have done or how could you think they should have handled  
15 that problem?

16 A I wish I knew. This is where I think we somehow  
17 made a mistake and I -- I personally felt that it was  
18 important to talk to the principals of those schools and  
19 say, let's be sure everybody's getting a fair shake.  
20 Let's be sure we're not teaching hatred in the schools.  
21 Let's be sure we're teaching opportunity and equality in  
22 the schools.

23 And I said this at board meetings, I said it at  
24 teacher meetings, I said it at principals meetings, and I  
25 think again people were afraid to clamp down on this sort

1 thinking for fear of being called racist. This was the  
2 worst epithet that anybody could be called was a racist.  
3 I think we should have been willing to be called racist,  
4 if it wasn't racism. I think however this is what held  
5 people back, and I think that -- I think we are cowards  
6 about a lot of things that go on in our schools, have  
7 nothing to do with Black, White, Yellow, what have you.

8 And I think it's high time we learned that we have  
9 to stick up for what we believe in.

10 MR. ROGERS: Okay.

11 THE CHAIR: Any other questions? Nadine Hata?

12 Q (By Ms. Hata) My question followed along the line  
13 of Mr. Rogers question. What has happened then to this  
14 hate movement that you have been describing? Has it dis-  
15 appeared? Is it still there? Has the board done anything  
16 about it? Is it still there?

17 A I'm sorry.

18 Q This hate movement that you have been talking about,  
19 what has happened to it?

20 A I don't think there's as much of that as there was.  
21 I don't really know, you know. My one idea when I got  
22 off the board of education was that I would not try to  
23 run the school district. I was president of the board  
24 during the two most critical periods and it's a very great  
25 temptation to try to keep on telling them what to do.



1 And I didn't want to be too close to it from then on.

2 So I've been working in the community about this,  
3 hoping that we could continue to build a diverse community  
4 that respected each other. But I haven't much to do with  
5 the schools in the last four years. I can't answer that.

6 THE CHAIR: Thank you very much, Ms. Sibley, for  
7 coming this morning, and sharing your comments and opinions.  
8 We greatly appreciate it.

9 At this time we will take a 10-minute break.

10 (Short recess.)

11 THE CHAIR: Okay, we will now reconvene the meeting  
12 and for the record, present with us also is Cora SantaAna  
13 Tellez.

14 Our next witness is Gene Roh, president of the  
15 board of education, Mr. Roh?

16  
17 GENE ROH

18 Q (By The Chair) And I wonder if you would for the  
19 record, please state your name, address and occupation?

20 A My occupation other than the school board, you mean?

21 Q No, that's fine.

22 A My name is Gene Roh. I reside at 1411 Aida Street  
23 in Berkeley, and presently am president of the Berkeley  
24 School Board.

25 Q Mr. Rogers?

1 Q (By Mr. Rogers) Mr. Roh, how long have you been a  
2 board member?

3 A Approximately three years.

4 Q Could you briefly tell us what is the relationship,  
5 the legal relationship to the board and the city and county  
6 governments?

7 A The legal relationship between the board and the  
8 city and county governments?

9 Q Yes.

10 A You might be asking me questions I have no exper-  
11 tise in. Basically the school board in Berkeley is the  
12 other elected body in the city. And the basis for the  
13 existence of the school board is grounded not only in the  
14 state education code, but in the city charter. We have no  
15 formal relationship as such with the city council in  
16 Berkeley.

17 Now, with the county government, the county board  
18 of education, the relationship as dictated by the  
19 California Education Code relative to monitoring finances  
20 and providing service and providing service and consulta-  
21 tive kinds of information relative to program is about how  
22 we operate. But the county government has a direct respon-  
23 sibility to see to the fiscal solvency of the local public  
24 school districts.

25 Q How many members are on the board?

1 A Berkeley board?

2 Q Yes.

3 A Five.

4 Q In your opinion, have state or federal laws, guide-  
5 lines or regulations helped or hindered effective school  
6 desegregation in Berkeley? If so, which laws, and in  
7 what ways?

8 A I think I should have done a little more preparation  
9 before I came here.

10 In my opinion, the state and/or federal government,  
11 relative to their regulations and existing laws, haven't  
12 given much thought to what it takes and what is needed  
13 for any public school district to desegregate and try and  
14 carry on a viable public institution. By that I mean that  
15 the concept was there and everyone supported it, but I  
16 doubt very much that in a comprehensive view of whatever  
17 state or federal legislation was in existence or should  
18 have been established, that any real thought was given to  
19 that.

20 Along with desegregation has to come an affirmative  
21 stance in building up your district. In affirmative  
22 programs to sort of -- to carry on with the goals and con-  
23 cepts of desegregation. In that respect I, from my direct  
24 experience, and I'd have to admit that I don't know a lot  
25 of the specifics, but I -- from what I've had to deal with

1 on a daily basis, I don't feel that there's really anything  
2 in existence that helps the process any. May not hinder  
3 it totally, but it really isn't there for a public, for  
4 a local district to be able to lock into something and say  
5 now that we've done this, we need to take this next step.  
6 What is there to allow us to do that?

7 Q Okay, along that same line then, could you sort  
8 of briefly outline what you consider to be effective com-  
9 ponents of a desegregation system?

10 A I really don't know if I can. But let me make an  
11 attempt.

12 As I alluded to previously, desegregating a school  
13 district, providing the atmosphere is there, the attitude  
14 and the willingness of the people, can be a very easy  
15 process, can be almost a mechanical process.

16 Now, I'm sure with the information that everyone  
17 has gotten from the previous two speakers, you know that  
18 it wasn't just strictly mechanical. But given -- taking  
19 away the emotion behind the process, just to accomplish  
20 the feat itself could be almost a mechanical process.

21 Now, having to desegregate a system and then making  
22 it work, the whole concept of affirmative action in program  
23 and staff financing and changing attitudes have to be  
24 well-grounded in the system. And for most districts, the  
25 real thrust at doing that wasn't there until somebody

1 decided we were going to do something. The supportive  
2 kinds of things that are needed. For one, you have to  
3 affirmatively build up your staff. You have to have  
4 minority representation from the lowest level in the dis-  
5 trict, or I shouldn't say the lowest level in the district,  
6 but from -- from one end of the district to the top,  
7 relative to classroom teachers, counselors, support  
8 service people and administrators, and so forth, through  
9 the superintendent, through members of the board.

10 In order to do that, with the existing tenure  
11 laws for teachers, with cumbersome processes that don't  
12 allow for easy evaluation of staff, that obviously don't  
13 allow for the kinds of evaluation of staff to fit into  
14 a new system as opposed to what was traditional, then you  
15 physically desegregate your school, but you have no real  
16 tools to then start affirmatively building up your district  
17 to allow for the mix of staffing and whatnot.

18 I feel, however, I should say in Berkeley, that I'm  
19 proud to be in a community that has struggled with that.  
20 And I feel that we have, by our own resources, been able  
21 to accomplish a good deal of activity, affirmatively, in  
22 programs that probably no other district would have con-  
23 sidered even attempting, of establishing throughout the  
24 hierarchy of the district modeling by allowing minority  
25 administrators and individuals to attain certain levels --

1 certain positions that have decision-making and programatic  
2 impact. I feel like I'm rambling. I wondered if you prob-  
3 ably want to pin me down to be a little more specific?

4 Q No. Only to the extent I'd like to ask you, as  
5 you presently see it and view it, what is the position  
6 of the board now regarding segregation? How do they  
7 feel about it?

8 A Oh, I think there's no question in terms of the  
9 position of the board, that they're very supportive of  
10 desegregation and of doing anything we can to maintain the  
11 positive attitudes of past boards as well as our present  
12 board, and hopefully influencing future boards to maintain  
13 that positive viewpoint.

14 Q So, in other words, in the foreseeable future you  
15 don't see the board adopting any kind of change in the  
16 attitude toward desegregation?

17 A No, I didn't quite say that. There's a fine line  
18 there. I don't think that there's anyone presently on  
19 our board that would not support the desegregation. But  
20 one of the things that we're faced with is the reality of  
21 running a school district at this point in time, finances,  
22 school financing, presently is a pressing issue not only  
23 for us but for everybody.

24 Now, in our particular situation now, our board is  
25 faced with some very, very difficult decisions in the next

1 few months, primarily related to how we're going to main-  
2 tain the staff in our district and maintain various pro-  
3 grams that have been established in years past. And  
4 probably some programs that our staff would like to imple-  
5 ment new for the coming school years. But we are faced  
6 with the reality of the dollar amount that we have.

7 Based on the parameters that are imposed upon us  
8 by the State Education Code, relative to how one can,  
9 if need be, lay off staff, our board is faced with having  
10 to potentially lay off the last hired in our district.  
11 Now, as it stands presently, we have issued 192 letters of  
12 intent to lay off staff. Among those 192, approximately  
13 70% of those individuals receiving letters are minority  
14 members of our staff.

15 If we can't come up with any other alternative but  
16 to follow the law, balance our budget, which the county  
17 will monitor, and see no other way to bring in income,  
18 it appears that with the existing cases that have been  
19 tested in terms of affirmative layoffs or anything else that  
20 we really have no choice but to lay off the last hired.

21 If that happens, we've disrupted the staffing model in our  
22 district, we've substantially reduced the minority staff  
23 in our district and although it varies between minority groups,  
24 a substantial number of our Black staff will be laid off,  
25 a very high percentage of the Spanish-speaking staff, and

1 almost, well, a very high percentage of our Asian staff.

2 Now, that leads us to another problem in that  
3 among those individuals, and I don't say that it's exclu-  
4 sively among all of those individuals, but among that  
5 group of individuals that we have hired recently, within  
6 the last four, three, six years, those staff members have  
7 come into our district with a different kind of attitude,  
8 with sort of a different sense of what a school district  
9 ought to provide and ought to do. And with a willingness  
10 to take on new kinds of programs, to try new ways of  
11 teaching, and to, in some instances we probably call  
12 them mavericks, try to operate programs that are totally  
13 untraditional to a public school district.

14 Unfortunately, I think, it's too early to tell  
15 whether or not their influence has expanded to the other  
16 members of our staff which would have planted an attitude  
17 that they were willing to pick up those kinds of programs  
18 and continue them on. At this point I think we have some-  
19 what of a difference of opinion whether or not the new  
20 programs we've tried in an affirmative sense are worth  
21 continuing, whether or not they really have an impact on the  
22 academic achievement of kids, whether or not they really  
23 have accomplished the social aspect of integration, and so  
24 nobody is really committing themselves as to whether or not  
25 the district staff as a whole are willing to maintain those



1 programs.

2 So what I see is the real potential that our board  
3 would be faced with possibly laying off, at the extreme  
4 192 people, those people will then be pulled out of the  
5 particular programs that they were assigned to. We would  
6 not have the same kinds of individuals with the background,  
7 training or willingness to continue those programs, conse-  
8 quently those programs would be jeopardized, and in my feel-  
9 ing, probably eliminated. And I'm talking about things  
10 like ethnic studies, experimental schools programs and  
11 the kinds of small schools that they've developed with  
12 different populations of kids, kids that voluntarily  
13 pursued a particular program because it was more relevant  
14 to them than what we could provide in the traditional  
15 sense.

16 It breaks up our role modeling aspect in the dis-  
17 trict, which I think is very important in terms of our coun-  
18 seling staff and our teaching staff. The snowball effect  
19 of that, I think, really sets us back, I can't imagine  
20 how many years. But it sets us way back. And I don't  
21 know that I can say that our board presently would stand  
22 against laying off staff to maintain the affirmative pro-  
23 grams that we've had and to maintain the staff that we've  
24 had.

25 In order to do that, we would have to consciously

1 know that we're trading off or trying to balance with the  
2 majority of the remainder of the staff the fact that they  
3 may not see a salary increase this year. That in fact they  
4 may be cutting back on some of the benefits that they have  
5 just in their working situations. These would be individ-  
6 uals that have committed 15, 20 years to teaching, that  
7 have done a good job, and it's difficult to know whether  
8 or not it's credible or right to say that you can't expect,  
9 when everyone else in the country is expecting in terms  
10 of just their living situation and making a wage and expect-  
11 ing a cost of living, and so forth.

12 So it's going to be a difficult decision, unfortun-  
13 ately I believe that the sense of the present board is  
14 that we're stuck with the reality of the dollars, and  
15 that the only way that we can bring ourselves into some  
16 reasonable fiscally solvent situation is to lay off staff.  
17 My personal position on that is I'm opposed to that and I  
18 will do what I can to maintain staff. But that becomes a  
19 local political issue, and it stays at the local political  
20 level because the state and the federal government do not  
21 have resources that we could lock into to expect that if  
22 we made some kinds of commitments or whatever the  
23 anyone needed to know from us, that we would work through  
24 our problems with the aid of the state and federal govern-  
25 ment, consequently, it's reduced to a local level. It will

1 probably end up being a political issue. And I'm fearful  
2 that we are faced with really disrupting our whole stance  
3 practically.

4 I do want to repeat, though, philosophically, I  
5 don't believe that any one of our board members or anybody  
6 in our community here is opposed to desegregation.

7 Q Well, for the board's information and specifically  
8 for mine, what actually precipitated the financial crisis  
9 which you're undergoing at the present time?

10 A Well, it's not an easy question to answer. And  
11 there are a variety of factors that affect that. And  
12 there's an equal number of opinions as to what brought  
13 us to the state we're in.

14 I think that if anyone were to objectively look  
15 at the past five, seven years, in Berkeley, they could  
16 pinpoint a number of specific kinds of things that accumu-  
17 lated to the point that we are right now really pressed  
18 with the financial picture that we have. But there are  
19 some things that I think the present board probably, as  
20 well as previous boards, will have to take responsibility  
21 for. And they have to do with just housekeeping kinds of  
22 things on one level.

23 That is that we haven't really paid as much atten-  
24 tion as we should have to building a business-service kind  
25 of operation in our district that would give us clear

1 information relative to the finances of our district,  
2 how they're allocated, what potential jeopardy we have  
3 in terms of overrunning budgets, and so forth, and so  
4 forth, and so forth. By virtue of that, we have not been  
5 able to keep specific budget and budget administrators  
6 accountable for the amounts of money that they have had  
7 to expend. The whole series of communication relative  
8 to the business aspect of our district has been in bad  
9 shape. That's on one level.

10 On the other level, there have been offered some  
11 of the money through the government for -- for programs  
12 that if we made application for, we could receive, with  
13 substantial amounts of money attached to them. And  
14 Berkeley has had the ability, and I think has really had  
15 the attitude that made it prime for State Department of  
16 Education or the federal government to want to test  
17 certain kinds of projects in Berkeley. Consequently, we  
18 made application and we received an awful lot of federal  
19 funds. The one that becomes an issue more times than not  
20 is our experimental schools program. Now, that was just a  
21 few years after we desegregated. It was a five-year pro-  
22 gram, it allowed Berkeley to have \$5,000,000. It sort of  
23 put off the time that we really have to face our financial  
24 problems.

25 Along with the money came the whole opportunity

1 to do something different in Berkeley, and one, to look  
2 at the effects of institutional racism and see if we  
3 couldn't really set up some kinds of programs in the  
4 district that would give us an opportunity to see if things  
5 can be done differently.

6 Well, there was a feeling at the time that that  
7 kind of a project had to be done freshly with new people,  
8 new blood. We had, as a result of that kind of program,  
9 hired an awful lot of new staff people into our district.  
10 We also had some of our own staff assume positions in  
11 the federal program and their salaries were paid by the  
12 grant, but more than not we had new people that we hired  
13 to administer and operate these programs.

14 At the time that we did the substantial amount of  
15 hiring, the laws in California did not allow for us to  
16 hire individuals for the duration of the project or for  
17 a period of time on a contract basis that would have allowed  
18 us to say if it doesn't go, if we don't get more money,  
19 if our financial picture doesn't look good, we can't guar-  
20 antee your employment beyond a certain period of time.

21 What happened was when we hired those individuals,  
22 we expanded our staffing model and the number of people  
23 that we have in the district, expanded our payroll and  
24 over a period of time we had to absorb those people. We  
25 had an obligation to them in our general payroll without

1 substantially changing the income that we were receiving  
2 from our tax base, and without a substantial increase  
3 in our student population which would off-set being able  
4 to maintain staff.

5 It's only been recently, in the last year and a  
6 half, I believe, that we now can hire for duration of the  
7 project. But basically what I'm saying is that with the  
8 new monies that came in, some of the monies to the district,  
9 there was no provision for us to equitably treat these  
10 individuals and hold some kind of perspective that would  
11 also allow the staff in our district to know that their  
12 working conditions might not be deleted at some future  
13 time.

14 And with the drying up of, say, those funds, with  
15 the expectation in a lot of those programs that the dis-  
16 trict that takes that money will try to maintain those  
17 programs and those staff, knowing beyond it came no sup-  
18 portive kinds of legislative insurance that would make  
19 allowances for a district to do that, when in fact the  
20 state and federal government -- well the state government  
21 in this respect knows quite well how a district receives  
22 their money, and what they can or cannot do with the amount  
23 of money they receive.

24 Presently we have 85, 87% of our total operating  
25 budget tied up in people. And I think that speaks for

1     itself. If you have a feeling that you have more people  
2     than you can afford, and less than 15% to operate the rest  
3     of the district, you're going to have individuals just at  
4     each others' throats, and that's kind of where we are right  
5     now.

6         Q     What problems has the Berkeley system encountered  
7     as a result of desegregation that you feel would be useful  
8     to share with other districts facing desegregation proces-  
9     ses? Teacher training, attitudes, curriculum, methodology  
10    changes, general race relations?

11        A     I think one has to put that in kind of a perspec-  
12    tive that comes in stages. When Berkeley desegregated,  
13    and finally accomplished that feat, which wasn't easy  
14    by any means, but once it was done, the general attitudes  
15    of the staff and the community were somewhat, I think,  
16    positive. It was a good thing that should have happened,  
17    and it was sort of band-rolling kind of effect where people  
18    kind of finally did get tuned into that and everything  
19    that was done as a result was seen in the light that this  
20    was good for the district as a whole and good for all  
21    kids.

22           And so we went for a number of years with that kind  
23    of attitude, that kind of philosophy, and sort of taking  
24    for granted that there wouldn't be problems. What I see  
25    from my own perspective is that we talked about race

1 relations and this being -- this going to come as a result  
2 of what we've done, and people just assumed that it would  
3 happen.

4 I don't believe that there was any real efforts at  
5 looking at what we need to do with staff training or long  
6 range planning to anticipate any kinds of problems or any-  
7 thing else. Basically what we lost by virtue of not anti-  
8 cipating it, I think is accountability to ourselves for  
9 keeping at the goal that we were achieving, or wanting  
10 to achieve. And what was started in a sense of positive  
11 race relations ended up, I think, in a sense where now we  
12 have staff people in our district that are frightened of  
13 kids, are frightened of minority kids, are frightened of  
14 minority parents, are frightened to be critical, and  
15 because of that, are probably doing more of a disservice  
16 because they're not holding kids accountable for doing the  
17 kinds of work that we would expect them to do to achieve  
18 an education.

19 Some of our programs were developed again with a  
20 positive attitude, but without any sense that when you  
21 have a program that doesn't mean you don't hold people  
22 accountable and you don't demand or expect a certain level  
23 of work. That you just don't throw everything out the  
24 window for fear that your criticism or your -- your con-  
25 structive criticism could be seen as being racism.



1           One of the things that also occurred is the fact  
2           that I don't believe anyone anticipated, especially in a  
3           sophisticated community of Berkeley, that when you deseg-  
4           regate as a concept and you try to integrate your district  
5           as a whole, you're going to then become very aware of the  
6           specific needs of particularly minority kids in both their  
7           academic and social needs.

8           For instance, there isn't well-accepted feelings  
9           that Asian children as such are lacking in any academic  
10          kinds of achievements or skills or will not be able to  
11          get the kinds of education that one would expect is provided  
12          in public institutions. But that kind of education is only  
13          half an education. The social aspect still has to be  
14          there. And the opportunity for the Asian children to  
15          receive social basic skills is as important as basic skills  
16          in reading and mathematics.

17          Black students who found the system irrelevant as  
18          it was and still found it difficult to relate to being  
19          just dispersed throughout the district and thinking that  
20          that was going to get them an education didn't cut it either.  
21          That might have tuned them into a little more about what  
22          was going on, what they weren't getting and they became  
23          very socially aware. Their social awareness then, in some  
24          respects, I believe, led them to the understanding that  
25          they needed still a different kind of option in the district.

1           The Spanish-speaking came to that realization also,  
2 in trying to bridge the gap from basic skills and social  
3 education, and as a result, just as a case in point in  
4 our district with our ESP Program we had a big issue over  
5 whether or not two of our programs, Black House and Casa  
6 de la Raza were significant, met the guidelines, and were  
7 credible kinds of programs in a desegregated system.  
8 Because in effect they looked like segregated schools.  
9 And practically, I guess they were segregated schools, but  
10 that anyone was opposed to desegregation. But what it  
11 did set up was an atmosphere for those individuals that  
12 couldn't understand certain needs of minority groups to  
13 then hang their hat on the fact that once you desegregate  
14 that means under no condition do you allow individual  
15 groups of students of minority race or anyone else to con-  
16 gregate in special programs of their own.

17           There just wasn't a lot of long-range planning to  
18 the kinds of things that one would expect to happen with  
19 desegregating your school district to not allow you to  
20 react reactionarily when positions that may appear to be  
21 opposed to that concept sort of show their heads. And by  
22 virtue of that, we almost had a situation where we desegre-  
23 gated and around certain programs we became very, very  
24 polarized. And race relations became very tenuous for a  
25 period of time.

1 I think that any district that's going to desegre-  
2 gate -- and they all should -- and those powers to be that  
3 have monitoring ability over that kind of process really  
4 has to force the district to establish some long-range  
5 planning, to never lose sight of the accountability aspect  
6 of teaching as such, and create an atmosphere where it  
7 isn't absolutely in one way or another. Where there can  
8 be coexisting kinds of programs that on the surface may  
9 appear to be one way, as opposed to the philosophy, but in  
10 effect, if closely examined, meet the needs of minority  
11 students in any public school district that will probably  
12 better prepare them to, in future years, or for their off-  
13 spring to be able to function in a totally desegregated  
14 school where those kinds of special programs don't become  
15 threatening to individuals.

16 At this point we -- in our experience, we didn't  
17 have that option, it came up as a red flag and everybody  
18 took positions and it really set us back in terms of the  
19 positive attitudes of looking at new kinds of things for  
20 what they were worth, rather than feeling threatened that  
21 we're taking backward steps.

22 Q What is the relationship of bilingual education to  
23 a desegregated school system, and can the needs of non-and  
24 limited English speaking children be met in a desegregated  
25 school? If so, how?

1       A       I think that every school district in the country  
2 that shows a need by their population of non-English  
3 speaking students has to establish some sort of bilingual  
4 program that will allow those students not to fall behind  
5 simply because of the lack of mastery of the language.  
6 This really is kind of tied into my previous point when  
7 I mentioned Casa de la Raza. Which felt that simply de-  
8 segregating wasn't enough, that they needed an opportunity  
9 to develop in a bilingual- bicultural setting, not only  
10 allowing their own students to appreciate and accept their  
11 culture and their way of life, but allowing others to  
12 also see by modeling and gain a respect for that kind of  
13 a situation, and vice versa.

14           It think it just goes without saying that you --  
15 you do need bilingual education. Now, how you accomplish  
16 it is -- again, I -- I guess I should say that the federal  
17 government has made some attempts at helping school dis-  
18 tricts accomplish this, again we have one of the major  
19 programs in Berkeley for the development of bilingual  
20 curriculum materials, especially in the Asian area. Now,  
21 that's a national program. I don't think there's any  
22 question about the need for that, and it hits -- it hits  
23 the Samoans, the Phillipino, Korean, Chinese, Japanese,  
24 minority groups.

25           The amount of work that is necessary to take what

1 is existant today in any public school district relative  
2 to their specific curriculum disciplines, and put that into  
3 a bilingual curriculum set that can be taught to students  
4 is something that needs to be done before we can really  
5 have a credible bilingual program that will be viable.

6 State and federal government, I think, is going  
7 to have to support those efforts, because the local  
8 school districts are simply not going to be able to finance  
9 that kind of endeavor, and then there is going to have to  
10 be a very clear mandated curriculum from the state that  
11 says that you have to provide that. And I know that we're  
12 -- we're at the point now where that looks very good and  
13 I think we will accomplish that, for California anyway.

14 But the problem then is again, and I guess I'll  
15 move way back to where I started from, we have that pro-  
16 gram in the district and it again becomes a political  
17 issue. Where it shouldn't be, not in a community like ours.  
18 But individuals faced with the possibility of no races  
19 and faced with the possibility of being laid off are now  
20 taking pot shots at all the federal programs that we have  
21 in the district, without any concern for what the impact of  
22 that program might be for education.

23 Now, in Berkeley alone, we're not going to reap  
24 too many benefits specifically out of that Asian-American  
25 curriculum developments project. We have bilingual students.

