

MIAMI STATE OF CIVIL RIGHTS HEARING
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TABLE OF CONTENTS

OPENING STATEMENT.....	3
FLORIDA STATE ADVISORY COMMITTEE.....	9
LOCAL VIEWS.....	43
EDUCATION	
STUDENTS AND PARENTS.....	95
THE ROLE OF DESEGREGATION.....	144
STUDENT DEVELOPMENT SERVICES.....	196
VOCATIONAL TRAINING.....	243
SCHOOL ADMINISTRATION.....	293
JUVENILE JUSTICE	
LEGAL PROCESS.....	369
SOCIAL SERVICE SUPPORT SYSTEM.....	432
EMPLOYMENT	
YOUTH UEMPLOYMENT.....	471
IMPACTS ON EMPLOYMENT.....	534
PUBLIC SECTOR EMPLOYMENT.....	594
PRIVATE EMPLOYERS.....	624
FEDERAL PROGRAMS.....	665
FEDERAL OVERSIGHT.....	701
ECONOMIC DEVELOPMENT	
PROFILE OF ECONOMIC CONDITIONS.....	750

HOUSING AND NEIGHBORHOOD CONDITIONS.....	800
LEGAL EFFORTS TO PRESERVE EXISTING HOUSING.....	830
PROGRAMS TO AID SMALL BUSINESS DEVELOPMENT.....	870
BLACK ENTREPRENEURSHIP/BARRIERS.....	890
IMPACT ON DEVELOPMENT PROJECTS.....	940
LEADERSHIP.....	980
THE PRIVATE SECTOR.....	1010
THE PUBLIC SECTOR.....	1080
ADMINISTRATION OF JUSTICE	
OVERVIEW - ALL COMPONENTS.....	1140
COMMUNITY RELATIONS.....	1200
EMPLOYMENT.....	1240
TRAINING.....	1290
REVIEW OF ALLEGED MISCONDUCT.....	1320
THE STATE ATTORNEY ROLE.....	1390
FEDERAL AGENCIES.....	1470
OPEN SESSION.....	1510

OVERVIEW

STATEMENT OF PROCEDURES

P R O C E E D I N G S

December 8, 1980

Monday

O P E N I N G S T A T E M E N T

CHAIRMAN FLEMMING: I will ask the hearing to come to order.

Good morning, I am Arthur S. Flemming, Chairman of the United States Commission on Civil Rights.

The Commission on Civil Rights, pursuant to its statutory authority, determined in the summer of 1980 to make a study of the state of civil rights in several communities in order to appraise the impact on these communities of the laws and policies of the federal Government in the field of civil rights. We decided to conduct our first ^{field} study and hearing in Miami.

As a result of our studies, including these four days of public hearings, we will prepare reports to the Congress and the President containing findings and recommendations. Responsibility for action on these recommendations rests with the Congress and the President. This Commission, however, has as one of its major mandates the responsibility

1 to monitor on a continuing basis action or the reasons for
2 inaction on these recommendations ^{that we will make.}

3 Beginning at 4:45 on Thursday afternoon, December 11,
4 we will hear testimony from persons who have not been
5 subpoenaed. Those persons who wish to testify in the open
6 session may sign up with staff in the rear of the room.
7 Those wishing to testify will be permitted to speak for five
8 minutes and must speak only about the subject matter of
9 these hearings. They may not give ^{any} testimony which may tend
10 to defame, degrade, or incriminate any person. They will
11 not be questioned either by the staff or members of the
12 Commission.

HEARING RULES

STATEMENT OF RULES

1
2
3 The Vice Chairman of the Commission, Mary F. Berry,
4 will now briefly explain the rules of the Commission
5 pertaining to these hearings.

6 VICE CHAIRMAN BERRY: Thank you, Mr. Chairman.

7 At the ^{out}~~on~~set, I should emphasize that the observations
8 I'm about to make on the Commission's rules constitute
9 nothing more than brief summaries of the significant
10 provisions. The rules themselves should be consulted for a
11 fuller understand^{ing}. Staff members will be available to
12 answer questions which arise during the course of the
13 hearing.

14 In outlining the procedures which will govern the
15 hearing, I think it is important to ^{lay}~~exp~~ain briefly the
16 special Commission procedure for testimony or evidence which
17 may tend to defame, degrade, or incriminate any person.
18 Section 102 (e) of our statute provides, and I quote:

19 "If the Commission determines that evidence or
20 testimony at any hearing may tend to defame, degrade,
21 or incriminate any person, it shall receive such
22 evidence or testimony in executive session. The
23 Commission shall afford any person defamed, degraded,

1 or incriminated by such evidence or testimony an
2 opportunity to appear and be heard in executive
3 session, with a reasonable number of additional witness
4 requested by him before deciding to use that evidence
5 or testimony."

6 When we use the term "executive session," we mean a
7 session in which only the Commissioners are present in
8 contrast with sessions such as this one in which the public
9 is invited and present. In providing for an executive or
10 closed session where testimony may tend to defame, degrade,
11 or incriminate any person, Congress clearly intended to give
12 the fullest protection to individuals by affording them an
13 opportunity to show why any testimony which might be
14 damaging to them should not be presented in public.
15 Congress also wished to minimize damage to reputations as
16 much as possible and provide the person an opportunity to
17 rebut^e unfounded charges before they were publicized.
18 Therefore, the Commission, when appropriate, convenes in
19 executive session prior to the receipt of anticipated
20 defamatory testimony.

21 Following the presentation of the testimony in
22 executive session and any statement in opposition to it, the
23 Commissioners review the significance of the testimony and

1 the merit of the opposition to it. In the event we find the
2 testimony to be of insufficient credibility or the
3 opposition to it to be of sufficient merit, we may refuse to
4 hear ^{certian} ~~certian~~ witnesses, even though those witnesses have
5 been subpoenaed to testify in public session. Testimony
6 which may tend to defame, degrade, or incriminate another
7 person is not permitted by witnesses in the open session.
8 An executive session is the only portion of any hearing
9 which is not open to the public.

10 The hearing which begins now is open to all and the
11 public is invited and urged to attend all of the
12 open session. All persons who are scheduled to appear have
13 been subpoenaed by the Commission. All testimony at the
14 public session will be under oath and will be transcribed
15 verbatim by the official reporter. Everyone who testifies or
16 submits data or evidence is entitled to obtain a copy of the
17 transcript on payment of cost. In addition, within 60 days
18 after the close of the hearing, a person may ask to correct
19 any errors in the transcript of the hearing of his or her
20 testimony. Such requests will be granted only to make the
21 transcript conform to testimony as presented at the hearing.

22 All witnesses are entitled to be accompanied and
23 advised by counsel. After the witness has been questioned

1 by the Commission, counsel may subject his or her client to
2 reasonable examination within the scope of the questions
3 asked by the Commission. He or she also may make objections
4 on the record and argue briefly the basis for such
5 objections.

6 Should any witness fail or refuse to follow any order
7 made by the Chairman, or the Commissioner presiding in his
8 absence, his or her behavior will be considered disorderly
9 and the matter will be referred to the U. S. Attorney for
10 enforcement pursuant to the Commission's statutory powers.

11 If the Commission determines that any witness'
12 testimony tends to defame, degrade, or incriminate any
13 person, that person or his or her counsel may submit written
14 questions which, in the discretion of the Commission, may be
15 put to the witness. Such person also has a right to request
16 that witnesses be subpoenaed on his behalf.

17 All witnesses have the right to submit statements
18 prepared by themselves or others for inclusion in the
19 record, provided they are submitted within the time required
20 by the rules. Any person who has not been subpoenaed may be
21 permitted, in the discretion of the Commission, to submit a
22 written statement in this public hearing. Such statement
23 will be reviewed by members of the Commission and made part

1 of the record.

2 Witnesses, including those in the open session, at
3 Commission hearing are protected by the provision of Title
4 18, U. S. Code, section 1505, which makes it a crime to
5 threaten, intimidate, or injure witnesses on account of
6 their attendance at government proceedings. The Commission
7 should be immediately informed of any allegations relating
8 to possible intimidation of witnesses. Let me emphasize
9 that we would consider this to be a very serious matter, and
10 we will do all in our power to protect witnesses who appear
11 at the hearing.

12 Copies of the rules which govern this hearing may be
13 secured from a member of the Commission's staff. Persons
14 who have been subpoenaed have already been their copy.

15 Finally, I should point out that these rules were
16 drafted with the intent of ensuring that Commission hearings
17 be conducted in a fair and impartial manner. In many cases
18 the Commission has gone significantly beyond congressional
19 requirements in providing safeguards for witnesses and other
20 persons. We have done that in the belief that useful facts
21 can be developed best in an atmosphere of calm and
22 objectivity.

23 We hope that such an atmosphere will prevail at this

OVERVIEW

FLORIDA ADVISORY COMMITTEE

1 CHAIRMAN FLEMMING: Thank you very much. Now, I would
2 like recognize the Chairman of our ^{Florida} State Advisory Committee,
3 Mr. Nichols, and he has with him other members of the State
4 Advisory Committee, and I hope that they will join him at
5 this particular time.

6 As I understand it, Mr. Nichols, you have statement to
7 make and possibly your colleagues ^{also} also have statements to make,
8 and then we may have some questions that we would like to
9 address to you, but, before you start, may I say that this
10 Commission receives tremendous help throughout the country
11 from the State Advisory Committees ^{and} that which are
12 established under the law of bringing the Commission into
13 existence.

14 The help and assistance ^a which we have received from the
15 chairman of the Florida State Advisory Committee and his
16 colleagues is deeply appreciated by all of us. We are, very
17 ^{very} grateful to you, not only for the help that has been given
18 in connection with this particular hearing but the help that
19 you give us continuously in keeping us in touch with
20 developments in the state of Florida.

21 We are very, very happy to welcome you at this time.
22 We look forward to hearing from you and then I would like

1 hearing. With respect to the conduct of persons in this
2 hearing room, the Commission wants to make clear that all
3 orders by the Chairman must be obeyed. Failure by any
4 person to obey an order by Dr. Flemming, or the Commissioner
5 presiding in his absence, will result in the exclusion of
6 the individual from this hearing room and criminal
7 prosecution by the U.S. Attorney when required. The
8 federal marshals stationed in and around this hearing room
9 have been thoroughly instructed by the Commission on hearing
10 procedures, and their orders are also to be obeyed.

11 Each session of this hearing over the next four days
12 will be open to the public. The session today begins at
13 8:30 a.m. and will continue until 5:30 p.m. with one hour
14 for lunch. Tuesday and Wednesday we will begin at 8:30
15 a.m. and will continue until approximately 7:00 p.m. with one
16 hour for lunch each day. The final session on Thursday will
17 begin at 8:30 a.m. and at 4:45 p.m. an open session will be
18 held until 7:30 p.m.

19

1 you to introduce your colleagues on the committee, either
2 now or after you have completed your statement.

3 MR. NICHOLS: ^{Thank you,} Chairman Flemming and all the members
4 of the Commission, and members of the staff, we are very
5 pleased to be here. As of matter of fact, if I could have
6 anticipated the warm remarks of the chairman, I think that I
7 would try to be at every Commission hearing to benefit from
8 such warm remarks.

9 In July, when the Florida State Advisory Committee met
10 here in Miami, we ^{were} in discussion with the Staff Director,
11 Mr. Nunez, and at that time we requested the Commission to
12 come to Miami ^{area}.

13 We are very pleased that the Commission has seen fit to
14 do so. We think it will be a very valuable four days here
15 in Miami. We understand that this is one of the largest
16 hearings which the Commission has held since its beginning
17 in 1957.

18 I would like briefly to introduce the State Advisory
19 Committee who are present in Florida. As the members of the
20 Commission are aware, we ^{were} ~~are~~ unable to hold a regular SAC
21 Meeting at this time because of budget constraints;
22 However, a number of members are here at their own expense,
23 I would like to have them just stand where they are in the

1 audience so that I may refer to them at this time.

2 Would you please stand as I call your names? We
3 have Mr. Joe Breckner from Orlando, Florida: Ms. June
4 Litner from the Orlando area: we have Ms. ^{Clara} Cordaro from the
5 Homestead area: we have Constance Dugget who is from
6 Daytona Beach, and sitting with me is Ms. Theresa Saldise
7 who is from the greater Miami area.

8 Thank you very much.

9 By way of referring to the work of the Florida Advisory
10 Committee, I would like very briefly to comment on the
11 history of this Committee in this state for the interest of
12 the community. The Florida Advisory Committee was started at
13 a time when blacks and whites could not meet together in the
14 same room except under ^{rather} ~~very~~ strange conditions and, if they
15 wanted to have lunch, it was very often necessary for them
16 to look quite considerably around for a place that would be
17 safe.

18 There were various instances of turmoil in cities, ^{the} The
19 question of public accommodations, the right to use public
20 facilities, including the beaches and so forth. We have
21 come a long way since that time and what we are now dealing
22 with is not so much individual expressions of rejection, the
23 individual expressions of separations and hate by

1 individuals who perhaps don't want there youngsters in the
2 same school or in the same swimming pool but we confronted
3 with more subtle forms of the institutional ~~discrimantory~~^{discriminatory}
4 practices, and for this reason we are pleased that the
5 Commission is here because we believe this community has to
6 face up to that fact in order to move into the 80's and
7 hopefully into the new millennium for not only the greater
8 Miami area but for this nation.

9 The Florida Advisory Committee in recent times has been
10 looking at the whole area of police/community relations.
11 This has been an area which has always drawn significant ^{interest}
12 ^{and} attention and obviously has drawn a great deal of
13 frustration and has caused a great deal of conflict of both
14 sides of the issues in terms of the community and police.

15 Among those things which the Florida Advisory Committee
16 first looked at ^{first} ~~there~~ was in the city of Tampa, and in the
17 city of Jacksonville more recently, with the report being
18 published in 1976, ^{were} ~~where~~ the issues of recruitment and
19 hiring, the issue of promotion after hiring, the issues of
20 the police relationship with the community, especially
21 during times when there were no problems in order to
22 increase and improve the level of contacts, the whole
23 question of the internal review system. Now we are not

1 naive to think that, if police got along better with the
2 community, suddenly the problem would be resolved. That
3 clearly ~~is~~ not the case. In fact, we think that police have
4 very often been maligned and misused because the various
5 other segments of the community which have failed to
6 respond and have failed to deal with the more pressing
7 problems have then attempted to use the police as a way to
8 maintain a semblance of order, a semblance of peace and to
9 thereby ~~be~~ continue with business as usual. It is that
10 whole area which I think needs now to ~~be~~ appropriately *be*
11 addressed.

12 Very briefly, I would like to refer to what I believe
13 is a very unique set of circumstances in the greater Miami
14 community, and then we will hear from Ms. Theresa Saldise
15 who has some other comments on this general area.

16 In the Miami^{area}, we have a city with close to 400,000
17 people inside the city limits of Miami. Of that group more
18 than 55 percent of them are Spanish speaking: ~~approximately~~ ^{approximately}
19 23 percent of them are black, and we have a fleeing white
20 community that is fleeing from the city of Miami to other
21 areas.

22 Outside the city of Miami but encompassing^s it is the
23 Dade county community. Here we have approximately one and a

1 half million people. In that population, depending on which
2 side of ~~the~~ projections you want to use, somewhere between
3 33 and 41 percent are Spanish-speaking, and ^{approximately} 16 percent are
4 black. Now, what I have not mentioned and what is not often
5 mentioned in the discussions of this type is the fact there
6 are a large contingent of Haitians, a large contingent of
7 Puerto Ricans and various other Latins, other than the Cuban
8 community which is clearly well represented and well known.

9 It is a combination of these problems and a combination
10 of these cultures, including the senior citizens, including
11 the migrant farm workers that have resulted in various types
12 of economic, political, social, as well as just cultural
13 language and cultural barriers that add to the uniqueness and
14 add to the significant stress which we now see in the greater
15 Miami area.

16 I guess, if I would try to characterize the attitude of
17 the Miamian today, I would say that our attitude probably is
18 one of treading very ^{lightly} ~~likely~~, even when we're smiling,
19 because we now know that a mere traffic dispute could result
20 in bloodshed and even death because it has in this
21 community. It is not limited to the issue between races; it
22 is within races as well. In terms of the high degree of
23 frustration which we feel is bornout by unemployment, under

1 employment, youth who are unable to find jobs because they
2 are undereducated and so forth.

3 In terms of the basic underlying causes and the
4 contributing factors, I again would like to refer to what I
5 loosely call "institutional discriminatory practices." Let me
6 be a little more specific. It occurs to me, as it has to
7 the members of the Florida Advisory Committee, that unless it
8 is a part of the commitment of the entire community, we will
9 never successfully address these problems. It is not a
10 problem of whether police get along well with others. It
11 is not a problem of whether blacks get along well with Cubans;
12 it is a question of whether the basic human needs of these
13 various groups who are thrown together in this broad
14 community are being met.

15 It is our estimate that people who have a wholesome
16 family life, who have a productive employment, are not
17 interested in crime in the streets, are not interested in
18 ripping off other people as they come to Bay Front Park, or
19 Bicentennial Park in downtown Miami and so forth. On the
20 other hand, we feel that to see the rapid growth and
21 continued growth of the major business complexes in the
22 downtown area and a failure by this segment of our
23 community, banking ^{-industrial segment} to address these issues is probably a

1 major part of the problem.

2 For an example, each time I see a multimillion dollar
3 structure go up, I recognize that, if a portion of the
4 financial commitment, the planning and the long-term
5 commitments in terms of bringing ^{in them} that to a successful venture
6 could be used as the model for the approach to these
7 problems, then I believe we would see a continuing in a
8 productive solution starting to occur.

9 And finally for my comments, I would like to make a
10 call to the greater Miami community for a show of
11 statesmanship not for the world but just because it is
12 needed, not for tourism but just because it is so vital. I
13 think that call to statesmanship would require all the
14 various components in the community to do far more than just
15 talk about the problem. We have, Mr. Chairman, in this
16 community a better record for talking with each other in
17 spite of all the problems perhaps than any other community
18 that I know. We have systems set up that provide forms and
19 we talk and talk and talk. Somehow we just never get to the
20 plan and the action stages, and it is that kind of
21 statesmanship that I am calling for today. It is for that
22 reason that I believe the Commission's presence here will
23 make a significant contribution if we are able to persuade

1 this community to respond and use its expertise, to use its
2 dollars, to use its knowledge, to use its experiences to use
3 its vast cultures for achieving this kind of common goal.

4 At this time I would like to turn to Ms. Theresa
5 Saldise who is a practicing attorney here in the Miami area,
6 someone who has shown an outstanding interest in what is
7 going on in the Miami community.

8 She takes time to get to our SAC Committee meetings
9 but, in addition to that, is very involved in various other
10 activities. I often wonder how she manages to be so
11 involved, and I think what I am trying to suggest to you is
12 she is a citizen who is committed to get with the various
13 members of the advisory committee and ^{Tries} ~~try~~ to address these
14 problems. We are volunteers, as the Commission well knows,
15 and I say that only for the interest of the public.

16 At this time, before Ms. Saldise speaks, I see one
17 other member of the committee present. Would you stand Ms.
18 Williams? She was one of those who was present during those
19 days when blacks and whites could not sit together, and she
20 ^{still} is a very active and important member of this committee.

21 Are there any other persons present who I have missed?

22 (No response.)

23 Thank you. I would now like to turn the microphone

1 over to Ms. Saldise. Theresa?

2 MS. Saldise: Well, thank you, Ted, for your comments

3 I would like to join in welcoming the Commission
4 and thanking you for the tremendous effort that I know has
5 gone behind making this hearing possible by both the
6 Commission and the staff that are here in Miami that have
7 worked so hard.

8 I would like to address myself to the specific problem
9 of immigration and refugees in this community, and my
10 impression and my feelings of those problems. It seems to
11 me that most of the problems confronting Miami today are
12 similar to those facing any other major urban area in this
13 country; racism, unemployment, health, education, housing.

14 What sets Miami apart from other urban centers is its
15 ethnic and cultural diversity and the constant influx of
16 refugees from trouble spots in the Caribbean for the city of
17 Miami. Miami has become a victim of geography and of the
18 absence of a coherent national policy on immigration. Its
19 proximity to the Caribbean, its international character and
20 its economic development, have made Miami a haven for the
21 politically disaffected and economically deprived and less
22 of a haven for its native and long-time residents.

23 The area has been very slow but graceful in

1 assimilating, if not in accepting, the large numbers of
2 Cubans who arrived in the early 60's. However, the recent
3 arrival of tens of thousands, coupled with the riots, has
4 served as a catalyst for the surfacing of long-surpressed
5 ethnocentric prejudice. The apparent acceptance of yester
6 years has turned into mistrust and intolerance. I feel that
7 the whispered criticisms of one group by the other has
8 become now open and vociferous.

9 The blacks feel that the Cubans have taken jobs away
10 from them, but this is not new. This was true 20 years ago
11 and the relationship between blacks and Cubans was different
12 20 years ago. What has changed? I believe what has changed
13 is the nature of the problem. 20 years ago the Cubans and
14 blacks were competing for maid and porter jobs. The Cubans
15 were taking away menial jobs from the blacks.

16 Today, the black/Cuban confrontation for jobs is at the
17 professional level in the schools, in the universities, in
18 the city and county governments. The confrontation is over
19 social development funds for one program or another. It is
20 over affirmative action jobs. The problem is that Latins
21 are infringing upon one of the few avenues of social
22 mobility available to the blacks. The Latins are taking
23 advantage of the battle for civil rights. The new jobs so

1 long and hard fought by blacks have to be shared with these
2 newcomers who were not part of the battle and who are mostly
3 white Latins.

4 Another ~~source~~ source of black resentment of Latins is the
5 mistaken but widespread belief in the black community that
6 the reason for the relative economic success of the Cubans is
7 the help^{they} received from the federal government in the 60's.

8 The fact is that the Cuban refugees had a well
9 developed human infrastructure. They were middle class
10 professional, by and large, this first group of refugees that
11 came in during the 60's. ^{This} human infrastructure that allowed
12 rapid growth, economic and social development independent of
13 government aid. The regular channels of social mobility of
14 the Latin community even today are within the private sector
15 and these within its own community itself.

16 It is almost a selfsufficient community. Its economic
17 development is mostly internal and its social life is
18 selfcontained. The only meaningful contacts of the Latin
19 community with the other two components of the Dade county
20 society are through public administration and through
21 politics. The isolationist and selfsufficient character of
22 the Latin community may be a source of additional
23 frustration for the other groups in the community.

1 On the part of the Latins there is a ^{certain} fear of
2 the blacks breded in part by prejudice and in part by what
3 is considered to be the high index of criminality in the
4 black community.

5 The manifestations of some black and nonLatin ^{white} leaders
6 blaming the Cuban presence as an important factor in the ^{recent}
7 riots sometimes with more vehemence then when blaming the
8 McDuffie acquittals contributed to polarization between
9 blacks and Cubans even ^{futher}.

10 Another contributing factor is the recent emergence of
11 Cuban leaders of the "law and order" type to replace more
12 moderate leaders. This, coupled with the criticism of Cubans
13 voiced by many black leaders, may become an explosive
14 combination in the future of ethnic relations in Miami.

15 Latins did not really consider themselves a minority
16 until the refer^endum on bilingualism. The fact, that they
17 are a minority has now been brought home loud and clear to
18 them. They now feel rejected by the rest of the community
19 and are very aware of the strong anti-Latin prejudice that
20 exists in the nonLatin ^{white} communities.

21 The Latins represent to the nonLatin white an economic,
22 and cultural, and political threat. The predominance of
23 Hispanic culture and language in large areas of Miami, the

1 bilingual requirement of many jobs and the ever increasing
2 numbers of the Latin voters threaten the existence of the
3 Miami most long-time residents know and want to preserve.

4 Now to make matters worse, the new wave of Cuban
5 refugees has added a new dimension to the problem:
6 criminality. Among the 120,000 refugees that have arrived
7 into Miami recently, a ^{dis} proportionate number, maybe even as
8 high as 20 percent are felons, petty criminals and anti-
9 socials. The Cuban government in an attempt to discredit
10 the massive exodus, included them among the refugees, giving
11 them the choice of ^{remaining in} Cuban jails or going to the United
12 States. They are now here in our community.

13 The presence of the new refugees from Cuba and the
14 increasing number of refugees from Haiti who are now
15 arriving at the rate of 700 per week has aggravated the
16 already acute employment and housing crisis. The federal
17 government, by refusing to take full responsibility for the
18 refugees, has placed ^{an} unbearable social and economic strain
19 on the area resources.

20 More than 2000 refugees roam the streets of Miami today
21 without shelter. They are unemployed; they receive no
22 assistance whatsoever. Nothing is being done to help them
23 find housing and employment. They do not speak English.

1 Unless this situation is addressed immediately by the
2 federal government you can see that in a very short time we
3 will have a new Latin ghetto, ^{an} economically deprived one with
4 high criminality index.

5 The refugee problem will not go away. On the contrary,
6 it will get worse, much worse. As the political situation
7 ⁱⁿ ~~of~~ Central America deteriorates ^{fu}ther, it is reasonable to
8 expect people from Guatemala and San Salvador and
9 Nicaraguan refugees to come to Miami to join the
10 continuous influx of Haitians now arriving. I doubt that
11 even the strictest immigration policy on refugees will help,
12 and today we have none that would prevent them from coming
13 to Miami.

14 During the previous massive wave of Cuban refugees in
15 the 60's The Cuban Refugees Emergency Center was established
16 to help newcomers become part of this society and to help
17 Miami assⁱmilate them. I believe very strongly that a
18 similar program is absolut^ely essential now. Miami is facing
19 the worst crisis in its history. I think all is not lost
20 but help is need^{ed} immediately.

21 Miami needs a Marshall plan for the black community and
22 a Refugee Emergency Center for the Haitians, Cubans,
23 Nicaraguans and others who come to our shores in search of

1 happiness, and we need this now.

2 These are my views to the refugees and immigration
3 situation. I thank you for giving me the opportunity to
4 address it.

5 CHAIRMAN FLEMMING: Thank you very much.

6 Mr. Nichols, does that complete it?

7 MR. NICHOLS: I would just like to make one more comment
8 and that is that the committee did expect to have comments
9 from Miguel Gonzalez-Pando and Alan Margolis. I know for a
10 fact that Mr Gonzalez-Pando became quite ill two days ago
11 and he called me to say he may not be able to come.

12 Mr. Margolis may have had a scheduling problem with his
13 work in the media here in Miami. I would like to make just
14 one small comment regarding what we believe is a critical
15 issue that was not mentioned so far, and that is the
16 resurgence of activities by various hate groups and in this
17 area notably the Ku Klux Klan. In that connection, it was
18 very interesting observe that our local Chamber of Commerce
19 in Miami had called for a resolution which addressed the
20 question of the behavior of the public servant in the
21 conduct of his business, but to my knowledge has not yet
22 in the history of that Chamber addressed the issue of the
23 resurgence of hate groups. This is the kind of absences of

1 statesm^{en}ship that I alluded to earlier, but that is another
2 issue which we ^{would} hope the Commission would want to address and
3 would want to urge the federal government as well as the
4 local government to address and take into consideration as
5 another component in the vast milieu of problems which we
6 are faced with.

7 CHAIRMAN FLEMMING: Thank you, very, very much. We
8 have about 25 minutes more that has been allocated and I
9 will recognize various members of the Commission but, first,
10 I recognize our counsel ^{Mrs. STEIN,} to see if she has a question or two
11 that she would like to address to the members of our State
12 Advisory Committee. Then I will recognize any member of the
13 Commission who might like to follow up on some of these
14 comments.

15 You appreciate we are going to have to hold strictly to
16 ~~my~~ ^{our} time schedule or otherwise we will not have the
17 opportunity of hearing from all of the witnesses that are
18 scheduled.

19 MS. STEIN: I have no questions, Mr. Chairman.

20 VICE CHAIRMAN BERRY: First of all, I have some
21 questions for both of you. Let me first ask you, Mr.
22 Nichols.

23 Are you aware of whether there have been any attempts

1 to develop and implement a community-wide approach to
2 solving some of these problems that you talked ^{about} ~~to~~? You said
3 there was a need for a community-wide approach, and you
4 talked about statesmanship.

5 Have there been any examples of that? One example
6 might be a university in the area taking on the
7 responsibility for trying to improve achievement in some of
8 the schools or someone in the business sector taking on
9 responsibility for providing job opportunities for teenagers
10 after school, during the summer, of setting community-wide
11 goals to achieve some of those objectives.

12 Have there been any attempts to do this on a community-
13 wide ba^sis with a lot of visibility?

14 MR. NICHOLS: Commissioner Berry, I think that
15 certainly is one of the things that we would like to see.
16 After the May riots, if I may respond in this manner, a
17 series of committees were set up. One was set up by the
18 governor to review the State Attorney's Office. Another was
19 set up by the governor to consider revitalization of the
20 area which was impacted by the May riots. Various groups
21 have been meeting. There was an effort to get additional
22 funding brought in from the federal government.

23 I must admit to you that these efforts do not seem

1 very different from some of the efforts that characterized
2 the 1968 civil disturbance, and also I must admit^y to you
3 that unless there is more of a committment along the lines
4 of goal-setting, along the lines of digging into the basic
5 problems and deciding that human beings can solve them in
6 terms of the money committments, in terms of planning rather
7 than business as usual, I must admitt to you that I can not
8 really logically expect not to see a repeat.

9 I think what we are talking about now is not hot
10 summers we are talking about having it hot all year long.
11 In Miami, we saw a set of circumstances that merely lead to
12 the ignition ^{of} ~~to~~ all the incendiary qualities that were
13 already in the community, ~~and~~ I am afraid that the kind of
14 things which Theresa, for example, referred to, the
15 resurgence of the hate groups and the lack of anybody in
16 this community speaking out against ^{any of} these things will
17 contribute to a growing burning on a continuous basis.

18 VICE CHAIRMAN BERRY: Well, Ms. Saldise you talk about
19 immigration and refugees, and one thing that interested me
20 is you focused on federal responsibility for the refugees
21 that were coming in. I inferred from your statement that
22 you thought that resources ought to be provided by the
23 federal government to take care of this problem. Was that a

1 correct inference to draw?

2 MS. SALDISE: Yes, that was a correct inference. I
3 feel definite^H that the federal government has a
4 responsibility for the situation that Miami is facing today
5 with the refugees because Miami is not responsible for the
6 federal immigration^r policies of the nation. Miami has ~~just~~^{simply}
7 received this large influx of refugees without any
8 assistance to take care of them and help support, and it is
9 over-taxing the community beyond the reasonable resources of
10 this community. It is just a sitting powderkeg that could
11 go off at any time.

12 I believe very strongly that Washington is responsible
13 for this situation. The situation was created by
14 Washington and Washington should come in and help this
15 community solve its problem.

16 VICE CHAIRMAN BERRY: You suggested, also, if I
17 understood you correctly, that for the black community in
18 Miami there ought to be some kind of a Marshall plan, and
19 again the inference I draw, you ment^a resources from the
20 federal government. Was that correct?

21 MS. SALDISE: That is correct. I believeⁱ that
22 resources are very badly needed to help pull the black
23 community in Miami out of its cycle of poverty,

1 undereducation, lack of skills, unemployment that is
2 creating the problems we saw recently in the May riots and,
3 as Mr. Nichols indicated, could happen at any time.

4 VICE CHAIRMAN BERRY: We hear a lot about, or have
5 heard ~~alot~~ [#] about, the burgeoning economic developments that
6 ~~are~~ ^{is} taking place in the Miami area, in particular about the
7 influx of people and money and so on from other countries
8 and the like. I have heard a great deal about economic
9 development is booming here. Are you suggesting that there
10 are not enough resources ^{if They were mobilized to deal with these problems} that could be applied?

11 MS. SALDISE: It is true that Miami is experiencing a
12 boom with respect to trade and business with Latin America
13 specifically. ^{That} ~~It just so happens~~ ^{To have helped Miami.} ~~that~~ we are not so badly
14 hit by the recession and the unemployment that the rest of
15 the country is experiencing now, but still the needs of the
16 community are beyond what the community itself is ^sresponsible
17 for. The community, if we were dealing simply with Miami as
18 a community, ~~as I was saying~~, without the influx of refugees
19 coming in all the time, perhaps this community could help
20 itself. I'm sure it could help itself and it would be
21 sufficient to take resources that have produced which would
22 be sufficient to take care of its needs. The problem is
23 that this community is just the dumping ground for the

1 refugees of the United States from all of the Central
2 American countries, ^{particularly} ~~not just strictly~~ the Caribbean, and
3 that is too much for us to handle.

4 The black problem is a separate one. The black problem
5 is no different, and I don't know that the community is
6 doing anything to address that problem except talk about
7 it.

8 After the May riots some of the community addressed
9 itself to it and you could see all the establishment leaders
10 and the Chambers of Commerce and the different media meeting
11 and discussing the problem. Nothing has come out of it. We
12 have a couple of Commission reports that indicate no
13 particular coordinated effort ^{or project} has been brought forward to
14 help the black community. Something has to be done and
15 Miami is not doing it.

16 VICE CHAIRMAN BERRY: A final question on the issue of
17 blacks and Cubans that you talked about, affirmative action.
18 Is it the case that most of the Cubans who are in Miami at
19 least through the recent influx of refugees are regarded as
20 white, is that correct?

21 MS. SALDISE: Yes. Most of the Cubans that came during
22 the 60's, the majority were white. That is not so of the
23 recent influx. Perhaps half of the recent influx is black.

1 VICE CHAIRMAN BERRY: In the affirmative action
2 program in the professional job categories that you have
3 mentioned as a recent problem, even if Cubans are white
4 Cubans, they still would be considered as people who are
5 protected under the various Affirmative Action Plans; is
6 that the point?

7 MS. SALDISE: Yes, they are.

8 VICE CHAIRMAN BERRY: And the other part about the
9 Affirmative Action Plans, when it comes to employing ^{persons}
10 employers as opposed to being an employee, is it the case
11 that Cubans business' engaging in aggressive affirmative
12 action efforts to hire blacks, nonCuban whites and the like,
13 do the business^{es} that are owned by Cubans engage in this kind
14 of employment effort in so far as you know?

15 MS. SALDISE: No. As I indicated, the Latin
16 Communities are very self-contained, self-sufficient
17 communities. It hardly goes out^{side} of its own boundaries for
18 employees or for really any other thing. It just keeps
19 within itself and most of its employees are Cubans; however,
20 you have to bear in mind that the businesses in the Cuban
21 community are not really large businesses. They are a small
22 type of business. They are not large corporations with
23 extensive resources.

1 Normally, you have the situation of an employer hiring
2 friends and relatives.

3 VICE CHAIRMAN BERRY: Do white Cubans discriminate
4 against black Cubans as far as you know?

5 MS. SALDISE: I would have to say that white Cubans
6 discriminate against black Cubans less than white ^{Americans} ~~persons~~
7 discriminate against black ^{Americans} ~~persons~~.

8 COMMISSIONER HORN: ^{Well} ~~Hold on~~, that's the point I would
9 like to ~~pa~~rsue a little further. How many years have you
10 lived in Miami, Ms. Saldise?

11 MS. SALDISE: I have lived in Miami since 1962.

12 COMMISSIONER HORN: I'm sorry?

13 MS. SALDISE: Since 1962. ¹⁸ years

14 COMMISSIONER HORN: And when you ~~were~~ first ^{were} growing up
15 and got here, what was the nature of the small business in
16 the area in which you were familiar? Was it owned by
17 Cubans? Was it owned by whites, blacks, what?

18 MS. SALDISE: When I first came here, there were no
19 Cubans. I came with the first wave of Cubans, well, a year
20 after the first wave of Cubans, so, of course, at the time
21 there were no businesses. The Cubans really had nothing.

22 The reason they were able to develop their own
23 businesses, as I said before, was that the human infra-

1 structure existed. ^{Those} ~~There~~ was middleclass entrepreneurs,
2 professionals. They had to learn the language. They became
3 a self-sufficient community. They organized and formed
4 their own businesses and in many instances they continued
5 doing what they were doing in Cuba at a much smaller ^{scale} ~~pace~~.
6 Certainly, this is why the community remained so self-
7 contained.

8 COMMISSIONER HORN: The middle-class Cubans that
9 came in the early 60's proceeded to establish their own
10 businesses. Did that in turn drive out the entrepreneurs
11 who were already here? I look, for example, at statistics
12 on blacks who owned gasoline stations and I find a rapid
13 decline in the last 20 years. I am just curious, as this
14 population wave of Hispanic people increased, did that mean
15 that their loyalty would be to those who were fellow Cubans
16 who would own gasoline stations and that helped push other
17 nonHispanics out of business opportunities in ^{Their} ~~this~~ area?

18 MS. SALDISE: It is my understanding that what
19 happened with the Cuban community businesses were they came
20 into what is known as the Latin Cuban ghetto, which is
21 basically centered around Southwest 8th Street. That was a
22 very economically deprived area in which really older white
23 residents lived.

1 There was almost no business activity in the area. The
2 Cubans went there and they formed their own businesses and
3 that was the core of the business growth of Cubans in
4 Miami. There were no blacks in the area. Even today there
5 are no Cuban businesses or very -- I don't know of any Cuban
6 businesses in the black community, and I don't know of any
7 black business that existed in what is now the Cuban
8 community, but, yes, it is true that today Cubans tend, of
9 course, to go to Cubans to conduct business, particularly --
10 ^{because}
11 ^ you do realize there is a language and cultural situation
12 that exists.

12 COMMISSIONER HORN: Now lets pursue the difference in
13 skin color among Cubans and the prejudices, if any, that
14 exist. In your judgement, is the prejudice that exists
15 based on skin color or is it based on a person's social
16 economic class between those, lets say, that came in the
17 60's that were largely middle-class successful people versus
18 those that are coming now that might not be as successful,
19 might not be middle-class but of a lower social economic
20 class? How would you differentiate the economics of the
21 situation from the skin color ^{of the} situation?
22 ^

22 MS. SALDISE: I'm not sure I understood your
23 question. Are you addressing yourself to the prejudices of

1 Cubans against Cubans?

2 COMMISSIONER HORN: The Cubans vis-a-vis Cubans?

3 In other words, you mentioned that half of the last wave of
4 Cubans that came in were probably black, more black skinned
5 Cubans. What I want to pursue then is the difference
6 between Cubans based on skin color or differences in ~~social-~~^{Socio}
7 economic class as to well-off ^{Cubans} versus less well-off Cubans.

8 MS. SALDISE: The first wave of Cuban immigrants was
9 a better or a higher economic class. It was basically
10 middle-class. The wave of Cubans that are coming now are
11 composed of everything. For the first time we have a very
12 large influx of lower economic Cubans; however, I do not
13 believe that then or now there exists any Cuban prejudices
14 against Cubans. Cubans have pulled together. They are
15 trying to help each other and help themselves.