1 We have some -- we have some need for that. But not the  
2 kind of needs that Los Angeles may have or San Francisco.  
3 But the need for that kind of program to exist and some-  
4 body to do that work is there.

5 Now, we're the -- we're the physical agency that is  
6 coordinating that program. And now it's being traded off  
7 in some peoples' minds that if we didn't have that program,  
8 and we didn't have all these extra people around, without  
9 regard to whether or not technically it's costing us  
10 any money, but just the fact that if we didn't have that,  
11 maybe we wouldn't be in the kind of bind we are financially.  
12 And so we have another example of something that has far-  
13 reaching potential, I think will have real impact, I think  
14 there's no question has relevancy, that happens to exist  
15 in Berkeley, and it appears that the intent and the poten-  
16 tial for that is being lost in the crucial financial  
17 situation that we're in.

18 I don't say that that would not happen anywhere else,  
19 and it probably would, but I only offer that as one example  
20 of how one does something and depending upon what the  
21 specific crisis is in a public district, in a local dis-  
22 trict, how all of those things can be sort of distorted  
23 and thrown out the window without any -- any falling back  
24 on the total -- total thrust or philosophy that we might  
25 have had.

1           And if that kind of situation continues, and I  
2       don't know really where the relief would be for that,  
3       then I think any district is going to be in trouble to  
4       really desegregate and then build back a system that we  
5       can say, we all feel comfortable about.

6       Q     Mr. Roh, you indicated earlier the importance of  
7       establishing an evaluation process through the desegrega-  
8       tion system. Do you have any on-going or periodic monitor-  
9       ing of your system as it now stands? Do you have a way of  
10      evaluating its progress?

11      A     We do, although a lot of people would argue with  
12      that. I guess the question is really whether or not any-  
13      one can believe that the evaluative conclusions or infor-  
14      mation or data that we collect is credible. But yes, we  
15      do. And I don't know that I can say anything else on that,  
16      because the information that's generated is always held  
17      up to criticism relative to its credibility. We have  
18      internal, within the district, evaluations processes that  
19      take place.

20           And we have tried other kinds of things where we  
21      have involved students and parents. And that's held up  
22      to question of whether or not it turned out to be a good  
23      thing.

24           And then we have contracted with outside resources  
25      to do evaluation. And then with our federal projects, then

1 we have the federal monitoring system -- processes that  
2 have been established to evaluate.

3 So yes, they are there.

4 Q You know I'm going to ask you the next question,  
5 don't you? Could you briefly give us, you know, what  
6 were some of the findings, what was some of the information  
7 that you were able to get from the various evaluative  
8 processes?

9 A I -- I guess I could summarize those up fairly  
10 quickly in fact. I don't think that any information that  
11 we have at this point really can say that we have signif-  
12 icantly improved race relations in our district, social  
13 relationships, nor do I think we have any real strong,  
14 strong data from any source that says that significantly,  
15 we have raised the achievement level of minority students.

16 And I think that's the bottom line.

17 Now, I'd like to qualify that by saying that I don't  
18 necessarily think, in my personal view, that says that we  
19 failed, because what we have done is we have, without  
20 question in my mind, raised the social consciousness of  
21 all minority students and their parents and families in  
22 this district by what we've done in Berkeley. What we've  
23 done by desegregation, and what we've done by the various  
24 programs that we've brought into our district. The alter-  
25 native school program for one, comp.-ed.



1           We have developed a social awareness among our  
2 students and parents and a social education that has  
3 taught them a little more about the system so that to some  
4 extent, they are individually and collectively, much more  
5 of a viable threat to the traditional operations of any  
6 public institution. And that now they have the personal  
7 resources to confront and challenge the system, without  
8 being wiped out by the kinds of situations that would  
9 happen previously because of a lack of knowledge on both  
10 sides.

11           I don't think you can snow anymore the minority  
12 community, at least in Berkeley. And even though we  
13 haven't demonstrated as yet a significant increase in  
14 academic achievement, I don't think we've lost any ground  
15 either.

16           But even in that respect, we have probably opened  
17 up the opportunity and hopefully in some respects, the --  
18 planted the seed for personal motivation among a lot of  
19 students who then on their own push and gain their education  
20 because of what they've been exposed to. And I don't know  
21 how you achieve better race relations between minority  
22 and majority communities and measure that, or how you can  
23 measure the increase in academic achievement when in fact  
24 the real thing might have been that for once, an Asian  
25 child sees an Asian teacher teaching that class with a lot

1 of modeling and respect for that, and feeling proud that  
2 that teacher is there. That a Black student can see that the  
3 superintendent of the whole district is Black also, and  
4 that that is something that is possible.

5 Now, the emotional and personal impact that that  
6 may have for any individual maybe can't be measured in  
7 terms of the better relationships across races, but I don't  
8 think at all that we've lost any ground, and without being  
9 able to again give you the data, I think we've gained a  
10 hell of a lot of ground.

11 Q Okay, this, I guess I put the cart before the horse.  
12 I really should have asked you originally what were the  
13 specific objectives of the -- of the desegregation plan as  
14 it, you know, how do you feel that, you know, as you  
15 evaluated it -- you know, what you did and what you've been  
16 able to accomplish, seeing yourself meeting those specific  
17 objectives.

18 And I guess what I was really looking for, Mr. Roh,  
19 was something like one, two, three, objectives, and then  
20 as far as the day was concerned, you met one, two and you  
21 missed three. Can you --

22 A I don't know that I can respond to the specific  
23 objectives as they were outlined initially because I really  
24 wasn't actively involved in that. All I can respond to is  
25 kind of what my sense was it should have done. But I don't

1 know that you want that. I've been giving you all of my  
2 personal positions as they were anyway.

3 But -- well, basically --

4 Q No, only if you had the information, in other words,  
5 if you knew what the specific objectives were of the origi-  
6 nal desegregation plan.

7 Q I really couldn't respond to that one.

8 MR. ROGERS: Thank you.

9 A But I know what it hasn't done.

10 MR. ROGERS: Thank you.

11 THE CHAIR: Are there any other questions from any  
12 members of the panel? Go to my right this time, Helen?

13 Q (By Ms. Bernstein) I have two questions. Thinking  
14 pessimistically, if the 190 teachers have to be let go,  
15 what percentage of minority teachers will remain, do you  
16 know?

17 A No, I really don't know specifically. I -- there's  
18 figures floating in my head, but I just don't know confi-  
19 dently enough to say that.

20 Q If you were in a position where you could decide  
21 which teachers should stay and which teachers should go,  
22 you know, say it wasn't something that was being dictated  
23 by the state, how would you determine that?

24 A That had to be your question, I know. Well, obviously  
25 what you would like to have happen and what I would like to

1 have, and you know, without regard to whether or not it's  
2 possible, I think evaluation of teachers really has to be  
3 geared at, one, whether or not they are competent to teach  
4 in terms of what they're delivering in the classroom, are  
5 they in fact doing that? And related to that is whether  
6 or not their manner or style of teaching or attitude  
7 is emotionally damaging to kids.

8 And I know that that's a muddy area. And I know  
9 that allows for an awful lot of room for value judgments,  
10 and those that are in those that are empowered to make the  
11 decisions. But if one could establish some objective  
12 criteria that relates to both of those two areas I see,  
13 and with the implementation being, one, the achievement  
14 of students in a teacher's particular classroom, as it  
15 relates to what we might consider a normal expected amount  
16 of achievement from the district as a whole.

17 Now, I don't mean that to be as cut and dry as it  
18 sounds, because if we could truly, and we have tried this,  
19 get teachers to establish individual goals for students  
20 in individual areas of achievement, of teaching, such as  
21 a reading and math and whatnot, one year's growth between  
22 one teacher and one child might be equivalent to three  
23 years growth in another situation. And I'm saying if we  
24 can refine that at least to manage that system, and have  
25 some kind of accounting for that, then those teachers that

1 simply are not doing it ought to be let go.

2 Q Who would you feel comfortable with in that position  
3 to decide that kind of -- to make that kind of decision?

4 A I think ideally if we could -- if we could -- and  
5 this again is very ideally -- I really think teachers  
6 themselves should be accountable for one another for a good  
7 deal of that evaluation. We talk about academic senates  
8 in schools, I think if they have a responsibility to set  
9 up a mechanism where they're willing to criticize one  
10 another, And then the site administrators and those indi-  
11 viduals directly in an administrative role beyond teachers  
12 that are not in a classroom, obviously have some role in  
13 that. By their personal observations and by looking at  
14 whatever data that they have which shows records of partic-  
15 ular teacher's teaching.

16 And ultimately the board. And -- I see that as the  
17 just process.

18 THE CHAIR: Jack? Mr. Share?

19 Q (By Dr. Share) Mr. Roh, in part follow up to the  
20 first question here and also on the statement you made  
21 early on in your testimony here. I was interested, you  
22 were saying there have already been 192 dismissals mailed  
23 out and out of this --

24 A Intentions for dismissal.

25 Q Intentions for dismissal? Thank you. And out of

1 that group there were about 70% that were minority teachers?

2 A I believe that's the figure.

3 Q In an article on March 3, in the San Francisco  
4 Chronicle, they made some interesting observations which  
5 I'd be interested in any reaction you have to that, and one  
6 of them was that ~~you're~~ kind of on the overkill here, that  
7 they felt that only 90 teachers had to be perhaps terminated  
8 in order to meet the current budget troubles in the system;  
9 and my final follow up question to that also would be of  
10 all those minority teachers that have been hired over the  
11 years, what plan or commitment had the district made to  
12 try to keep these people at the time they hired them?

13 A Let me take your second part first. Because I  
14 think I can answer that very easily. No plan -- no commit-  
15 ment was made. Unfortunately that's a fact of life. The  
16 commitment that any employee of this district has to main-  
17 tain a job, be the person minority or not, depends on the  
18 will of the particular board at the point in time.

19 And if there was going to be an election held  
20 this month, with three seats open, there would be no  
21 commitments from the five members of the board that would  
22 carry over to the next constituted five members of the next  
23 board. And if the attitudes of those individuals were  
24 substantially different than the previous board, you may see  
25 a number of things.

1           So there's no commitment. There's a lot of lip  
2 service and rhetoric. And I think individually you can  
3 only track board members one at a time and see if their  
4 individual records can show you some individual commitment,  
5 but it takes three, and as far as I know, there's never  
6 been three solid members of the board 100% down the line  
7 for as long a period as the board's been in existence.  
8 So that's that point.

9           The overkill in terms of 192 letters as opposed  
10 to the potential of only needing 90, the reason for that  
11 is, and in this respect even though I'm opposed to the  
12 layoffs, I would have to say that I think the board as a  
13 whole did an admirable job in trying to decide how layoffs  
14 would occur.

15           Now, one explanation for that is we had to leave  
16 our options open in terms of number because we do not know  
17 how many people have to be let go. Again, you may say  
18 192 is overkill, but that's judgment there.

19           But the other part of that is, we sent letters of  
20 intention of layoff to our staff in two ways, in one respect  
21 hoping that we could somewhat avoid a 100% the last hired,  
22 first fired concept, and by that we examined very closely  
23 what our alternatives were in laying off staff. And one  
24 is that in specific categories of instruction, you can  
25 reduce or cut back or eliminate totally staff if you

1 eliminate those programs from the district. And if there  
2 are some programs that you have in the district that you  
3 determine need to be maintained by -- because of some  
4 specific kinds of criteria you can even pass those positions  
5 over and -- even though that individual occupying the posi-  
6 tion may not have the seniority that would guarantee that  
7 person a job.

8 And in doing that, we tried to see -- we issued  
9 two letters of layoff, to some of our staff, and one letter  
10 of intention to layoff to another group of our staff, try-  
11 ing to keep both options open and the number in total  
12 was a result of not knowing whether or not it would be 90  
13 or 120 or 192. And that is tied into whether or not  
14 the majority of this board decides number one, that it's  
15 going to maintain every program that it substantially was  
16 going to cut, but it still is going to layoff staff and  
17 it's going to get a 12% increase in salaries and a 5%  
18 increase in fringe benefits. If that's the result, there's  
19 a possibility we'll go 192 people, because that's the only  
20 place the money is.

21 On the other hand, if we are able to say, we're  
22 not going to cut any programs, we're not going to give  
23 any salary increases or fringe benefit increases, and in  
24 fact we're going to reduce by 2% some category of teacher's  
25 salaries and fringe benefits, we may not -- we may not layoff



1 anybody.

2 So the options are from one extreme to the other.  
3 Both are possible. And at this point, I don't know which  
4 way we're going to go.

5 THE CHAIR: Mr. Roh, I want to thank you for the  
6 time you've spent with us. We greatly appreciate your  
7 comments and thinking that if there are no other questions  
8 from the committee -- one?

9 Q (By Ms. Hata) I always ask the question about long-  
10 range planning since you seem to have felt that long-range  
11 planning is critical and that perhaps not enough had been  
12 done in this area. Could you specifically list for us from  
13 your experience those areas in which you think long-range  
14 planning is crucial to the desegregation process?

15 A Well, as I indicated previously, one of the things  
16 is really out of the local board, and that is that state  
17 and federal legislation really has to predict, to be able to  
18 predict that desegregation is going to cost money. It is  
19 going to cost money over a period of time for various kinds  
20 of problems or areas of concern that will arise. And there  
21 needs to be the ability for local school districts to draw  
22 upon some resource for that, provided that they do meet  
23 certain deadlines, say in a time frame. That obviously  
24 would help.

25 We are -- part of our problem today is because we

1 went so full steam ahead in affirmatively trying to do  
2 so many things that we really didn't pay that much atten-  
3 tion to our financial situation as it would -- as it hit  
4 us now. And I'd say that we were encouraged to do that  
5 by the federal government and the state government, and  
6 now there should be built in a process by which we can  
7 more humanely deal with some of the financial issues that  
8 we have as it relates to the people that we have in our  
9 district by some source, if it was available to sort of  
10 wind down the reality of **shrinking money**.

11 Q Are you implying you were left holding the bag?

12 A Did I just imply that? I thought it was pretty  
13 clear.

14 THE CHAIR: Okay.

15 A One point that I'd like to make though, and I don't  
16 know how one overcomes that, is granted I did make some  
17 comments about long-range planning, and you would think  
18 that making it here that I would mean that for Berkeley,  
19 for the local district. And I would like that for the  
20 local district. But no public district really is able to  
21 do that either, because as the board changes, the policies  
22 and attitudes change. And you don't bind the previous  
23 board.

24 I guess I don't even say that negatively, because I  
25 personally would not have been bound by the previous board

1 or board member that I succeeded. And that is a problem  
2 because if you make commitments to a program that runs  
3 five years, you have no guarantee that when that board  
4 changes, that last year or last two years that things are  
5 going to be maintained, and the only way that you can is  
6 if you have the political clout in the local area that  
7 you're in.

8 And I think in that regard, there has to be some  
9 cooperative kinds of commitments and binding kinds of  
10 legislation that make both federal state and local dis-  
11 tricts work together so that nobody, given that everybody  
12 agrees this is the way we ought to go, that nobody can  
13 really throw off the track.

14 THE CHAIR: Again, Mr. Roh, thank you very much  
15 for your testimony this morning.

16 A Thank you.

17 THE CHAIR: Our next witness is Ramona Maples.

18 Would you for the record, Dr. Maples, state your  
19 name, address and your occupation, please?

20 A My name is Ramona Maples; my address is 1111 Marin  
21 Albany, and my occupation is associate director of research  
22 and evaluation for the Berkeley schools.

23 THE CHAIR: Nadine Hata?

24 Q (By Ms. Hata) How long have you worked in this  
25 district and in what capacities?

1       A       I came to Berkeley school as a classroom teacher  
2 in February of 1958. I taught most of my time at the  
3 then Lincoln Elementary School in South Berkeley.

4               In 19 -- the early 1960's I left the elementary  
5 and I went to Willard Junior High School and I taught there  
6 for two years. I returned as a classroom teacher to the  
7 feeder school to Willard, Lincoln, now Malcolm X, as a  
8 sixth grade teacher.

9               The next year I became program coordinator which was  
10 instructional coordinator of the school. The following  
11 year I became vice principal of the Lincoln School. I  
12 left then on a sabbatical and was gone at -- to the University  
13 where I completed my doctorate.

14              I came back to the district and became coordinator  
15 of career opportunities which was a program for instructional  
16 aides, the up-grading and college training of instructional  
17 aides leading them into professional capacities in our  
18 district. I was in that position a year, then I became  
19 acting director -- acting assistant director of personnel,  
20 and certificated personnel, the personnel director left and  
21 I became director of certificated personnel.

22              And then I received -- asked for a change of assign-  
23 ment and I became assistant director of research and evalu-  
24 ation where I've been for two years.

25       Q       Thank you, Dr. Maples. It certainly sounds as if you

1 are well acquainted with the school district. Could you  
2 briefly summarize for us this morning the types of activi-  
3 ties provided teachers and students prior to and following  
4 the 1968 desegregation of schools?

5 A I think one of the things that I'd like to bring  
6 out is that I was quite political in those days. I'm  
7 sort of in political retirement at this time, and there was  
8 a lot of activity in South and West Berkeley prior to de-  
9 segregation where the community and the few minority staff  
10 people in the district were cooperating in terms of the  
11 integration move that was -- that had been talked about  
12 for many years.

13 What the district did provide, however, was an  
14 opportunity for staff to get together on all of the  
15 task forces and become the creators and the implementors  
16 of the desegregation policy. A number of task forces were  
17 established in 1965, 1966 and 1967, by Dr. Winnerberg  
18 and then following him, Dr. Sullivan, and staff was involved  
19 in the planning for and implementation of integration.

20 The most unique feature, I feel, was our core of  
21 teacher substitutes during the Year '67-'68. The district  
22 hired a group of young men and women whose job it was to  
23 relieve teachers in the hill schools which were all White  
24 schools, to come to teach in the flat schools for a week or  
25 two. And then to relieve teachers who were teaching Black

1 children primarily to have the opportunity to go to the  
2 hill schools and teach, and they set up pairings of sister,  
3 brother or a teachers, between teachers who taught in the  
4 flats and teachers who taught in the hills.

5 There were many opportunities made for exchanges  
6 between classrooms. The district provided resources for  
7 students to have field trips rather than going to San  
8 Francisco, to spend days in the hill schools, to get  
9 acquainted with the schools that they would be attending  
10 in the fall.

11 Also the children from the hills mainly third graders  
12 were allowed or provided to come to the flat schools to  
13 see where they were, to look at the communities. So that  
14 these children were given early and a lot of orientation  
15 to the new schools that they would be assigned to.

16 The teachers were given intensive training in the  
17 fashion that I just described. Also Dr. Sullivan created  
18 a task force of young people, all -- from all over the  
19 district, who met with him on a regular basis to discuss  
20 what their expectations were, what their fears were, to  
21 talk about rulers and what the differences were between the  
22 different culture groups. That task force met on a regular  
23 basis with staff and the superintendent, and they were to  
24 be the student advocates for desegregation, and it was a  
25 core, similar to the hired core of substitute teachers that

1 hired for that year in addition to that, we had an office  
2 of inter-group education, inter-group relations.

3 This office early established a rumor clinic, and this  
4 rumor clinic was to function for the community, to trace  
5 down every rumor that had to do with fears of desegregation  
6 such as, there are a lot of knifings in the Black community,  
7 it's dark down there, blah, blah, blah. Well, this rumor  
8 clinic was a catalyst to sort out the fears that had been  
9 openly expressed at many of the hearings that we had prior  
10 to the adoption of the plan.

11 There was so much voluntary activity that I partici-  
12 pated in, I'm trying only to talk about the things that  
13 were established by the district, but there was a lot  
14 going on, especially in the West and South Berkeley com-  
15 munities.

16 Previous to our actual desegregation we did have  
17 a pilot program funded by ESEA, whereby 250 Black students  
18 were bused to hill schools on a voluntary basis as a trial  
19 run, for elementary desegregation, because we were already  
20 desegregated at the junior high school So those students  
21 who -- whose parents voluntarily allowed them to be bused  
22 to the hills, there was only one way busing for this pro-  
23 gram, became advocates for the desegregation movement.

24 So a lot has been going on between students and a  
25 lot had been fostered between teachers during the previous

1 years.

2 Q Dr. Maples, you're talking about student and teacher  
3 exchange programs, were these students and teachers given  
4 any kind of prior training before they were exchanged to  
5 the different places?

6 A The teachers were, yes. The supervisors at that  
7 time were in charge of the task group. As vice principal  
8 of the school, it was my duty, one of my responsibilities  
9 to train the teachers from the hills who came into the  
10 school, there was a certain period of time established  
11 for me to go over curriculum, to go over the kinds of  
12 problems, some of the cultural kinds of things that they  
13 may be dealing with for the first time, because many of our  
14 teachers had not been exposed to more than one race group.  
15 So each person at the receiving school site, there was a  
16 person in charge of orientation, in addition to our sub-  
17 ject matter specialist from the central office. There was  
18 training.

19 Q In your opinion, was this training period or orien-  
20 tation period sufficient?

21 A No, I think it was sufficient to initiate the  
22 desegregation effort, but I think that we felt so confident  
23 that everybody was ready and willing to go that we dropped  
24 our training much sooner than we should have.

25 Q Which of these programs, if any, were mandatory that



1 you have been speaking of?

2 A All of them.

3 Q All of them. And when you spoke of staff, were you  
4 speaking of both classified and certificated staff?

5 A No, I was speaking of certificated.

6 Q I see. Were any of the staff members compensated  
7 for this exchange program? Or activities or involvement  
8 in these programs?

9 A Not if it was in the course of the normal school  
10 day. They, remember, they were allowed substitutes for  
11 their teaching, for their classrooms, the substitutes stayed  
12 with them for a period of time. Then they left their  
13 classroom in the hills as it were, and came and worked  
14 with the teacher for a specific length of time in the flats.

15 And so this was part of their normal function. It  
16 was not extra over and above.

17 Q Are any of these programs specifically those for  
18 teachers still in effect?

19 A No, they aren't.

20 Q Why not?

21 A Well, I imagine that there had -- there haven't been  
22 a cry for them, that because of our financial situation  
23 a lot of things that we should be doing are not being done.

24 We did, however, have another program that was man-  
25 datory for the entire district, including secondary who

1 had already desegregated, and that was compulsory training  
2 in Black history or Black culture -- Black culture. This  
3 was sponsored by the office of inter-group relations and  
4 every teacher was mandated to take at least a one semester  
5 course.

6 However, because of the variety of courses and the  
7 variety of people teaching the courses, we can't say  
8 that everyone received the same quality of instruction or  
9 the same scope of instruction that everyone else did.

10 Q But everyone has taken such a course?

11 A Everyone has taken it who was here during the time  
12 that was in practice. We have not had that mandate for  
13 the last several years.

14 Also, things did change in terms of what kinds of  
15 mandates we have in Berkeley today as opposed to what we  
16 had in what I called the traditional days of Berkeley.

17 Q How have they changed?

18 A Well, I think that -- I don't know that Berkeley  
19 was a leader or a follower. But we do have much more  
20 teacher, school site autonomy in terms of what a teacher  
21 does, what a school site does, what a group of people can  
22 do. We have very few centrally-administered or centrally-  
23 mandated guidelines for staff or for school. We have  
24 become more decentralized, more autonomous.

25 Q In your opinion, do teacher training institutions

1 provide adequate training for teachers entering a deseg-  
2 regated system?

3 A I don't think so.

4 Q Could you tell us why not?

5 A Well, desegregated school systems are the exception  
6 rather than the rule. So that the teacher training insti-  
7 tutions generally deal with what is or what the instructor  
8 thinks is or what was when the instructor was an instructor,  
9 so in many ways, the -- some teacher institutions are far  
10 behind what is actually happening.

11 Now there have been some programs and some attempts  
12 to create new teacher training standards, such as intern  
13 programs by some universities, which stress more on the  
14 job training of teachers than previously.

15 Q You spoke a minute ago of these old district pro-  
16 grams and decentralization. What effect has this had on  
17 desegregation?

18 A Well, I don't think it's had any effect upon physical  
19 desegregation. Except that its internal assignment of  
20 students, classroom to classroom, is not monitored, so  
21 that right now we do have some imbalances.

22 Also, because we have allowances for cross zone  
23 school attendance, we find that some schools are more  
24 desegregated than others. And some schools are less seg-  
25 regated than others.

1 Q Are any attempts going to be made to change this?

2 A I don't know.

3 Q What is the relation of multicultural education for  
4 all students in a desegregated system?

5 A Well, just after desegregation, I think prior to  
6 desegregation, I think there were a lot of people who  
7 were concerned that the schools were talking about assimila-  
8 tion, and integration, rather than what we may adopt as  
9 culturalism. One of the relationship of multicultural  
10 education is now that the children are physically together,  
11 then the state believes that we should offer opportunities  
12 for students to get more in-depth information, cognitive  
13 and effective information about other cultures. And also  
14 that their learning materials should reflect the composition  
15 of the society in which we are living today.