16 The only problem of this nature that exists within the
17 Cuban community does not lie on the different economic
18 levels or on the skin colors of the different waves of
19 refugees but lies on the particular percentage that, as I
20 indicated, is composed of criminals and anti-social elements
21 that are really becoming a problem in the Cuban community
22 that have for the first time risen the criminality index
23 substantially in the Cuban community.

1 COMMISSIONER HORN: Let me ask you, is the feeling in
2 the Cuban community that the American government should
3 simply send the criminals back to Cuba?

4 MS. SALDISE: Yes, it is. They had no business being
5 here and it is the feeling that the American government
6 failed substantially in its commitment to itself and its
7 citizens in accepting these waves of criminals and just
8 accepting whatever ^{wanted} Castro sent over. He emptied his jails
9 here.

10 COMMISSIONER HORN: Have leaders in the Miami/Cuban
11 community sat down with the representatives of the American
12 government to make that point clear?

13 MS. SALDISE: I don't know of any group effort. I
14 know of individual instances of Cuban leaders that have
15 tried to make this point clear ^{To The Federal Government} unfortunately to no avail.

16 COMMISSIONER SALTZMAN: Mr. Chairman, just one
17 question to either of you or both of you. Apparently we are
18 going to be moving in a period when there will be a decline
19 of federal resources seemingly available to communities like
20 Miami, ^{especially} ~~espically~~ monetary resources, yet both of you are
21 suggesting massive increases in the amount of federal
22 spending.

23 Assuming that this will not take place but quite

1 the reverse, there will be a decline in the amount of the
2 federal spending available in the Miami area, what are the
3 critical places, from your point of view, over the next four
4 years that the federal government may focus on, aside from
5 increases in economic resources to help the situation? What
6 other alternatives from the federal government, apart from
7 economic resources, can you look for and hope for?

8 MR. NICHOLS: I would like to comment on that. In the
9 first instance, my original comments went to the fact that I
10 feel the greater Miami community, specifically business,
11 banking and industrial enterprises, should begin to address
12 the community problems. I place considerable emphasis on
13 that as opposed to the federal government.

14 One reason for that is that I don't believe we are able
15 to sustain a federal interest in solving these problems; I
16 don't think we ever will be. I think that the federal
17 government will always continue to respond upon a crisis
18 basis because the federal presence, if you will, cannot ever
19 be sufficient in a local community with enough dollars and
20 resources to really solve the problem.

21 Beyond that, I think that the local banking, business
22 and industrial entities have a vested interest in solving
23 the problem. It is apparent to me, however, they do not

1 recognize that interest yet and they still believe that
2 somehow they are going to be able to wring a little more out
3 of the federal government.

4 As far as the probable decrease in federal funds, which
5 is your estimate and not my own, I keep hoping that there
6 will not be such a decrease for whatever reason, just
7 because it is not adequate right now, I believe. If there
8 has to be a choice as to what direction federal dollars
9 should be used to implement, then that direction should be
10 for the Civil Rights enforcement and the Civil Rights
11 protection which are guaranteed every citizen, and that is
12 how I think the dollar should be spent. I think the
13 government has to, once and for all, turn into practice the
14 theory that federal tax dollars can no longer be used to
15 discriminate against any group, minority, women or
16 otherwise, and that's the area -- those are the areas where
17 I feel the federal dollar can be made to really increase its
18 effect.

19 If we could cut off discriminatory practices where
20 significant amounts of federal dollars are currently being
21 used, we would see a decline in unemployment; we would see
22 an improvement in the handling of individual complaints and
23 group complaints of discrimination; we would see a change in

1 the attitude of employers and of local governments and of
2 police departments and of city councils.

3 I think the county commission for Dade county, for
4 example, and the county manager, can no longer continue to
5 be comfortable with the idea of blaming the federal
6 government for failing to respond to local problems, and the
7 same is true of the city government.

8 MS. SALDISE: I would like to say something on the
9 matter. I agree with Mr. Nichols: We have to hold the
10 county and city government responsible and ask them to do
11 something about the situation. However, I believe that the
12 federal government is largely responsible for the situation
13 because the problem is not the creation of Miami, the city
14 or county; it is the creation of the federal government.

15 I think if the federal government would have a coherent
16 policy on immigration, on refugees, if the federal
17 government would attempt to resettle some of these refugees
18 outside of Miami and effectively resettle them, some of the
19 problems could be solved. I'm aware when I say resettlement
20 that eventually all of the Latin refugees are going to drift
21 back into Miami, but when they drift back into Miami, they
22 are going to be drifting back with some economic resources.
23 They would have been employed by then. They would have

1 saved a little money. They would come here to form their
2 own ^{little} businesses, and they would come here as employable
3 individuals. That's not the situation now, so I believe
4 resettlement could be of help to the Miami area.

5 Also, we are forgetting the Haitians. We talk about
6 refugees and the Haitians are the ^{ignored} ~~minority~~ group in this
7 community. They are receiving 700 refugees a week. They
8 are unskilled; they are illiterate; they are black; they
9 don't have jobs; they don't have housing; they don't have
10 anything. That's an existing problem. This community has
11 not addressing itself to it, and someone has to address
12 itself to it because it's a human problem.

13 CHAIRMAN FLEMMING: I'm afraid--

14 MR. NICHOLS: May I make a distinguishing comment?

15 CHAIRMAN FLEMMING: I'm going to have to cut the
16 ^{discussion} ~~statements~~.

17 MR. NICHOLS: But the distinguishing comment has to be
18 made on the point of what I perceive to be basic historical
19 problems.

20 Prior to the influx of either the Cuban or Haitian
21 refugees-- and it is to those groups of problems that I
22 address my comments about funding. I certainly agree that
23 the federal government has a larger role in terms of the

1 immigration issues which I see, even if they were totaly
2 solved tommorrow, would not touch the problems which exist
3 in Miami.

4 CHAIRMAN FLEMMING: May I express to both of you our
5 deep appreciation for underlining the issues in such a
6 manner as to be very, very helpful to us as we proceed with
7 the hearing and listen to witnesses, many of whom I'm sure
8 are going to be touching on some of the same issues, but the
9 background that you have given us, the insights that you
10 have given us I know are going to prove to be very helpful
11 to all of us. We are grateful to you for being here. We
12 are grateful again for your continued leadership and for
13 your hospitality.

14 We are delighted you have made the recommendation to us
15 to come here and we are very, very happy to respond in this
16 way to that recommendation.

17 Thank you very, very much.

1 Counsel will call our first witnesses.

2 MS. STEIN: ^{Mr. Chairmen,} Before calling the witnesses, three studies
3 have been given as a profile and background information on
4 the city of Miami and Dade county on behalf of the
5 Commission. They are entitled respectively "Report On The
6 History and Current Political Demographic and Social
7 Economic Status of the Black Population in Miami-Dade
8 county, Florida"; second, "Report on the Development of the
9 Political and Program Structure of Dade county, Florida";
10 and third, "Promises versus Progress, the Miami riots of
11 1980."

12 At this time I would like to move they be admitted into
13 the record of the hearing.

14 CHAIRMAN FLEMMING: Without objection, that will be
15 done and they will be given the appropriate exhibit
16 numbers.

17 (Insert)

LOCAL VIEWS

1 MS. STEIN: Reverend Conrad Willard, Dr. Eduardo
2 Pardon, Archie Hardwick, Alicia Baro.

3 REV. CONRAD WILLARD,
4 DR. EDUARDO PADRON,
5 ARCHIE HARDWICK,
6 ALICIA BARO.

7 Called as witnesses by and on behalf of the Commission,
8 being first duly sworn, ^{were} ~~was~~ examined and testified as
9 follows:

10 CHAIRMAN FLEMMING: Thank you. We're very happy to
11 have you with us.

12 Counsel may proceed.

13 MS. STEIN: I will ask each of you, beginning with
14 Mr. Hardwick, please, to state your name and occupation for
15 the record.

16 MR. HARDWICK: Archie Hardwick, Executive Director,
17 James E. Scott Community Association, Inc., Administrator.

18 MS. STEIN: Dr. Padron?

19 DR. PADRON: Eduardo Padron, Vice President of the
20 New World Campus Center, Miami-Dade Community College, and
21 the Chairman of the Spanish American League Against
22 Discrimination. Do you want the address, too?

23 MS. STEIN: That's fine.

1 REVEREND WILLARD: Conrad Willard, Pastor of the
2 Central Baptist Church located at just two blocks west of
3 this auditorium in downtown Miami.

4 MS. STEIN: Ms. Baro?

5 MS. BARO: Alicia Baro. I am Executive Vice
6 President of the Greater Miami Realty Board and President of
7 the National Conference of Puerto Rican Women in Miami.

8 MS. STEIN: Thank you.

9 Reverend Willard, you are the Chairman of the Community
10 Relations Board; is that correct?

11 REVEREND WILLARD: Yes, ma'am.

12 MS. STEIN: Will you please explain to us the purpose
13 of that organization and how it originated?

14 REVEREND WILLARD: I have a prepared statement that
15 will take about seven or eight minutes to read. Included in
16 that will be the statement about the purpose of the
17 Community Relations Board. I could turn that over to you^{omit}
18 and try to sort that out of this material but I am not quite
19 sure that I can say it exactly as it should be said in the
20 proper sequence.

21 MS. STEIN: I believe the Chairman will be happy to
22 receive your prepared statement for the record but, if you
23 could just, in response to the question, give us an idea of

1 how the organization came into being and what its purpose
2 was.

3 REVEREND WILLARD: The Community Relations Board was
4 born in 1963 as a result of a meeting of several religious
5 leaders in the Dade county community. That first meeting
6 was really the beginning of it, I guess, ^{Though} ~~but~~ we had to go
7 before the county Commission and not until about 1963 was
8 the Community Relations Board officially authorized by the
9 Commissioners of Dade county. We have no subpoena powers.
10 We are a voluntary organization of citizens in the
11 community. I happened to be at the original meeting of that
12 group but did not become a member of the Community Relations
13 Board until about five or six years ago.

14 MS. STEIN: Can you tell us some of the activities
15 that the Community Relations Board engages in and has
16 engaged in?

17 REVEREND WILLARD: There are four instruments of the
18 Community Relations Board: One of them is the Mobile
19 Community Orientation, which is a seminar where we call
20 citizens and members of the Board toward the community to
21 look over its depressed areas and the areas that we feel
22 need attention.

23 We have a forum at which time we listen to citizens of

1 the community ~~who wish to~~ bring their complaints against any
2 form of city government or against one another or against
3 anyone in general. We try to let everyone say what they
4 want to say and try to refer them to ^{The} proper organizations
5 that might resolve their problems.

6 In addition to that, we have action committees. I
7 can't recall all of those: ^{action} committees right at this time,
8 though, I have them within this statement, I believe. One
9 is the Criminal Justice Committee, which, when it is called
10 to our attention that there is a violation of criminal
11 justice within the community, we listen to those who have
12 had their justice violated, and we call in the State's
13 Attorney or the Department of Safety Director or the Police
14 Chief or any other members ^{of} the community of all levels
15 from citizens to the mayors themselves and ask them to
16 respond to the citizens and to their needs.

17 We have, in addition to that, not to be confused with
18 any other organization of like ^{erotic?} situation, the "Kitchen
19 Cabinet Conference" which is a meeting of the men of the
20 highest levels in our community that meet regularly to try
21 to resolve problems that seem to be forming at the time.

22 MS. STEIN: How would you assess the status of race
23 relations in the Miami area both before and after the May

1 riots?

2 REVEREND WILLARD: Well, I suppose race relations
3 in Miami as has already been stated ^{were} ~~was~~ somewhat similar of
4 what they were in any major American city in the South.
5 They were not good. There was, of course, an oppression of
6 blacks. They were not given the rights that other citizens
7 in the community enjoyed.

8 I might like to make one little correction that was
9 stated by one of the previous members of your panel who was
10 here before us. I believe there was a community of nearly
11 100,000 Cubans, Hispanics, within this community long before
12 1962 missile crisis at which time the airlift began. I know
13 that because in my own church we had a Spanish community and
14 formed the First Spanish Baptist Church several years before
15 1962.

16 MS. STEIN: Have you or the community Relations Board
17 ^{had} ~~have~~ any role in dealing with the refugee problem that has
18 existed more recently in Miami?

19 REVEREND WILLARD: It has been almost our continual
20 obsession since it began, since the Mariel boatlift began.
21 We have been in session both in committee form as well as in
22 full board meetings, and in our forum meetings which comes
23 on one Friday each month, or on call when we need to have

1 them.

2 MS. STEIN: What in your opinion has the role of the
3 religious community been in dealing with the problems here
4 in Miami and what do you think it ought be?

5 REVEREND WILLARD: Well, I feel like you may have
6 put me on the spot a little bit being a pastor. ~~However,~~
7 ^{Our reaction} ~~the action~~ has been spotty. We have done well sometimes and ⁱⁿ
8 others ^{are} we probably have miserably failed, but at least we
9 have attempted. I think Archbishop McCarthy, Monsignor
10 Walsh who represent the Catholic community in the recent
11 influx of people from the Caribbean have been quite
12 sensitive to these needs. I think I can speak for at least
13 a part of the Protestant community that we have set up
14 refugee centers where clothing, where jobs might be
15 obtained, where sponsors might be secured. The Jewish
16 community in like manner has been most responsive to this.

17 Our board has on it several Jewish members, some of
18 them Rabbis, who have been quite effective in leadership in
19 this area.

20 MS. STEIN: Thank you very much, sir.

21 Dr. Padron, would you please explain for us the
22 purpose of the Spanish American League Against
23 Discrimination?

1 DR. PADRON: Yes. The League was formed in 1974 as a
2 result of concerned Hispanics, mostly Cuban Americans with a
3 situation that was developing in terms of discrimination and
4 defamation against Cubans and all Hispanics in the area
5 which was progressively becoming more and more overt, ~~and~~
6 the League was formed basically to deal with discrimination
7 and ^{anti}defamation problems in several areas.

8 One of our main concerns has been the area of
9 education and employment, especially employment in the
10 public sector where discrimination has been more apparent
11 and more obvious. We have been very concerned with the lack
12 of employment opportunities for Hispanics, especially in
13 county government and city government. A very brief review
14 of the figures of employment today will give you a very
15 clear picture of what the situation is, and right on. ^{proving} It
16 has deteriorated. It is especially true in decision-making
17 positions at the county level and city level.

18 We have been concerned with education and providing
19 equal opportunity for children of Hispanic descent in the
20 school and especially bilingual education and the use of
21 federal funds to provide services for the refugee children.
22 We have been concerned with the issues of housing, but most
23 importantly we have been concerned with the issue of media

1 treatment of Hispanics and the role that media has played in
2 the relationships of various ethnic groups in this
3 community.

4 That has been perhaps our major area of concern. Our
5 organization feels that the media has been mostly
6 responsible or has created many of the problems that we have
7 today by the way they have reported and the way they have
8 dealt with some of the issues in the community. As a matter
9 of fact, it is our belief that because of the way that our
10 three major ethnic groups live and are kept isolated in this
11 community, the media -- and when I say the media, I mean the
12 Anglo media, has been the major source that has governed the
13 relationships among the various groups and not necessarily
14 bringing about a harmonious type relationship.

15 Our organization has mostly also been concerned with
16 bringing about community awareness and education to Hispanic
17 citizens to make them aware of their civil rights, make them
18 aware of their citizen's rights. Since a large percentage
19 of the Hispanics in the area are newcomers ^{to} ~~in~~ this country,
20 it is very important for us to make sure they learn about
21 their rights as well as their obligations, because we feel
22 that many times because of ignorance of these rights, their
23 civil rights have been abused and it has been the major

1 purpose of this organization.

2 Another major concern that we have had has been that of
3 providing access to Hispanics to decision-making in the
4 community. We feel for a community that today is about 41
5 percent of the total makeup of the community, it lacks
6 complete access to the decision-making levels. Whether it
7 is economic power, in spite of all the things you hear about
8 the Cuban economic progress, the fact is Latins do not share
9 in the decisions of the economic powers of the community nor
10 in the political decisions of this community. Cuban
11 Americans do not have a single representative in the county
12 Commission or the Commission of Miami who basically make the
13 decisions about the funds and the future of this community
14 in every single aspect of life. We don't have a single
15 legislator in Tallahassee to represent the large numbers of
16 Hispanics here, so this has been in summary some of our
17 major concerns.

18 MS. STEIN: Could you briefly give us some examples of
19 what SALAD has done to address these problems.

20 DR. PADRON: Well, we have been very ^{careful?} careful in
21 dealing, let's say, in the area of employment. We have
22 prepared position papers, identified the problem, done
23 studies to identify the various problems in employment,

1 discrimination and lack of access. We have met several
2 times with the county Manager and the county Commission to
3 bring about awareness of these problems and to try to seek
4 solutions. I should say that sometimes to either no avail
5 or very little -- very few results.

6 One of the problems that we face is that in spite of
7 the fact that the numbers of Hispanics in the area are
8 large, the numbers of those with a right to vote is very
9 limited. It is only about 22 or 25 percent, and it is
10 increasing very fast. There are some positive signs in that
11 Latins turn out to the voting polls in large numbers than
12 almost any other ethnic group in the community, but still
13 the numbers are not consistent, that the numbers of people
14 with the right to vote, the right of vote is not consistent
15 with those that are in the community, so that is a major
16 problem. So we have tried to, by way of negotiations, by
17 way of pressuring and trying to bring about discussions to
18 these issues, to raise the level of consciousness of our
19 city officials and our political representatives, but again
20 the results have been rather limited.

21 MS. STEIN: As an educator, what is your assessment of
22 the quality of education provided by the Dade county Public
23 School System?

1 DR. PADRON: I think it could be much better. I think
2 we are making for the first time some efforts now to try to
3 get our act together as we commonly say. In the past, the
4 education community has been too much geared to vested
5 interests in the community, and as a result black children
6 have really suffered because of these. They have not always
7 been given the best deal in terms of what the're entitled
8 to, and the same has been true for Hispanics.

9 One of the concerns we have had traditionally has been
10 the way the Cuban refugee funds have been used in the system
11 in Miami for purposes other than just helping the refugees
12 and not necessarily to help black children, either. They
13 have been used in ~~some~~^{many} instances to our amazement to build
14 schools in suburban neighborhoods, Anglo neighborhoods and
15 so forth, and this has been a rather sore point in the
16 relationships between Hispanics and the School Board.

17 Overall, to maybe answer your question more directly, I
18 guess we have several problems in the educational system
19 today which range from lack of accountability in many areas
20 to lack of proper affirmative action as far as Hispanics are
21 concerned. That's an area where we are very, very badly
22 represented. We lack many -- we lack Hispanics in decision-
23 making positions in the school system. For the first time

1 now we have a member on the school system but all these
2 years we have had no representation on the School Board.

3 There is very ^{much} ~~great~~ lack of parental involvement in the
4 school system, Hispanic parental involvement.

5 MS. STEIN: Do you know of any, or have you been
6 involved in any, attempts at building coalitions between the
7 black and Hispanic communities to deal with the problems
8 that divide them for the problems that both of them share?

9 DR. PADRON: Yes. And it has been for several years we
10 constantly talk about it. I think there is good dialogue
11 among Latins and black leaders. It fails to come to
12 fruition. One of the premises that blacks have been so busy
13 trying to keep the very few gains that they have been able
14 to achieve and we Hispanics have been so busy trying to
15 protect our rights and trying to make some further gains,
16 there is very little time left for any other kind of
17 efforts; however, I should say more and more has become
18 apparent. There is a need for at least blacks and Hispanics
19 to establish more formal links. We have, through the years,
20 sort of held a series of dialogues and understandings with
21 the NAACP and other groups, and the understanding has been
22 there.

23 As a matter of fact, right after, a week or two after

1 the riots, there was a conference held in downtown Miami by
2 black leaders and Latin leaders, a group of about 15 to 20
3 people, because at that time the national media took it upon
4 itself -- basically the national media -- to blame the riots
5 on the influx of Cuban refugees and the Latin presence in
6 Miami. I think that was an insult in my opinion to the
7 black community who ~~happened to be~~ ^{had been} suffering for many years,
8 and it was also an insult to the Latin community, so we had
9 a joint meeting with Latins and black leaders, basically
10 denounced the efforts of the media to portray the roots of
11 the riots, or the cause of the riots or the riots itself on
12 the influx of refugees or the Latin presence in Miami, and
13 there have been other efforts like that.

14 Recently, there was a meeting where Hispanic
15 organizations provided a reception for black leaders
16 basically because of the ~~rule~~ ^{role} of the referendum, blacks as
17 opposed to other groups did not, even though the vote was
18 about 50/50 in terms of black community with a bilingual
19 referendum it could have been much, much higher because the
20 black community has been under constant, I should say,
21 pressure by the media that there problems are all caused by
22 the fact that Cubans are taking over and they taking all
23 their jobs and all their other things.

1 We were very, very gratified with the results of the
2 election on the bilingual programs because blacks to a ^{great} ~~more~~
3 extent supported the efforts to not be deprived of certain
4 basic rights.

5 MS. STEIN: In your opinion, what effect has the Latin
6 presence in Miami had on economic development in this area?

7 DR. PADRON: I feel the Latin presence in Miami has
8 made the difference to Miami. I honestly believe that
9 Miami, in 1960, was a moribund resort town. And not even
10 the tourists from up north were coming here. This was a
11 community that depended almost exclusively on tourism from
12 up north, and the hotels in Miami Beach were already
13 decaying, and it was a system that only lasted for the
14 winter months. Miami Beach was a dead town ^{during} ~~for~~ the
15 summertime.

16 The Latin influx and what that has provided in terms of
17 new fresh approach to business and the fact that it had
18 opened the doors to commerce with Latin America, the fact
19 that commerce with Latin America ^{Today represents} ~~presents~~ about 35 percent
20 of the economy of the city, the fact that tourism is a year
21 round business and Latin Americans constitute the major
22 portion of the reason and they are here all throughout the
23 year, and it is a very booming business plus the fact that

1 this immigration was very fortunate because it brought the
2 best of Cuba.

3 It is not a coincidence. These people brought these
4 skills; they didn't bring any money but they brought these
5 skills and the willingness to succeed. With a little help
6 here and there, and so forth, being a community, it has been
7 able to flourish tremendously and to provide the basis for
8 success. The sad thing is that it has happened almost in
9 itself in isolation, and the basic Anglo power structure has
10 not really played a major role in ^{this} ~~these~~ and again blacks
11 have not really benefited from it any way, other than maybe
12 indirectly from the overall economic growth that the city
13 has experienced.

14 One final point I would like to make on that point is
15 that while the major problems that we experience here in
16 Miami is basically that, three communities are very much
17 isolated from each other. There is, very much, a lack of
18 trust among people. When you were talking ^{before} about a
19 countywide coalition or countywide efforts for citizens to
20 help bring Miami together, in my opinion that's almost
21 impossible and it is almost impossible because there are too
22 many hidden agendas, and there is not real trust among
23 people. ~~Not~~ until people are able to trust each other. ^{we} are

1 ^{not} ~~we~~ going to be ^{able to have} a true coalition. Coalitions have to be
2 formed on the basis of trust, and that does not exist in
3 Miami.

4 We have the leaders of the power structure talking
5 about ~~Miami~~ ^{Miami} bringing [^] aid and helping everybody, but in fact
6 I doubt whether the people that are saying this really
7 believe that it can happen. You need believers for things
8 to happen and we don't have too many believers here, so it
9 is a major problem.

10 MS. STEIN: Thank you, sir.

11 Mr. Hardwick, could you tell us how long you have been
12 Executive Director of JESCA and what that organization's
13 purpose is?

14 MR. HARDWICK: I have been Executive Director of JESCA
15 for 10 years. James E. Scott Community Association was
16 started in 1925, which makes it now 55 years in existence.
17 It was originally started to try to coordinate the various
18 social service programs in the black area, and it has grown
19 to approximately now a staff of 400 people. We have
20 programs in the Senior Citizen Programs. We have Street
21 Work Programs which work with predelinquent youths and with
22 the courts and the juvenile system. We have a Family
23 Management Program that is basically working with mothers

1 with small children to offer ^{them} psychiatric help and counseling
 2 and job placement. We have also a Weatherization Program
 3 which is geared toward increasing energy efficiency in the
 4 various homes in the community.

5 We have an Ex-Offender Program, two: One located in
 6 the central city of Liberty City and one in the ^{South} Dade county
 7 area, one Ex-Offender Program for men and one Ex-Offender
 8 for women. *working with mothers who have been*

9 We have programs for displaced homemakers, ^{welfare} and
 10 now is beginning to move into the work arena.

11 We have a number of CETA Programs which have enabled us
 12 to work with young people to provide them with preemployment
 13 counseling and also job opportunities, and we have hired on
 14 our staff a number of CETA people who have worked through
 15 the ranks from semiprofessional to professional and to
 16 taking charge of the many areas of ^{supervisory relationships} ~~supervised~~ roles.

17 JESCA is located throughout Dade county from Homestead
 18 all the way up to the tip of Broward county.

19 We have approximately about 25 centers at this time.
 20 Basically, JESCA is geared toward offering social service
 21 programs and social service and economic training to young
 22 people and adults.

23 MS. STEIN: What degree of success have you had in

1 placing persons who have been trained for employment in your
2 programs?

3 MR. HARDWICK: If you're going by percentage, I would
4 say approximately 60 to 70 percent. We have put in our own
5 agency a number of people and then once they have gotten the
6 proper training through education, et cetera we move them
7 out to other county and state agencies. We have had some
8 success with the business community in enabling a lot of our
9 people that we have worked with to get jobs, too, but it
10 hasn't been as high degree of success as I would like it,
11 but I'm saying ~~around~~ about 70 percent.

12 MS. STEIN: What do you see as the most pressing
13 problem faced by the black community in the Miami area?

14 MR. HARDWICK: Fairness. I think Dade county has a
15 very serious problem in that through jobs and through
16 housing, which are the two major problems, blacks have been
17 on the backside of the burner. I think part of this is
18 brought about because the white community is still living in
19 the Civil Rights era. They are still thinking about the
20 achievements of legal rights and not dealing with economic
21 rights that are urgent now.

22 When I first came here, there was a great deal of back
23 patting on the backs about what they had achieved. ^{because they} ~~The~~

1 ^{let} blacks ~~could now~~ go in front of the bus and they didn't have
2 to have these little ID cards for them over at Miami Beach,
3 and things of this nature and this type of attitude with the
4 people who are the forefront of change has still existed
5 today.

6 They are still talking about what they did in the past.
7 There is tremendous socio and economic isolation between the
8 three different groups. This is no negative reflection on
9 the Cuban community but when they did come to our shores
10 they were given a resource over a billion and a half dollars
11 through the federal, state and local levels, and a lot of
12 blacks at that time were very frustrated because of that. I
13 think -- and I agree with him -- that there is very little
14 communications between the blacks and the Cubans, and the
15 major reason for that is not only because of skin color but
16 because of class and also because of political.

17 I think the Cuban community still is concerned about
18 what is happening in their homeland and you read articles,
19 and et certera that's why you don't have that type of
20 communication. With the white community there is no type of
21 real commitment to do anything in the black community.

22 During the summer, we had a black and white task force
23 which consisted of various civic persons from the black

1 community and also with the business community, and outside
2 of one or two people on that community we saw very little
3 commitment to do anything, but talk. ~~In~~ this town, as one
4 of the speakers before has said, they do a lot of talking,
5 beautiful public relations in the papers and TV, but no type
6 of commitment whatsoever, and honesty and truthfulness to do
7 anything.

8 MS. STEIN: In your conversations with our staff, you
9 said that blacks in this community suffer from both
10 classical and institutional racism.

11 Can you explain to us what you mean by that?

12 MR. HARDWICK: Well, for example, outside of the county
13 government you will see very few blacks in high positions in
14 any type of businesses. You will see very few blacks who
15 really have any substantial opportunities for business
16 opportunities in this town. I think -- I will give you an
17 example: During the riots there was an announcement in the
18 paper through the Chamber and some other groups that there
19 were going to be 400 jobs available for blacks. Some of us
20 were very eager to get blacks jobs, and we ended up talking
21 about one or two jobs. That type of thing existed.

22 The educational institution is bad because constantly *see*
23 coming into our agency are youngsters and young adults who

1 are in their 20's and early 30's who take IQ tests that are
2 administered by the county and only have about a fifth and
3 sixth grade ^{education} ~~IQ~~, and some ^{situations ever} ~~cases~~ a third. We're happy when we
4 see one with educational abilities that come up ^{to} ~~with~~ the
5 tenth grade level, that's a lot of youngsters we have to
6 deal with.

7 So there's a tremendous failure on the part of the
8 school system and I think part of the problem was -- and it
9 was sort of a problem I think existed 10 years ago, when
10 blacks lost control of their school system, in a sense that
11 key blacks who are principals and who were teachers and who
12 were concerned about their community, were transferred all
13 over the county, ~~and~~ and they brought a lot of other people who
14 did not have the same type of sensitivity and commitment
15 that should exist in that type of community. You know, they
16 were calling it reversed discrimination and racism at that
17 time, but many of us felt very strongly that there needed to
18 be people who lived in that community who were identifying
19 with that culture who have that kind of commitment to work
20 with the youngsters.

21 MS. STEIN: It is my understanding that JESCA has
22 received almost a million dollars following the May riots;
23 is that correct?

1 MR. HARDWICK: That's right.

2 MS. STEIN: Can you tell us how that money has been
3 targeted?

4 MR. HARDWICK: Yes. We have received approximately
5 \$220,000 to strengthen our street work program, and the
6 purpose of that program was trying to relate to a number of
7 the youngsters and young adults who felt they were isolated
8 from this community and to try to build a better
9 communications with them and try to get them into meaningful
10 employment through all other programs.

11 During ^{the summer} ~~December~~ we received approximately \$400,000
12 for a 6-week program which was what I call
13 "Keep-the-Summer-Cool" which employed youngsters and young
14 adults for temporary jobs.

15 We also received close to \$100,000 for the
16 weatherization program which I mentioned earlier, and other
17 funds that were to strengthen our early childhood
18 development program and also programs to strengthen ~~their~~
19 other career development programs through CETA.

20 MS. STEIN: In your view, what is the effectiveness of
21 these type of programs?

22 MR. HARDWICK: We have had these programs for the last
23 ten years and I have seen a great deal of success not only

1 with the people we served but also the people that we hired,
 2 ~~and~~ most of our staff-I'd say about 95 percent of the people
 3 that we have on our staff-are directly from the communities
 4 that we work with, ~~and~~ I have seen people who, for example,
 5 in the staff have come in with not even a high school
 6 education go back to school, get their high school degree,
 7 finish college, and in a lot of situations even had people
 8 get masters degrees.

9 I have seen people in the community get meaningful
 10 employment and first get them a car because transportation
 11 is a very serious situation out in that community, and then
 12 get their own homes, and then began to do volunteer work to
 13 help other people in the community.

14 So I think these programs have had a tremendous impact.
 15 I think the major problem is that we've never been able to
 16 hook in federal programs as the Cuban community did very
 17 effectively. ^{With the private sector,} there has never been
 18 a commitment. ^{that once money comes down, for example =} ~~Once~~ on Channel 10, there was an article
 19 about the billion-dollar federal funds and the problem was
 20 it gave the impression that the money came into blacks in
 21 their pockets and they kept it there for the last ten years.
 22 All the money did was come in and went out to the white
 23 business to white consultants and white firms. It didn't

1 stay in that community, so we don't have a strong economic
2 base. So once these federal funds come in, there is a real
3 need for a commitment from the local business community to
4 help out once those programs end.

5 MS. STEIN: Thank you very much, Mr. Hardwick.

6 Ms. Baro, would you please tell us some of the
7 community and civic organizations to which you belong?

8 MS. BARO: Some of the ones I belong to?

9 MS. STEIN: Yes, please.

10 MS. BARO: I belong to the Puerto Rican Democrats
11 Organization, an organization that was founded 25 years
12 ago. I have been in this community by the way since 1950,
13 so I have seen Miami grow and I have been a witness as a
14 volunteer in the community and participant in many of the
15 projects. I have been a witness to many things that are
16 still happening today.

17 I now ^{preside} ~~preside~~ myself as outgoing president of the Miami
18 Chapter of the National Conference of Puerto Rican Women. I
19 am a member of the executive committee of the Opportunity
20 Community Relations Board.

21 I am also on the Zoning Board of the City of Miami. I
22 am a Commissioner on the Hispanic Commission, Florida
23 Commission on Hispanic Affairs.

1 I have now become a member of the Urban League Guild.
2 Do you want me to go on?

3 MS. STEIN: Thats fine. Thank you.

4 Based on this extensive involvement in the community,
5 can you give us your assessment of the status of race and
6 ethnic relationships here and especially with respect to the
7 situation of Puerto Ricans?

8 MS. BARO: We are now living in a sick Dade county as
9 you all know. This county has been completely unconcerned,
10 has been blind and deaf to the problems, to the cries, to
11 the questions of the ethnic groups in this community.

12 When I came here to Miami in 1950 there were very few
13 Hispanics. In fact, I don't know if there were --I think
14 perhaps 10,000 Puerto Ricans, if any. We had then the
15 problem of the migrant Puerto Rican that was brought here and
16 left on the streets sometimes to fend for themselves.

17 You know, the boat lifts now are very close to us in
18 the community, the Mariel refugees, because we felt like
19 refugees ourselves. We were treated that way back in '50
20 when we were not allowed, as the blacks were not allowed, to
21 enter a restaurant and sit to have a meal because Puerto
22 Ricans are looked upon as nonwhite, nonblack, perhaps more
23 black than anything else.

1 ^{the police,} At that time we very much feel with the black community
2 because of the police brutality, because we were subject to
3 the same thing. We couldn't have two or three Puerto Ricans
4 congregating on a corner because they would end up in jail.
5 We have been the ignored community. We have been the in-
6 between community.

7 ^{we are really poor} When you speak of the poor, you think of black. When
8 you speak of the Latin, you think of Cuban. Puerto Rican is
9 lost somewhere in there. He is not recognized at all.

10 In spite of the fact that we want to be involved, we
11 want to participate, we want to communicate and be able
12 to develop the potential and help in situations because we
13 feel that as American citizens for the past 62 years, and as
14 part of the United States for the past 82, we understand
15 the American process. We have gone thru it and we still are
16 of Spanish heritage, so we are the perfect bridge. We know
17 exactly how the Anglos think; we know exactly how the
18 Hispanics think, and yet we are not given the opportunity as
19 far as employment, education, you name it.

20 Everything that Cubans are going through we have been
21 through and are still going through. Everything the blacks
22 are experiencing, we have experienced and we are still
23 experiencing so we can very well, although none of us

1 condone what happened in May, we can very well understand
2 why it happened because we know. We have been through this
3 and the only difference is that we never got to the point of
4 rioting.

5 MS. STEIN: What affect do you feel that the media has
6 had on race relations here?

7 MS. BARO: I agree with what has been said. The media
8 has absolutely done nothing but polarize ^{the} ~~this~~ community.
9 This business of polarization started with the media.
10 because of the articles ~~come~~ of the reports that are
11 supposedly researched and then published in the newspapers,
12 ~~It~~ has created a feeling of antagonism and a feeling of
13 resentment. This negative attitude that the community has
14 for Latins, especially for Puerto Ricans, is in part to be
15 blamed on the media.

16 When they took a group of people and they supposedly
17 did the research and then published a series of articles and
18 tell you everything that is wrong with them, that to me is
19 not the proper way to do it, and that to me is denying a
20 group the right to participate in a community.

21 There is a lack of sensitivity. We have had to prove
22 once and twice and everytime that we are American citizens.
23 We are American citizens when it is convenient. We are not

1 when it is not convenient. We get lost in the Hispanic
2 label. We don't want to be labeled Hispanics because in
3 this community there are about 100,000 Puerto Ricans, and in
4 this community the label "Hispanic" covers a multitude of
5 sins.

6 MS. STEIN: Excuse me. I have one final question.
7 Because of your involvement in the Community Relations Board
8 Committee on Haitian Refugee Concerns, I wonder if you
9 could tell ^{us} what you found to be the needs and problems of
10 the Haitian Refugee community here.

11 MS. BARO: The needs of the Haitians? They need to be
12 allowed to work. They need employment. They need health
13 care. They need attention. They need communication. There
14 is absolutely no attempt to -- let me see what is the way to
15 say it -- to communicate, to establish a trust.

16 The Haitian naturally does not trust anyone when he
17 gets here. In the first place, he hasn't met anything but
18 resentment and he's been alienated from the community. They
19 have to work through someone they can trust and we have to
20 show that we -- they have been, what is the word, they have
21 been like the rejected. I was thinking of a stronger word.
22 They have not been accepted. They come here on boats and
23 they pay to get here.

1 We know of instances where the boat people charged
2 them. They are thrown in the middle of the ocean if they
3 are caught. It reminds me of the old story of the Mexican
4 when the Mexicans tried to get in how they used to be, but
5 the problem of the Haitian is the communication. He cannot
6 communicate. I know problems of a child in school who sat
7 in class room when she was a Haitian girl and had to wait for
8 a teacher to come one or two hours a week to be able to talk
9 to her and to be able to communicate with her. Now that
10 child in the meantime spent four days, four and a half days,
11 alone sitting in a classroom because she couldn't
12 communicate and she felt, naturally, alone and unwanted.

13 The Haitian feels alone and unwanted. I think that the
14 immigration laws should be adjusted to a point where at
15 least they are allowed to come in. They are given work
16 permits and are allowed to get employment.

17 We know of a case where up north there was a factory
18 that wanted the Haitians. They wanted them shipped over
19 there to give them work. They were not going to compete
20 with anyone in that area and yet they were not allowed to go,
21 because of the community. I think we need more
22 understanding, but we have to really supply them with basic
23 needs, first of all.

1 MS. STEIN: Thank you very much.

2 I have no further questions, Mr. Chairman.

3 COMMISSIONER RUCKELSHAUS: Thank you. I would like to
4 ask a question as to the involvement of the community.
5 Reverend Willard, could you characterize for the Commission
6 the degree of personal commitment and responsibility that
7 the Miami downtown leaders as you referred to, the decision-
8 making that the industrial community characterized as the
9 leaders? I guess they set you apart from the political
10 leadership of the city.

11 What's the level of responsibility you feel these
12 leaders in downtown Miami feel for the problems that we have
13 been hearing about here this morning, whether that feeling
14 ~~at~~^{of} a personal responsibility was heightened by the events of
15 the May riots and why it is that we keep hearing over and
16 over again there has been a great deal ^{of discussion} -- in fact Miami
17 hasn't lacked for -- of quorums for issues to be discussed,
18 but there hasn't been very much action that signal any hope
19 to the community that we have been talking about here this
20 morning.