16 Q Do you feel that multicultural education is provided  
17 to all students at this time?

18 A I think that there are very strong efforts and it  
19 varies from classroom to classroom, but the materials that  
20 we use at Berkeley, the kinds of displays and the kinds of  
21 plans the teachers make, seems to show that there is a  
22 high awareness that multicultural education is a valuable  
23 attribute in education. So there are attempts.

24 Q In your opinion, what effects has desegregation had  
25 on your over-all quality of education in the districts?

1       A: I think it's been very, very difficult. One of  
2 the things that we don't look at hard enough, I believe,  
3 in terms of Berkeley, is the kind of mix that we do have,  
4 in terms of the races.

5       In Berkeley we have a rather well-to-do White popu-  
6 lation, mainly residing in the lower hills and the hills,  
7 high income, high SES, high educational level. We do not  
8 have a comparable number of matching individuals in the  
9 Black population, and perhaps the Chicano population. We  
10 have, on the other hand, a large number of working class,  
11 poor, less well educated, in the Black community, so  
12 we're not matching two upper class groups, we're not  
13 matching two totally middle class groups, so that we have  
14 a difference in terms of demands.

15       We have groups in classrooms who are asking for  
16 more open education, more choices for students, more free  
17 lancing. We also have a group who feels that children  
18 will learn because of school, not in spite of school, and  
19 are making demands for more traditional kinds of approaches  
20 to education. And these can be what we call conflicting  
21 demands, so that to teach in Berkeley requires a great deal  
22 more knowledge, a great deal more planning, a great deal  
23 of everything, because desegregation did in fact widen  
24 the scope or widen the span to which a teacher has to work  
25 every day.

1 I feel that for some children, they learn in spite  
2 of school. For some children they learn because of school.  
3 But I don't think that the over-all quality of education  
4 has been endangered, but I do feel that in all our schools  
5 there is room for improvement.

6 Q In retrospect, what do you feel you could have done  
7 to facilitate desegregation?

8 A Well, I think that we could have kept our training  
9 component, we could have kept more support for the staff, we  
10 could have tried harder to facilitate the teachers and  
11 parents getting together from both opposite ends of the  
12 community because that has dropped off, just for some parents  
13 the distance from school to home is very -- is very big.  
14 And I think that if we had some way of bringing the school  
15 even closer to home, that would have helped.

16 Q Would you clarify for us who you mean by we?

17 A Our district.

18 Q And the administration?

19 A Yes. The administration, the board.

20 Q We understand that you have some figures for us  
21 on the number of expulsions and suspensions by race. Is  
22 that true?

23 A Oh, I do have some in my folder.

24 Q Would you share them with us, please?

25 A This is from the ATW Report which we submit to the

1 federal government on an annual basis. The statistics  
2 are prepared by each school site, and are sent to us and  
3 we compile them and send them in to the federal govern-  
4 ment.

5 In the fall of 1974, the suspension rate totally  
6 was 247 students, I believe. One American-Indian, one --  
7 174 children were Black, three were Asians, 15 were  
8 Spanish surnamed, and I don't -- this copy is hard to  
9 read, it's -- 34, I believe, that were all others, which  
10 includes White. That was '74.

11 In the fall of this year, '75, 132 of the suspensions  
12 were Black, one was Asian, seven Spanish surnamed, 50 were  
13 all others, that includes White, for a total of 190 students.  
14 This is suspensions lasting at least one day, but no more  
15 than 20 consecutive days.

16 Q To what do you attribute the disproportionately  
17 high number of Blacks being expelled or suspended?

18 A A number of things. First of all, most of the --

19 THE CHAIR: Excuse me, doctor, I wonder if for the  
20 record it would be helpful, can you give us the percentage  
21 ratio of the students in the schools?

22 In other words, what percentage of Black students  
23 are there in the school district?

24 A All right, I don't have the percentage right here,  
25 but I do have the numbers for those years. I can give you

1 the total population figures.

2 Q All right.

3 A All right, for 1974, we had 15 American Indian  
4 children, 6,510 Black, 900 Asian-Americans, 6,000 -- no,  
5 507 Spanish-surnamed, 6,968 all others, for a total of  
6 14,900 when this census was taken. That was fall of '74.

7 For the fall of '75, we had 16 American-Indians,  
8 5,476 Black, 850 Asian-American, 406 Spanish-surnamed,  
9 6,171 all others, including White, for a total of 12,919  
10 at the time of the census.

11 THE CHAIR: Can, I'm sorry, now, if you can answer  
12 the question Ms. Hata raised as to your opinion for the  
13 high proportional dismissals of Blacks?

14 A I -- when I think about the question, I answer it  
15 in two ways. One from the point of view of the students,  
16 I guess I'll do that one first and the other from the point  
17 of view of the -- of the teacher causes.

18 One of the things that I feel is that many of our  
19 Black children still do not know how to beat the system.  
20 They do not know the appropriate way to get through the  
21 system without getting punished. They may, they tend to  
22 approach their discipline in a rather offensive manner rather  
23 than, I'm sorry, it won't happen again, defensive manner.  
24 They have not been able to learn to use the system for their  
25 own positive advantage in the way that some children are



1 able to do. So that we find that, in many cases, things  
2 that may start off as not so serious, by the time the  
3 child brings the emotional feelings into the situation,  
4 the child may get out of hand, become hostile and loses  
5 perhaps some of the kinds of forgiveness that may have been  
6 there on the other hand by the person who has the power  
7 to suspend or not to suspend.

8 I think also because there are differences among  
9 teachers in coping sometimes with different children that  
10 perhaps more Black male children are sent, are caught or  
11 administered punishment than other groups of children,  
12 and therefore if you have a larger number of incidents  
13 reported by any one group, you will probably have --  
14 naturally have a larger number of -- numbers of actions  
15 taken by --

16 Q (By Ms. Hata) Do you have statistics then broken  
17 down into male and female statistics, you were talking  
18 about?

19 A Yes, but I don't have those with me.

20 Q And could you provide that to our staff?

21 A Yes, I can.

22 Q And also these statistics you've given us this  
23 morning are for expulsions, is that a fact?

24 A One day suspensions or more, but under 20 days.

25 Q Do you have figures for expulsions?

1 A I could probably get those for you.

2 Q Would you provide them to our staff, too?

3 A If I can.

4 Q Fine and also are counselors involved in this pro-  
5 cess now of suspension? Are they brought in at any level?

6 A I don't know. I think that varies from counselor  
7 to counselor and school to school. I'm not sure.

8 Q Have counselors received any training for this  
9 desegregation process.

10 A Counselors were a part of -- if any were elementary  
11 people, yes, they did. But the training that I was talk-  
12 ing about was not a part of the secondary desegregation.  
13 So the secondary people have less of the training than do  
14 the elementary people.

15 Q Do these suspensions reflect a higher number of  
16 suspensions on the secondary level than on the elementary  
17 level?

18 A I believe so. But I would have to check. I think  
19 most likely, yes.

20 MS. HATA: Okay, thank you.

21 THE CHAIR: Are there any questions from the panel?  
22 Cora?

23 Q (By Ms. Teller:) Mr. Roh stated that one of the  
24 effects of desegregation was that students today are not  
25 being held accountable for the basics in reading and

1 writing and mathematics. Does your evaluation of student  
2 achievement substantiate his view?

3 A No. Not in terms of the test scores. But I do  
4 understand what he's talking about and I do feel that  
5 there are children who are not being pushed or being en-  
6 couraged to work up to their capacity. But I don't think  
7 that just the test scores alone would show that.

8 Q I'm concerned about this from the standpoint that  
9 one of the arguments that could be posed to school dis-  
10 tricts, potentially thinking of desegregating, is that the  
11 students will not be accountable or will not be held  
12 accountable. Do you really think that this is a fear that  
13 perhaps school districts ought to address themselves to?

14 A Yes, I think so. One of the things that has hap-  
15 pened is our training was only the year before desegrega-  
16 tion and we stopped that, then we went into courses.

17 If people are still concerned with their feelings  
18 and are fearful that being a teacher who holds children  
19 responsible would be misconstrued as being racist, then  
20 there is less tendency for a teacher to want to put them-  
21 selves out on the limb to be accused of racism where in  
22 fact the teacher was trying to do a professional job.  
23 And if your ego is intact and your professionalism is  
24 intact, then this won't be a problem. But some people do  
25 need some supports in that way.

1 THE CHAIR: Any other questions from this side?

2 Q (By Dr. Share) I have a couple of questions, Dr.  
3 Maples. Two questions.

4 First, in your opinion is there a relationship of  
5 the suspension data you were just giving us to the young-  
6 sters' achievement levels as measured by your test scores?

7 A We don't have any data on that.

8 Q May I ask why?

9 A It's -- we have -- we have collected all kinds of  
10 data and because we are involved in so many projects,  
11 we are inundated with the kinds of information that the  
12 different projects request, and I don't recall there hav-  
13 ing been a request of this and it's just one of the things  
14 that I don't think has been done in a formal way.

15 However, through the Office of Special Education,  
16 we do have, we will probably have some figures to show  
17 that students who are successful in school are less likely  
18 to be students who are involved in suspensions and students  
19 who are less successful will probably be the ones involved  
20 with this.

21 Q I think that was probably a copout.

22 A Yes.

23 Q In relation to that, if I may ask you in your data,  
24 say in Grades 4 through 6 and on there seems to be a  
25 steady drop with Black and Chicano children and I wondered

1 if your office has addressed itself to that as compared  
2 to the other entry?

3 A I don't think that our test data shows that there's  
4 been a steady drop in relationship to a Black student, what  
5 our test scores do show is that there has been a steady  
6 rising in the achievement of the White population and  
7 the gap is wider. But there has been a slight increase  
8 in the mean test scores in reading and math for the  
9 Black students.

10 But the gap in terms of the -- the kind of acceler-  
11 ation we see in the White students is not the same as for  
12 Black children. The White children seem to be scoring  
13 higher.

14 Q A follow up question, I guess, would be why? What  
15 are your hunches or suspicions as a professional educator  
16 in this regard?

17 A As I said, if we had the answer to that question,  
18 that, you know, we could all jump and shout. Many things  
19 cause it. I feel that just the sheer difference in  
20 what we're asking teachers to do in terms of the span  
21 of children, the number of children they have to teach,  
22 the kinds of demands made, is one factor.

23 Also, the -- we have to take children where they  
24 are, what kinds of things they bring to school with them.  
25 And it's much easier to show progress with a child who is

1 at or above grade level than it is for a child that you  
2 may have to be catching up with all the time.

3 So that our techniques for doing both things have  
4 not really caught up with us yet. And I really wish I  
5 could be specific in terms of what's going on in Berkeley.  
6 We're -- in terms of us not getting the kinds of things  
7 we'd like to see. We have been constantly trying new  
8 programs, new things, and some things are working. We  
9 find that our primary students, Black students are doing  
10 better, and much better. ~~And then~~ they seem to slip back  
11 in the fourth grade and in four, five and six they don't  
12 do as well.

13 But we are still working on that.

14 THE CHAIR: Yes, staff has a question.

15 Q (By Ms. James) I just had one question, Dr. Maples.  
16 From your experience with school desegregation, do you  
17 feel that there are any ideal ratios of minority to major-  
18 ity within a desegregated classroom? Ideal for the most  
19 effective desegregation?

20 A No, I think our plan here in Berkeley was to try to  
21 have the classrooms reflect the proportion of the people  
22 in the community, and actually in Berkeley, it's been  
23 almost 50-50 in terms of Black and White.

24 But then when you have a small community of Asian  
25 students and a small community of Chicano students or

1 Spanish-speaking students, it's not always possible to  
2 have that ideal mix, in fact as Mr. Roh was talking, the  
3 -- some members of the Chinese community have wanted to  
4 cluster and we do have some clusters of Asian children in  
5 classrooms in order to abide -- to provide those students  
6 with some students of their own kind in terms of carrying  
7 on their own culture, their own interest. So we'll find  
8 that there are classrooms where we probably would not have  
9 representation in the Chicano and Spanish-speaking student  
10 population. Where some classes would if they're following  
11 the cluster arrangement.

12 THE CHAIR: Doctor, I want to thank you so much  
13 for coming this morning, and sharing your comments with  
14 the panel. Thank you very much.

15 I'd like now to ask if Amanda Williams can come  
16 forward now? Amanda Williams here?

17 MS. JAMES: Mr. Chairman, she has the flu and is  
18 unable to be here.

19 THE CHAIR: We'll now recess and reconvene at 1:30.  
20 (Recess for lunch.)  
21  
22

23 \* \* \* \* \*  
24  
25

CALIFORNIA ADVISORY COMMITTEE  
TO THE  
UNITED STATES COMMISSION ON CIVIL RIGHTS  
OPEN MEETING ON THE PROCESS OF SCHOOL DESEGREGATION  
VOLUME A - MARCH 19, 1976  
PART II - AFTERNOON SESSION

BOULEY, SCHLESINGER, PROFITT & DICURTI  
187 N. CHURCH AVE.  
TUCSON, ARIZONA 85701



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3 United States Commission on Civil Rights  
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CALIFORNIA ADVISORY COMMITTEE

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(The following was chaired by Ms. Frankie Jacobs.)

March 19, 1976

1:30 p.m.

THE CHAIR: Good afternoon, ladies and gentlemen, the afternoon session of the hearing by the U. S. Commission on Civil Rights, State Advisory Committee for California will reconvene.

Good afternoon, ladies and gentlemen. The afternoon session of the California Advisory Committee to the U. S. Commission on Civil Rights is now in session doing a hearing on the process of school desegregation.

On the hearing panel this afternoon are Vernon Yoshioka, Jayne Ruiz, Bill Rogers, Jack Share, Cora Tellez, Noellie Rodriguez, Gloria Molina, Helen Bernstein, and I'm the chairman from Northern California, Frankie Jacobs.

Our first witness this afternoon, I believe is James Harold, Jr. a senior from Berkeley High School, and Julie Sherman, a junior at the Berkeley High School. They will do a joint presentation.

And I believe that Mr. Share wants to start out with some questions for you.

Q (By Dr. Share) Will each of you please state your name, your address, your age and also grade for the record?

JULIE SHERMAN

A Julie Sherman, 907 West Shattuck Avenue, Berkeley.

1 Julie Sherman, 917 Shattuck Avenue, Berkeley, California.

2 I'm in 11th grade.

3 Q And Mr. Harold?

4

5

JIMMY HAROLD, JR.

6 A Jimmy Harold, Jr., student at Berkeley High School,  
7 senior, Student Body President, address 2234 Seventh  
8 Street, Berkeley, California.

9 Q Fine, thank you. Just in terms of the process,  
10 what I'll do is I'll phrase questions for both of you  
11 and I'll ask you Julie if you don't mind to begin first  
12 unless I specify the question directly to one of you.

13 So like the first question here would be again to you,  
14 Julie, how long have you been a student in the Berkeley  
15 schools?

16 A (By Ms. Sherman) Since I was in kindergarten.

17 Q And Jimmy?

18 A (By Mr. Harold) Eighteen years.

19 Q Thank you. And Julie, do you hold an elected  
20 student government position and if so what is it?

21 A (By Ms. Sherman) Yes, I'm on the Student Senate.  
22 I'm a Student Senator.

23 Q I think just to avoid some problems with the mike,  
24 you kind of have to talk right in front of it.

25 I was just addressing the next same question to you,

1 Jimmy, in terms of do you hold an elected student govern-  
2 ment position, and if so, what is it?

3 A (By Mr. Harold) Yes, I do, I hold the student body  
4 position, Student Body President at Berkeley High School.

5 Q Okay, thank you. Julie, can you recall what prep-  
6 arations were made to educate students to the desegregation  
7 plan?

8 A (By Ms. Sherman) There were city-wide activities,  
9 all fifth graders the year before integration went up to a  
10 science camp called Camp A then for a weekend, I think, and  
11 there were, I remember being on a student -- a city-wide  
12 student council meeting, I guess, and all the children got  
13 together and there were bus rides for, I know this happened  
14 for Oxford School going to Columbus. There was a bus ride  
15 for children and their parents going down to Columbus to  
16 see what it was like and they were -- people talked to  
17 them and there were teachers from Columbus there and there  
18 were picnics at Lake Tammaskowa (phonetic), and there was a  
19 chorus.

20 I guess it was four through six graders that was  
21 city-wide the year before integration.

22 Q And as far as you know is this still the case?

23 A I'm not sure, I don't know.

24 Q Okay. And Jimmy, this same question. If you want  
25 I could rephrase it.

1 A (By Mr. Harold) Could you rephrase the question?

2 Q Sure. Can you recall what preparations were made  
3 to educate students to the desegregation plan, and if so,  
4 just describe it?

5 A To the best of my knowledge at the time integration  
6 started I was very young. I remember my parents speaking  
7 about attending meetings, neighborhood meetings of such.

8 As far as preparation for students and -- as far as  
9 preparation for students and myself personally, there were  
10 none except for one meeting with the principal at the  
11 school that I attended and elementary, and that was  
12 Columbus School. And that was sort of meeting to tell  
13 me that I would be transferred to a new school.

14 And it was all part of a new project. Okay, my  
15 parents went along with it, they understood the process  
16 at the time.

17 I was the only one out of my second grade class to  
18 be bused to a school in the hills.

19 Q Do you care to comment on what you think should be  
20 done to improve these kinds of preparations?

21 A Well, first of all, I believe from my own personal  
22 viewpoint that to take a child that young and bus him to  
23 a new environment, new culture and new social standings  
24 is very wrong. It's a crime against himself and humanity  
25 because at that time that child has not had a chance to

1 become accustomed to their own culture, and they become  
2 very mixed up and confused and can be for the next four or  
3 five years.

4 Q Ms. Sherman, what activities did you undertake  
5 during the early stages of desegregation?

6 A (By Ms. Sherman) I'm not quite sure what you mean.

7 Q Were there any specific things that you did early  
8 on, yourself?

9 A Before integration or during, or --

10 Q During? The early part of desegregation?

11 A Like the first year or something?

12 Q Right.

13 A I can't remember anything that I did. My parents  
14 were really involved in integration so I went to meetings  
15 that they were, -- that were supposedly only parents, and  
16 we'd go along. But the first year of integration, I can  
17 only remember one picnic up at Lake Tammaskowa. I don't  
18 know what that was because I missed it so I don't know. ---  
19 I don't remember anything.

20 Q And Jimmy, how do you perceive the interaction of  
21 the different races on the Berkeley campus?

22 A (By Mr. Harold) You mean present now?

23 Q Right.

24 A Okay. Well, that in a way is kind of hard to say  
25 because there's not really much interaction between the

1 races on campus except for when they have to be in classes.  
2 The reason for this is that the campus, as far as students  
3 go, they break themselves down into friendship groups and  
4 race groups first, and then that is broken down into  
5 different class structures.

6 So, for example, at Berkeley High campus, the area  
7 under the cafeteria is mostly Chicano students and Asian  
8 students. Then what we call the slope area what would  
9 be a brick wall from the gym area extending to the cafe-  
10 teria, you have a good percentage of your Black students.  
11 On the community steps you have a different percentage  
12 of what is supposed to be called the White hippie students,  
13 which is not true, but they are White students there.  
14 Then you have in the cafeteria a mixture of all students,  
15 along with a good percentage of the Black students in the  
16 student lounge.

17 And then in the cafeteria it's broken down by all  
18 races, but each of those places I named are broken down  
19 between the students of high class, middle class and lower  
20 income.

21 And the reason why I know this is because I've  
22 known some of the students and I know that they are in  
23 different class structures and I watched their behaviour  
24 patterns and movements to figure out why is this for a  
25 city that is supposed to be totally integrated.



1 Q Jimmy, if I understand what you're saying, your  
2 feeling is that the breakdowns may be more socio-economic  
3 basis rather than by race or both or ---

4 A No, first it is broken down by race, then by social  
5 and economic structure. Now, that's just my own findings.

6 Q Julie, how do you view the Berkeley desegregation  
7 experience, and thinking about that too, what factors do  
8 you feel have contributed to Berkeley's, let's, let's say  
9 success?

10 A (By Ms. Sherman) Well, I think it's -- I think  
11 it's a good thing to have desegregation, but I don't  
12 think that it was -- I know it was worked on like 10 years,  
13 but I don't think it was worked on long enough to get the  
14 -- well, they worked -- they worked a lot on the parents  
15 in getting the parents ready for it, and getting the par-  
16 ents used to the idea, but a lot of the children didn't  
17 really understand what was going on and they weren't --  
18 now, it's more like desegregated and you're put in the  
19 classroom and like Jimmy says, it's really, it's not  
20 really integrated at all.

21 We're there, but we're separate. And you go to  
22 a junior high school, I went to King Junior, Martin Luther  
23 King, and when school's out there's two entrances to the  
24 school. And it's pretty much that the Blacks go out one  
25 section and the White kids go out the other way because

1 one's going up and one's going down. And if you look at  
2 it, it's really not really integrated.

3 Q What would you change?

4 A I'm not sure how you would change it unless you  
5 changed the whole city structure of where people live.  
6 Because if people -- if all races lived together in the  
7 same block and they play together since they were one  
8 year old or something, by the -- when they get to school  
9 they're still, you know, you go on the same bus, you come  
10 home together, you walk home together, you play together  
11 and then you're integrated.

12 But if you just stick two people together on a  
13 bus and cross the buses, it's not really integration at  
14 all, and I guess you'd have to -- I don't quite see how  
15 they can do it on a, you know, integrate the schools and  
16 integrate them, I don't think it's possible.

17 Q Jimmy, this same question to you also, in terms  
18 of how do you view the Berkeley segregation experience and  
19 what factors have contributed to say the Berkeley success,  
20 and also what programs might even change?

21 A (By Mr. Harold) Could you read the question again?

22 Q Sure, I'll go a little slower on that.

23 How do you see the overall experience here in  
24 Berkeley in terms of desegregation? And I'm also asking  
25 you to focus a bit on what parts of this has been successful

1       A     Okay. The overall experience of Berkeley trying  
2 to integrate, I believe that it was a fair attempt. I  
3 do not believe it was an honest attempt because like I  
4 say there was no preparation for the -- for the kids.

5           I still believe that they took them out of -- out  
6 of their own social structure and culture too early in life.  
7 I have heard and have read that that's the best way to  
8 relieve, you know, old cliches and problems is to start  
9 off fresh and new. Well, you can't start off fresh and new  
10 that way, but you have to know your own background first,  
11 in order to be able to deal with somebody else's back-  
12 ground.

13           It's really rough because, like my class coming  
14 through now in the Class of 1976 is, a lot of the students  
15 who were in the first part of the busing. I'll back up  
16 my statement by saying that it was a fair attempt because  
17 to the best of my knowledge and my memory, I believe it  
18 was for one year or two years that the Black kids from  
19 the flatlands, better known as West Berkeley and the  
20 South Berkeley, were shipped to the hills area before I  
21 remember one busload of White kids being shipped to the  
22 flatlands.

23           And that's to the best of my memory. There may have  
24 been busing going on but if it was, I didn't know about it.

25       Q     Okay, I also ask you to respond to this, too, and

1 both of you perhaps: What are you seeing as any values  
2 if any that have come out of desegregation, if any, at this  
3 time? Jimmy?

4 A As far as value goes, I believe and for myself,  
5 people have learned to deal with people of different races  
6 to a certain extent, but it has come to be that as long  
7 as I'm in school with that person, I can tolerate him. I  
8 know that from other students.

9 There is still the same Black and White problem  
10 there. It's only been covered a bit by whipped cream.  
11 It was an honest attempt. There has been a lot of improve-  
12 ments for a lot of students and then it has helped to set  
13 back a lot of students.

14 As far as -- now, that's just Black and White  
15 students. I haven't really seen any values or any reactions  
16 from the Chicano or Asian students as far as mingling with  
17 Black or White students, and vice versa.

18 So I would say that to me it would have to take  
19 another, maybe four or five years before a really honest  
20 opinion or statement could be given. Up to this point,  
21 that's how I see it.

22 Q Thank you. Julie, would you care to expound on  
23 that, too?

24 A (By Ms. Sherman) I think it was -- it's a good  
25 learning experience and it's a good education to learn with

1 different races. And it's -- you know, learning how to  
2 interact with different cultures.

3 But I don't think -- well, I don't know, I don't  
4 think it's done much so far as education-wise. Except  
5 that they rooted out a lot of the teachers who were  
6 racists or whatever you want to call them racists, I don't  
7 know, or people who didn't know how to teach mixed classes.  
8 And they got a lot of younger teachers, but I guess that's  
9 about the only thing that I can think of.

10 I don't think it's changed much otherwise.

11 Q Jimmy, again could you please comment on your  
12 experiences as a student at West Campus?

13 A (By Mr. Harold) How do you mean?

14 Q In terms of your school that you have been at,  
15 have you had any particular experiences as you feel you  
16 would like to share with us in terms of the integration  
17 situation there?

18 A Yes. There's one program that I think the nation --  
19 needs to look at and it was an experimental school called  
20 Huey. I understand I'm not supposed to mention names,  
21 so I can't mention the director's name. But it was a  
22 multicultural experimental school. We went on a lot of  
23 picnics, retreats and we sat down and done our homework  
24 together. It was just a closeness.

25 Most of this came from, I believe from a lot of

1 students were at King and a lot of students from West  
2 Campus, so it became a joining of students from different  
3 schools. And under the direction of a very fine leader,  
4 he brought students together.

5 We were able to -- we had a lot of problems, we  
6 sat -- we had discussions, rap sessions, where we just kind  
7 of sat down on the carpet and talked about problems. And  
8 teachers and how to deal with them. And it was -- it was  
9 the best experience I ever had as far as anything, you  
10 know, with how to get rid of, you know, race problems.

11 And maybe later on somebody, you know, could find  
12 out, you know, go down to West Campus and see the school  
13 if it's still in process. It's the best thing that I  
14 know of in the City of Berkeley or the nation that is  
15 dealing with getting rid of race problems.

16 Because it doesn't attack race problems directly.  
17 It attacks the person of how he thinks with other people,  
18 and it's done in a very polite and casual way that where  
19 you're not slipped in or nothing and you know what's  
20 going on around you.

21 And it makes you want to join, and it's -- it's so  
22 full of togetherness and love, you know. I just can't  
23 explain it.

24 Q Is this still in process as far as you know?

25 A To the best of my knowledge, yes. I visited West

1 Campus last year or year before last, if I remember, and  
2 I seen the director.

3 Q Thank you. Julie, would you briefly describe the  
4 alternative schools on the Berkeley campus?

5 A (By Ms. Sherman) Well, I'd first like to say some-  
6 thing about Huey is that I was in that too, I guess the  
7 year after you were in it, and they -- maybe they ran out  
8 of money because we never did anything like that. We  
9 never had -- nothing happened. There was never together-  
10 ness. It was mostly white environment, and it was, I  
11 don't remember going on any picnics or any field trips  
12 in my ninth grade year, so maybe they ran out of money or  
13 something. Because it was good before I came.

14 But so far as alternative schools on the Berkeley  
15 campus, you mean Berkeley High School or --

16 Q Yes.

17 A There's a number of alternative schools, Model  
18 School A, called the college prep., Genesis Agoura (phonetic)  
19 and School of the Arts. I guess that's it.

20 They are -- they deal with different departments.  
21 Model School A is a very academic school for very academically  
22 inclined students and it centers on history and English  
23 mostly.

24 Let's see, School of the Arts is a drama alternative  
25 school, and drama and working on so far as the T. V. --

1 video, and works on English and history so far as they're  
2 creatively -- a very creative point of view.

3 Let's see, Genesis Agoura is a multicultural  
4 alternative school, most -- a lot of Chicano classes --  
5 Chicano -- a lot of Chicano multicultural classes.

6 I'm not sure, there's another alternative school  
7 called Odyssey which is seventh, eighth and ninth grades,  
8 and Genesis Agoura and Odyssey join together on a  
9 lot of different projects.

10 College prep. is mostly for Black students and it's  
11 for Black students going to college, I think, I'm not  
12 sure. I don't know much about that school. Maybe you  
13 know more about it. It's a good program, but it's, I  
14 think it's the year, like five years is almost up.

15 I know School of the Arts and Genesis Agoura  
16 are ending this year.

17 Q Could you tell us which school are you in?

18 A I'm in School of the Arts.

19 Q And what is the race composition of your classes?

20 A Ninety-five percent White, and the rest is broken  
21 up between Asian, Chicano and Black students.

22 Q And my next question I think that will follow, why  
23 do you believe this variance exists?

24 A I couldn't tell you. I -- I don't know. I really  
25 don't know. Maybe -- I really couldn't say. It's mostly



1 a lot of the makeup of the White population of School of  
2 the Arts, it's quote, unquote, White hippie, a lot of it.  
3 And drama-inclined students who are very serious about  
4 drama. I really don't know why that is that way.

5 Q Jimmy, let me also give you now an opportunity  
6 to the same questions, and if you could also briefly des-  
7 cribe the alternative schools on the Berkeley High School  
8 campus, and then follow this up with which school are you  
9 in?

10 A (By Mr. Harold) Okay.

11 THE CHAIR: The first part is to give us a little  
12 description of the alternative schools on the Berkeley  
13 campus as you see them.

14 A Okay. Basically I could just more or less name  
15 the alternative schools on campus, because I'm not  
16 involved in the alternative schools on campus because I  
17 see them as, now as a way of separation. And I believe for  
18 each race there is a time when they need to be separated  
19 and deal within themselves.

20 But now I found, in my sophomore year, I found that  
21 this was true. I have not checked back since because I  
22 have become enrolled in what is called Common School, which  
23 is what most of the population of Berkeley High is enrolled  
24 in. It's Berkeley High itself.

25 But the only alternative school that I could really

1 say something about that I know about is performing arts  
2 alternative school. And that is basically for drama stu-  
3 dents, music students, and radio students, students going  
4 into radio and such performing arts of that nature. I  
5 was not enrolled in that school, but I had many classes  
6 in that school.

7 I found that to be 97% White students. And I  
8 find that the reason for that is that they were fields  
9 where most White students do go into and they will become,  
10 you know, grown men and women, and that becomes their  
11 profession.

12 The same with each of the different races, it's the  
13 way society has, you know, sort of channeled each race  
14 into certain occupational jobs or this jive.

15 Q Thank you. Jimmy, again, is there race violence  
16 on campus?

17 A Racial violence on campus. I couldn't honestly  
18 answer that question, because there is none that I know  
19 of if you're speaking in terms of race riots, racial sit-  
20 ins or some of the more popular things, I couldn't say  
21 I have not seen or witnessed any.  
22 I have seen students fighting among each other that  
23 were the same color, and of the different colors. There's no  
24 instance that I know of that I have been involved in to  
25 the best of my knowledge or anybody else that had a racial

1 overtone. There may have been some, but I'm just not  
2 aware of them, so I couldn't say they're not and I  
3 couldn't say that there is.

4 Q Do students feel, as far as you know, that adminis-  
5 tration discipline, for instances that may occur is the  
6 same among different racial-ethnic groups? That's to  
7 Jimmy again. The question, let me repeat that for you.

8 Do you think students feel that whenever a discipline  
9 is handed out by the administration, is it the same regard-  
10 less of what ethnic group one may belong to?

11 A No. I couldn't say that. I know of incidents  
12 where students have been caught fighting, such as students  
13 who hang out on the community theater steps; and at times,  
14 when I served as chairman in the position of the student  
15 staff court, we reviewed all disciplinary action except  
16 for fights, but we were aware of what happened to those  
17 students.

18 They were not suspended. Most of them that I know  
19 of. Most of the other races were not suspended that I  
20 know of. They may have been given light disciplinary  
21 action. I have noticed Black students doing the same  
22 thing and we have not seen them around for two, three months.

23 I have noticed Black students becoming involved in  
24 what seemed to be to me minor trouble, and I see them three,  
25 four months later and they are at West Campus. I mean not

1 West Campus, but East Campus; and I talk to them and they  
2 say the man has dug off a lot of things on me.

3 So I could not say not only for the Blacks, but  
4 for any race on there, they're not always dealt with  
5 fairly. I would say that there is an honest chance to try  
6 to do this, but there are just certain administrators  
7 on campus that the students know of that are not fair and  
8 will not deal with you fairly regardless of what race or  
9 color you represent.

10 Q Jimmy, is cutting class by students a problem, in  
11 your opinion?

12 A I won't say cutting of class is a problem for stu-  
13 dents, I would say cutting of class is a problem for  
14 administrators. The reason for this is that each person,  
15 I feel each person is responsible for their own actions.

16 But when you're put into an environment where you have  
17 to be there for five to almost seven hours a day, and they  
18 do not make the environment enjoyable to you or at least  
19 for you to be able to survive in that environment, human  
20 nature tells you that if you can't survive in there, you  
21 have to take a time off to go where you can survive.

22 As far as cutting and as far as my own personal  
23 cutting, I have left classes sometimes because of person-  
24 ality conflicts with teachers that counselors have known  
25 about. And I've noticed within the first three, four days

1 that I tell them and I say I won't be able to survive, or  
2 be able to learn in that class. They say oh, sure, you  
3 can do it, stick it out. So the next alternative is to  
4 go in there and then a personality conflict arises.

5 Many students and myself have done one of two things,  
6 either we decide, you know, to cut the class and after so  
7 many days they'll automatically drop us from that class  
8 and we do well with the rest of our other classes, or either  
9 we go in there and the teacher gets, you know, so much --  
10 "hell" from us that they decide to transfer you out.

11 But if you go to your counselors and say I just  
12 want to drop this class, you don't usually get to -- you  
13 can drop that class just for you know, because you want to  
14 drop it. But if you go there with a legitimate reason,  
15 you don't get to drop that class unless the teacher signs  
16 you an okay. And that's not the way it's supposed to be.  
17 But that's the way it is.

18 Q Do you believe that there are any differences if a  
19 student's Black or let's say White in this kind of a situ-  
20 ation?

21 A Yes, I would. The reason I would say that, not only  
22 for Black and White students, but for the other races as  
23 well, is because counselors tend to say, well, you take  
24 these classes because this is the occupation that you plan  
25 to go on to in college. And if there's a personality

1 conflict depends on what race you are. If you're able  
2 to arrange your schedule for that.

3 Q Is there anything that's being done by students  
4 to prevent this sort of thing?

5 A How do you mean, an organized structure or just an  
6 individual fighting it?

7 Q I mean any way?

8 A There is nothing totally on an organized structure  
9 that I know of. There are many instances of individual  
10 fights between the administration and the student and parents.  
11 But what usually happens is a conference arises and one of  
12 two things happens. Either you are -- you are left out  
13 to school and you're put out to school, or either you're  
14 within the school but actually you're out because they  
15 make it so hard for you to survive.

16 And school is hard enough to survive in now.

17 Q Thank you, Jimmy. Julie, let me go with you. How  
18 would you describe the attitude of teachers toward the de-  
19 segregation?

20 A (By Ms. Sherman) I really couldn't say completely  
21 because I'm not a teacher. I just -- I think most of them  
22 view it favorably. There are some teachers who are racists  
23 of various races. I'm -- I don't know. I don't think  
24 as a group teachers -- I mean I think they favor desegrega-  
25 tion and they're teaching it pretty well.

1           There are in the lower, I think it gets easier  
2 to teach a class in the lower grades when you're more --  
3 there's a teacher and there's a student, but when you get  
4 older you know, it's more of an equal level, and it gets  
5 harder.

6           I think they mostly favor desegregation.

7           Q     What about other staff such as perhaps custodian,  
8 bus drivers, and so forth? Any difference there?

9           A     I would guess they view desegregation favorably.  
10 I mean they might, if they didn't or they really had a  
11 violent reaction toward it, they would probably not be in  
12 the Berkeley School system.

13           But I -- no, I guess they must favor it because they  
14 get hired to be a principal and they -- if they didn't  
15 like it, they probably wouldn't get hired or they wouldn't  
16 apply for a job in Berkeley Schools.

17           I couldn't really answer that question honestly  
18 because I don't know.

19           Q     Jimmy, do you have anything you'd like to add to  
20 that question or answer?

21           A     -- (By Mr. Harold) Could you rephrase your question?

22           Q     Sure, the question was how do you feel or how would  
23 you describe the attitude of teachers toward desegregation  
24 as well as other staff members in school?

25           A     Well, it's like this: Lot of teachers who were in

1 college at the time were preparing for a, you know, academic  
2 teaching. And a lot of them just can't handle the desegre-  
3 gation that there is now.

4 I would say that there is a fair and honest attempt  
5 by most teachers to, you know, handle the situation. But  
6 most of the teachers who are here at Berkeley High now who  
7 have been here for 10, or 20, or 30 years, you can just  
8 walk into the room and you can feel the tension that's  
9 in their body, and that -- that they're sending out. You  
10 can see their everyday pressures of them trying to deal  
11 with certain races is it's, you know, that they have been  
12 taught were supposed to be bad.

13 It's like, when you were growing up maybe you heard,  
14 you know, certain people and certain racist words that  
15 were supposed to be directed at one race. And maybe now  
16 you can see that is -- that has changed or it maybe  
17 hasn't changed, and that's in comparing with the teacher.  
18 Because a lot of the new teachers that are coming up that  
19 have, you know, been hired within the last five to seven  
20 years can really handle this problem. And they're ready  
21 for it.

22 But we have a lot of teachers in there now who are  
23 'way, 'way behind, as much as 30 years. And they're hurt-  
24 ing everybody. Put, you know, it's their life and it's  
25 their job so that's what they have to do.



1 Q Julie, do the students feel that they're getting  
2 equal education opportunity, in your opinion?

3 A (By Ms. Sherman) At Berkeley High School you're  
4 allowed to choose basically what classes you want to take  
5 unless your counselor tells you no, you can't take that  
6 class. So you can get an unequal education if you want to  
7 get an equal education.

8 I mean you can sign up for the classes that you  
9 want. I think a lot of -- I guess a lot of counselors,  
10 unless you really know what you're doing, they will --  
11 they will probably say you can't take that class. I  
12 think you should take this class and they'll tell you to  
13 take the class and even if you don't want to take it  
14 they'll say, well, you have to take that class. I won't  
15 sign your slip unless you take it. I don't really think  
16 that's fair.

17 I think a lot of it is racial so far as, well,  
18 you're Black, you should take this class, prepare you for  
19 this sort of life.

20 I haven't -- my counselor hasn't told me what  
21 classes to take. And for my point of view, I'm getting  
22 the kind of education I want to be getting. There are  
23 multicultural classes, Black studies and Chicano studies,  
24 I think, and there's one called "What is White," and there's  
25 Women's History, and there's a wide variety of languages

1 that might be cut next year, but right now there's a wide  
2 variety of languages you can take from Japanese, Swahili,  
3 Hebrew, Russian, and so forth. Russian is not taught  
4 anymore. Okay.

5 Well, anyway you can get an equal education if you  
6 want to get one.

7 Q What do you think are the student's attitudes  
8 toward the ethnic studies?

9 A Well, when I was in fourth grade, they had a lot  
10 of; there was a lot of emphasis on Black studies from the  
11 time I was in fourth grade to the time I was sixth grade.  
12 And that was good, except at my school there was a woman  
13 who was -- she was a White Jewish woman who was teaching  
14 Black studies. Now, somehow that just doesn't sound  
15 right.

16 And so when you have a White person teaching Black  
17 students, it's kind of hard to listen to, and to really  
18 say yes, that's right, because, I mean, she can't tell you  
19 from her own experience, you know. Because she's not  
20 Black, and it got kind of to be a farce.

21 The one thing that I got upset at when I was in  
22 fourth through sixth grade is that there was a lot of  
23 emphasis on Black studies, but no emphasis on anything else  
24 and so after fourth through sixth grade, they've decided  
25 well, we've taught you Black studies, that's fine, that's

1 all you need to know. Let's go on to everything else.  
2 Forget about it and when you get to Berkeley High School  
3 there's, right now, well, there's a Black studies depart-  
4 ment and it's been cut a lot.

5 I guess students, they feel -- I think most students  
6 feel that it's a lot of ethnic studies should be taught, but  
7 then again, well, it should be taught but I don't want to  
8 take it, you know. That's sort of the -- a lot of the  
9 view. Of students.

10 -- Q. Jimmy, I wonder if you would also like to amplify  
11 further on that? I'll repeat the question for you.

12 Do students feel that they're getting an equal  
13 education opportunity; and the follow up is what are the  
14 student attitudes toward the ethnic studies program?

15 A (By Mr. Harold) I could -- I couldn't say whether  
16 or not students feel as if they're getting an equal educa-  
17 tion. I could say that there is not an equal education  
18 being taught there at Berkeley High School.

19 The reason for that statement is that they offer  
20 many, many opportunities to receive this equal education.  
21 And they put it into the little booklet for you to take home  
22 a couple of weeks before time to get your program together.  
23 But there's one catch. Your counselor must okay your  
24 program. I'm not saying it's the counselor's fault, and if  
25 there's anybody recording, let it also be said that you

1 know, they're not the main problem.

2 In fact, a lot of counselors do probably try to

3 help. But what happens is that there is not enough infor-  
4 mation for you to get an equal education at Berkeley High  
5 School.

6 As far as ethnic studies going on, I believe that  
7 each person, no matter what race, creed or color should learn  
8 something about somebody else's background. I believe  
9 that each race and national origin that is representing  
10 any city, state or school should have at least one person  
11 teach their background to them because you can't get it  
12 all from home.

13 But there's not enough cross breeding of, say like  
14 Black students going into the -- "What is a White" class or  
15 White students coming into the Black studies classes or  
16 the Black studies program.

17 And to be honest with you, nor have I been in a  
18 Chicano studies class or program because I am not aware  
19 of them if there are any. And that's why I say there's  
20 not enough information.

21 Q Do you think such classes, multicultural classes,  
22 should be mandatory?

23 A I couldn't say I'm in a position to answer that  
24 question at this time.

25 Q Julie, do you have any, perhaps reaction to that

1 last question. We're talking about multicultural, taught  
2 in the curriculum.

3 A (By Ms. Sherman) I think that it's a good idea to  
4 learn something about another person's culture. But to  
5 make it mandatory, I -- I just don't go with people say-  
6 ing you have to do this because I say so. I just don't  
7 think that's a good idea at all.

8 I know, well, Genesis Agoura, it's a very multi-  
9 cultural school and there's a lot of cross learning.  
10 And that's where the White class is in. And there's  
11 Chicano studies and they went out and helped the farm  
12 workers. I don't think -- I just don't like things that  
13 are, you know, you have to do this, you know, because I  
14 say so. I just don't think that's a good idea.

15 Q Could you describe any further your feelings or  
16 opinions about the attitude of students toward desegrega-  
17 tion?

18 A Most students, I think, feel that it was a good --  
19 it is a good idea. And it should happen. But it wasn't  
20 planned enough and it wasn't carried out enough. And right  
21 now, well, you know, put them in fourth grade and now they're  
22 desegregated. And that's the end of that.

23 And there's no real programs going on now that I know  
24 of to make students aware of what it really -- what inte-  
25 gration is or desegregation is. And to ready them for

1 their experience that they're going to have when they go  
2 to school. I don't think the -- I don't know. I don't  
3 think people are working as hard as they worked eight  
4 years ago when it started and it's new for every student  
5 who just starts the Berkeley School System. It's a new  
6 thing for them.

7 It's not just -- it just wasn't new in 1968 when  
8 it started.

9 Q Do you have any thoughts of why people may not be  
10 working so hard now as they did at the beginning?

11 A I didn't hear that.

12 Q Do you have any ideas yourself why it's not being  
13 worked on perhaps as hard as you were just suggesting as  
14 it was in the beginning?

15 A I think a lot of that is just human nature. Where  
16 you work really hard for a goal and when the goal's reached  
17 you say, oh, well, that's great. The work's over, it's  
18 happened, and then you don't work as hard and people,  
19 it's an old subject. And 10 years ago when it wasn't an  
20 old subject and it was a really important thing.

21 So everybody was working really hard for it. And  
22 now, you know, it's old. It's been going on for eight  
23 years now, so --

24 Q Jimmy, also the same question, and that is if you  
25 would care to further amplify on describing the attitude of

1 students toward desegregation?

2 A (By Mr. Harold) I would say that -- I would say my  
3 attitude is because I feel it's much safer. I feel that it  
4 was a good honest attempt like I said, before, it was a  
5 fair try. I believe that it should continue. I couldn't  
6 say that honestly that it should -- I couldn't say how it  
7 should be -- how it should not be changed or how it should  
8 be changed, because the way that I came through the system  
9 was within the last three to five years. I am really just  
10 beginning to get a hold on what desegregation process  
11 was all about.

12 And I haven't been -- I haven't been to a segre-  
13 gated school long enough to know the difference from  
14 personal experiences between, you know, desegregated  
15 school and a segregated school. But I think the process  
16 should continue. I think that more studies or whatever  
17 need to be given.

18 I think -- but I do believe that studies are a  
19 waste of time, but some of them do produce some things  
20 that do work, and that the situation just needs to have  
21 a good long hard look at it.

22 And for me, myself, I know it's too early for me  
23 to really look back over it and add up the results yet.  
24 I know that a lot of them are coming in now, but I don't  
25 think all of the down-to-earth results are in yet.

1 Q Do the students feel at this time that the schools  
2 are integrated?

3 A I'd rather not answer that question.

4 Q Julie, the same question if you would care to  
5 answer. Do the students feel that the school is integrated  
6 at this time?

7 A (By Ms. Sherman) I think they're desegregated so  
8 far as busing one group of students to another school  
9 and vice versa, but so far as integration, I take integra-  
10 tion to mean where there's all different kinds of races  
11 interacting together and in one community, and so far as  
12 that definition, no, they're not integrated at all. It's  
13 the total opposite of that.

14 You can't just take two races and make them sit  
15 next to each other and say they're integrated because  
16 they're not.

17 Q Let me, and this is the final part of my formal  
18 questions to you, and that's giving both of you an oppor-  
19 tunity to respond to any other statement or comment you'd  
20 like to make at this time. And why don't we give it first  
21 back to -- well, either one.

22 A (By Mr. Harold) Well, I would just like to say that  
23 after this hearing is over with, and everything has been  
24 tallied up, I would like to say that I hope that it's  
25 not just placed in a file, section so and so, number dash



1 this. And on these certain results evolved from. I hope  
2 that this doesn't become the way through the programs that  
3 we had during the '60's when we had all these poverty  
4 programs put into action to help the Blacks, and now the  
5 only last stronghold we have is affirmative action. And  
6 that's on the way down the drain.

7 So I hope it doesn't become like that, I hope that  
8 something really positive can come out and that the deseg-  
9 regation process of Berkeley, all the problems and all the  
10 good things that happened, can be put into the air so  
11 that other places like Boston and New York and Chicago and  
12 Los Angeles can learn from what's going on here.

13 I understand that Berkeley is supposed to be in the  
14 national limelight for being one of the first or the very  
15 few to desegregate on their own without a court order,  
16 to the best of my knowledge. And I'd like to thank  
17 Berkeley and the high school district for that, because  
18 I don't know what position I could have been in had it  
19 been a segregated school all this time.

20 And I couldn't say because this is the position  
21 that I'm in now. There is room for a lot of improvements,  
22 and in some areas there's no room for improvements because  
23 it's good the way it is such as the program at Huey, and  
24 just certain places that need to be touched and certain  
25 places that don't need to be touched. And I hope that it

1 can be continued. I would not like to see the Berkeley  
2 go back to the old way.

3 However, just, you know, like Julie mentioned put-  
4 ting, you know, certain race of students in a classroom  
5 and saying that they're integrated is not integrated.  
6 What needs to happen is that you need to integrate their  
7 minds and their bodies and their souls so that they become  
8 one. And that's what the world needs now.

9 So I just hope you know, we can get something going  
10 from this.

11 DR. SHARE: Thank you. Before we leave, I'll  
12 turn it back over to our chairwoman, see if there are any  
13 other questions.

14 THE CHAIR: I certainly want to thank both of you.  
15 You seem like two together young people. I do want to ask  
16 a question of you, Jimmy.

17 Q (By The Chair) You mentioned earlier that you  
18 certainly didn't like the idea of being transported out  
19 of your neighborhood to another school. Could you comment  
20 about some of the advantages or disadvantages of the school  
21 desegregation, of the total experience.

22 A Okay. Some of the advantages was that I was able  
23 to learn of other cultures, but the way I learned was like  
24 I was invited up to many White students' homes for dinners  
25 and luncheons, and there was an honest attempt, you know, for

1       them to make me feel at home and to be happy. And at  
2       that time I was not aware of what was going on, but as  
3       I looked back over it, I've noticed like I go up there  
4       now and I see some of the same silverware, but what used  
5       to be their best silverware, you know, is now become their  
6       old silverware.

7               What I mean, like when I came it was the best put  
8       out and that's for everybody. But you know, it seems like  
9       a little extra special thing they done. And a couple of  
10      -- those were really good things.

11             But like some of the bad things was like they done  
12      things, I don't know if they were exchanging what they  
13      done or if that was the way they ate their dinner or some-  
14      thing, but it seemed all so different totally from at  
15      home. And you can expect that.

16             But the way it was done, it was sort of like this  
17      is the way he ate, and the question was never directly  
18      asked, but like, how do you eat? You know? And I had to go  
19      through that process.

20             But it was nice to be invited into the different  
21      homes and to learn of their cultures and to see the way they  
22      live, and they watched me and I watched them and we learned  
23      a lot from each other.

24             But some of the disadvantages I have to say is that  
25      I learned their culture before I learned my own. And I did

1 grade it was all going to be fun and everything, and now  
2 I sort of -- I don't know, I don't think it -- I just don't  
3 think it works really, to be honest. They didn't -- in the  
4 fourth through sixth schools, you know, I think they're  
5 the worst right now, and my experience at Columbus was  
6 absolutely just terrible. And I wouldn't put anybody  
7 through what I went through.