21 REVEREND WILLARD: You have asked a long question. I
22 will try to give a short answer if I can.

23 When the Community Relations Board began -- which is

1 not made up, of course, of religious leaders; it has four or
2 five on it but it is made up of businessmen from downtown;
3 these two people here are on the Community Relations Board,
4 so the downtown establishment, or the bankers, or the
5 commercial leaders have been very keenly aware of the
6 problems that exist within the community. They have not
7 found any solutions. We have tried to resolve them but 11
8 days before the disturbance in May, the chairman of the
9 Community Relations Board sent to the county Commission
10 documents stating that our city was in a state of crisis,
11 that there were gang murders; there were drug dealings going
12 on everywhere, and the situation was very, very grave.

13 In spite of the beauty of this city and its location,
14 I should like to restate that, even though the downtown
15 leaders, or the businessmen, or the movers and shakers of
16 the community, are very keenly aware of this, they really
17 don't have a solution, either. I could almost repeat what
18 was said by those who preceded me in that we have a
19 situation in some respects that was forced on this community
20 by the federal government and it's lack of understanding of
21 what was happening here, and it's lack of control of its
22 immigration service.

23 Now, that does not necessarily solve all the problems

1 that the black community has and its total unemployment, so
2 many places with young blacks; but I think they are very
3 much aware of it. They simply don't have the solution to
4 it.

5 You know, it is a simple thing to say, "Well, you know,
6 you're a banker. You control a billion dollar bank. Why
7 don't you loan money to someone that may be a high risk?"
8 Well, the money he loans belongs to other people in the
9 community and he has a responsibility to those people, too.
10 He is guided by federal law that he cannot make loans
11 without certain recommendations, so I think they are very
12 keenly aware of it. We are just in the midst of a
13 transition now and I think our community is on the verge of
14 a crisis as great or greater as it was in May.

15 COMMISSIONER RUCKELSHAUS: It has been our experience,
16 and I think the American experience, really, in communities
17 that face these terrible periods of stress, that the
18 solutions are very often almost always coming from community
19 determination and the will of the leaders in the community,
20 not from Washington D.C., and not from a massive influx of
21 money and federal control, though that can be a problem
22 for the programs that are designed by the local community
23 itself.

1 It really takes a commitment of time and a
2 determination that there is going to be a solution. I am
3 kind of at a loss here if you all have given up.

4 REVEREND WILLARD: May I help just a little bit in
5 answering your question? I believe that the Community
6 Relations Board has been one of the very helpful factors in
7 spite of the fact we have had some very grave difficulties.
8 *Bob Sims*
 ↑ The director of the Community Relations Board, who is a
9 black man -- we are well represented across the community;
10 these people are really committed to trying to help solve
11 this, and it seems sometimes that all we do is talk but
12 there are really solutions coming out of our meetings. We
13 do have meetings that cross ethnic and religious and social
14 barriers that I think are very productive. I think it could
15 *have been*
 ↑ be worse. That is what I am trying to say, if that is any
16 answer.

17 COMMISSIONER RUCKELSHAUS: I think that I have heard
18 you say, and others say this morning, in fact, there hasn't
19 been so much change that one couldn't realistically expect
20 that riot situation to be provoked again.

21 REVEREND WILLARD: I think that the *tensions*
 the ~~feelings~~ within the
22 community are very taut at this time.

23 COMMISSIONER RAMIREZ: I thank you very much. I

1 appreciate the comments of Ms. Baro being somewhat in
2 that situation in the Southwest at times.

3 I had a question first for Dr. Padron and next for Mr.
4 Hardwick. In terms of the refugees who came to Miami in the
5 very recent past, what percentage were assimilated
6 successfully?

7 DR. PADRON: As you know, over ⁵120,000 people came in
8 a very short period of time. About 70 percent of those
9 where brought to Miami. The rest of them ^{were} taken someplace
10 else.

11 We find many of these people are coming back, the ones
12 that were settled outside.

13 COMMISSIONER RAMIREZ: Did you say 17 or 70?

14 DR. PADRON: 70, seven, 0. The problem is the
15 following, that is in spite of what you hear, the fact is
16 that the burden of the assimilation has fallen into the
17 Hispanic community.

18 Now, these people basically have concentrated in the
19 Little Havana area. If you go through ^{Little} Havana, there is not
20 a house that is not overcrowded. You have people almost
21 coming out of the windows because you have so many people in
22 each household, people that have tried to help, and the fact
23 is the Cuban American community has done, in my opinion, an

1 outstanding job in trying to help these people by raising
2 funds and by providing all kinds of help, which has been, in
3 a way, an unprecedented effort in the history of this
4 nation.

5 The fact is that many of these people did not have any
6 relatives here, ~~and~~ then there was a criminal element that
7 was included, which is basically on the streets with nothing
8 to do. There are no programs for them, and the difference
9 between these and the ones that came before, if I may
10 clarify something that was said before, there was never any
11 kind of massive help program for the Cuban refugees in the
12 way that most people think.

13 What happened was -- I was part of that when I came
14 back in the early 60's -- was that rather than putting the
15 refugees through the regular American welfare program, there
16 was a welfare program established called "The Cuban *Refugee*
17 Assistance"; and that is basically what it was. It gave you
18 a welfare check and, if you wanted to go to other parts of
19 the nation to work, they give you an airplane ticket one
20 way.

21 Now, the statistics showed that plan was very
22 successful in resettling about 80 percent of the refugees
23 that went through the program. Now, these people have come

1 to various cities in the state, once they get some money,
2 come back, and those are most of the small businesses you
3 see in Little Havana and other places.

4 Also, I should say that about the average stay of Cuban
5 refugees under that kind of welfare is about three months.
6 Not more than that. Now, the assimilation has been
7 difficult because the capacity of the Cuban American
8 community to solve the refugees is limited, and the nature
9 of the economic structure of the community is very small.
10 It is mostly family businesses to a large extent and there
11 are so many people that can be helped.

12 So we have a high unemployment rate right now in the
13 community, people that have no housing, sleeping on the
14 streets and porches, garages, et cetera, ~~et cetera~~ and no
15 economic help of any kind, and the resettlement process that
16 has been ^{established} ~~presented~~ is the worst I have ever seen anywhere.
17 They are not doing the job in my opinion, and what happens
18 is that the people are either not going or coming back
19 immediately because the linkages that have been established
20 are not very good.

21 COMMISSIONER RAMIREZ: My question was really leading
22 in this direction: In terms of the people who have come, do
23 you expect that the majority will be assimilated

1 successfully?

2 DR. PADRON: No question in my mind. The great
3 majority is ^{already} being assimilated. We only hear about those
4 cases that hit the media print. All you have to do is go to
5 any adult education program in Miami, or the classrooms in
6 the community college, and you find these people after
7 working full days are going to night school to learn
8 English. Our ^{classrooms, whether community college or the school system, at night} ~~classes in the community~~ are not idle. We ^{are full}
9 don't have any space to put the refugees who are very eager
10 to learn English and to try to get some kind of training to
11 really improve economically.

12 COMMISSIONER RAMIREZ: This is ⁱⁿ spite the people --
13 these people are not necessarily middle-class as the early
14 60's?

15 DR. PADRON: I don't feel the economic status or
16 previous economic status has anything to do with it. The
17 motivation is very high. You see -- when I think about the
18 lack in the community and in the black community, I think of
19 a very striking difference. The black community has been
20 abused for so many years, especially the youngsters. They
21 have grown in this kind of system where they have seen the
22 hope. Basically, there is a hopeless feeling with no
23 future. Sometimes you institute programs for them. I am

1 not an expert in the black community. I just don't speak
2 for the black community, just my perception.

3 These kids almost lack any kind of hope that there is
4 anything better. The difference with the Latins is that
5 because they are relatively newcomers, especially Cuban
6 Americans, there is hope and they are willing to put up with
7 a lot of abuse and harassment and whatever to succeed, I
8 guess the same is true to a large extent of the Haitian
9 community.

10 As a matter of fact, I predict that in spite of the
11 problems in the Haitian community, I see a very strong
12 possibility for a "Little Haiti" being developed with a lot
13 of self-created businesses and efforts because the Haitians
14 come with a great hope. They have come to America with hope
15 for something better. I think that's important.

16 We cannot afford for that hope to die. We need to help
17 them because the willingness ^{to assist} is there and to grow and to
18 become contributing citizens.

19 COMMISSIONER RAMIREZ: Just one quick question, Mr.
20 Hardwick. In terms of young black people who get through
21 the school systems successfully, who get some college
22 training, are they staying in Miami and do they have hope
23 for becoming a part of the institution? Is there a scarcity

1 of those people, or do they find a place or are they
2 leaving?

3 MR. HARDWICK: Let me backtrack because I disagree
4 with some of the statements he made. Number 1, when the
5 Cubans came in, they came in very rapidly, unlike in other
6 cities where you have influx of people coming in on a very
7 gradual basis.

8 A whole middle-class culture came in just as this black
9 community was beginning to assert itself, at least more
10 reasonably, than they had in other cities. There was a
11 large number of federal resources and state resources
12 because we did research on it, and it came to over a billion
13 dollars.

14 Now, the issue is that, unless -- and what we are
15 doing now just recently is that we are beginning to hide
16 behind the refugee problem that came in, came about two
17 months before the riots and saying "now we have this
18 terrible ^{refugee} problem and blah, blah, blah," there is a lot of
19 conversation about that. But we are still not addressing
20 our problems in the black community. We are not doing
21 anything on that, and I think there are many blacks -- there
22 are a lot of capable young blacks -- who have training and
23 experience and are ready to ^{move} ~~more~~ into the business sector

1 and want to.

2 I don't think there is going to be a great deal of
3 influx yet but unless there is some type of commitment from
4 this community, there will be.

5 CHAIRMAN FLEMMING: Mr. Nunez?

6 MR. NUNEZ: Just one question, which I would direct to
7 Ms. Baro and Dr. Padron. I am ^{Troubled} ~~truly amazed~~ by the
8 continued differences between the Puerto Rican community
9 and the Cuban community here in Miami, and I am just
10 wondering, have any real efforts been made to develop
11 points of commonality, points of cooperation between these
12 communities? I know both of you are responsible civic
13 leaders of this community, and I wonder what these efforts
14 have been.

15 MS. BARO: On an individual basis, you know, one-
16 to-one, there is an understanding and there is a working
17 together; however, in my community -- and I am going to
18 speak as I see or as I hear in my community -- there is an
19 undercurrent. That's the truth. There is a little
20 undercurrent or resentment that the Puerto Rican community
21 feels for the Cuban community.

22 As I said, perhaps because of the fact that we have
23 been here, we have been part of this country so many years,

1 because of the fact we have been treated all the time as
2 second-class citizens where we have taken so much abuse --
3 not as much abuse as perhaps the blacks, but we have taken
4 so much abuse, that in most instances we have given up. We
5 have a high dropout rate among Puerto Rican children
6 because of the fact it is easier to give up and because of
7 the neglect.

8 I blame the leadership, not only the corporate
9 leadership but the organizational, the community leadership
10 and the political leadership, for doing this to a group, to
11 an ethnic group, so that even though we try to work
12 together, our efforts are -- we try to cooperate and we
13 do on a one-to-one basis.

14 On a group-to-group, meaning one organization to
15 another organization basis, there is still that undercurrent
16 of that resentment, that lack of understanding or
17 communication. I don't know, perhaps Dr. Padron could -- I
18 could tell you why from reasons that I hear but I would like
19 to hear Dr. Padron.

20 DR. PADRON: I ^{have to} agree with Alicia. There are
21 undercurrents that exist, and I would say that brings ^{the} ~~that~~
22 numbers in the Puerto Rican community as well as others
23 because we forget there are Dominicans and Colombians, and

1 others.

2 We happen to have a Cuban American, Puerto Rican here,
3 but we could have others that would say they have the same
4 problems, *some of them very serious problems*

5 ~~The~~ Nicaraguans and others, the ~~problems~~ is one
6 basically of perception that has been created that shows
7 Cubans are capable and very successful and they had to be
8 successful to come here: People from Russia, Spain, Africa
9 were successful also because they had the knowledge and know-
10 how. I mean, that's what it is. That's what it takes, and
11 because of those people -- and the media has basically used
12 it over and over and over again, the same people, the same
13 names. There is a feeling of, "Gee, you've made it and we
14 have not."

15 The fact is, not only Puerto Ricans are in bad shape,
16 or the Dominicans are in bad shape, but the fact is
17 resentment exists because there is an image that all Cubans
18 are successful and all Cubans have no problems. It is a
19 perception problem that exists.

20 CHAIRMAN FLEMMING: Commissioner Berry?

21 VICE CHAIRMAN BERRY: Mr. Hardwick, I infer from your
22 testimony that stimulating black business enterprise was a
23 major problem that you thought might be beneficial. I at

1 least inferred that.

2 What I would like to know is, since the riots, has
3 there been any private sector initiative to provide
4 gifts, charitable gifts, or loans, entrepreneurial ^{training and} help to
5 start black businesses on a large scale or from the federal
6 government, from the SBA, or other agencies to stimulate the
7 growth of black business enterprise in the community?

8 MR. HARDWICK: There have been some businesses -- I
9 could name Burdines, Jordon Marsh, Southeast Bank, a few of
10 them -- very few. On the whole, there has been no effort in
11 giving grants or loans on any large scale to blacks.

12 When the federal government came in during the riots, I
13 think they had \$10 million SBA program that they had set
14 up. An interesting thing that happened in the black
15 community was that immediatley after the riots, I'd say
16 about two or three or four weeks, they started building a
17 liquor store. That was the first sign of progress in the
18 community.

19 I see very few signs of any meaningful businesses that
20 came in the area.

21 You have to realize ^{Too} that a lot of the businesses that
22 were in the area were white ^{owned} ~~only~~. Only a very few
23 percentage of blacks even worked in those businesses. Even

1 those that were white-owned; there were very few blacks that
2 owned any. They are Cuban businesses, as Dr. Padron said,
3 with very few blacks working in here.

4 There are serious problems in this area. The economic
5 development is one major issue, and I think getting jobs for
6 blacks is another major issue, jobs through out ^{employment} ~~the~~ throughout a
7 spectrum.

8 For example, downtown where they have -- you know, the
9 Cuban community takes great pride in talking about it.
10 There are very few blacks who have opportunities as far as
11 jobs are concerned, and Miami is for the whole community, so
12 there has been systematically, in a number of cases, ways of
13 keeping blacks out of the employment and out of the housing
14 field.

15 COMMISSIONER HORN: Mr. Hardwick, you noted that the
16 school system was a failure. You mentioned that a decade
17 ago blacks were transferred all over the county and there--

18 MR. HARDWICK: Teachers.

19 COMMISSIONER HORN: -- the needs of the people you said
20 have to live with and understand the culture if black
21 students were to be properly educated. Does that mean that
22 whatever bussing exists, or whatever desegregation exists in
23 Miami in this area are a failure from the standpoint of the

1 black community?

2 MR. HARDWICK: Yes. I think the concept of bussing
3 that has been given both to blacks and whites that by
4 bussing a black child over into a white area that that way
5 he'll get a better education and better training. I've seen
6 time and time again a number of blacks after they have come
7 back into the black community from school that they were not
8 part of that social stream. I'm not trying to say I'm
9 against blacks being bussed, but I think it is very
10 important that they also strengthen the local schools and
11 bring in teachers who are dedicated to that particular
12 community that can give the type of training and education
13 that blacks need.

14 COMMISSIONER HORN: What about the dispersal of black
15 administrators, black faculty as such, due to a
16 desegregation plan? As I listened to your earlier comment,
17 it seemed to me you were saying, if we're going to advance
18 as a people, we need sympathetic voices, et certera, in the
19 classroom.

20 MR. HARDWICH: Now, that doesn't mean they couldn't be
21 white as well as black.

22 COMMISSIONER HORN: I understand that, but it seems to
23 me the implication of your question was that they ought to

1 be black, and our black resources, such as they were a
2 decade ago, have really been dispersed and thus are not as
3 effective as they could have been. It seems to me at this
4 point we get into what we've heard in other communities,
5 especially from the Hispanic portion of those communities,
6 that desegregation is not necessarily all that it is cracked
7 up to be in terms of the fragmentation of resources that are
8 very limited in these communities to begin with.

9 MR. HARDWICK: That is correct.

10 COMMISSIONER HORN: Okay. So you agree with that
11 statement.

12 COMMISSIONER SALTZMAN: Before you change the subject,
13 may I interject something?

14 COMMISSIONER HORN: Yes.

15 COMMISSIONER SALTZMAN: Can you clarify for me the
16 educational attainments of black students over the last
17 decade? Have they improved or declined?

18 MR. HARDWICK: I'm only talking from my perception in my
19 organization in what I have seen, and I think that when you
20 talk about education, you are not only talking about the
21 academic process but the role models, self-image, all those
22 type of things are involved in that whole process and, if
23 you put all those together, I say, yes, it has declined.

1 COMMISSIONER HORN: Ms. Baro, you spoke quite
2 eloquently on the bridge that the Puerto Rican community can
3 be between the ^{Cuban}~~black~~ community, the Anglo community, et
4 cetera, I wonder if you could elaborate a little more as to
5 what is your perception of the feelings in the Puerto Rican
6 community as well as the Cuban community in trying to get at
7 the problems of differentiating skin color from socio
8 economic class.

9 Do you see a high correlation between those Cubans that
10 might have been darker skinned and lower economic class? Do
11 you find similar resistance or feelings in the Puerto Rican
12 community?

13 I would just would like to hear you elaborate a little
14 bit.

15 MS. BARO: The Puerto Rican community does not
16 discriminate, by that I mean, Hispanic and Hispanic.
17 Whether the Puerto Rican be black or white, he is first a
18 Puerto Rican; whether the Cuban be black or white, he is
19 really a Cuban. He is a Hispanic. He's a brother. I think
20 Puerto Ricans least of all would discriminate or would use
21 the color of skin or the socio economic status against
22 anyone. I believe that's why I think we are the perfect
23 bridge because I feel that we would be fairer; the

1 affirmative action would work better with us. Knowing the
2 American way and knowing the ^{Hispanic} ~~Spanish~~ way, we could be more
3 equitable as far as dealing with the problems or dealing
4 with both groups.

5 There is a lack of employment; in other words, Puerto
6 Ricans compete with jobs here and never get them no matter
7 how qualified you are. Professional Puerto Ricans have a
8 very hard time getting professional jobs. We have had to
9 actually coerce, put through a test ~~of~~ the system by filling
10 applications for different jobs, very qualified people and
11 have not gotten the jobs, so I feel, if we were in a
12 position, in an administrative position, if we were at the
13 level where we could influence policy, where we could be a
14 part of that policy-making, we would be able to bring the
15 Anglo community to a better understanding with the Hispanic
16 community and with the black community.

17 COMMISSIONER HORN: Well, I was interested in
18 the earlier comments on the hope that the refugees bring,
19 and the concerns that many, among black youths, have lost
20 hope for one reason or another. As you sort of just
21 generalize and look at these different communities within
22 the Miami community and you look at it historically and you
23 go back to the problems of slavery, the breakdown of the

1 family, the lack of community involvement, discrimination
2 based on race, et cetera, then you get into the late 50's,
3 the early 60's, and the Cuban Revolution, and you've got a
4 whole number of Cubans, highly talented, middle-class, coming
5 into the country in such critical mass, if you will, to
6 create their own community, their own subsystems and
7 economic structures within that community.

8 You've got lesser groups that have been here
9 beforehand, ^{the} Puerto Ricans and other Hispanic peoples that
10 did not have a sufficient critical mass; also were not of
11 that high economic class in education and technical
12 know-how, ~~and~~ then you have the black community that never
13 quite taken off from the time of slavery.

14 And with the family breakdown greater in the black
15 community, probably less in the Puerto Rican or Cuban
16 community, what I am trying to get at, if this
17 Commission is looking at causes and not just saying that we
18 need more federal money to solve the problem, which I
19 personally think is bunk in part -- I think that's helpful
20 in some areas. I think the question ^{is the} ~~of~~ psychology of the
21 people involved, the economic class of the people involved,
22 the spirit of the people involved -- what I am interested
23 in is a reflection from any member of the panel as to how we

1 get at some of the root causes and turn ^{those} the causes around
2 either psychologically or economically to really move on
3 from here and to try to eliminate some of the past, as
4 harmful as some of that past might have been.

5 MS. BARO: I believe it belongs to the leadership,
6 but I still believe that the leadership in this community,
7 the political leadership, the corporate leadership, the big
8 powers-to-be leadership, that's the type. That's the
9 leadership that we need to get together to form task forces
10 or whatever, committees, and sit down and think and try to
11 put this community back together again.

12 It is not enough for the media to write a big beautiful
13 one-page article telling us what is wrong with us, telling
14 us what we should do about it.

15 COMMISSIONER HORN: Let me ask you one last question.
16 That is, how could you characterize the relationship ^{between} of the
17 Puerto Rican ^{community and police} ~~between the other communities~~ in the Miami Dade
18 county area? Good, bad, worse off than blacks, better off
19 than blacks but not better off than Cubans, what?

20 MS. BARO: We still have problems with the Puerto
21 Rican with the police. We still have, as recently as
22 several months ago, where police entered a Puerto Rican
23 home. That was not publicized like the La Fleu case was

1 publicized.

2 We still have problems although it is better, let me
3 say, than it was in 1950 or in 1960 -- we still have
4 problems with the police.

5 MR. HARDWICK: I would like to answer the last
6 question. I think the major problem, and the solution as
7 far as blacks are concerned, is that Miami is still living
8 with plantation mentality as it relates to blacks, and its
9 got to broaden its relationship with a number of blacks with
10 developed ^{skills} -- cut out all of this black leadership baloney
11 that I'm constantly hearing; ^{and} deal with blacks, the
12 same ^{way} ~~thing~~ you ^{deal} ~~should do~~ with the white community, ^{or any other community} is based
13 on the fact they are people with skills and abilities to
14 help the community, but until they break down that
15 plantation mentality that they seriously have, they still
16 have, we are going to have the problems that exist.

17 CHAIRMAN FLEMMING: We are very much indebted to all of
18 the members of the panel for the presentations that you have
19 made and response to the questions that have been addressed
20 to you by counsel and also by members of the Commission.
21 You have been very helpful and we thank you for being with
22 us this morning.

23 Thank you ^{very} much. I recall at the beginning of the

1 panel possibly as discussion, Dr. Willard, you indicated you
2 did have a statement. We would be very glad to have you
3 leave that statement with us and we will make it a part of
4 the record of the proceedings at this point.

5 (Insert)

6 REVEREND WILLARD: Thank you very much. We appreciate
7 the Commission being here to hear our problems and the
8 entire Commission can be furnished with copy of the report
9 and I will make it available to you. I will be happy to do
10 that. Thank you very much.

STUDENTS AND PARENTS

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CHAIRMAN FLEMMING: Counsel will call the next witnesses.

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4

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MR. ALEXANDER: Patricia Due, Miller Dawkins, Marlon Brooks, and Keith Carswell.

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7

PATRICIA DUE,

8

MILLER DAWKINS,

9

MARLON BROOKS,

10

KEITH CARSWELL.

11

Being called as witnesses on behalf of the Commission, being first duly sworn by the Chairmen, were examined and testified as follows:

12

13

14

MR. ALEXANDER: Starting with Mr. Carswell, could each of you, for the record, give us your name, section of the city that you come from and what your involvement with the school system is briefly faculty, student, parent?

15

16

17

18

MR. CARSWELL: My name is Keith Alda Carswell. I attend Miami Northwestern Senior High School.

19

20

MR. ALEXANDER: And you live in what portion of the city?

21

22

MR. CARSWELL: I live in the Liberty City area.

23

MR. ALEXANDER: Thank you. Mr. Brooks?

1 MR. BROOKS: Marlon Brooks. I attend school at the
2 Douglas McArthur North. I'm in the tenth grade. I live in
3 the Liberty City area.

4 MR. ALEXANDER: Thank you. Mr. Dawkins?

5 MR. DAWKINS: Miller Dawkins. I am employed at the
6 Miami Dade Community College. I live in the Liberty City
7 area, and I am a concerned citizen.

8 MS. DUE: My name is Patricia Due. I live in Cutler
9 Ridge in southwest Dade. I have an elementary school child,
10 junior high child and a senior high school student and I'm
11 involved in the Title I program in Dade county and in the
12 state of Florida, and in general in education in Dade
13 county.

14 MR. ALEXANDER: Ms. Due, in the last panel, which I
15 believe you were in the audience before, mentioned the role
16 of the education system has played in the last several
17 decades, when desegregation ^{first} was to occur in the Miami-Dade
18 community, your perception of what the view and promises
19 were that ^{were} held out to the black community with respect to
20 desegregation, what it was to accomplish in this community.

21 MS. DUE: Yes, if I may, I would just like to go on
22 a little further than 10 or 12 years ago here in Dade
23 county. In 1954 when the Supreme Court decision was made, I

1 think many blacks were optimistic and many students,
2 including myself at the time, felt that the next school term
3 we all would be going to school together, you know, getting
4 a quality education.

5 Now, in Dade county I think when the desegregation
6 process here began, people at first were optimistic but then
7 it was made clear that the burden was put on the persons it
8 was to help the most. The burden of desegregation was at
9 that time and is at this time on blacks.

10 MR. ALEXANDER: Could you be more specific? Is that
11 the burden in terms of students being bussed out of their
12 own communities?

13 MS. DUE: Yes. Students being bussed out of the
14 communities and in most instances where pairing occurred,
15 where grouping occurred. As I said, I am from southwest
16 Dade. Presently my elementary school child attends a school
17 that is grouped with two other schools, Belair Elementary
18 and Perrine Elementary, and she attends R. R. Moton, which
19 is in the black community.

20 Now, in this instance, as in many other instances,
21 the youngest black children were always bussed to the white
22 community and then at the different sixth grade levels the
23 white children were sent in to the black community.

1 Another example, Richmond Heights, which is a little
2 north of me where the youngest black children again were
3 sent out of the community, and then sixth grade centers
4 housed in Richmond Heights, and this seems to be the
5 pattern. We have bussing in many instances. Bussing has
6 been a one-way situation, and I think it is so critical that
7 many parents now believe tha desegregation in Dade county
8 was designed for failure.

9 MR. ALEXANDER: Thank you.

10 ~~MR. DAWKINS:~~ In current Dade county Public Schools
11 what is your view as to the quality of education provided
12 overall?

13 MR. DAWKINS: Lousy.

14 MR. ALEXANDER: And how is it for black students?

15 MR. DAWKINS: Twice as lousy.

16 MR. ALEXANDER: Why do you think that is, sir?

17 MR. DAWKINS: Okay. As Ms. Due said, bussing
18 destroyed the black schools in that bussing in Dade county,
19 I can only speak for Dade county, has been one-way. Blacks
20 have been bussed out and no whites were bussed in. The only
21 black schools that were anywhere near integrated, were
22 integrated with the bussing in of Cubans to black schools.

23 We have a black school that the gentleman on the end

1 is from, Northwestern Senior High, and I have constantly
2 complained, and I hope Judge Adkins hears this, Judge Atkins
3 finds it to his legal convenience not to bus any white
4 children to Northwestern.

5 MR. ALEXANDER: Are these schools in the community such
6 as Northwestern full or are they under-occupied by the
7 student body?

8 MR. DAWKINS: They are under-occupied, and the school
9 board chairperson at one time, then Doctor Johnny Jones, has
10 said that he was going to bus Jewish children from Miami
11 Beach to Northwestern, the last school board committee
12 chairman said that no Jews would ever be bussed into
13 Northwestern and they weren't.

14 MR. ALEXANDER: The quality of education that is
15 provided in the Liberty City School system, the Model Cities
16 area, do you feel ^{that} ~~the~~ current teachers and administrators in
17 those school systems are sensitive to the needs of black
18 children in those schools?

19 MR. DAWKINS: Well, first I would like to preface this
20 by saying, if you check the records, you will see that the
21 students in Dade county in the state of Florida are not
22 receiving quality education in that they have to design a
23 literacy test to see how well they function, so with the

1 overall problems, the kids in my area are not receiving the
2 type of education that they need in that the teachers are
3 insensitive to the innercity children's needs.

4 It take a special type of person to work with
5 youngsters in the innercity. We cannot. This is why I
6 have problems with Northwestern situation. We cannot find
7 quality white teachers who want to teach in the black
8 schools. We cannot even find quality white subs or
9 substitution days to go into the black schools, but yet
10 everybody wants to take out what black teachers we have in
11 Northwestern. They want to take out 37 black teachers from
12 Northwestern and replace them with 37 -- and for the lack
13 of a better word -- inefficient white teachers.

14 Now, you have a school that is functioning. Everybody
15 has designed a way to work within the system and now Judge
16 Adkins decided that he's going to throw in 37 people in here
17 to tear up the school. You've got to go back, revamp, try
18 to get other people together, and the type of teaching falls
19 down, so who pays? The students at Northwestern.

20 MR. ALEXANDER: Is it your view that students in a
21 school such as Northwestern need a different type of
22 teaching than is provided generally in the school system?
23 Is there a special set of skills that are needed to

1 operate in the Northwestern system?

2 MR. DAWKINS: Black boys and girls need nothing
3 special than any other student, but black boys and girls
4 must be taught in first grade to master the ABC's; in second
5 grade to take these ABC's and s-p-e-l-l; and in third
6 grade take the words that they learned to spell and learned
7 to read and then can function. For some reason, white
8 people seem to think that for black children at second grade
9 all learning stops. When teachers do not challenge students
10 and they don't want to earn their paychecks, then they
11 classify students as disruptive or refer them, and they put
12 them off ^{in the} ~~into~~ special education classes because they don't
13 want to earn their money.

14 If they start out in first grade and teach black boys
15 and girls the fundamentals in the basics that are needed to
16 function, they will function. ^{Now} ~~Not~~ to answer your question,
17 black boys and girls have not been given the skills.
18 Therefore, somewhere along the line we have to go back and
19 reteach the basics.

20 If we reteach the basics, we will find that youngsters
21 will learn; they will be able to function. They will come
22 up with salable skills. We will have less unemployment
23 because we've got employability skills.

Mr. Alexander;

1 ~~MR. DAWKINS:~~ Mr. Brooks, what high school are you now
2 attending again?

3 MR. BROOKS: Douglas McArthur.

4 MR. ALEXANDER: Can you give us a brief history of your
5 experience as a high school student? I understand at one
6 point you had dropped out of school; is that correct?

7 MR. BROOKS: Yes, I did. I dropped out twice. The
8 first time I dropped out was I really didn't have a reason
9 for dropping out. I just dropped out, you know, but then I
10 went back.

11 The second time I dropped out was because I wanted to
12 get a job and I asked the school to help me and they kept
13 telling me they would do the best they could, it seems to me
14 it was taking them to^o long, you know, so I decided to drop
15 out and I went out to find my own. I went to the CETA
16 program and -- I don't how to say it, but a man down there
17 by the name Roger Hammock, he helped me get on with the
18 program, and I was working for the county as a mechanic.

19 I worked for them for six months. Then I quit. I went
20 back to school because I felt like if I didn't -- you know,
21 I know how to read; I know how to write; I know math, but I
22 don't know the structure, so I decided to quit and go back
23 to school.

1 MR. ALEXANDER: Do you find that having dropped out and
2 worked, that getting a good education is essential to be
3 able to find a long-term job, one that will be a career
4 now?

5 MR. BROOKS: Yes.

6 MR. ALEXANDER: Would your own experiences in
7 high school be similar to the type that Mr. Dawkins
8 described, that many teachers were not particularly helpful
9 or sensitive to the kinds of problems you may have felt you
10 were having?

11 MR. BROOKS: Yes. Like -- you have some concerned and
12 some of them not, you know. You got some white teachers,
13 ~~they~~ see a black student getting out of hand or something
14 and they just don't care. They let him go ahead and do what
15 they want to do and they get together, ^{Then} ~~and~~ they say we
16 dumb, you know, but most black people put ~~themselves~~ ^{themselves} in
17 that position to be called dumb, you know, because -- I
18 can't really explain it, but, you know, most other students,
19 they do put ~~themselves~~ ^{themselves} in that position to be called that
20 and that again ^{Some of them} don't, you know.

21 You have some of the white teachers they want to take
22 there time with us blacks and some of us don't care. They
23 say, "You don't want to learn, forget it." You know, let him

1 go on his way.

2 Later on, if you realize, if you concerned about
3 learning and you think about what, you know, the teacher's
4 opinion is about you, then you straighten up and you let
5 that teacher know you ain't dumb, you know, ~~and~~ then ^{they see} you
6 ain't dumb; then they tell you "don't be acting plain crazy
7 and playing a fool on me, you know."

8 That's what a lot of them say, you know.

9 MR. ALEXANDER: Have you ever gone to high school
10 counselors? Do you find them ^{at} all useful in trying to
11 straighten out what it is you need or want out of the school
12 system?

13 MR. BROOKS: No, not at Douglas McArthur I have not. I
14 go to ^{the} visiting teacher. I go talk to him. I tell him all
15 my personal problems there, you know, within the school. I
16 don't go to the counselor unless I want a schedule
17 changed. Other than that, I don't even bother with them.

18 MR. ALEXANDER: Mr. Carswell, you are in Northwestern
19 High School?

20 MR. CARSWELL: Yes.

21 MR. ALEXANDER: What has your experience been as a high
22 school student? What kind of education do you think you are
23 being provided?

1 MR. CARSWELL: Well, first of all, I'd like to say
2 that I am in the academic achievement program at Miami
3 Northwestern headed by Ms. Ellen Hite, and from my
4 experience there, I feel that I am getting a quality
5 education, and I really can't speak for what we call the
6 mainstream of the school because I'm not really in that
7 particular part of the school, but my friends there, like,
8 for instance, the Title I program, you have many teachers in
9 there that are just there to get a paycheck and they are not
10 teaching the students anything.

11 Like ^{night} ~~my~~ school for instance. I had a friend of mine
12 who dropped out of school and went back to school, and he
13 has to take up night school to graduate this year. He told
14 the teacher on -- he said, "hey, you are teaching me eighth
15 grade work" and he wanted to know why because he, you know,
16 he is above that, and she threw him out of the classroom,
17 saying ^{that} he was disruptive.

18 You have those kinds of teachers in the Dade county
19 School system as a whole teaching students there they are
20 like I stated before, just there to collect the paycheck and
21 they are not really teaching. They are going through the
22 motions half heartedly.

23 MR. ALEXANDER: What do you think the future in the

1 city of Miami, [?]~~is?~~ You are in the academic program. Do have
2 a career objective? Do you have an idea of what you like to
3 be when you get ~~out?~~ ^{Through school?}

4 MR. CARSWELL: I would like to go into business
5 management, and most students in my class, for instance, and
6 those that I know feel that Miami is not a place to stay as
7 a black person to get ahead. Many would rather go to
8 Atlanta, Washington, D.C., Chicago, or California because
9 ~~people~~ ^{Miami is} are not outwardly prejudiced. It just has subtle
10 prejudice. It is underlying, in as -- looking in from
11 another black point of view, black youngsters feel they
12 cannot get ahead in this society.

13 MR. ALEXANDER: In this city in Miami, particularly?

14 MR. CARSWELL: Yes.

15 MR. ALEXANDER: So do you think for yourself personally
16 that once you get a college degree, that you would probably
17 try to settle some place else? Is that your personal view?

18 MR. CARSWELL: I would like to come back to Miami but
19 I am again having second thoughts about that.

20 MR. ALEXANDER: What kinds of changes would you like
21 to see happen in the city of Miami that would make you feel
22 more welcome as a black college graduate five years down
23 road? What would keep you here?

1 MR. CARSWELL: Well, see, Miami is a melting pot of
2 different cultures, and you have some blacks in high
3 positions, but then again they are just there for the --
4 just token blacks in businesses, and I really can't explain
5 it but it is just a feeling, like for instance ^{I being} ~~I'm~~ a
6 young black male. If I were to get on a bus and, like, most
7 old white ladies, they will see you and they will grab their
8 hearts or clutch their bags. This is the kind of situation
9 we have to deal with. It is degrading to the black male, to
10 the black youngsters, to be in situations like this where
11 you are not looked upon as a human being; you are looked
12 upon as an animal and you are treated as such, especially by
13 the police.

14 MR. ALEXANDER: Would the police situation be one that
15 would have to change in your view to feel you could be more
16 welcomed to come back to this community? Our interviews
17 said you wanted to go to Morehouse College, is that correct,
18 in Atlanta?

19 MR. CARSWELL: Yes. I was looking at Morehouse and FAM
20 U.

21 MR. ALEXANDER: Would the police situation be one that
22 you want to change?

23 MR. CARSWELL: Yes, most definitely.

1 MR. ALEXANDER: How so? What changes would you want to
2 see?

3 MR. CARSWELL: Well, to me, the police situation did ^{have} a
4 big part in the rebellion that we experienced last summer.
5 We have situations such as the Randy Heathe case where a
6 young man was shot in the back of the head and charges were
7 not brought against the policeman. He was acquitted. And
8 the LaFleur incidence, and the Johnnie Jones case after
9 that.

10 Black people just felt they had enough of it, and they
11 wanted to strike back at what they felt was wrong. They
12 tried it one way and it never did work, so like anyone,
13 they resorted to violence as a last means. That's what
14 happened.

15 But then when you look at what they really destroyed
16 was their own community, that was the bad part of it, plus
17 the lives that were lost.

18 MR. ALEXANDER: Both you and Mr. Brooks go to schools
19 that are predominately or exclusively black; is that
20 correct?

21 MR. CARSWELL: Yes, I do.

22 MR. ALEXANDER: Could you tell me your own personal
23 view to attending a school that's all black or attending a

1 school that is integrated with both white students and
2 Latin students, and ^{what} the benefits ^{are} and ^{what the} negatives are.

3 MR. CARSWELL: Well you have to look at the individual
4 as far as education is concerned. For one, the most
5 important thing is, he has to be motivated. Motivation is
6 something that most young blacks don't have, especially in
7 the Liberty City area where they come from one-parent homes,
8 where the mother is usually the head of the household, and
9 there are maybe four or five kids on welfare, ~~and~~ when they
10 get home, they don't have nobody there to motivate them and
11 nobody in school to motivate them, so they resort and turn
12 to the streets where is nothing but ~~violence~~ ^{violence} and the low
13 life, which I would like refer to as the low life, ~~and~~
14 they just have no hope.