8 Somehow I don't know. It doesn't seem like when  
9 you're at Columbus or at any four through six school, the  
10 White kids go down to the four through six and the Black  
11 kids go up to the K through three, but when I was in  
12 fourth grade when we were the ones that were bused and the  
13 people, the Black kids were people who lived in the flat-  
14 lands weren't bused at all. They'd never been bused  
15 because they were not, they'd mixed the K through three  
16 experiences, and I -- what I'm saying, so it didn't really  
17 seem equal from the start.

18 And it's very -- you just can't put two people and  
19 make them sit together and say that's integration. It  
20 just doesn't work and that's what a lot of people were hop-  
21 ing would happen. Like say, well, you're together now, be  
22 best friends, you know, and it just doesn't work that way.

23 THE CHAIR: Sally? Ramona?

24 Q (By Ms. Godoy) Jimmy, was the Huey School integrated  
25 or desegregated?

1 A (By Mr. Harold) Beg your pardon?

2 Q Was the Huey School at West Campus desegregated?

3 Is that a desegregated school?

4 A Was West Campus desegregated?

5 Q No, Huey School that you attended?

6 A No.

7 Q It was not?

8 A No, wait a minute. I'm wrong. You mean was it seg-  
9 regated or desegregated?

10 Q Desegregated?

11 A Yes, it was.

12 Q And you noted that this school was one of the  
13 best schools that you'd ever attended and you learned quite  
14 a bit. What do you think contributed to this positive  
15 learning? Was it the teachers, was it the curriculum,  
16 what was it?

17 A It was a combination of teachers who understood  
18 the racial problems, students who had been through desegre-  
19 gation process, and some who had not, and the curriculum  
20 that was given.

21 Q And the curriculum was -- entailed what?

22 A Well, it was a wide range of classes. There was the  
23 basic English, history, and you know, math, and then there  
24 was like Black history and Chicano history and White his-  
25 tory, and there was such cases as fencing and sailboating

1 and sailing I mean, and they offered -- what it seemed to  
2 me that it done was that it's been thought that most White  
3 people are, you know, famous horseback riders that would get  
4 on the T. V. and great airplane drivers. And that Blacks, you  
5 know, we were great boxers and your local sanitation man.  
6 And to me it took jobs from different areas that -- and  
7 different recreational things that each different race done  
8 and sort of put it all in a bowl together and just juggled  
9 it up and everybody got it and then just like if you were  
10 a different race, you got to see something that you hadn't  
11 done before. And you done it and you liked it, you know.  
12 You were given a chance to go into different fields and  
13 that's what I liked about Huey.

14 Q You didn't find any problems relating with the  
15 other White students at the school?

16 A Beg your pardon?

17 Q You didn't have any difficulty relating with the  
18 other White students there at that school? At the Huey  
19 School?

20 A Yes, I had some problems. And then I didn't have  
21 problems. And I believe that there's always going to be  
22 problems in anything that you try new, and it wasn't just  
23 the White students that I had problems with. It was  
24 Black students and Chicano students and Asian students.  
25 And I don't know of any instance that I had a problem

1 with a student of a different race that it was about a  
2 racial thing, because at Huey it was the first time that  
3 I was able really to sit down with a student of a different  
4 race and joke about the racial slangs that we'd given each  
5 other.

6 Like I had this one friend, he was White, and when  
7 I'd see him coming I'd holler, "Hey, Honkie," and he would  
8 holler back, "Hey, Nigger." But it was just like more  
9 or less a nickname given, because we understood, you know,  
10 what was going on. As this was done between many other  
11 races that were representative of -- within the circle of  
12 friends that I traveled in. And it was pretty nice.

13 But there will never be a chance to joke like that  
14 again, I'm afraid.

15 Q Is there a positive interaction between Whites and  
16 minority students at Berkeley High in extra-curricular  
17 activities such as clubs, student government, sports?

18 A Student government, yes. Student government is  
19 totally run by White students and it has been for the last  
20 three years that I remember.

21 Extra-curricular, as far as sports programs, yes,  
22 and no. Because like most of the White students are off  
23 into rowing and fencing and tennis, and diving and swim-  
24 ming. And most of the Black students are off into track  
25 and football and basketball and then we have sports in

1 between such as badminton and handball that you get a few  
2 students who actually cross over the line.

3 But like I say, those activities come from their  
4 background of the recreational activities that they do when  
5 they're with their parents.

6 A (By Ms. Sherman) Another part of that is that as  
7 far as people saying it used to be sailing, it used to  
8 be that mostly White people would go out for the prom  
9 queen and the senior class, junior class princesses. And  
10 now it's mostly -- it, well, it's mostly Black that I know  
11 of. Do you agree?

12 Well, it used to be. This year it was different.  
13 I mean there are a lot of -- it was pretty racially balanced.  
14 And drama that I'm in, it's 99% White. I don't know, I  
15 guess it's probably just what you get when you're --  
16 when you're in your family and what you do when you're  
17 in families.

18 But people don't, I mean there's something called  
19 the Keys and the Keyettes, which is a community service  
20 club. I'm not sure if that -- I know, I think that's --  
21 I think that's pretty mixed between White and Asian stu-  
22 dents as far as I know.

23 MS. GODOY: Thank you.

24 THE CHAIR: Yes, Jimmy, I guess I'll get back to  
25 Huey again. What was the breakdown of the students and



1 not learn all of theirs. But certain things were implanted  
2 into me that I should have had a chance to get from home  
3 first.

4 Just like every night you have to go home and get  
5 a home-cooked meal, and I don't know, I guess that's just  
6 the way society is.

7 THE CHAIR: Okay, thank you. Are there some ques-  
8 tions from any of the panelists? Ms. Ruiz?

9 Q (By Ms. Ruiz) Yes, I would like to ask if the admin-  
10 istration or the teachers ever at any time ask the students  
11 to evaluate them or the programs that they were teaching  
12 you? Either one.

13 A (By Ms. Sherman) They do have teacher evaluation  
14 slips that come out, and students evaluate teachers. And  
15 I know in the School of the Arts, School of the Arts has  
16 an evaluation twice a year by students where all students  
17 are giving something, you either what's your favorite  
18 class, and why and why don't you like this class and what's  
19 going on. I don't -- I can't remember any -- ever being  
20 given the chance to evaluate an administrator, so far as  
21 vice principals or principals or something.

22 And so far as integration, I don't think anybody  
23 ever asked a student what they ever thought of integration.

24 Q What would you have answered had they asked you that?

25 A Depends when. I thought it was great in third, fourth

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1 also the racial breakdown of staff at Huey? I mean approx-  
2 imately what was the student population at Huey and what  
3 was the staff -- how many staff members did you have there  
4 and what was the racial breakdown?

5 A (By Mr. Harold) I couldn't say, you know, what was the  
6 actual number of staff compared to racial breakdown  
7 because Huey was a very small school and I -- if I'm cor-  
8 rect, I believe there was from, somewhere from 200 to  
9 maybe 250 students, and maybe possibly 300 that were in-  
10 volved in the school.

11 And as far as racial breakdown of students, I  
12 couldn't give you a percentage numbers, but as far as in  
13 fews and lots and smalls, there was a few White students  
14 there, and a few Black students, there was some Asian  
15 and very small amount of Chicano students that I remember.

16 But as far as going on retreats and picnics and  
17 stuff, it was mostly dominated by Whites and Blacks. The  
18 Asian students at that time, I only knew of 10 Asians  
19 that were my friends and I wouldn't get into the one, you  
20 know, so and so's my best friends, because he's that  
21 color. But I'm not saying that was all the Asians that  
22 were represented there. That was all that I was aware of  
23 because they were my friends. And you know, we grew up  
24 together.

25 But I'm pretty sure that there was more, as far as

1 with the rest of the races, but I know that it was a  
2 lot of White students in there.

3 Q (By the Chair) Could you attribute the success of  
4 the Huey, this experimental school program, I assume that  
5 you think it was a successful type of program as far as  
6 desegregation is concerned. Could you attribute that  
7 to the leadership of the school, the staff and the way they  
8 handled the problem at Huey?

9 A Yes, like I say, but I would say that most of their  
10 direction came from the director, and unfortunately I can't  
11 mention his name. But I believe that he was the one most  
12 responsible for coordinating it, the entire process of  
13 Huey because I remember that he used to go out and get  
14 grant money and bring it in so that it could keep continuing.

15 But I believe along with the help of the staff and the  
16 curriculum program set up that the nucleus of the operation  
17 was from the director of Huey.

18 Q (By Ms. Godoy) You can mention his name, Jimmy.

19 A Mr. Robert Stephanie (phonetic).

20 THE CHAIR: Thank you.

21 Q (By Ms. Tellez) One really quick question. You  
22 said, Jimmy, that at the time they were going through the  
23 initial desegregation program that the parents were prepared  
24 but you -- the young people were not. With schools who are  
25 right now going through desegregating their own district,

1 what advice would you give them on how they can prepare  
2 students for desegregation?

3 A In my opinion, I would say that they should not  
4 transfer the student from one part of town to another town  
5 until after the third grade. I believe that this gives  
6 the student at least a chance to get some strong hold of  
7 his background and his culture from his parents and com-  
8 munity; at this time the student also gets a chance to  
9 actually see what learning experiences he's having from  
10 one school. Then he goes to another school. By the time  
11 he's maybe in the fourth or fifth grade, he's able to  
12 compare between the two. And then he's able to choose  
13 which junior high school he wished to go to.

14 If, you know, if that set up is the same as in  
15 Berkeley.

16 Q (By Ms. Bernstein) I have two questions about the  
17 Huey program. Was that the -- was that the ninth  
18 grade?

19 A Yes, that was my ninth grade. I believe -- yes,  
20 '72 to '73, I believe.

21 Q From what you remember when you were in class in  
22 the Huey program, were those classes any smaller in size  
23 and number of students than your eighth grade or your tenth  
24 grade classes?

25 A No, not entirely, because a lot of Huey classes

1 were fewer students, and some of them were mixed in with  
2 West Campus students along with Huey so there was some  
3 classes that if you weren't a Huey student and walked in,  
4 you know, you didn't know it was a Huey class.

5 Q Okay. I think what I'm getting at is I'm trying to  
6 find out if it was any more successful because maybe there  
7 were fewer students in the program, but it was the same  
8 as the regular schools?

9 A In some classes I would say yes. In some classes  
10 I would say no. Because of teacher and class size and  
11 racial breakdown.

12 Q Okay. And also do you think that the program was  
13 more successful because you chose to be in it? And the  
14 others didn't choose to be in it?

15 A Yes, I believe that you know, each person should  
16 be able to choose what they want to, but a program of  
17 that nature, I believe you know, that was so good, you  
18 just should sort of -- they all want to take and slip it  
19 in some kind of way. And then, you know, later on in life  
20 they'll recognize, you know, how good the program was,  
21 and might want to go into something more of that nature.

22 THE CHAIR: I want to thank you both very much,  
23 Julie Sherman and Jimmy Harold, for your participation with  
24 us this afternoon. You may return to your seats if you  
25 would like.

1 Our next person is Clementina Almaguer, who is the  
2 coordinator for Chicano studies at the Berkeley School  
3 District.

4 Q (By The Chair) For the record, would you state  
5 your name and address and occupation, please?  
6

7 CLEMENTINA ALMAGUER

8 A My name is Clementina Almaguer; I live at 1314  
9 Bancroft Way in Berkeley; and I'm the coordinator of  
10 Chicano studies and also a teacher in the Berkeley Unified  
11 School District.

12 Q Ms. Almaguer, what positions have you held in the  
13 Berkeley School District?

14 A I've been in the Berkeley School since 1971. I was  
15 a teacher for three years. I was off a half a year, and  
16 then I became the coordinator of Chicano studies and  
17 this is my second year in that position.

18 Q I see. Were you involved with Casa de la Raza?

19 A Yes, I was, I was a teacher there for two years.

20 Q What is Casa de la Raza, could you explain that to  
21 us?

22 A Casa was a culturally based Chicano school, experi-  
23 mental school that was part of the experimental school  
24 program of Berkeley.

25 Q In your opinion, what was the effect of Casa de la



1 la Raza on education, on --

2 A I think it had some very strong effects on the  
3 students that attended, predominately Chicano students.  
4 We had many students attending who were so-called dropouts,  
5 the so-called delinquents of the junior high schools. I  
6 think we had considerable success with them in two areas.

7 One was in terms of providing the students with  
8 some kind of cultural base. Chicano population here in  
9 Berkeley is not that large, and we tend to be sort of  
10 obscured here. And Casa provided the students with some  
11 kind of cultural base which they definitely needed.

12 When I first came here in '71, the students, the  
13 Chicano students dressed and talked Black, okay? This  
14 was because the Black culture was very strong and the  
15 students had -- had no one else to relate to. And so many  
16 of the students picked up a lot of the characteristics  
17 of the Black culture.

18 And yet they themselves had lost a lot of their  
19 Chicano culture. And this has happened over and over  
20 again. We find students not being -- losing a lot of  
21 their language, a lot of the basic culture that they get  
22 in the home and once they go to the schools, they use it  
23 and at Casa because we were a cultural based school,  
24 because we brought in community people, because there were  
25 teachers that were able to relate to the kids in a relevant

1 way, we found that we were successful in that area, where we  
2 saw the kids now being proud that they were Chicanos.

3 And academically, too, we feel that we give the kids  
4 some kind of basic skills, primarily since most of them  
5 were lacking in the basic skills and we feel that we did  
6 have some success in that area. Although we're not --  
7 we weren't able to really test it. We didn't have that  
8 much time, and we were trying to develop some kind of  
9 other than Anglo based test. And we just didn't have the  
10 time to do that in the short time that we existed.

11 Q But you do feel that there was improvement academ-  
12 ically also?

13 A Definitely.

14 Q Definitely. What about Chicano participation in the  
15 school?

16 A You mean in the general school district?

17 Q In the parents, yes, particularly in the school?

18 A I don't think that traditionally the Chicano parents  
19 participated in the schools, in a right sense. I feel that  
20 when we had Casa, one of the important bases to Casa was  
21 having the parents involved.

22 A Lot of parents didn't feel adequate to come into  
23 the classroom and work with the students, but we found  
24 that they were willing to come to meetings in the evening  
25 to Mesa Directiva meetings where decisions were made

1 in the schools. We had parents help us out in terms of  
2 getting our school organized and helping us maintain our  
3 school. We got parents' support in terms of parent-  
4 student meetings, in terms of dealing with the students,  
5 things like that. We felt that we were -- we still had  
6 to work at it, but we were being successful with the stu-  
7 dents at Casa.

8 I don't find that parents, Chicano parents are par-  
9 ticipating in the schools, in the general school district  
10 as they did when we had Casa.

11 Q What made the difference?

12 A The fact that I think that a larger part had to do  
13 with the type of relationship that they had with the  
14 administration. At Casa it was Chicano staffed and the par-  
15 ents were able to relate, bilingually as well as in terms  
16 of understanding where they were coming from and something  
17 of their background.

18 And I think the parents were able to feel at ease.  
19 I don't think Chicano parents are, you know tuned into  
20 P. T. A. meetings or meetings of this sort. You don't  
21 find Chicano people here, okay? And this isn't the kind  
22 of thing that they can relate to.

23 Q How long was Casa in existence then?

24 A Casa was in existence for two years, 1971 through  
25 June of '73.

1 Q Just two years?

2 A Right.

3 Q And why was it closed?

4 A According to the Office of Civil Rights, Casa was  
5 a segregated school. Basically.

6 Q And that was it. Do you feel that the effect of  
7 Casa continues in any way, and if so, how?

8 A Well, I think some of us do a lot of reminiscing  
9 about Casa. Students as well as the staff that was there.  
10 It remains in the sense of like students, you know, still  
11 hang together in that sense, and they still -- the little  
12 bit that they were able to get at Casa they still have in  
13 terms of they're proud of who they are. They have not  
14 lost that. They've not, you know, been submerged by the  
15 dominant society.

16 Q How about on the parents?

17 A I think it's back to the old times where parents are  
18 not able to relate to the school administration and teachers,  
19 and they're very much still concerned about the children's  
20 educations but I think they've kind of lost hope.

21 Every year we go through the same hassle of staff or  
22 programs being terminated and the parents say, well, it's  
23 time again. And every single year we have to hassle to get  
24 things that we'd like.

25 Q After Casa closed, were any programs established in

1 the district to assist Chicano students?

2 A The school district did absolutely nothing to  
3 assist the Chicano students to integrate into other schools.  
4 Those teachers of us who remained did the little that we  
5 could. We went to different schools, we tried to talk  
6 to the people who we thought were sympathetic to us to see  
7 if we could put the kids in different, primarily they went  
8 to the alternative schools, the other existing alternative  
9 schools and there was one principal in particular who helped  
10 us a great deal in the four through six school at Franklin  
11 and he helped us establish a Chicano component there.

12 And those students who were at Casa that fit into  
13 those grades went to the Chicano component in Franklin.

14 Q What is the number of Chicano students in Berkeley  
15 district?

16 A I think it's approximately about 450.

17 Q And what percentage is that?

18 A Very small percentage.

19 Q You don't know though?

20 A No.

21 Q It's a real minority within minorities?

22 A Definitely, definitely.

23 Q Do you know, of the number, of the 400, 450, approx-  
24 imately how many of them are non-English speaking or  
25 limited English speaking?

1       A     I would say really only a small percentage, and  
2     once again I would say that because by the time our students  
3     start entering the schools and going through a couple of  
4     years of school, they realize that they can't succeed in  
5     the schools unless they can speak English.

6             And so it's through shame or through the fact that  
7     you know, they have to understand they can only succeed  
8     by speaking English, then we find the students losing much  
9     of the Spanish language and speaking predominately English.

10    Q     Then in your opinion, is there a need for a bilin-  
11    gual, bi-cultural program or is it separately?

12       A     Definitely because unless there was a bilingual  
13    program, these students that had this bilingualism or could  
14    maintain it would definitely just lose it completely.

15       Q     What is the relationship between the bilingual,  
16    bi-cultural and the school desegregation program? How  
17    do you connect those two?

18       A     Well, I think that it, it's a process toward an  
19    integration of all students inas much as at one point you  
20    have the bilingual-bi-cultural students and before they can  
21    integrate into, say, a multicultural type of setting, they  
22    need that one aspect of the bilingual, bi-culturalism.

23             And I think that the bilingual programs can provide  
24    that.

25       Q     Do you think it's more important in the lower grades?

1 A Whether it's important more in the lower grades than  
2 in the --

3 Q Yes.

4 A Well, I think it's important throughout. And that  
5 was one of the things about desegregation that in fact  
6 in the early grades you found that the kids in the flat-  
7 lands are predominantly third world children being bused  
8 up to the hills and not until the later grades that you had  
9 the Anglo kids coming down, and the early years are really  
10 the most important in terms of the kids forming, you know  
11 concepts and culture and things like that.

12 And I think that it's a great disservice to have  
13 the third world students go up to the hills and have their  
14 education up there and lose a great part of their community  
15 in that process.

16 Q I see. What programs, if any, exist? Could you  
17 describe them now, that exist for Chicano students?

18 A Basically at this point there are two kinds of  
19 programs. One is the Babel, which is the Bay Area Bilin-  
20 gual Ed. League, which has programs here in the school  
21 district which has classes here in the school district.

22 And also Chicano studies, which is part of the ethnic  
23 studies program here in the school district.

24 Q Are they well supported by the district?

25 A The bilingual program is well supported simply

1 because it has federal funds. I think that if federal  
2 funds were removed, I don't think that there would be very  
3 much strong support from the district.

4 One example I could give of that is that there's  
5 been developed in the district a management reading pro-  
6 gram that's going to be throughout the district. From  
7 ECE through twelfth grade, and in terms of developing that  
8 program, one day a woman came in and said, can you give  
9 us suggestions as to materials to use? Can you give it  
10 to us by this afternoon? It was a very token gesture on  
11 their part to try to incorporate Chicano material into  
12 this management program that they were developing for  
13 all the -- all the children.

14 And I think it was just like I said, a token ges-  
15 ture. And you know, we're kind of getting tired of things  
16 like that. The Chicano studies program, it's only in it's  
17 second year, and already there's a possibility that we  
18 may be eliminated at the end of this year.

19 The only -- you know, here's a program that's  
20 supposed to provide resources for the teacher, that's  
21 supposed to gather curricula, that's supposed to develop  
22 curriculum, that's supposed to provide in-service to teachers  
23 and yet there's only one staff person, which is myself, and  
24 I'm only 60% time because I'm teaching 40% time.

25 So there's no -- there's, you know, it's -- once



1 again, a token gesture. And we had \$10,000 in our budget  
2 last year. This year it's been cut to five, and you know,  
3 I don't see any bright prospects for us.

4 Q How about with respect to the teachers? Do you have  
5 support from the teachers in the program?

6 A Basically, no. In terms of our in-service, I went  
7 through the particular, in this instance the four-six  
8 schools asked for teachers to sign up, those that were  
9 interested in finding out about Chicano curriculum to use  
10 with their students, where 10 came out of the whole, you  
11 know, four-six schools which is over a hundred teachers  
12 at least.

13 And there's -- there's very -- there's not much  
14 interest and -- that's all.

15 Q Why? Why do you think this is so?

16 A Well, I don't know. When I was working at Franklin  
17 at the Chicano component, teachers are satisfied with what  
18 they call -- with desegregation, that is the fact of kids  
19 of different color skins being in the same classroom.  
20 Now they're just satisfied with desegregation and not  
21 what happens after that. The kids, you know, have to sit  
22 next to each other, and of different races and then that,  
23 they're satisfied with that.

24 And I -- I asked a teacher, I asked a Black teacher  
25 you know, do you really think that desegregation is

1 successful, is it really helping the Black kids to learn?  
2 And she said no. But she fought for desegregation and  
3 I can understand it, you know.

4 Coming from different experiences, people from the  
5 south, you know, me from California, I've had different  
6 experiences, okay? And I can't appreciate those as much,  
7 but I think there have to be other alternatives, and here  
8 in Berkeley I find that teachers are satisfied with deseg-  
9regation and are not concerned about making another step  
10 toward integration. And that's where I find, I think  
11 multicultural comes in, into that integration and I don't  
12 see it being done.

13 Q I understand your concern. How do these programs,  
14 do you feel that they're really beneficial to the Chicano  
15 students, the ones that do exist and that are --

16 A Well, like I said, Chicano studies it's very hard to  
17 reach the students if we can't have the staff. And if  
18 teachers are not willing, then I find it very difficult  
19 to reach the students on that level.

20 I myself, I teach so I can reach the students that  
21 I do teach what, 40, 50 students a year, that's not very  
22 much. But as far as the bilingual program, yes, it has an  
23 impact and, you know, it definitely has a far-reaching  
24 effect on the students.

25 Q That's what I meant in terms of the students who

1 are in the program, it has a beneficial effect?

2 A Yes, I think so.

3 Q Are they located throughout the district?

4 A The bilingual program is located in all the schools  
5 except at the high school. I'm working on the high school  
6 program at this point.

7 Q Are you involved in that?

8 A Yes, I am.

9 Q With your 60% time?

10 A With my 40% time.

11 Q Oh, 40%?

12 A Right.

13 Q Okay. Can students from other schools opt to attend  
14 these programs?

15 A Yes, they can.

16 Q Are they bused?

17 A Kids are but those students that prefer to be, say,  
18 in the Chicano component at Franklin, they have that choice  
19 and they're able to, for the most part since it's down on  
20 the flatland, they do walk to school.

21 Q Are you in favor of busing?

22 A I've been asked that question and when it's turned  
23 around a certain way yes, and in most cases I say no.  
24 It really depends. Like if there is a program that certain  
25 parents want their children to attend and, you know, it's

1 someplace else where they need the busing or whatever,  
2 then I say, yes.

3 Q Approximately how many Chicano children are being  
4 bused right now? In this program?

5 A I'm not sure. I don't know.

6 Q Generally, do you have any -- what percentage of  
7 them?

8 A Well, see what happens is the -- in the bilingual  
9 program most of them are down in the flatlands, so the  
10 kids just -- are bused from the, say the K through the  
11 third grade. But I'm sorry, I don't really have those  
12 figures.

13 Q How about the parents, how do they feel about the  
14 busing for the program?

15 A I think that since it is the student's choice and  
16 the parent's choice, I think that they're in favor of it.

17 Q How long have you been in your present position of  
18 the Chicano studies coordinator?

19 A This is my second year.

20 Q Would you give us a brief description of your respon-  
21 sibilities as the district coordinator for the program?

22 A Well, I think I kind of mentioned already that our  
23 office and in my position I am supposed to gather curriculum  
24 materials that are relevant to Chicanos, which is very few;  
25 develop curriculum materials for teacher; provide in-service

1 for teachers; be sort of a district liason in terms of the  
2 Chicano community and/or, you know, sort of represent the  
3 Chicano community in terms of different meetings and that is  
4 kind of thing.