15 Then you have generations after generations staying in
16 the same housing projects, so there is really no motivation.
17 For me, being in an all-black school, one would get a ^{sense} ~~since~~
18 of black awareness. That is something he cannot get going
19 to Miami Beach, Palm Springs, or Coral Gables. Like there is
20 Black History Month. At Coral Gables maybe they have one
21 day set aside for that; where at Northwestern we have the
22 whole week. It is just so much you get from being in a
23 situation as I feel such as I am in.

1 MR. ALEXANDER: Mr. Brooks, how do feel about going to
2 an all black school?

3 MR. BROOKS: I don't go to an all black school. It is
4 mixed. I have whites out there, too, but it doesn't bother
5 me because if you want to learn, you are going to learn.
6 You let no color, nobody stop you. If you want to learn you
7 are going to learn.

8 MR. ALEXANDER: Mr. Dawkins, the dropout rate has
9 been alluded to as being a substantial problem in the Miami
10 school system. Do you have ^{news} use as to causes to the drop out
11 program and what the school problem is and what the school
12 system could be doing to address it?

13 MR. DAWKINS: It comes back to what Mr. Carswell says,
14 double system.^s In Miami, you have ^a double system, be it with
15 the law, employment, whatever it might be, and these
16 youngsters, for some reason people, seem to think they don't
17 see this. I'll give you an example of what I mean.

18 At a white school in the down south area, a black
19 teacher pulled a white student's ear, the black teacher was
20 suspended. Over in Douglas, in the innercity area, a white
21 teacher slapped a black emotionally disturbed child and
22 nothing has happened.

23 Now, these youngsters sit back and they see this. They

1 cannot do anything else, and in their little minds, I am
2 assuming somewhere along the line they decide to rebel.
3 Just take that incident of the black student who was slapped
4 by the white teacher.

5 If anybody in the neighborhood, anybody in the school
6 decided to slap that white teacher, then immediately they
7 are suspended, so the youngsters come up the idea, "Hey, I
8 cannot get a fair shake."

9 Then ~~they~~ go back to what we ^{say, they} are not learning. Already
10 you have a youngster in the sixth grade reading on a third
11 grade level. You have ~~him~~ ^{them} in sixth grade doing math on a
12 second grade level. You have ~~him~~ ^{them} in sixth grade and is not
13 functioning at the sixth grade level.

14 So consequently, it is my opinion that somewhere along
15 the line this individual gets bored. We have no teachers to
16 challenge him. We do not have a school system who is
17 sensitive to this that would prepare programs for this. ~~say~~
18 these youngsters go to school and they set up in there and
19 get bored. They drop out. When they drop, they become like
20 this young fellow here; they don't know what to do. They go
21 and called themselves, applying for a job. They have no
22 salable skills.

23 They drop back in. There again, we have no system

1 with which to deal with them, and you come back to my first
2 arrangement, this poor quality of education that Dade county
3 provides, ~~and~~ and the youngsters drop out because they are not
4 getting the sort of schooling that they need to keep them in
5 school.

6 MR. ALEXANDER: Ms. Due, would you like to comment on
7 that question?

8 MS. DUE: Yes, I would. In addition to the students
9 who perhaps are doing poorly and drop out of school because
10 of frustration, and then find ^{that} they can't find a job and
11 perhaps some go back and many don't and enter into the
12 juvenile justice system, ^{and} perhaps eventually into prison,
13 what I would also like to mention at this point, at this
14 time in Dade county, the black students who are doing well, --
15 I am going to use a personal example ^{and} I have here
16 something that was written, and I hope all the Commissioners
17 have received a copy of this, ~~because~~ I must say, the second
18 part of this I just read last night, because my daughter
19 just wrote it last night, ~~and~~ and the part I want to read was
20 written in May before the riots, ~~and~~ and as I read this paper,
21 she included the fact, that she felt so hopeless, so consumed
22 by the situation and the conditions in Dade county -- and
23 I'm saying this a child in the gifted program, and as you

1 read this, you will be able to see she has a gift for
2 writing; but she felt so hopeless by the community in
3 general, by her school in particular, that as she indicated
4 in this paper she, too, felt like dropping out.

5 MR. ALEXANDER: Mr. Chairman, I would like this
6 submitted for the record at this point.

7 CHAIRMAN FLEMMING: Without objection that would be
8 done. We would appreciate it very much.

9 (So entered.)

10 MS. DUE: I would just like to say that things are
11 critical. I have listened to other panelists as far as
12 students dropping out, as far people dropping out in Dade
13 county. We have a critical situation here and we ^{must, we} have to do
14 something about it because the same as has been stated
15 before, we have the same conditions prevailing here in Dade
16 county as before the May 17th riot.

17 The school system at this point, in my opinion, is
18 mirroring the community. I know perhaps it does not relate,
19 and it does relate in a sense to dropping out in the sense
20 of hopelessness, not only by the students but by teachers
21 both black and white; by administrators, blacks in
22 particular. For the past few months, many blacks have felt
23 that we have a witch hunt here in Dade county, among ^{our} many
A

1 other problems that we need to address. Now, perhaps some
2 of you are aware of some of the situations that we have had
3 to happen in the Dade county schools. I don't mind
4 reminding you of those because I think when we don't learn
5 from mistakes, we create a situation and a condition, ^{for} ~~but~~
6 anything could happen.

7 Dr. Johnnie L. Jones, who was the first black
8 superintendent in Florida, and perhaps in this southeastern
9 region in recent times, is no longer with Dade county school
10 system. I'm sure most of you know the reasons why, and I
11 don't think that I have to go into that, but a lot of people
12 are asociated with Dr. Jones and his administration, blacks
13 and some whites, too, are feeling, and many parents are
14 feeling, that a continuation of some type of witch hunt is
15 going on, ~~or~~ ^{or} for whatever reason, but ~~our~~ blacks are feeling
16 persecuted. And I would like to echo what was said about
17 perhaps having the same situation that we had on May 17th,
18 but my feelings are that when another riot occurs, it won't
19 start in Liberty City, and it perhaps won't start with
20 persons who live Scott Projects.

21 Middle-class blacks, so called middle-class blacks, are
22 feeling very threatened. We are ^{finding} ~~feeling~~ that the news media
23 and people feel, that the administration is running the

1 school in the newspaper. Everytime you pick -- if you've
2 looked at Saturday's paper, it was a something else about
3 our Title I, and about someone asking to pay for a speaker
4 to come to a Title I conference.

5 Then it went on to name ~~many~~^{any} number of other persons
6 who are still with the school system, black administrators
7 and their alleged association, ~~and~~ we have had situations
8 where companies who have given materials to Dade county
9 being questioned and are not being paid.

10 We had situations where black business persons who have
11 given services to Dade county have come under fire and
12 these are things that must stop. This community cannot
13 handle this type of witch hunt.

14 If the community is wrong, if this is not a witch hunt,
15 it is perceived as a witch hunt; and as all of you know,
16 that is the only important thing, how people look at a
17 situation. We need action, and I know you have other things
18 to ask but I just thought it was critical to kind of let you
19 know where the hope of the communtiy is.

20 Now, this in Saturday's paper, the operators
21 interrupted no less than 15 times, people cutting in on my
22 telephone calls to discuss that lady's article and what they
23 perceived the continuing witch hunt in Dade county, and when

1 you speak about black leaders, if you've heard a few weeks
2 ago some black leaders are telling the blacks the only thing
3 to do is to move.

4 Now, I know you realize things are critical when people
5 are saying that "there is nothing you can do here. Move."
6 We have to something.

7 MR. ALEXANDER: One last ^{area} ~~question~~ of inquiry before the
8 Commissioners ask questions. I would like to get your
9 views, all four of you, on the use of Spanish language as a
10 device within the school system for black students in terms
11 of job ~~preparedness~~, starting with Mr. Carswell.

12 MR. CARSWELL: Well, in my opinion, I think I have
13 maybe sort of a ^{radical} ~~rational~~ opinion towards this bilingual
14 issue, but I feel that the United States is English and, if
15 immigrants come from another country into this country, then
16 we shouldn't have to conform to them; they should have to
17 conform to us, that's all I have to say on that.

18 MR. ALEXANDER: Mr. Brooks?

19 MR. BROOKS: I have nothing to say.

20 MR. ALEXANDER: I'm sorry?

21 MR. BROOKS: I have nothing to say about that.

22 MR. ALEXANDER: Do you think that it will help you get
23 a job if you spoke both Spanish and English?

1 MR. BROOKS: No.

2 MR. ALEXANDER: You don't. Why not?

3 MR. BROOKS: The language ain't got nothing to do
4 with it. If you know the work, I feel like you should get
5 the job. *I don't think language has anything to do with it.*

6 MR. ALEXANDER: Mr. Dawkins?

7 MR. DAWKINS: I have a problem with bilingualism in
8 that I feel that if I chose for my grandson to be
9 bilingual, I have a choice whether I want him to learn
10 French, German, Spanish or Italian. I do not feel that the
11 Dade county School Board has any right to force me to force
12 my grandson to learn Spanish as a second language.

13 Now, they are opening up a trade market here and, if
14 the School Board was sincere in the preparation of blacks
15 for jobs, at this trade center people would be coming from
16 all over the world, people who will speak English, people
17 who will speak Japanese, people who will speak French,
18 Italian, et cetera, If the board is interested in preparing
19 blacks for the job market, then let them teach them another
20 language of their choice, whether it be Spanish, Italian, or
21 what have you.

22 MR. ALEXANDER: Ms. Due?

23 MS. DUE: In the school system presently parents have

1 the choice of having their kids take Spanish or not take
2 Spanish. Over the past four or five years, I have given my
3 consent for my children to take Spanish, but it is not
4 meeting their needs. In Dade county the Spanish classes
5 really do not meet the needs of the children. In the four
6 or five years that they've taken Spanish, they still cannot
7 converse with anyone in Spanish.

8 MR. ALEXANDER: These are children who are otherwise in
9 gifted classes; is that correct?

10 MS. DUE: Gifted, yes, so actually we are going to
11 have to do something. We are going to have to have a
12 progressive type ^{of} Spanish rather than teaching the days of
13 the week and the colors and a song or two every year.

14 MR. ALEXANDER: It is not geared towards being
15 functional in terms of day-to-day activity?

16 MS. DUE: It has not been any with my children, no.

17 MR. ALEXANDER: Mr. Dawkins?

18 MR. DAWKINS: That's what I was saying, when I said you
19 should have a choice. Like Ms. Due said, the days of the
20 week and the conversational Spanish, that's fine, you can
21 learn that among yourselves, but if they're going to teach
22 Spanish where an individual can function and get a job,
23 that's fine. If you're going to teach French where they can

1 function but not just a conversational Spanish that they're
2 teaching everyday.

3 MR. ALEXANDER: Mr. Chairman?

4 CHAIRMAN FLEMMING: Okay. Commissioner Berry?

5 VICE CHAIRMAN BERRY: Thank you very much, Mr.
6 Chairman.

7 First of all to Ms. Due and Mr. Dawkins, would you be
8 opposed to bussing one-way, as you described it, Mr.
9 Dawkins, if at the end of the bus line ~~a~~ black child^{ren} were
10 receiving an education which substantially improved their
11 educational achievement and the dropout rate was about at
12 the rate of other students? Would you still be opposed to
13 it, either one of you?

14 MS. DUE: I guess -- and I was just discussing a
15 study that was done, you know, about students who are
16 bussed, black students who are bused to white communities
17 and in particular students who are bused out of their social
18 economic level. It seems to me those black students usually
19 do worse than students who remain in their communities.

20 The school as a whole may do better on a test but, if
21 you examine what those black students are doing, tests have
22 shown that they really usually do worse. And now, getting
23 to your specific question, at this point the burden has been

1 on blacks so long -- I mean, we probably are going to say
2 how long are we going to have to wait to see if this will
3 work? I think blacks would like to share the
4 responsibility and that's what it is, a responsibility to
5 desegregate, and it benefits everyone, so I think blacks
6 would like to share, ~~and~~ actually I am being optimistic
7 because probably at this point most blacks are fed up with
8 the whole thing.

9 VICE CHAIRMAN BERRY: Let me be blunt. I am really
10 interested in knowing, do you have some discontent to
11 desegregation with bussing, as such, or about what happens
12 at the end of the bus route in the school?

13 MS. DUE: I would not mind if a quality education was
14 obtained. To go further along those lines, if we were to,
15 that's easily accomplished. Take Miami Beach. If everybody
16 in Dade county in ninth grade had to go to Miami Beach for
17 the ninth grade, then everybody would get a quality
18 education. If everybody in tenth grade had to go to
19 Northwestern, then everybody would get a quality education
20 at Northwestern, and the same with everybody in the eleventh
21 went to Coral Gables, then I could sense we were
22 accomplishing something, but when you pick up the students
23 the way they have done here in Dade county and bus them out

1 only for the sake of saving white schools and the youngsters
2 over there go and they are thrown into, number 1, a
3 different culture; number 2, different people with different
4 behavior habits; and, number 3, in the afternoon they've got
5 to be bussed back to the innercity, so you've taken them out
6 of their environment for five to six hours and you are
7 bringing them back into it.

8 Now, they do not have -- and I say this literally --
9 the cultural experiences perhaps that the students that they
10 are thrown in with, like if they could talk about Europe
11 where their parents have taken them. They could probably
12 talk about Washington, D.C., where their parents have taken
13 them, and the innercity kids can't talk about going to
14 Disneyworld.

15 I would have been for it had it produced quality
16 education for black boys and girls, having experienced it
17 and having gotten in ^{perior} ~~in~~, I say I am deadly against bussing.

18 VICE CHAIRMAN BERRY: Are there any programs that you
19 know about that are operating in the schools to deal with
20 the motivation problem that Mr. Carswell talked about? I
21 think he was the one that mentioned motivation as being a
22 factor. Mr. Brooks did, also, as to what students learn.

23 Are there any specific programs defined to involve

1 community people or organizations and schools and the
2 parents whether it is one parent or two, and efforts to
3 motivate students to support what goes on in the classroom?

4 MS. DUE: It comes back to the question that was asked
5 of Mr. Carswell. For some reason blacks in Dade county,
6 elderly blacks, do not ^{incorporate} ~~in cooperation~~ with young blacks any
7 decision-making or planning, ~~and~~, and, therefore, the elderly
8 blacks sit down and plan for these youngsters instead of
9 with them. I know of no program that Dade county school
10 systems or Dade county per se, even my fraternity, and none
11 of the others, that have come up with that would be
12 motivational to the aspect of saying, "Hey, look, this is
13 how we can help the parent to help the child."

14 I have a saying, if the Commission will bear with me,
15 there is a breakdown in the black family structure and until
16 the black family restructures and starts with the church, and
17 works it way down through the family where there is
18 authority of a person in the family who can speak with
19 authority, blacks are going to be lost.

20 VICE CHAIRMAN BERRY: Ms. Due, do you have any
21 response?

22 MS. DUE: Within the school system itself, there are
23 parent advisory counsels and in particular I am speaking of

1 Title I Parent Advisory Council. Then we have a DAC, which
2 is the District Level Parent Advisory Counsel. One thing we
3 have responsibility of doing is to learn about Title I, to
4 find out ways to help children in and to assist them at home
5 and thereby hopefully to motivate them to achieve, ~~and~~ we
6 have been very fortunate in Dade county.

7 We ^{have} had an outstanding Title I program, In the last
8 several years, we've had the extended school day program
9 where children go to school, elementary children go to
10 school, after the regular school day is over, ~~and~~ parents are
11 involved in this process, but like anything else, not enough
12 parents. A lot of parents are working.

13 We also have school level advisory committees and for
14 the most part these committees are white. Now, on the
15 district level, the majority of the members of the day are
16 black.

17 VICE CHAIRMAN BERRY: I have one last question for Mr.
18 Carswell. In your testimony you said something about "we
19 tried it one way and it didn't work and after that the
20 rebellion occurred and there was violence." What do you
21 mean by "we tried it one way to solve these problems and
22 then the rebellion"? What did you mean by that?

23 MR. CARSWELL: I've been working with the system.

1 VICE CHAIRMAN BERRY: And that it didn't work?

2 MR. CARSWELL: Then they resorted to the only means
3 they had, which was violence.

4 VICE CHAIRMAN BERRY: Do you think that the violence
5 worked?

6 MR. CARSWELL: I beg your pardon?

7 VICE CHAIRMAN BERRY: Do you think that worked?

8 MR. CARSWELL: No.

9 VICE CHAIRMAN BERRY: That it didn't work, either?

10 MR. CARSWELL: Yes, it did, I think, when, I think --
11 you see, we got -- blacks got the attention that they dearly
12 needed from that. It is sad to say that something like this
13 had to happen before people took action to solve some of
14 these problems which we are experiencing.

15 VICE CHAIRMAN BERRY: Thank you.

16 COMMISSIONER HORN: Mr. Dawkins, I was interested in
17 your comments on the black family and your claim that unless
18 the black family is restructured, it will be lost as a
19 vehicle to improve the lot of blacks in Miami or elsewhere.

20 What suggestions do you have to make as to how this can
21 be brought about within a community?

22 What do you feel the factors are and, if you could,
23 identify what are those ^{that} Are they simply matters that

1 people have to act on themselves? You mentioned the
2 churches.

3 What, if any, are matters where government can be
4 helpful and not counterproductive at either the local, state,
5 or national level?

6 MR. DAWKINS: Okay. The first thing that the black
7 community needs is jobs. Without jobs, there is nothing.
8 We do not have families where, as ~~Mr.~~^{Ms.} Due said, parents can
9 stay home and help their youngsters with the homework.

10 Secondly, the government has to find a way to reach
11 these individuals that they have miseducated. I was a
12 little shocked at ~~Mr.~~^{Ms.} Due when she said the parent ~~acts as~~^{counselors, need}
13 ~~counselor in~~ Title I, ~~for what?~~ I mean, a parent cannot help
14 his youngster if the parent does not know what the parent is
15 supposed to be helping him with. Now, somewhere, if we have
16 jobs and the jobs can only come from three things:
17 education, training, and an economic base.

18 The black community -- and I don't care where you go --
19 does not possess an economic base. We have all kinds of
20 federal programs that come in that white folks had, white
21 folks take the money and the white folks go back to their
22 communities. There are no programs that you know of that
23 will say that we are going to come to Miami and we will take

1 Miller Dawkins and Patricia Due, ~~and~~ we will take eight
 2 months and teach them money and banking. We will make three
 3 million dollars available to them to open a black bank from
 4 which they can function, and they in turn can help their sons
 5 and daughters perhaps open up a new car dealership.

6 Black people buy more cars than anything in the world;
 7 and there is not a new car dealership owned by a black in
 8 the city of Miami. If the federal government could provide
 9 a new car dealership, then this is an economic base from
 10 which to work.

11 You had the Model Cities program which came in here.
 12 They spent a ton of money. At that time you had no black
 13 contractors, you had no black electricians. We had no black
 14 plumbers who were qualified and licensed. Here ten years
 15 later you come in with a rapid transit, another ton of
 16 money, and we still have no licensed plumbers. We have no
 17 licensed contractors. We have no licensed electricians.
 18 Blacks will never be able to help themselves without an
 19 economic base.

20 Now, I wish Eduardo Padron ^{were here} -- Eduardo Padron says ^{that}
 21 Cubans did this and ^{the} Cubans did that and the other. The
 22 Cubans had three things ^{that blacks Americans did not have} when they came ^{here:} number 1, they were
 23 white; number 2, they had a salable skill; and, number 3,

1 they had money.

2 If you give me money and a salable skill, I'll make my
3 way, and the only thing I can say ^{that} we need is an economic
4 base from which to function.