5 Q What are your financial supports and staff supports  
6 for your program?

7 A Like I mentioned earlier, this year we have \$5,000  
8 for everything, and I have -- we have a secretary but she's  
9 under SEATO. If there wasn't SEATO here in Berkeley there  
10 wouldn't be a secretary for Chicane studies and there  
11 wouldn't be any curriculum developed. So we end up being  
12 very dependent on other people, other programs besides  
13 Berkeley School District because we don't find that much  
14 support there.

15 Q Is this the same case for other minority programs?  
16 Other departments?

17 A The other -- the other programs, Asian studies,  
18 Black studies, Women's studies, Chicano studies, we all  
19 fall under the same category.

20 Q And they're having the same cut back?

21 A Uh huh. Right. Right.

22 Q What about next year, what's the prospects for the  
23 continuation of the program?

24 A Very slight, unless, you know, federal monies come  
25 in once again to save us. And then, too, in terms of

1 the elimination of teachers or the possibility of teachers  
2 being eliminated, there's a substantial number that are  
3 Chicanos or Latinos, and that would definitely affect the  
4 bilingual program.

5 Q How about the other programs? What are their  
6 chances for next year?

7 A The Asian, the Black?

8 Q Yes.

9 A Well, it used to be that when -- as long as I've  
10 been in here, any way, that the school board used to be  
11 susceptible to community pressure and depending on how much  
12 community pressure you had, you could exert some kind of  
13 influence over the school board.

14 But that's diminishing rapidly, and we're -- I don't  
15 really think that we have too much effect any more. I  
16 think that the school board tends to make the decisions  
17 for us in our name and for the best interests of all of  
18 us, and don't really care to listen to us any more.

19 And so they will in fact make the final decisions  
20 without regard to how we feel.

21 Q You say we, are you talking about the community?

22 A And the other ethnic studies and Women's studies  
23 programs.

24 Q Okay. Well, going back to the question of academic  
25 concerns, what do you think are the educational concerns

1 of the Chicano community?

2 A Well, I think basically that their kids just felt  
3 some kind of basic skills under their belt so they can go  
4 out and get a half way decent job. And also that those  
5 who like can go on to higher education and that has not been  
6 true here in Berkeley.

7 Q Is this related to desegregation? How do you see  
8 this? In terms of the desegregation program?

9 A The fact that kids getting schooling are not.

10 Q Well, in the field, the academic field, the education?

11 A I don't have figures with me, but Chicano students  
12 have not done well in the schools and this was before  
13 desegregation and now after desegregation.

14 Like I mentioned, Casa was an attempt to do some-  
15 thing about that, but when you put kids back in the normal  
16 schools, in the common schools and you have the same kind  
17 of curriculum predominantly Anglo Saxon oriented type of  
18 curriculum, or when you have teachers with certain atti-  
19 tudes that are very difficult to change, when you just  
20 have the structures of the schools the way they are without  
21 much flexibility, I think it's very difficult for some  
22 students to learn.

23 And I think Chicano students fit under that.

24 Q In terms of the whole desegregation effort, how  
25 much input did the Chicano community have on that whole

1       desegregation struggle?

2       A     Well, I wasn't here when that took place, but to  
3       my knowledge, very little.

4       Q     Do they have any input in it now?

5       A     No, and as a matter of fact, Casa was created  
6       because Chicano parents no longer could handle the school  
7       situation and this was under desegregation. This was in  
8       the Spring of '71, and students -- students weren't satis-  
9       fied, parents were very unsatisfied, and it was because  
10      of this that a proposal was written to get Casa de la Raza.  
11      And this was after desegregation.

12            So in fact, parents were not satisfied and are  
13      to this day not satisfied.

14      Q     Well, going back to the whole multicultural programs,  
15      the Chicano programs and so forth, if the teachers were  
16      receptive to these programs, would you, yourself, be in  
17      favor of making these mandatory programs in Berkeley?

18      A     A lot always seems to depend on the teachers.

19      Q     If it were accepted, if the teachers were -- had  
20      positive attitudes toward this program, would you make it  
21      mandatory?

22      A     Well, I think I'd go even beyond making the ethnic  
23      studies, Women's studies programs mandatory, I think that  
24      somehow our programs have to be incorporated into the reg-  
25      ular curriculum. Teachers see ethnic studies as sort of



1 an extra thing that they have to teach, and I don't think  
2 that, you know, curriculum's worth anything until we have  
3 our -- our curriculum, our, you know, things into the  
4 regular curriculum or just part of the regular school day.

5 Like students opt to go or not having to take some-  
6 thing or something being mandated or not being mandated.  
7 It wouldn't even be a question if our curriculum could really  
8 be multicultural where we would all be, you know, part of  
9 one thing.

10 And reading would be, you know, from a totally  
11 different perspective than what it is right now.

12 Q How would you see the effect, if that were the case,  
13 on group interaction, racial interaction?

14 A I think it would -- it would make for a good start.

15 Q Have you attempted to provide in-service training  
16 to teachers on Chicano studies?

17 A Yes, I have.

18 Q When?

19 A I did this past year, last summer a group of us  
20 got together and developed some Chicano curriculum for four  
21 -six schools, and I had teachers come in to share, those  
22 teachers that were interested. And I got about 10 teachers.

23 Q Oh, that's the group?

24 A Right.

25 Q Out of about a hundred?

1 A Yes.

2 Q What kind of reception did those 10 give you?

3 A They were very favorable and they made us feel a  
4 little bit better that, you know, there were teachers in  
5 the district who accepted it and who were very excited  
6 and willing to try out our materials.

7 Q These were non-Chicanos?

8 A Predominantly non-Chicanos.

9 Q Did you get support from the Black teachers?

10 A There were -- there were some Black teachers, yes.

11 Q What recommendations would you make to generate  
12 interest in the ethnic and multicultural studies among the  
13 teachers? The 90 that you didn't reach?

14 A Ask me the question again?

15 Q What recommendation would you make in order to  
16 generate interest or positive attitudes among those people;  
17 is there anything you can do to reach them?

18 A I don't know. It was sort of the students had  
19 mentioned something, you know, where desegregation and what-  
20 ever is sort of a dead issue, and it's kind of hard to move  
21 teachers.

22 Like I said earlier, their main concern is that  
23 they're desegregated and they're willing to leave it at  
24 that.

25 When I was at Franklin, I had a Chicano component

1 that was primarily composed of Chicano students, there were  
2 an Asian cluster and there were the bilingual programs.  
3 And teachers couldn't understand why, you know, why we  
4 wanted to have separate kids there.

5 I'm generalizing, but I sort of got the feeling the  
6 teachers wanted their token Asian in the classroom, their  
7 token Chicano, so that when the Cinco de Mayo came around  
8 or the Year of the Dragon, or whatever came around, that  
9 they would have that particular student in the classroom  
10 and they, you know, called that desegregation.

11 Q Do you feel then, that teachers should be required  
12 to take multi ethnic or multicultural programs in order  
13 to be certified?

14 A Well, at this point I'd say yes, I feel that's just,  
15 how would you say, just sort of a reform measure, right?

16 But at this point, I'd say yes, and I'd, you know,  
17 like to think we could move on something other than just  
18 that, though.

19 Q Well, would you say -- well, let me ask you this way;  
20 How important do you think the teacher attitude is in terms  
21 of the whole Chicano program?

22 A I -- all I can say is that it's extremely important.

23 Q And how about in terms of desegregation on all  
24 levels?

25 A The teachers attitude? I think it's very important.

1 MS. JACOBS: Do we have some questions from the  
2 other members?

3 Q (By Ms. Molina) Yes. With regard to Casa de la Raza,  
4 when they closed it down, they closed it down because it  
5 was segregated. Was it in fact segregated?

6 A It depends on what the definition of segregation  
7 is. If segregation is a forced situation, then no, it  
8 was not segregated.

9 Casa was an optional school. It was open to those  
10 who chose to come. There was not closed admissions, any  
11 student was welcome. It was simply on the basis of those  
12 students that chose to come and if they had needs.

13 Q So the school district then decided instead of de-  
14 segregating Casa de la Raza they just decided to close it  
15 down?

16 A The school district decided not to go to court and  
17 -- because see, it didn't -- the Civil Rights Commission  
18 didn't even say that we were in non compliance. The  
19 Civil Rights Commission said Casa was in probable non com-  
20 pliance.

21 THE CHAIR: This was the office of education?

22 A Yes, the Office for Civil Rights under HEW said,  
23 they came out and investigated us and said that we were in  
24 probable non compliance.

25 Now, I don't think that means that we're in non

1 compliance, it's probable, and Berkeley schools chose for  
2 various reasons not to pursue that and not to do anything  
3 legally about that.

4 And because of that we were closed. Do I answer  
5 your question?

6 MS. MOLINA: Yes.

7 MS. RODRIGUEZ: I have one more question.

8 Q (By Ms. Rodriguez) Do parents of the Chicano students  
9 in the classroom and the problems that they have, do you  
10 feel that they're being transferred? Are they being, you  
11 know, put into heterogenous classrooms?

12 A Yes, yes, they are being tracked.

13 Q (By Ms. Molina) With regard to the Black studies  
14 programs are mandatory at a certain grade level, are they  
15 not?

16 A Yes.

17 Q Are in-service programs mandatory for all teachers?

18 A No. See, and one thing that we were concerned about  
19 was that we did not want Asian studies and Chicano studies  
20 had gotten together and talked about mandating or asking  
21 the board to mandate their programs in certain grade levels,  
22 but it had been my experience to see that those, even  
23 though Black studies was mandated in a certain grade level,  
24 it was just not being taught, you know. A teacher's atti-  
25 tude or whatever is, you know, so what's mandate in the

1 classroom is my, you know, my place and nobody can tell  
2 me when somebody in my classroom and close the door. So  
3 books are piled up in the corners, you know, and the token,  
4 once again it was a very token thing where they have Black  
5 teachers coming in once a week to teach Black studies and  
6 then the teachers, the regular teachers were to carry on  
7 the programs, but they were not doing it. So they'd have  
8 their token once a week Black studies and say, oh, yes,  
9 we're following up, you know, a mandated program and we  
10 didn't want to fall into the same thing.

11 THE CHAIR: So there was no real monitoring?

12 A No, there wasn't.

13 THE CHAIR: Thank you very much. We appreciate  
14 your testimony.

15 I believe our next person is Mr. Calvin Simmons.  
16 Mr. Simmons will come to the front, please.

17 Q (By the Chair) For the record, Mr. Simmons, would  
18 you give us your name and address and occupation, please?

19  
20 CALVIN SIMMONS

21 A I am Calvin Simmons, 1124 Coffee Street, Berkeley,  
22 and I'm employed at Berkeley School District. I am a  
23 custodian.

24 Q (By Ms. Ruiz) Are you a classified employee?

25 A Yes.

1 A I happened to have a Dr. Harris, I believe, San  
2 Francisco State.

3 Q You did, you participated. You just said who your  
4 instructor was. Were you or the employees compensated in  
5 any way for taking this training?

6 A They were given units, the district has a professional  
7 growth program that is developed for classified staff,  
8 which they attend school. They give minutes and they  
9 get compensated for minutes they take.

10 Q Was there any difference in the compensation for  
11 classified and certificated personnel?

12 A Yes, there were, in fact there were different,  
13 in other words, a certificated person received, I think,  
14 three units for the course and classified received two  
15 units. And the compensation for units are higher for  
16 certificated than they are classified. So there was a  
17 difference.

18 Q Did you feel that you and the other employees  
19 benefited by this training?

20 A Yes. Yes, I felt that I -- I really can't say I  
21 did, really can't assess someone's else's.

22 Q Well, how did you benefit?

23 A I think that it was clear to me that, I mean it  
24 was made clear to me that there were people who did not  
25 understand, and I myself did not understand other's cultures,

1 you know, the sensitivity to some things that affect  
2 other ethnic groups.

3 Q Do you think that this training could have been made  
4 more meaningful?

5 A Yes. I think it could have. If it probably had  
6 been longer in duration.

7 Q Had been what?

8 A Longer in duration, longer, I think that it was a  
9 crash program.

10 Q As a school custodian, have you observed any changes  
11 in school facilities since desegregation?

12 A Facilities? I would say that the offset and the  
13 site at which I happen to work, whether it's factual or  
14 not, there were, like rebuffing of the place and painting  
15 it, and it think the students really felt bad, but since  
16 integration there has not been any improvement in facilities.

17 Q Is there social interreaction between White and  
18 minority students at Columbus School?

19 A I would say yes.

20 Q To what extent?

21 A Oh, kids play games together, sports, whatever,  
22 hopscotch, whatever -- they're, you know, those things are  
23 -- you know, they're integrated-type activities that  
24 students do together.

25 Q Do they seem to resegregate themselves along racial



1 lines?

2 A There are -- okay, let's put it this way, I'm not  
3 saying a total improvement, I assume there are. Yes, there  
4 are, but on the other hand, there are other positive  
5 things, students who after they leave school very, you know,  
6 who love sports, you know, they don't resegregate them-  
7 selves, kids who are in programs that they -- that they  
8 like and do well and feel comfortable with, they partici-  
9 pate with each other and that's not on a segregated level.

10 Q As a parent, what is your assessment of the relation-  
11 ship between the Black and the White parents since degeg-  
12 regation?

13 A I think the relationship between the Black and  
14 White parents is so -- is non-existent. And when I say  
15 that is that, it's such a small percentage that you could  
16 put it in that category. Because I think what happens is  
17 that the students are, you know, forced together and the  
18 parents are not.

19 Even though the parents were perpetrators of inte-  
20 gration, and that's why I feel rather clumsy heretoday  
21 trying to assess it because we're responsible for it and  
22 the students who -- and after hearing the students who  
23 were here earlier, I felt right then that it should be  
24 more students on this panel, even though I came in late  
25 and I don't know who else was before me.

1 But I think it's a student program and it's a stu-  
2 dent involvement, and I don't think I should make an  
3 assessment even though I have students in school and work  
4 in the school district, and I'm rather glad by the fact  
5 of being asked to come. But I, --

6 Oh, your question that parent's per se have not  
7 gotten together, for whatever reason that is, I think it's  
8 geographic boundaries, economics, you name it, why parents  
9 have not gotten together.

10 Q As a parent, have you been aware of any ability  
11 grouping in the Berkeley schools, also referred to as  
12 tracking?

13 A Yes, that is -- that is a fact. That students are  
14 grouped on ability basis. And, that's it.

15 Q What effect do you think this grouping has on the  
16 students?

17 A It definitely has a negative effect if a student, and  
18 I'm sure all students aspire to upgrade themselves and to,  
19 you know, get into the mainstream and move along. So it's  
20 a negative factor.

21 THE CHAIR: Mr. Simmons, your comment about more  
22 students participation in this hearing is certainly wel-  
23 comed. While we don't have any scheduled, as such, tomor-  
24 row at one o'clock we do have an open session for anyone  
25 not scheduled who wishes to testify, to testify. And we

1 hope some will be here, and I invite you to urge some to  
2 come if you feel that they have something they would like  
3 to say.

4 Q (By The Chair) I wanted to ask you, since you went  
5 through the mandated course, which was several years ago,  
6 I recognize, if you could remember some of the content  
7 of that, if you'd share with us actually what went on in  
8 your session, what kind of a session it was, what were some  
9 of the things covered?

10 A Some of the sessions were, they were discussions,  
11 they were a sharing of -- of life goals and one's experi-  
12 ence to another person's, and you talk about your -- we  
13 talked about, I think what can hinder us from reaching out  
14 to another person and that sort of thing.

15 Q (By Ms. Bernstein) How do you think -- well, how  
16 would you feel if the administration asked you to now take  
17 the course again, even though desegregation is a fact in  
18 the Berkeley School System, do you think it would be a value  
19 now after the fact to once again get together with the  
20 same people?

21 A I don't really think so. I don't think that, I  
22 think it would be another futile attempt because at this  
23 point, everybody has either, you know, feel they, you know,  
24 they know what they feel and how they -- you know-- they've  
25 set, they've set in a path, so consequently I don't think

1 that another eight week course would jog anybody out of it.

2 Q Well, weren't they set in a pattern before the  
3 first course?

4 A Right.

5 Q So the courses don't do any good?

6 A And I'm not saying -- no, I would say the course is  
7 an opportunity to -- to improvement in attitudes.

8 Q What do you think would improve attitudes?

9 A New blood.

10 Q (By The Chair) You mean new blood on what levels, Mr.  
11 Simmons?

12 A Oh, what I thought we were talking about teachers  
13 and administrators and program leaders and those kinds of  
14 people.

15 Q The certificated personnel rather than the classi-  
16 fied personnel?

17 A Yes, because we -- we don't get that involved with  
18 the students because the law states that we're not even  
19 to discipline students. We don't -- you know, that sort  
20 of thing.

21 Q But you do talk with them?

22 A Oh, yes, we do that. I'm not saying that. But I'm  
23 saying it's not our responsibility for, you know, how  
24 students conduct, behave or whatever.

25 THE CHAIR: Are there any more questions from the

1 panel?

2 Thank you very much, Mr. Simmons. We appreciate  
3 your coming and giving us your viewpoint today. We'll  
4 take a 10-minute break and resume at 20 minutes to four.  
5 At which time we'll hear from Ms. Hill.

6 (Short recess.)

7 THE CHAIR: All right. We will reconvene the  
8 afternoon session by asking Ms. Beatrice Hill if she will  
9 come up to the table. Ms. Hill here?

10 In the absence of Ms. Hill, we'll ask two people  
11 to come up to the table then, Ms. Beatrice Ferreira and  
12 Astor Mizuhara.

13 MS. GODOY: Mr. Mizuhara is here, but Ms.  
14 Ferreira is not here yet.

15 THE CHAIR: And for the record, would you state your  
16 name and address and occupation, please?

17

18 ASTOR MIZUHARA

19 A My name is Astor Mizuhara, and my address is 1150  
20 Virginia, Berkeley.

21 Q (By The Chair) And your occupation, sir?

22 A I'm a principal.

23 Q At which school?

24 A Franklin Intermediate.

25 Q (By Ms. Bernstein) What variety of positions have

1 you held in the Berkeley Unified School District?

2 A Let's see, I was hired as a teacher here in 1959,  
3 and I taught at Franklin Intermediate Schools, Grades 4,  
4 5, and 6 until about 1966. Then I was a consulting teacher  
5 for two years and during the year of integration I served  
6 as the administrative assistant to the director of elemen-  
7 tary education.

8 Since then I've also been the associate director  
9 for the experimental schools program, that was for two  
10 years. And since 1973, I've been a principal at Franklin  
11 Intermediate School.

12 Q The intermediate schools's Grades 4 through 6?

13 A Right.

14 Q Do you have any specific programs at your schools  
15 directed -- at your particular school directed toward the  
16 minority students.

17 A I have several. I guess in terms of the Black  
18 students, there is a mandated program for fifth grade in  
19 which we teach Black studies. But aside from that, I do  
20 have two programs, one is called the Asian Cluster, and  
21 Asians, I guess -- let me see. Asians are allowed a maximum  
22 number of 10 per classroom, so I have four classrooms, the  
23 rest of the 30 students would be varied and within that  
24 component we teach the Asian-American experience and also  
25 teach Chinese as a bilingual program.

1           The other program dealing with minorities would  
2 be, one is the BABEL, which is a Spanish bilingual program,  
3 and I do have one classroom that has as it's philosophy  
4 the one advocated by Casa de la Raza, which was two  
5 years ago disbanded because it did not meet with the regu-  
6 lations of the Civil Rights Act.

7           Q     Who developed these programs that you just described?

8           A     The Asian cluster program came about because of the  
9 involvement of the Asian community. In 1970, I think due  
10 to the emphasis of the Black programs, the minorities, other  
11 minorities in Berkeley also said that they would like to  
12 see the Berkeley Unified School District try to attempt  
13 to meet their needs.

14           And one of the ways that we tried to meet the needs  
15 of the Asian program was, or Asian people is to formulate  
16 the Asian cluster program.

17           The Chicano program in 1970 came about because  
18 Berkeley received a \$400,000 grant from the federal govern-  
19 ment.

20           Q     Do you feel these programs meet those needs?

21           A     I think it's a beginning. I don't think that the  
22 program is meeting all the needs.

23           Q     The majority students, the students that are in the  
24 majority population, do participate?

25           A     They do participate, and I think in terms of the

1 ESP evaluation, in terms of those programs, we had a 90%  
2 satisfactory rating from the parents who have children in  
3 those classrooms.

4 Q What is exactly the process, a student at the  
5 beginning of the year decides to choose these programs and  
6 then they are placed in them or --

7 A One of the things we have at Franklin Intermediate  
8 School is parent option. Parents are sent out question-  
9 naires at the beginning of each year, and they are allowed  
10 to select programs. And they have a choice between the  
11 Asian cluster, the bilingual Spanish, we have a multicul-  
12 tural program there; also that encompasses 10 classrooms,  
13 and the regular program or what we call the fundamental  
14 program.

15 Q Do all the students who choose these programs  
16 automatically get into them?

17 A About, I'd say roughly 96% get either first, second  
18 or third choice.

19 Q Do many of the other intermediate schools have  
20 similar kinds of programs?

21 A The only other school that I can think of that has  
22 an Asian cluster program would be Longfellow school. The  
23 other four-six schools do not have a bilingual program nor  
24 the multicultural as we have it at Franklin.

25 Q If a student wanted to participate in a bilingual



1 program, but was assigned to a different school, could  
2 they come to your school?

3 A We do make exceptions for people who want to enter  
4 the experimental school program which would include the  
5 Asian cluster, the Chicano component and the multicultural  
6 component at Franklin, but with the regular program of,  
7 we encourage parents to stay within their zone.

8 Q How do the students get to the school?

9 A Through busing.

10 Q Do you know how many participating buses to this pro-  
11 gram?

12 A Do I?

13 Q Do you know how many students are actually bused to  
14 the experimenal program?

15 A\* No, I don't. We have about roughly one-third of our  
16 students bused.

17 Q Do you think these programs are valuable, important?

18 A I would say yes, definitely. But to answer your  
19 previous questions, they do not answer all the -- all the  
20 things that we should be doing.

21 Q What other kinds of things would be the next step  
22 after?

23 A Well, I -- I feel that in Berkeley, we've -- I guess  
24 it's a matter of semantics, but we've succeeded in desegrega-  
25 ting students, but I don't think that we're anywhere near

1 what I would feel would be integrated school system.

2 Q We've been hearing this all day. Now, what kinds  
3 of suggestions as a principal would you make for programs  
4 in your schools that would really integrate the school, if  
5 you could?

6 A Well, I think -- well, my definition of integration  
7 is that first of all, that you have -- you have a good mix-  
8 ture of staff, that means racially, sexually, value-wise,  
9 that would be one of the major components.

10 I think also the school system or the school should  
11 also allow, I think the sharing of power. In other words,  
12 where minorities can come into the school and have their  
13 voices heard. I don't think we're anywhere near that yet.

14 I think the other component, which is essential in  
15 integration, is -- is in terms of curriculum. I think that  
16 students should learn all about other ethnic groups as  
17 well as about women's studies. I think that's a crucial  
18 issue now coming about. I think that the curriculum should  
19 move towards the exception, or acceptance of cultural  
20 diversity.

21 Q We heard earlier today that one of the -- the Black  
22 studies, I guess, is mandatory in the fifth grade, and the  
23 students that testified said it really didn't work, that  
24 they didn't necessarily have teachers who taught it who  
25 knew anything about it and that it was maybe once a week

1 kind of thing. What you're suggesting is mandatory multi-  
2 cultural education but does it work if it's forced?

3 A I don't think I'm advocating mandatory, but I would  
4 like to see a lot of changes in attitudes of staff and  
5 community toward ethnic studies. I think if we have the  
6 proper mental attitude toward, you know, cultural diversity  
7 that I think we can implement that without having it jammed  
8 down people's throats.

9 Q Are your programs going to be reinstated next year?

10 A That's a very difficult question to answer. I see  
11 a trend in our district due to financial and, I guess some  
12 due to the swinging back of the pendulum, but I think  
13 next year if things go according to what I've heard from  
14 the board, we're going to be wiped out in terms of our  
15 ethnic programs.

16 To illustrate, to give you an illustration of 12  
17 people on my staff got termination notices. Of those 12,  
18 two are White, ten are third world people. If termination  
19 does go according to that list, for example, three of my  
20 Asian cluster teachers will be wiped out, three out of four,  
21 two out of the four Chicano teachers will be wiped out.  
22 And along with many of my Black staff.

23 Q Do you have an alternative school at your school?

24 A Yes.

25 Q How does that work?

1 A Well, as I said before, we have four classrooms that  
2 are considered the Asian cluster, four that I would classify  
3 as a bilingual Spanish, I have 10 classrooms that would be  
4 classified as multicultural, and the rest would be a very  
5 good program.

6 Q How have the parents responded to this?

7 A In terms of experimental schools, as I stated  
8 before, level one has indicated that there is 90% satisfac-  
9 tory with that program. Overall in terms of the total  
10 school, I think it came out about 76% parent satisfaction  
11 with the program.

12 Q Have you been able to see any visible change in  
13 the students who are in the programs?

14 A I can't give you a feeling. I think in many of  
15 the classrooms that stresses the humanistic approach and  
16 where it's student directed, I find more kids are enjoying  
17 school and getting along better.

18 I think there the social value is immense in class-  
19 rooms that feel that this is important.

20 Q You don't have any figures, say on skills?

21 A In terms of ESP component at Franklin School, the  
22 ESP classrooms have shown better than the non-ESP classrooms  
23 at Franklin.

24 Q What is ESP?

25 A The Experimental Schools Program.

1 Q You keep referring to clusters also, what's a  
2 cluster?

3 A The Asian cluster program is a program where rather  
4 than dispersing the Asians, for example, at Franklin say  
5 two to three to a classroom, we have clusters of them in  
6 groups of 10. And put them into one single classroom,  
7 so approximately 30 -- well 40 of the roughly 75 Asian  
8 students that we have are in four classes.

9 Q What happens in those classes?

10 A Well, we have Asian teachers and we deal with the  
11 students in terms of what we feel the Asian students need.

12 Q Do you have tracking at your school?

13 A No.

14 Q Did you ever?

15 A We had grouping.

16 Q All right, grouping.

17 A We had grouping, I think when we first -- or when I  
18 first taught at Franklin School, we grouped according to  
19 reading and arithmetic among other things.

20 Q Was that before segregation?

21 A Yes.

22 Q So since the segregation you've had no grouping?

23 A Well, since I've been at Franklin School we've de-  
24 vised a method where we now integrate our classes according  
25 to race, sex and abilities.

1 Q Do you think it has made any difference in positive  
2 or negative ways?

3 A I think it makes it harder for the teachers to teach  
4 a diverse group, but I also think that it's positive in  
5 the sense that we are now looking at individuals.

6 Q Has it made any difference on their scoring in terms  
7 of skills?

8 A I can't really say.

9 Q Do teachers at your school, do they have to, or do  
10 they presently have to take any in-service classes?

11 A During the time that we went through integration,  
12 all teachers in Berkeley took a mandated in-service train-  
13 ing course. But I think if you have an integrated faculty,  
14 I think that, you know, it would take its normal course.

15 For example, last Thursday they showed a film on the  
16 Japanese-Americans, and I'm quite sure that due to the  
17 integrated faculty there was a lot of discussion around  
18 that film. Which normally wouldn't happen if you didn't  
19 have an integrated staff.

20 Q What percentage of your faculty, what is the percen-  
21 tage -- breakdown of ethnic minority?

22 A I can't give you exact figures, but roughly I think  
23 the figures are accurate, but 36% of my faculty would  
24 be considered White, 38% Black, about 16% White, and 7%  
25 Chicano or Latinos.

1 Q Now, if you have your cuts, what will then happen?

2 A We'd turn into a basically Black and White school.

3 Q The in-service, the kinds of in-service classes  
4 that were offered, do you think that they were valuable  
5 enough that those kinds of classes should be offered on  
6 a college level before the teachers come in?

7 A My feelings about ethnic studies is that if we have  
8 it at the elementary level and we continue with that through  
9 high school, that the students wouldn't need ethnic studies  
10 at the college level, particularly minority kids, teachers  
11 wouldn't also need to go into ethnic studies because they've  
12 already had it.

13 So I firmly believe that we do have to move toward  
14 an integrated curriculum, kindergarten through 12.

15 Q All right, but what about the teachers right now  
16 that are in the colleges that are coming out and will move  
17 into this integrated situation?

18 A I think a learning experience is better than book  
19 learning.

20 Q Has their -- is there -- to what extent has there been  
21 any positive racial interaction at your school?

22 A Well, in terms of the academic mix, for example, just  
23 between now and the last few months we have the Chinese  
24 New Years Program, in February we had a Black studies  
25 week in which we had performances and dramas from students

1 on Black history, next week we will have a play on a young  
2 Cochise, which deals with the Native Americans and Cinco  
3 de Maya is coming up very shortly, so I think we do quite  
4 well in terms of the academics.

5 Q How about racial tension, that sort of thing?

6 A We do have that at our school, but I don't think any  
7 more than prior to integration.

8 Q The kind of fighting that goes on, is it just kids  
9 fighting, or is it based on race, have racial overtones?

10 A I can't say that it is racial. I think kids fight.

11 Q I wanted to ask a question about the loss of staff.  
12 I assume that, you know, there's going to sort of be a  
13 policy of the last hired, first fired, if you were in charge  
14 of just, you know, there has to be cuts let's say because  
15 of financial reasons, if you were in charge of determining  
16 where the cuts should be made, and if it's personnel, how  
17 they should be chosen, how would you do it?

18 A I think my major concern in working at Franklin is  
19 to meet the needs of the community, and by that I mean the  
20 Franklin community and for example, whatever the needs that  
21 they express in terms of how I can develop programs, that  
22 would be the way that I would set priority on teachers.

23 For example, if a Chicano, Asian program or Black  
24 program is what the community needs or White, this is the  
25 direction I would move. But I would not like to see it



1 based on, you know, the first -- last hired, first fired  
2 policy.

3 Q Are there any parent groups that communicate their  
4 desires with you, organized community groups?

5 A What do you mean by organized? P. T. A.?

6 Q Community advisory?

7 A I have a site advisory committee that gives me  
8 input, but it's not what I would call an organized group  
9 of parents, you know, in the sense that they come with  
10 certain demands.

11 Q Well, in terms of -- you heard this morning that  
12 there --

13 A No, I didn't hear.

14 Q No, we heard this morning that there were a lot of  
15 meetings that went on between parents, parents, teachers,  
16 parents, administrators in terms of planning desegregation.  
17 Were there any in the neighborhood where your school is  
18 located? Have they disappeared or --

19 A Well, when I went to Franklin School, I did talk with  
20 the community and I told them, I told the community that  
21 I would like to work with one group, and rather than work-  
22 ing with a lot of splinter groups, and so they met and they  
23 hassled and finally they decided that the P. T. A. would  
24 be the most -- well, the best vehicle in which to work  
25 from and so I work with one group that is represented by

1 all ethnic groups.

2 Q Are there very many parents that come into your  
3 school to volunteer their service?

4 A I don't know what you mean by many.

5 Q Well --

6 A I have some.

7 Q Do you ever -- oh.

8 A It would differ. For example, I think now, most  
9 parent participation is done in relation to their child.

10 I have a group of parents that I work with in terms of  
11 long haul, but they're a small core of roughly 25, 30  
12 parents.

13 I do have parents of that many participating in one  
14 classroom, but in terms of their child. For example, on  
15 field trips and having pot luck and things like this.

16 Q Do you think it's important to have parents involved  
17 in the school to facilitate desegregation, is their pre-  
18 sence needed, not needed?

19 A I have problems with the word desegregation, because  
20 that to me implies just busing and that isn't what I'm all  
21 about.

22 Q Okay, we'll go on to the integration that you were  
23 talking about.

24 A Do I think that parent participation is crucial in  
25 that? I definitely do think so. Particularly minority

1 parents.

2 Q Did you have any -- you said the experimental  
3 schools program, the ESP, that you felt that there were  
4 attention, the students actually performed higher in  
5 skills?

6 A Uh huh.

7 Q Do you have any statistics on that?

8 A Yes, I do.

9 Q Can you relate them to us?

10 A No, I don't have them off the top of my head, but  
11 they are in a report from ESP evaluation one, or level one.

12 MS. JAMES: We have that.

13 THE CHAIR: Thank you very much, sir. We wanted  
14 to pick up on something you said a little earlier and  
15 that was that your observation, while you had a number of  
16 student fights, that they were not racial incidents.

17 Now, would you say that, or how would you say that  
18 the community perceives this and the students and the fac-  
19 ulty?

20 A I think during the last month, at Franklin School,  
21 I sent out a letter to all the parents stating that I  
22 can no longer tolerate fighting in our -- at Franklin  
23 School. And I'm trying to crack down on the kids and make  
24 parents understand that this is one of the things that  
25 we're trying to work real hard on.

1 Berkeley is one of the few school districts in  
2 California that has abolished corporal punishment as a  
3 means of disciplining students, and so we have to find  
4 other means.

5 Also I think that I, too, go along with central  
6 administration that suspension is not one of the answers,  
7 and yet in the years they're taking away, for example,  
8 guidance and counselors which I believe are crucial  
9 in changing the tone and atmosphere of the school, and I'm  
10 -- am I answering your question?

11 Q (By The Chair) Well, I'm interested in what you are  
12 saying. I think that my specific reference was to your  
13 perceptions of the faculty as to whether the fights were  
14 racial or not or if the students as to whether there was  
15 racial violence in the community?

16 And I would add to that, that in terms of the  
17 fighting at your school, how does this compare with that  
18 at the other junior high schools?

19 A I have no statistics on that, but in terms of parents  
20 wanting to hop into Franklin School, I would say that in  
21 terms of the Whiter community that they would consider  
22 Franklin School one of the, in quotes, "safer" schools.

23 So I would say that we have less violence than the  
24 other schools.

25 Q Back to the attitude of the faculty again, do they

1 perceive these fights as something that is going to happen  
2 and that there's little that they can do about it, just in  
3 the process of growing up and being in a school situation,  
4 or do they perceive these as racial incidents?

5 A I think most of the fights that might occur are  
6 not based so much on race but between Blacks and Blacks or  
7 I find that I have counseled a lot of kids and it's not  
8 so much a Black and a White encounter.

9 Q How are incidents like that handled when they do that?

10 A I have a, what I designate as a help center.

11 Q A what?

12 A A help, h-e-l-p, help center, and I moved -- I have  
13 three -- I had three instructional aides that were from  
14 the community and I've moved them into a counseling center,  
15 and I have a counselor, guidance worker and three -- com-  
16 munity people working in the help center and kids who  
17 get up tight at school can go there and receive counseling  
18 or someone to talk to.

19 And most of my disagreements or fights are referred  
20 to the help center.

21 Q This is a voluntary action on the part of the students  
22 to go to the help center once they are apprehended, or is  
23 it a mandated thing?

24 A They can go on their own or they're sent by teachers.  
25 It would be both.

1 Q But if they refuse to go, then what?

2 A Then they are usually seen in my office.

3 Q To what extent are students suspended for fighting?  
4 Or removed from school?

5 A Right now, if a student is involved in a fight, he  
6 is taken to the help center, he is counseled, second time  
7 he's involved in a fight he goes again to the help center  
8 and the help center contacts the home. And a letter is  
9 written notifying the parents that the student was involved  
10 in a fight at school, and that the next time that occurs,  
11 that we will send him home.

12 And I think in the last three months I've sent five  
13 students home. On suspension.

14 Q And they are suspended for like what length of time?

15 A Most of the times, a day and a half to three days.

16 Q So that in your viewpoint, and I don't mean to be  
17 putting words in your mouth, but I gather what you're saying  
18 is that interracial school experiences do not necessarily  
19 promote racial violence?

20 A Will you repeat that?

21 Q What I was saying was while I don't want to put  
22 words in your mouth, I would assume from what you have  
23 said, your experience leaves you to feel that interracial  
24 experiences or integrated school experiences do not promote  
25 interracial violence or racial violence?

1       A    I hope it lessens through understanding of each  
2   other.

3       Q    And would you say that based on your experience you  
4   think that it does lessen?

5       A    I would say yes.

6       THE CHAIR: Thank you --

7       A    People would disagree.

8       Q    (By Ms. Tellez) From your testimony as well as that  
9   of Mr. Roh, this morning, it appears as though the financial  
10   crisis that the city is in right now will dilute some of  
11   the gains made in integration. How receptive do you think  
12   your staff will be to such measures such as no salary  
13   increases, and so forth, in order to save personnel?

14      A    I polled my staff two weeks ago on this particular  
15   issue, and my staff will be issuing a statement stating that  
16   rather than having layoff, they would rather go without  
17   the raise.

18      MS. TELLEZ: Thank you.

19      Q    (By Ms. Molina) Earlier we had some students testify  
20   they didn't feel that the desegregation program was actually  
21   achieving integration. Do you, in your opinion, think that  
22   there's been progress made toward integration?

23      A    I'm somewhat disappointed and I guess I'm -- I'm  
24   very impatient too, like many of my other third world friends.  
25   But I don't think that we're achieving integration as fast

1 as I would like to see it move. I felt very good when  
2 we desegregated in 1968, and felt that Berkeley was going  
3 to show the way to the nation on how to achieve the cultural  
4 diversity that I felt was a goal.

5 Presently I am a little disappointed in the way  
6 things are moving. I don't think we're moving fast enough  
7 in terms of raising the achievement of Black and Chicano  
8 students, although we're making progress. I don't think  
9 it's fast enough.

10 Q (By Ms. Bernstein) I wanted to ask one last question.

11 Have you observed any teachers who tend to hold back in  
12 disciplining minority students because they're afraid they  
13 would be labeled racist or whatever?

14 A I'd be a fool to say no, I don't know of any. I  
15 imagine there are some teachers who would fear that. I  
16 would say that in the last couple of years, that many of  
17 the White teachers on my staff, that, you know, being  
18 called racist, you know, does not affect them and they're  
19 willing to deal with what is at hand. And that is, you  
20 know, the concern of the students.

21 Q (By The Chair) I got the impression that although  
22 you don't have any mandated teacher in-service training  
23 that you are doing some in your school. You mentioned the  
24 film that was shown. Now, is this a regular activity or --

25 A Up until this year, the strike has set Franklin back,



1 I would say quite a ways in terms of the open rapport that  
2 we had. But in previous years, during faculty meetings,  
3 we would devote faculty meetings to discussions of various  
4 issues, and this has been very helpful.

5 Or teachers would present, for example, their Asian  
6 point of view in terms of their, the way they would like  
7 to see things move, or the Black staff.

8 This year due to the strike, I guess most people  
9 do not understand the depth of what the strike did in terms  
10 of interpersonal relationships on our staff.

11 Q Could you elaborate on that issue?

12 A Well, I've been through desegregation and I know  
13 that was a wholly emotional issue, but in terms of the  
14 strike, I've never seen anything so devastating in terms  
15 of a staff relationship.

16 Franklin is rather unique, I think, in that we had  
17 11 teachers inside working, most of the schools had 100%,  
18 you know, walk outs in terms of staff, but at Franklin we  
19 had one-third of our roughly 11 staff members in and 30 out.  
20 And so it did create much havoc in terms of the interper-  
21 sonal relationship.

22 There's been a lot of trusts that we thought we  
23 had built up destroyed. I've seen people, teachers who  
24 for the last 10 years have taken vacations together, if one  
25 was a striker and one was a non-striker, that, you know,

1 the relationship has been strained.

2 Q (By the Chair) And you feel that does affect the  
3 attempts at integration?

4 A Yes.

5 Q (By Ms. Godoy) Mr. Mizuhara, you mentioned your  
6 disappointment that integration has not moved along fast  
7 enough in the Berkeley School Districts. In your opinion,  
8 what factors have impeded the successful integration of  
9 the district?

10 A Well, it depends on the racial group that you talk  
11 with. For example, if you talk with -- with the Blacks  
12 and Chicano parents in particular, we have not moved fast  
13 enough in terms of integrating curriculum. We have not  
14 moved in terms of raising the achievement level of their  
15 children. I think I heard one parent talk about, we helped  
16 to desegregate the school and now we want the quality  
17 education for our children. And I don't think we've  
18 achieved the quality of education for Black and Chicano  
19 kids as we had earlier thought we would achieve, you know,  
20 in that -- in that span of time.

21 Q Do you think then it's just the time period that  
22 you expected to succeed, just the time frame that you  
23 had originally set the goals for?

24 A Well, I don't have any definite time limit, but I  
25 thought that, you know, let's see, it's been since 1968,

1 and now it's seven years hence, and still there's a big  
2 gap between Black and Chicano and White students.

3 Q (By Ms. James) Just a technical question. Do you  
4 feel that there's an equitable distribution of supplies  
5 and materials to all of the schools in the district or,  
6 in other words, do you feel that you get an equitable  
7 share at Franklin?

8 A No.

9 Q Do you feel that there's an equitable distribution  
10 of experienced teachers throughout the district or are  
11 they concentrated in some schools more than others?

12 A Well, the Berkeley Unified School District has 12  
13 major items on it's board or the budget assumption, and one  
14 is that we implement a reading management system in Berkeley  
15 and the second is to improve the four-six schools.

16 I think the four-six schools have been short changed  
17 ever since integration or desegregation; in answer to your  
18 question whether Franklin School gets it's fair share of  
19 papers and so forth, Franklin is one of the few schools  
20 that has no large federal funding coming into that school.  
21 And so this is why I'm answering no.

22 But in terms of district support we are equal.

23 Q So you would say that all four of the four-six  
24 schools from the district level, not talking about federal  
25 funding coming in, but from the district administration

1 gives equitable distribution of those kinds of things  
2 to the four-six schools?

3 A I have some concerns about that. If you want to take  
4 the time I can answer.

5 Q Yes. Fine.

6 A Or I can just tell you, you know -- Franklin School  
7 is a school that is the largest elementary school in  
8 Berkeley. We have other four-six schools that are func-  
9 tioning at about half our population, yet in terms of  
10 allocations of staff, for example, if you compare Franklin  
11 with another smaller four-six elementary school, they  
12 assign one principal, one vice principal. They hire --  
13 they also assigned one counselor, one librarian on the  
14 basis of site and not according to the size of the school.

15 And so I feel that often times Franklin is short-  
16 changed.

17 Q It's the population size that it's short-changed?

18 A Well, they should allocate staff according to the  
19 size of the school, the number of students.

20 Q And on that basis, would you say that the K-three  
21 schools receive an equitable amount or would they, by the  
22 nature of the fact they're much smaller, should they have  
23 fewer --

24 A I think another problem at the four-six schools,  
25 and I don't want to draw a comparison between K-three and

1 four-six, but at the four-six school we carry a larger  
2 pupil-teacher ratio than any other school, including junior  
3 high school and high school.

4 Q (By The Chair) What is your ratio?

5 A My ratio is about 29.6.

6 Q I'm sure the teachers have some complaints about  
7 that.

8 A Well, I think -- think it's more of a morale factor  
9 than, you know, that we have to take four more students  
10 than say the K-three or the junior high school, but it's  
11 a morale factor on why are you picking on four-six schools  
12 to carry this higher ratio?

13 Q When you mentioned the multicultural classrooms, now  
14 is it integration then in terms of the curriculum or in  
15 terms of the diversity of students?

16 A The student composition of the multicultural school  
17 is the same as the regular school, they have the same diverse  
18 population.

19 The big difference is that they do have more of a  
20 student-directed program, students are more involved in  
21 decision making. Students are also encouraged to partici-  
22 pate more in the functioning of the school.

23 For example, they have a viable student council and  
24 students often come to the principal to make demands to im-  
25 prove the school. I think it's more in terms of attitude,

1 there's also a strong stress on the humanistic approach  
2 where they talk about their feelings towards each other,  
3 and teachers and students work out, for example, problems  
4 that might exist between students within the classroom  
5 rather than taking it out before the principal or other,  
6 in quotes, "authority."

7 Q So the four different kinds of programs you have  
8 in your school, which one would you say would be your  
9 preference?

10 A My preference?

11 Q In terms of being an administrator making it easy  
12 for you?

13 A I think we have to provide a variety of options  
14 for parents, and I do not want to make any value judgment  
15 on which program is better than the other.

16 For example, we have a teacher that sits kids in  
17 straight rows and very much like when you went to school.  
18 And there are a large segment, or I would say -- there are  
19 a lot of parents who would prefer this type of classroom,  
20 where kids are.--

21 Q Reprimanded?

22 A And it's teacher-directed. And make no bones about  
23 it, you know, a teacher's in charge and the kids listen.  
24 And they do what the teacher says.

25 Q Sounds like you have a very unique school and we

1 certainly appreciate your coming here today and sharing  
2 this information with us.

3 A Okay.

4 THE CHAIR: Mr. Mizuhara, thank you very much.

5 Is Ms. Ferreira here? Thank you.

6 If you have time, Mr. Mizuhara, you certainly are  
7 welcome to leave, but if you have time, we would like  
8 for you to stay through this testimony in case we have some  
9 more questions to ask you.

10 A All right.

11 THE CHAIR: For the record, would you state your  
12 name and address and occupation, please?

13

14 BEATRICE FERREIRA

15 A My home address? Beatrice Ferreira, 1250 Castle  
16 Rock Road, Walnut Creek. I appologize for being late.

17 Q (By The Chair) Perfectly all right, and your occu-  
18 pation?

19 A Principal, Martin Luther King Junior High School,  
20 Berkeley.

21 THE CHAIR: I believe you have some questions?

22 Q (By Ms. Bernstein) Can you tell us what variety of  
23 jobs or positions you've held in Berkeley's Unified School  
24 District?

25 A In Berkeley, I came to Berkeley in, I believe 1967, as

1 dean of girls at then Garfield Junior High, now Martin-  
2 Luther King. And I was the dean for seven years.

3 Q At your school, are there any specific programs  
4 directed to the minority students?

5 A Yes, we have one program which is a federally funded  
6 program which is BABEL, which incorporates studies for  
7 the Chicano student. We have elective programs in Black  
8 studies. Specifically, I would say that's all we have in  
9 the minorities curriculum.

10 Q Who developed the programs, the Black studies pro-  
11 grams?

12 A The Black study program has been in our school for,  
13 well, ever since I've been there, which is, this is my  
14 ninth year, and it was originally developed by the teacher  
15 who now teaches it, I believe.

16 Q Can majority students participate in that program?

17 A That program is open for all students. To -- the  
18 minority, majority.

19 Q Do they?

20 A No. Well, let me say this: In the Black students  
21 program we only have minority students, Black students,  
22 Black students predominantly. In fact that's all I can  
23 remember.

24 But in the BABEL program, we have had token majority  
25 people participate and they come to us from the feeder



1 schools, from the four-six schools, they've been in the  
2 BABEL program in four-six, and they just come as a group,  
3 and so that's how they're there.

4 Q Do you feel that the minority students need more  
5 specific programs directed toward them? Or for them?

6 A I feel that our Black studies program needs to be  
7 open to more -- to more students and not limited to the  
8 Black students. And I hope that we'll be able to do this  
9 next year by incorporating ethnic groups and minority  
10 groups in a full year's U. S. history class which we will  
11 be starting in the fall.

12 I think that the way the program now reads is just  
13 merely an enrichment or a cultural kind of thing, but  
14 there's -- now that there are academic things that go,  
15 not that there aren't academic things that go on, but it's  
16 just not as academically oriented as you think of secondary  
17 education.

18 Q Will you have the Black studies program in addition  
19 to what you're planning to --

20 A Yes.

21 Q The other junior high school, do they offer any  
22 programs for minority students?

23 A The same ones we offer.

24 Q Do you see any other programs, for instance, for  
25 the Chicano students or the Asian students that will be

1 developed?

2 A Our Asian students do not have classes per se, we  
3 have Asian student union group and they are more a social  
4 group and not a -- we do not have classes, for instance,  
5 in Asian studies.

6 That's why we hope to incorporate that into the U. S.  
7 history. I don't know if you're familiar with U. S. history  
8 as a requirement, but in Berkeley, it's only been a semester  
9 course, now for about six or seven years. And it's just not  
10 enough time to incorporate all the things you need to do  
11 in it.

12 Q I teach U. S. history and so I'm familiar with it.

13 Let me get this really straight here. You only have  
14 in the Black studies program and this BABEL program,  
15 that's all the programs you have in terms of electives?

16 A That's right. We have Black history and Black  
17 literature, Spanish with a Spanish speaker and that's it.

18 Q Will these three be affected by the cuts?

19 A No. Well, now, I shouldn't say that because I don't  
20 know which cuts are going to, you know, which ones are  
21 going to do.

22 Some of them are proposing cutting some of these  
23 programs.

24 Q Do the teachers who teach those programs get the  
25 letters?

1 A No.

2 Q What's the racial balance of the staff at your  
3 school?

4 A I was just figuring that out when I got here because  
5 I knew you were going to ask me, and the closest I can  
6 come is about 20% third world. I have 52 full-time equi-  
7 valent positions and 11 third world teachers on staff.  
8 That includes Asians, as well as Black staff and so I think  
9 it's about 20%.

10 Q If the cuts go through and it's last hired, first  
11 fired, what percentage will be eliminated?

12 A Let's see, I have 19 teachers who received letters,  
13 so I would have to do a fair estimate would be less than  
14 one or two percent that would remain. If they were fired,  
15 you know, by the letter.

16 Q What effects on the educational process and on, we  
17 won't use desegregation, we'll use integration, on the  
18 process of integration do you feel that an integrated  
19 staff has?

20 A Oh, the kids definitely need role models. They  
21 need to have minority people, the majority kids need to  
22 have them, too. It will happen fast, if they're a good one.

23 Q Have any of the parents in your community asked to  
24 have more courses on minority -- for minority students?

25 A I have never received -- I think you need to understand

1 that I've only been the principal for a year and a half,  
2 okay? But I have not received, as principal nor as the  
3 dean, of course I wouldn't most likely, that kind of  
4 request, from parents.

5 Q What about from students?

6 A Not from students either. In fact you see, our  
7 Black studies program is an elective program, and we  
8 build our program around student selection and there will  
9 be some semesters in which we will not even offer Black  
10 history if no student chooses to take it.

11 Q Do you have any alternative schools at your --

12 A No, we have none at my school.

13 Q What happened to the Huey program?

14 A The Huey program is at the ninth grade school.

15 Q Right, I'm sorry.

16 A That's all right.

17 Q Do you have tracking in your school?

18 A Yes. We have, that's an ugly word, you know. -- We  
19 have levels in mathematics, and that's called tracking.  
20 And we have advanced class offerings, which are selected  
21 by test scores and teacher recommendations, we also have  
22 skill sections in the English classes so we have the student  
23 reading at the second and third grade level so that has to  
24 be tracking because they're all together.

25 Then we have English classes with students reading

1 four through 12, and that's as close to being homogeneous  
2 as you can get; and then we have the advanced classes.

3 So yes, we do have tracking.

4 Q Because of this form, has it made any impact on the  
5 student population, desegregation in the classrooms?

6 A Well, for the most part the majority of our classes  
7 are desegregated, our advanced classes are probably the most  
8 undesegregated, and that's the class, as are our skill  
9 classes.

10 We have more minority students at lower levels of math  
11 and lower levels of English and we have fewer minority  
12 students at higher levels of math and higher levels of  
13 English.

14 Our history classes at the seventh grade and our  
15 science classes for the most part are desegregated, it  
16 depends, though on how many minority students come at  
17 the end of the alphabet or at the beginning of the alphabet,  
18 because our scheduling is done by machine program and it's  
19 loaded by alphabetical and so if you have a predominance  
20 of minority students with names who start at the end of  
21 the alphabet just by chance sometimes some classes will  
22 become predominantly minority students and for no other  
23 reason.

24 Q I don't think I followed that.

25 A Well, when we load the program in the computer, it's

1 the -- academic classes are loaded alphabetically, starting  
2 with the eighth grade. Depending on how many sections  
3 of each class offering you have, the last section, for  
4 instance in English, which is loaded and may be the last  
5 period of the day, may end up with a predominance of students  
6 from the middle of the alphabet to the end of the alphabet.  
7 And we find per chance or whatever that many of our minority  
8 students have last names from the middle of the alphabet  
9 to the end of the alphabet.

10 THE CHAIR: Has any attempt been made to do a dif-  
11 ferent kind of loading?

12 A We've asked about that, our system isn't sophisti-  
13 cated enough to do it, so then we have to do it by hand.  
14 Which is, you know, it just -- it undoes all of what the  
15 machine does, is all.

16 Q (By Ms. Bernstein) Except what the machine does  
17 may be more -- detrimental to --

18 A Well, yes, right.

19 Q Because of the proportion of students in the skills  
20 program, minority and the opposite in college prep. courses,  
21 has this made a difference in the direction of the students  
22 when they get into the high schools?

23 A Well, by the time the student gets to the seventh  
24 grade unfortunately, they kind of track themselves. And  
25 it's very difficult to get them out of that track.

1           And I think people are kidding themselves when they  
2 say that you're going to raise their level of achievement  
3 that much. Maybe the district goal is a year's growth in  
4 a year's time, but it's not happening. And so they're  
5 staying in that lower level.

6           And of course, as they proceed through secondary  
7 school, they're still going to be in some kind of skill  
8 class.

9           Q     Do you think that that's their own doing, or that  
10 they're being counseled and directed at that?

11          A     No, I don't think they're being counseled, and I don't  
12 think they do it intentionally -- well, I don't know what  
13 is the answer is, I don't think they're being counseled that  
14 way, no. But I don't have any answer.

15          Q     Do the teachers at your school -- well, were the  
16 teachers at your school required to take any kind of in-  
17 service training when the desegregation plan went into  
18 effect?

19          A     I wasn't in the district when it was first initiated,  
20 however the first or second year I was in the district,  
21 there was mandated in-service training in minority culture.  
22 So all of the teachers, all of the staff, all of the  
23 Berkeley staff participated.

24          Q     Could you describe what the classes were about or like?

25          A     Well, I can only describe what the class I took was

1 like, and that was we studied Afro-American history, my  
2 instructor was an Afro poet, and it was an experience of  
3 sharing of ideas and he shared Black poetry, Black litera-  
4 ture with us and we sat around and rapped and that was about  
5 it.

6 Q Did you --

7 A But that was a lot of years ago.

8 Q Did you feel that it was of any value at the time?

9 A I don't think that it helped me personally, no.

10 I met a lot of people that I didn't meet before, but --

11 Q Was it just the mandating of the class that -- or  
12 was it the kind of class that was given in, I mean, could  
13 there be classes given that would have helped teachers?

14 A I would hope so. I'm not knocking the class that I  
15 had, but I don't really think that it made any difference  
16 in the way I felt or had any effect on my job.

17 Q Well, what I'm trying, I think I'm asking is,  
18 could there be classes that would make a difference in how  
19 the teachers are feeling about their jobs and how they're  
20 dealing with minority students with different backgrounds  
21 than their own?

22 A Well, to go back to a question that I heard you  
23 ask Astor, if you had a class that would teach teachers not to  
24 be afraid to discipline minority students, yes, it would  
25 help.



1 Q All right then I'll ask you, in your opinion are  
2 there a significant amount of -- are there a significant  
3 amount of teachers that are afraid to discipline minority  
4 students?

5 A Yes.

6 Q What do you do as the principal in those cases?

7 A I encourage them to treat everybody alike, and to  
8 discipline people the same way, no matter who they are,  
9 and we sit down and talk about how -- how you do it.

10 Having had the experience of being a dean, I guess,  
11 I don't suffer from that problem and I maybe -- I think  
12 that the best way to deal with it is directly, but a lot  
13 of people are afraid.

14 It's pretty hard to teach a 40-year-old person not  
15 to be afraid of a 12-year-old.

16 Q Do you feel that there's positive racial interaction  
17 at your school?

18 A Yes.

19 Q Can you give us some examples?

20 A Well, the kids interact with one another, they push  
21 and shove one another and they talk with one another,  
22 there's interaction, there's bound to be interaction when  
23 you have 1,100 students in one small building.

24 Q Well, is the interaction -- we heard from some  
25 students this morning who said that they're in class together

1 but once they walk out of that classroom, they don't inter-  
2 act at all.

3 A The majority of them don't, but if they weren't  
4 together they wouldn't have the opportunity to interact  
5 at all.

6 I mean if we didn't have desegregation, then they'd  
7 never have the opportunity.

8 Q Are there racial tensions at your school?

9 A I don't think so.

10 Q The children fighting or getting into hassles with  
11 each other is not based on a -- there's not racial over-  
12 tones?

13 A I don't think so.

14 Q Martin Luther King was the school that's -- that  
15 was sort of up on the hill, is that a fact? Or is a school  
16 that was -- that the White children mostly fed into before  
17 desegregation?

18 A Well, I understand that Martin Luther King had 14  
19 honor students at one time. And that it was predominantly  
20 White, yes.

21 Q When the schools were desegregated, was there a lot  
22 of resistance on the part of the teachers at that school?

23 A I wasn't there.

24 Q (By The Chair) Can you tell us a little bit about the  
25 change in the name of the school and how that happened to

1 come about?

2 A I really can't. I'll tell you how it happened.  
3 I went home in June one year and I came back in August  
4 and it was changed. And I don't know how it happened or  
5 anything about it.

6 Q What was the reaction of the faculty to the change?

7 A There was no overt reaction one way or another.

8 Q It wasn't discussed in a faculty meeting or anything?

9 A No, I don't believe it was. Not in any faculty  
10 meeting that I attended.

11 Q How about the students' reaction?

12 A There was no reaction, to my knowledge. I was the  
13 dean then, and the kids said, you know, look, it's Martin  
14 Luther King, that was it.

15 Q Feeling neither positive nor negative about the  
16 change?

17 A No.

18 Q So the name didn't mean anything to the students  
19 or the faculty. Do we have some questions from the panel?  
20 Ms. Godoy?

21 Q (By Ms. Godoy) From your experiences particularly  
22 there, at King School, how important is administrative lead-  
23 ership in facilitating desegregation?

24 A Ask me again. I mean --

25 Q Okay. How significant is it to have a strong adm

1 administrative leadership in a school in order to bring  
2 about and facilitate desegregation?

3 A Well, I really think that you have to have a very  
4 strong, well-organized plant manager to get things off the  
5 ground.

6 Q Why now?

7 A Well, so that people are comfortable and are able  
8 to do their jobs. If the teachers don't know what's going  
9 on or never know from one minute to the next what's hap-  
10 pening in the school, and if there's no direction, I mean if  
11 we have to live from one crisis to another or one flash  
12 bulletin to another, then there's this uneasy feeling about  
13 never knowing, you know, what's going to happen.

14 I don't know if that's what you're asking me.

15 Q Well, I know that King has had a reputation over  
16 the years of having had some turmoil there, and people had  
17 associated it at one time with desegregation. I wanted  
18 from your opinion whether you felt it was due so much to  
19 desegregation or whether it was due to some other factor.  
20 And if so, what factors?

21 A I think that King has had a reputation for a long  
22 time, and my personal feeling is that it really wasn't so  
23 much from desegregation, but from the way the school was  
24 handled.

25 The terrible disorientation at the beginning

1 of school, no process for children to know where they're  
2 supposed to go in classes and therefore they were all  
3 roaming the halls and the opportunity for kids to get into  
4 malicious mischief was always there.

5 The morale of the staff was such that they really  
6 didn't understand what was expected of them, and this is  
7 just an administrative kind of thing. Not, sure, they  
8 knew they were to teach English so many periods a day,  
9 but they didn't have the administrative direction to feel  
10 comfortable about their jobs.

11 So it was easy to blame desegregation because it  
12 was there, but if the school could never function in a  
13 sort of sane sort of way, then it didn't have a chance.  
14 So you had to have somebody that's going to organize the place.

15 Q (By Ms. Godoy) Thank you.

16 THE CHAIR: Mr. Share?

17 Q (By Dr. Share) I was going to ask you, if I under-  
18 stood what you've been saying to a couple of previous  
19 questions, you are implying that it would be desirable  
20 from your point of view, I gather, to have teachers per-  
21 haps be a little firmer, or more honest might be the word,  
22 if I'm not putting words in your mouth, with the students  
23 in terms of discipline say? And if this is accurate.

24 A Yes.

25 Q Okay. And also I think you alluded to the idea that

1 more often than not or at times, by the time a student  
2 reaches seventh grade he's already kind of self-programed at  
3 that time with whatever problems he's coming into school with,  
4 and that it's kind of a long hard grind to kind of show the  
5 kind of progress you'd like to show by the seventh grade?

6 A I feel that very strongly. I feel that it's diffi-  
7 cult to take a student that's 12 years old and is reading  
8 at the second grade level and motivate him to get him up  
9 to a level of fifth or sixth grade level in two years.  
10 I have personally never taught that kind of class,  
11 so maybe I really don't know what I'm talking about, but  
12 I have watched for the past 20 years in secondary education  
13 kids not make a measureable difference, measureable progress.

14 Now, maybe they're making all kinds of progress and  
15 maybe the instruments we use to measure the progress are  
16 invalid.

17 Q But let's suppose that perhaps you are accurate in your  
18 estimation of this. Might there be any other alternative  
19 I'll suggest just one perhaps and that is the kind of a  
20 focus or a further attempt to work more closely with the home  
21 and the neighborhood that the youngster might be coming  
22 from, to achieve the kinds of strides that you as principal  
23 feel that these youngsters should be making.

24 A Absolutely. As the dean, I would have parents  
25 speak to me about one of the greatest concerns was that

1 their kids didn't have any homework, and so if I presented  
2 to them the concept well, why not set aside a regular  
3 period every evening for homework, okay, Johnny doesn't have  
4 homework tonight, how about 30 minutes of reading, that  
5 seemed like a very foreign concept to most parents.

6 Q I guess what I'm wondering out loud, and I'm leading  
7 you a bit here and I appologize for that, may there be  
8 different ways of working with different people from the  
9 different backgrounds and experiences rather than, you  
10 know, a straight letter home or something to that effect?

11 A Sure, there would be, but most of the teaching  
12 staff now feel that they're giving 150%. And so they're,  
13 you know, they're not willing to -- to work at things in  
14 different ways.

15 Q (By The Chair) Do you get your students from  
16 Franklin?

17 A Yes. We have three feeder schools.

18 Q What are the other two?

19 A Longfellow and Columbus.

20 Q Is there any attempt made with the three schools  
21 in your school before the students come to sort of indoc-  
22 trinate them or orient them into what will be happening  
23 in the junior high level?

24 A Yes, we've been working on that strenuously for,  
25 I'd say about the last four years. We have had such a

1 reputation that the kids coming to us as seventh graders  
2 are just petrified of the whole idea and we spend the first  
3 six weeks with them trying to make them feel comfortable,  
4 just about being there.

5 So about four years ago we started a very extensive  
6 program of orientation, at the present time, 11 weeks  
7 before the end of this particular school year, our counsel-  
8 ing staff has spent the last 10 days at the three feeder  
9 schools, counselors first went down just to say, you know,  
10 here I am, I'm a counselor and these are some of the things  
11 that are going to be getting into. And they've been giving  
12 short English placement tests and mathematic tests and the  
13 counselors have been doing this in the sixth grade classes.

14 Q (By The Chair) What are the students afraid of in  
15 terms of leaving elementary school and coming to junior  
16 high? Specifically to King?

17 A Well, the first time I went to Franklin, I really  
18 couldn't understand why they were afraid of King because  
19 Franklin is such a large place, and I was always told that  
20 the reason kids were afraid of King was because it was so  
21 big.

22 But when I went to Franklin and found that their  
23 campus and their building was just as large as ours, I just,  
24 that didn't hold water at all.

25 Then I heard that the teachers at the feeder schools,



1 the sixth grade teachers were saying, now, you better really  
2 mind your P's and Q's because next year when you get up to  
3 King, they're not going to give you all this attention  
4 that I'm giving you.

5 And so we've been trying to break this barrier down,  
6 that we do -- we do care about them and yes, we will give  
7 them attention and that it really isn't all that big and  
8 bad a place.

9 Q Are there any other questions of either Mr. Mizuhara  
10 or Ms. Ferreira?

11 Q (By Ms. Molina) Yes. With regard to your ability  
12 grouping classes that you still have at King, those students,  
13 you said that most of the minority students were in the  
14 lower class?

15 A Lower levels.

16 Q The instructors that are assigned to those students,  
17 do they have special skills to teach these students remedial  
18 kinds of --

19 A Yes, they do.

20 Q They are specialized instructors?

21 A Right. Well, they're specialists in -- some of  
22 them are specialists in working with, well, for instance,  
23 our English people are specialists in the English reading  
24 level, in our levels; they're -- I hate to say this, but  
25 I'm going to -- the best math teachers we have so far as

1 being equipped in working with the kids. Because I think  
2 all my teachers are so good, but I mean these are really  
3 special.

4 Q What I'm trying to find out, do they provide kind  
5 of individualized programs for those students?

6 A Yes, they do.

7 Q They do?

8 A Yes. I like to say to you that in -- we've been  
9 trying to -- we tried it both ways, we've tried in the  
10 past when we've had the staffing to make the classes very  
11 small so we'd have a lot of individual attention.

12 I found at the secondary level, the kids at the  
13 lower end of the skill level, and maybe this goes back to  
14 maybe we need to work with them in a different way, they  
15 don't come to school, and so it just becomes a syndrome  
16 with them.

17 They can't read and they miss so much school that they  
18 never get the instruction, so having them in smaller classes  
19 isn't always the answer because even if you have a large  
20 class, the attendance to that class is so poor that the  
21 class is basically small.

22 And I still don't see the kind of growth that we  
23 would like to see when you say you have 10 to 1, pupil-  
24 teacher ratio.

25 Q Is there kind of a reach out kind of program on the

1 part of counselors or teachers for this kind of student?

2 A This year our counselors are teaching a class for  
3 the first time, and they have been zeroing in on the kids  
4 who have attendance problems, which in turn they have learn-  
5 ing problems also.

6 So we just started it this year, it's you know,  
7 really too soon to find out whether we're making any -- they  
8 can go, they have contact with them, they call them in the  
9 morning to get them up, sometimes they go by their house  
10 to pick them up, but it's just, you know, this is the first  
11 year we've done this.

12 Q (By The Chair) One last question from Ms. Bernstein.

13 Q (By Ms. Bernstein) Except I've got two quick ones.  
14 Since you've been in secondary education for quite a while,  
15 have you seen any positive effect of having a ninth grade  
16 as a separate plant than -- you know, junior highs usually  
17 have the eighth and ninth grade together?

18 A Oh, there are lots of schools of thought about that.  
19 I've taught seventh and eighth grade; I've taught seventh  
20 eighth and ninth; I think it can go either way. I really  
21 don't think -- I think the bad and the good just kind of  
22 equalize themselves. I think the role model of the ninth  
23 grade is helpful, I think the ninth grade school suffers  
24 more than the seventh and eighth grade.

25 Q Why?

1       A     I think that there's a lack of articulation. That  
2     one year, you will never get a ninth grade student in  
3     Berkeley to agree with me, but I don't think they're in one  
4     place long enough to really have a feeling for what's going  
5     on.

6       Q     At your school are there any special programs that  
7     have been developed that are trying to change this locked  
8     in system of minority students in low skills and Anglo  
9     students in high skills, like team teaching programs or --

10    A     We've had a program for the last four years, and we  
11    hope to continue it, but we won't be continuing it next  
12    year. And that's a team approach where three or four  
13    teachers take a group of 150 students and share that group  
14    of students, and if our physical setting was a little  
15    different, I would like to see a time that the whole  
16    school became, the majority of the whole school becomes  
17    satellite schools like that, with a math, English, history  
18    teacher sharing the same 150 students.

19           I think that's a comfortable situation in a campus  
20    that's large enough in size.

21       Q     I think what I'm asking, if there's a problem of  
22    students coming to school because the school isn't meeting  
23    their needs, what is the school doing to change to meet the  
24    needs of the students?

25       A     The students that aren't coming to school because

1 we aren't meeting their needs are the kids that haven't been  
2 coming to school since the third grade, and I guess we're  
3 not really doing anything besides trying to offer them,  
4 you know, classes.

5 THE CHAIR: Maybe Mr. Mizuhara could comment on  
6 that point?

7 A (By Mr. Mizuhara) Now, would you ask the question  
8 again?

9 Q (By Ms. Bernstein) Well, it's a habit in education  
10 for the seventh grade teacher to blame the sixth grade  
11 teacher and the sixth grade teacher to blame the fifth  
12 grade teacher all the way down the line, and it's kind of  
13 what I'm hearing the junior high school principal alluding  
14 to, you know. That they're coming to you already tracked  
15 in as low skill students and their reading levels are low,  
16 and so forth, and so forth, so my question to her was if  
17 the traditional school isn't meeting their needs, by the  
18 time they get there, what is this traditional school doing to  
19 change to meet the needs; and her response, I think, was  
20 that they're, I guess, they're sort of already lost by the  
21 third grade and they're not really doing anything.

22 A Well, Berkeley is moving now toward a reading manage-  
23 ment system and I think this is one of the best things that  
24 is going to hit Berkeley in a long time in terms of reading.

25 At each level there will be a set of skills that the

1 teachers will be accountable for. I think one of the  
2 things that was wrong in the Berkeley system was that we  
3 allow teachers to develop their own program and there was  
4 no continuity between grade levels.

5 I thoroughly agree with Bea, that the Berkeley School  
6 System has for a long time lacked any continuity in curric-  
7 ulum. And with this new BUD management system, it's just  
8 a management system, we don't tell the teachers how to  
9 teach, but we do say that at first, second, third, fourth,  
10 fifth, sixth grade levels, we expect the students to know  
11 these skills. And they will be marked and recorded.

12 Q (By The Chair) Do you mean that a student could get  
13 English poetry in the third grade and get English poetry  
14 in the fourth grade and the fifth grade as well from a  
15 different teacher because that's what they were interested  
16 in teaching?

17 A You mean in the past?

18 Q Why, you said there's no firm pattern of -- that.

19 A That's right. I think, for example, a teacher might  
20 teach a particular reading program, now, the following  
21 year she would, or he would move into another classroom  
22 that would have an entirely different reading program  
23 and there's really no record of what skills were accomplished  
24 in the previous years.

25 And so with this reading management system, there

1 will be a recorded system of knowing what skills were  
2 covered. I don't think any child could now pass on from  
3 grade level to grade level without mastering a certain,  
4 you know, segment of skills.

5 Q (By Ms. Bernstein) Will the students be held back  
6 if they don't master the skills?

7 A I hope that -- I hope that the district will give  
8 some sort of support to teachers that will make it manda-  
9 tory that the child have these skills before they move on  
10 to the next level.

11 Q (By The Chair) One question I wanted to ask both of  
12 you related to earlier testimony today which indicated that  
13 with the advent of integration of faculty into the schools,  
14 there seemed to be separatism developing among the faculty,  
15 and that this was presenting some negatives.

16 Would either one of you or both of you wish to  
17 comment on that and what you see as the situation now?

18 A (By Ms. Ferreira) The faculty at King is separate,  
19 but I don't know, I mean the minority friends, it --  
20 they talk with -- everyone speaks to one another, but they  
21 still have their separate friends.

22 Q Is this a deliberate attempt or it's just that  
23 knowing -- well, I'll leave it there.

24 A No, I'll just say that we have lots of faculty  
25 parties, and everybody comes. And everybody takes part.

1 But people definitely have their own friends.

2 A (By Mr. Mizuhara) I think what you've heard is cor-  
3 rect, that at some schools staffs, the Black staff did meet  
4 as a separate, at separate meetings, that was at the ele-  
5 mentary school level. I think that third world people do  
6 have to meet and, you know, get their thinking together.

7 I, for example, participated in an Asian teachers  
8 caucus, but we rapped about who we are and where we are and  
9 I think, you know, all ethnic groups should find out where  
10 they are.

11 If you want me to go into my own personal history,  
12 I think one of the greatest things that happened to me was  
13 to find out what my Asianess was like and to accept that  
14 as me.

15 I think, you know, many of our students go through  
16 life or I went through life trying to emulate a White  
17 person. There's no way that I'm going to be a White per-  
18 son. There's no way that I'm going to be six feet tall  
19 and have hair on my chest. But I do recognize that as  
20 an Asian male I do have strength, and I think as other  
21 minorities go through the same phase of, that they will  
22 become whole persons:

23 I think, you know, when the constitution, when it  
24 was formulated said that a Black man was ~~three-fifths man~~, I think  
25 the institution has kept him that way as three-fifths person;



1 and until the Black and the Chicanos and the Asians could  
2 feel good about themselves, I think it's incumbent upon  
3 that institution to do this, that, you know, we're not going  
4 to solve the problems we have in this country.

5 And I firmly do not believe that if you just talk  
6 about busing and mixing kinds, that is not the answer.  
7 I think there's a lot of hard work that needs to be done,  
8 and I hope that when you go out and make recommendations  
9 that you just don't talk about, you know, pushing bodies  
10 around, putting them in a classroom, because it takes a  
11 lot of room in terms of curriculum, teacher attitudes, the  
12 whole works.

13 And in Berkeley, I think we're moving, but we're no  
14 where near it. But I'm proud to be in Berkeley.

15 Q So you're saying that one of the benefits, and cor-  
16 rect me if I'm stating this incorrectly, of the desegrega-  
17 tion activity in Berkeley was the hiring of minority  
18 teachers and placing them in integrated settings which then  
19 forced them to look at who they were and what they were  
20 about in order to become more accepting of their own cul-  
21 tural background?

22 A I think too, that just being an Asian administrator  
23 in our school district has helped the Asian students all the  
24 way through the grades. For example, yesterday I got a  
25 call from some high school students asking me for help.

1 But that would never occur and they would never take advan-  
2 tage of the institution if I were not here.

3 And I think we do need ethnic models for our students  
4 to look at. Not only ethnic but sexual models.

5 Q If we weren't running behind time, I would ask  
6 both of you questions relative to what it means to be a min-  
7 ority administrator either ethnically or sexually, however,  
8 I want to thank both of you very much for sharing your  
9 time and coming with us this afternoon. Thank you.

10 Now, by any chance is Ms. Beatrice Hill around?  
11 In that case, I would like to thank the audience, to remind  
12 you again that if any of you would like to present testi-  
13 mony tomorrow afternoon, to please talk with one of our  
14 staff people, either Ms. Godoy or Ms. James at the end of  
15 this session.

16 Thanking all of you again, the meetings is adjourned  
17 until tomorrow morning at 9:00 a.m.

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