5 COMMISSIONER HORN: Well, do you feel that economic
6 base has to be supplied by government or can saving, in some
7 sense ^{of} organization, occur in the black community despite
8 government?

9 MR. DAWKINS: Three things the white man
10 understands: the power, the ballot, and money, and he will
11 not part with either one. You have to take it.

12 COMMISSIONER HORN: Well, it still doesn't answer my
13 question in the sense, that obviously one of the things that
14 Cubans brought was some money with them. There was an
15 argument over how much money was made available by the
16 federal government in the early 60's.

17 MR. DAWKINS: Right.

18 COMMISSIONER HORN: We all know they brought a level of
19 education, technological skills.

20 MR. DAWKINS: Right.

21 COMMISSIONER HORN: People that were bankers in Havana
22 one day were elevator operators here the next, but they were
23 bankers maybe ten years later again, and certain

1 institutions were developed in their own communities, ~~and~~ in
2 this sense one can argue -- you mentioned plumbers,
3 electricians, et cetera.

4 I assume that's the building trades problem of
5 discrimination. But one could argue maybe the black
6 community ought to be thinking about how it develops its
7 own selfsupport facilities within the community.

8 MR. DAWKINS: How can you develop from zero? ~~now?~~ *Now,*
9 ~~Let's~~ go back to the Cuban. You may not be familiar with
10 Miami. They came to South ~~east~~ ^{west} 8th Avenue. On Southeast ^{west} 8th
11 Street you have a bank, you have a car dealership, a grocery
12 store, a bakery shop, a furniture store, clothing store,
13 jewelry store, doctor, lawyer, you name it. Consequently
14 that money circulates around Southeast ^{west} 8th Street.

15 Now, take my neighborhood of 62nd Street. You got a
16 fish market; you got a barber shop, hairdresser; that's it.
17 Now, if there is a furniture store, it is owned ^{by} a white
18 man. If there is a used car lot -- black people repair a
19 lot of used cars. This is owned by whites. Therefore, no
20 money circulates in here, so what I'm saying to you is, if
21 there is anyway ^{with} which someone can help us, and the only
22 person I know is the federal government.

23 We have worked all of our lives, paid all of our taxes

1 So the federal government. It must be vehicle with which --
2 they helped everybody else -- with which to come in here and
3 provide me with the start-up funds.

4 Now, if the federal government wants to give me a new
5 car dealership and for five years retain ownership until I
6 pay my money back, I could care less, but if the federal
7 government, where they have been making their mistake, gives
8 me \$5 million for 5 years, then they will provide me with
9 the supportive services to insure that I don't fail, ~~but~~ if
10 they come in and give me \$5 million through SBA, you are
11 going to say I fail. SBA says I tried to help them and they
12 didn't do nothing, you know.

13 COMMISSIONER RAMIREZ: Just one question for ^{Ms.} ~~Ms.~~ Due
14 and Mr. Dawkins. We have been told that the state will
15 implement a State Functional Literacy Test. What impact do
16 you think that State Functional Literacy Test will have on
17 black students first in concrete terms, in terms of the
18 number that you think will be able to pass it, and then in
19 more abstract terms, in terms of the hope and the
20 hopefulness that black students might have once this test is
21 implemented?

22 MS. DUE: When the test was first administered several
23 years ago, we had the same phenomenon; a disproportionate

1 number of black students failed the test. I believe 76 or
2 78 percent of the black eleventh graders taking the test,
3 failed the test, ~~and~~ and at that time they felt that they were
4 going to be given this certificate of attendance.

5 Well, I think my position was, and many people in the
6 community and also a lot of the students felt, that they
7 were being held accountable for things they had not been
8 taught, that the games were being changes in the middle of
9 the stream, and I feel in any testing program there has to
10 be dual accountability.

11 We should not be allowed to hold a student accountable
12 for learning information without holding the teachers
13 accountable for teaching it. Now, I spent several days in
14 Orlando, Florida at the State Title I Parent Advisory
15 Counsel which objected to that particular law being
16 implemented in that next school year, going over some of the
17 items in the test.

18 Many, many items had not been taught to the students.
19 I think if we have a high percentage of black students
20 failing the test and a high percentage of them unable to
21 receive their diploma, they probably just say, "Well, you
22 know, this is just like everything else, you know. We just
23 can't seem ^{to} succeed."

1 As I think back to the disproportionate number of
2 blacks that failed the test, I think about the
3 disproportionate number of blacks that, black male
4 students in fact, that received corporal punishment in Dade
5 county, ~~and~~ we can go on and on with the disproportionate
6 numbers when it affects blacks. It adds to the hopelessness
7 of the situation that we already have.

8 I just think we have to take a very good look at any
9 kind of testing situation that is going to be mandatory in
10 order for someone to receive a diploma. This is not to say
11 I don't believe testing is unnecessary, but we have to be
12 certian ^W that when we test students, we are testing them to
13 find out where their weaknesses are so we can work on those
14 weaknesses, and ^{that} we have dual accountability.

15 MR. DAWKINS: This comes back to the first question
16 that I said "lousy education." If Dade county was
17 educating its student popula~~ee~~, there would be no need for a
18 Functional Literacy Test.

19 Number one, I have problems with the Functional
20 Literacy Test in that I am not interested in black boys and
21 girls passing a Functional Literacy Test. I am concerned
22 that every black boy and girl who finishes twelfth grade in
23 Dade county can pass the SAT test. Then, if we can do that,

1 then Dade county has done its job.

2 Then this individual is able to matriculate in college,
3 in some trade school, or go out and go to work, but the
4 Functional Literacy Test, all it is saying is they have
5 taught him to read and write, which I ^{do not} ~~don't~~ believe ^{are the} ~~is a~~
6 basic skill that is needed for survival.

7 COMMISSIONER RUCKELSHAUS: I have a question for Mr.
8 Brooks. You described to us that pattern in which teacher
9 will percieve you are not going to be performing and accept
10 -- you described for us, Mr. Brooks, a pattern in which a
11 student doesn't perform, a teacher just lets it go because
12 he never thought you could perform anyway. Is that a
13 characteristic only of white teachers you find in your
14 schools or do black teachers entertain those same patterns?

15 MR. BROOKS: It can go both ways.

16 COMMISSIONER RUCKELSHAUS: It can be both ways?

17 MR. BROOKS: Yes, but you have some of the blacks
18 and some of the whites -- some of them, like I say, ^{take time} ~~make~~
19 ~~them and~~ then some of them just don't care.

20 COMMISSIONER RUCKELSHAUS: Have you had white teachers
21 in your school who took time?

22 MR. BROOKS: Yes.

23 COMMISSIONER RUCKELSHAUS: So it is really a question

1 of whether you have a good teacher or a teacher putting in
2 time?

3 MR. BROOKS: You could say that.

4 COMMISSIONER RUCKELSHAUS: You go to a school where
5 there are white students bussed in?

6 MR. BROOKS: Yes.

7 COMMISSIONER RUCKELSHAUS: Do you have a lot of contact
8 with those students? Are there friendships and do they stay
9 in the crowd for school athletic ^{teams} ~~times~~ and do they mix in
10 the school pretty well?

11 MR. BROOKS: Yes, some of them anyway.

12 COMMISSIONER RUCKELSHAUS: What do you feel about
13 bussing? Is it in your opinion getting to desegregation?
14 Is it helping to break down barriers between whites and
15 blacks?

16 MR. BROOKS: So-So, yes.

17 COMMISSIONER RUCKELSHAUS: Sometimes?

18 MR. BROOKS: Yes.

19 COMMISSIONER RUCKELSHAUS: Do you feel that way, Mr.
20 Carswell? I had the impression you thought there was some
21 very good things to be staying in your black community
22 learning the black culture and having that kind of
23 solidarity. Would you feel that maybe bussing is not

1 necessarily a good thing to be taken out of your community
2 and lose that benefit?

3 MR. CARSWELL: Well, again, it works both ways. Like
4 when the individual gets into another school, he gets a
5 chance to deal with other people from different cultures and
6 he can work with them, and ~~being~~ in a environment with them,
7 but then again he is kind of losing himself. Something
8 about a black child, I feel, at least for me, I should know
9 where I'm coming from, in order to know where I am going.

10 COMMISSIONER RUCKELSHAUS: Thank you. Well, I'm
11 interested in this question because obviously the old issue
12 of bussing is going to be one pretty heavily discussed in
13 the next few months. Congress has already given us some
14 clues about that, and I would like to know, Mr. Dawkins and
15 Ms. Due, what you feel about bussing?

16 Is it achieving the social end for which it was
17 designed or has it provokes a whole rash of problems that
18 don't really make it worth it?

19 MR. DAWKINS: The bussing issue, Reagan will abolish
20 it. We don't have any problem with that, but after Reagan
21 abolishes the bussing problem, along with your urban renewal
22 and these other federal programs, quite numbers of black
23 schools have been destroyed, so now when Reagan decides to

1 stop bussing, what are we going to do about my neighborhood?

2 Now, the few schools that are overcrowded, will they
3 become overcrowded again? Or will they all of a sudden
4 decide to build a school or what?

5 Now, I say I am definitely -- I've been against
6 bussing from the begining because it produces poor education
7 and robs me of my best teachers, and what have you.

8 COMMISSIONER RUCKELSHAUS: So you are against not the
9 principle but the implementation?

10 MR. DAWKINS: I had to be against the principle
11 because the principle produced the implementation problems I
12 had, so if they can show me what they are going to do
13 afterwards, then I will be happy, but I just don't see where
14 bussing can be reconstructed until we erease all the evils
15 that it has produced.

16 MS. DUE: Putting on my NAACP hat, I see bussing as a
17 necessary evil, and my concern is that the burden is shared
18 equally among white parents and black parents because I
19 think when we talk about going back to neighborhood schools
20 in Dade county, we are talking about resegregating the
21 system because we have highly segregated housing in Dade
22 county, so I do see bussing as a necessary evil. We all
23 need to sit down at a table and work out some way where

1 white parents, Latin parents and black parents will share
2 the burden of doing something that will, hopefully, improve
3 the quality of education in this community.

4 CHAIRMAN FLEMMING: I would like to just pick up the
5 discussion briefly at this point. We have been talking
6 about an issue which we have identified as bussing.

7 In reality, it seems to me the issue ^{that} we confront is the
8 issue of desegregation. We confront this issue not only in
9 connection with our schools system but as Ms. Due pointed
10 out, we have also confronted it in the area of housing, its
11 impact on neighborhoods and so on.

12 As I have listened to the discussion on the part of the
13 members on the panel, it is clear to me that you are
14 dissatisfied with the present desegregation plan. You feel
15 that the present desegregation plan is not sound and does
16 not achieve the kind of objectives that the black community
17 hoped would be achieved after Brown vs. Board of Education,
18 ~~but~~ also as I have listened to the discussion, I have also
19 gathered that there is a feeling that a desegregation plan
20 could be developed which would result in a situation where
21 all of the burden, as you put it, for bussing or
22 transportation would not fall on the black community but
23 more important that a desegregation plan could be developed

1 which would be of such a nature that there would be
2 pressures on the system to develop a quality education in
3 all of the schools and not just focus on some schools to the
4 exclusion of others.

5 Now, do I interpret that correctly? After all,
6 bussing is just something that flows from a desegregation
7 plan. I mean, if the desegregation plan is essentially
8 unsound, then, of course, the bussing will put some burdens
9 on people conceivably that should not be put on them, and
10 also it will -- well, it really has no relationship to
11 whether we are going to end up with a quality education
12 situation.

13 The thing we have to look at is what kind of schools
14 will result from a particular desegregation plan as
15 contrasted with another desegregation plan. Briefly, am I
16 correct in assuming that you are very critical of and very
17 unhappy about the existing desegregation plan in Dade
18 county?

19 MS. DUE: I would say that many blacks, and I am
20 certain ^A many whites, are dissatisfied with the desegregation
21 plan in Dade county, but I would just like to emphasize that
22 part of our problem now, and one reason and one cause,
23 perhaps long-range cause, of the May riots, we as groups

with and
↑

1 have lived in isolation for so long. We have not talked to
2 each other.

3 I have had people ask me, "Oh, you mean, the sun burns
4 your skin?" You know, we don't know each other. We have
5 not touched, you know, each other. We don't know that we
6 all hurt and that we all are happy sometimes, and, someone
7 said, one of the students, some people don't realize we are
8 all human beings and not animals, so I think, although it is
9 very difficult -- and I really don't know how we are going
10 to do it -- I just don't know how. We are very frustrated
11 community but we must do something.

12 I know after I read this, and my daughter wrote the
13 last part just last night, I know I have to do something.

14 CHAIRMAN FLEMMING: Right.

15 MS. DUE: I can not afford not to.

16 CHAIRMAN FLEMMING: Mr. Dawkins?

17 MR. DAWKINS: You are correct, and as Commissioner
18 Berry said that, if the desegregation produces a quality
19 education for black boys and girls, then I am in favor of
20 the desegregation.

21 Now, how do you do that? I don't know. But as I said
22 before, if Northwestern Senior High School becomes the only
23 school in Dade county that teaches the eleventh grade, and

1 Coral Gables is the only one that teaches tenth grade, and
2 Miami Beach is the only school that teaches ninth grade,
3 then that means that everybody in Dade county will get the
4 same kind of eleventh grade teaching rather than the other
5 way around.

6 CHAIRMAN FLEMMING: In other words, what you are saying
7 is the establishment will then become deeply concerned about
8 the quality of education at those schools that you --

9 MR. DAWKINS: That white folks will be sure that the
10 education is sound.

11 CHAIRMAN FLEMMING: That's what ^{thought I} heard you say
12 earlier, and I happen to be in agreement with that. It seem
13 to me that desegregation plans should have that as their
14 objective. I don't mean by that logistically you can end up
15 with the same, I mean, with that particular result, but that
16 should be the objective of the desegregation plan.

17 MR. DAWKINS: Yes, sir, I concur.

18 CHAIRMAN FLEMMING: I would like to ask the two
19 students who are on the panel, and may I say, I appreciate
20 your testimony very, very much. It's been very helpful. I
21 would like to ask both of you, to what extent have ^{are} ~~you~~
22 students ~~been~~ provided with the opportunity of helping to
23 set policy in your respective schools?

1 In other words, do you have a student government set
2 up?

3 Does the student government have the opportunity of
4 playing a real part in coming to grips with the kind of
5 issues that confront the school?

6 Can it make some contributions?

7 Does it listen to not only when there is a crisis but
8 is it listened to when students says, "Look, here are things
9 that you can do and should be doing in order to improve the
10 quality of education at our particular school." Mr Brooks?

11 MR. BROOKS: Yes.

12 CHAIRMAN FLEMMING: That does happen at your school?

13 MR. BROOKS: Yes.

14 CHAIRMAN FLEMMING: Fine.

15 MR. CARSWELL: I, for instance, all am a member of a
16 Student Council at Northwestern and our principal is very
17 concerned about the student body, ~~and~~ and he will hear other
18 grievances, and we can't dictate how the school should be
19 run but we can put in our say so.

20 We also have a comment ballot box where we can write
21 down little comments of what we feel should be done to
22 improve the school and to improve the education and
23 extracurricular activities, ~~and~~ and we put those in the ballot

1 box anonymously, and they can act upon those matters if they
2 chose to do so or don't, but we do have say so on how the
3 school is run.

4 CHAIRMAN FLEMMING: Mr. Dawkins, I asked that question
5 because I was impressed by one of your observations to the
6 effect that typically programs are developed within the
7 community without providing for a genuine input on the part
8 of the younger persons, that is, older persons sit around and
9 decide what is best for them without giving them the
10 opportunity for input.

11 Mr. Nunez, do you have a question?

12 MR. NUNEZ: Yes. Mr. Dawkins to return to the issue
13 of bilingual education, I was taken by your remarks that you
14 felt that your children -- that the community ^{had a} ~~did not have~~
15 ~~the~~ right to select the foreign language they would take on
16 but I'm sure you are very much aware of the reality of the
17 Dade county area where the largest increase in jobs has been
18 in the export/import, the ^{international} ~~international~~ banking, the tourism
19 in Latin America, and as a practical matter, you also pointed
20 out that you felt an important resource necessary was jobs
21 for the black community, for black youth.

22 As a practical matter, don't you feel that learning
23 Spanish in this environment -- I'm talking about the Miami

1 environment -- as a practical job skill would help the
2 black community here?

3 MR. DAWKINS: Okay. But first, let me say I grew
4 up in a community that was triethnic. I was born, raised,
5 and went to school in Tampa, Florida. You had Americans;
6 you had Cubans and Italians. Nobody forced us to learn
7 anything.

8 My brother and my sister speak Spanish fluently. I
9 do not. I chose not to. All my friends I went to school
10 with, they speak Spanish. Now, getting back to your question
11 as to this environment here. Not one of the entities named
12 has come out in the black community and seen fit to say, you
13 know, "we want to help you blacks; therefore, in money and
14 in banking with all the trade coming in from South America,
15 we are going to give you a crash course in Spanish so ^{that} we can
16 provide you with a job."

17 They went over in the Latin quarters. They got the
18 little Spanish boys and girls and that's who they gave jobs
19 to. So, if you are saying to me that this community is
20 interested in providing jobs for the blacks, then I, too,
21 say, Spanish should be mandatory. I am not saying, Mr.
22 Nunez, that Spanish is not a necessity in Dade county but I
23 am saying Spanish should not be mandatory to the point that

1 we have to have a referendums and other things that polarize
2 the community in such a way we have now.

3 CHAIRMAN FLEMMING: May I express to all our members of
4 the panel our thanks to you for coming here and sharing
5 with us as frankly as you have, your views growing out of your
6 respective expericences and the insights that you have. It
7 has been very, very helpful to us. Thank you very much.

8 The hearing is in recess until 1:00 oclock.
9

THE ROLE OF DESEGREGATION

1 AFTERNOON SESSION

2
3 Monday, December 8, 1980
45 CHAIRMAN FLEMMING: The hearing will come to order. I
6 will ask counsel to call our next witnesses.7 MS. STEIN: Dr. Gordon Foster, Everett Abney, Terri
8 Packar and Nathaniel Miller.

9 Dr. GORDON FOSTER

10 EVERETT ABNEY

11 TERRI PACKAR

12 NATHANIEL MILLER

13 Called as witnesses by and on behalf of the Commission,
14 being first duly sworn by the Chairman, were examined and
15 testified as follows:16 CHAIRMAN FLEMMING: We appreciate you're all being with
17 us. You may proceed.18 MS. STEIN: Question I would like to ask each of you
19 in turn, beginning with Ms. Packar, to state your name and
20 your occupation or your affiliation with the educational
21 system.22 MS. PACKAR: I am Terri Packar and I am Chairman for
23 the Dade county Citizens Advisory Committee.

1 DR. FOSTER: I am Gordon Foster. I am a Professor at
2 the University of Miami and Director of the Miami
3 Desegregation Assistance Center ^{and Bilingual General Assistance Center.} ~~For Race and National~~
4 ~~Origin.~~

5 MR. MILLER: I am Nat Miller, Outreach Specialist For
6 Family Health Center, and I'm President of the Dorsey
7 Western Alumni Association.

8 MR. ABNEY: I am Everett Abney, Superintendent, North
9 Central Area, Dade county ^{& public schools}.

10 MS. STEIN: Thank you very much. Dr. Foster, could
11 you please describe briefly for us the process of school
12 desegregation which culminated in the Court Order of 1970?

13 DR. FOSTER: All right. In September 1959 Dade county
14 took considerable pride in being the first Florida District
15 which moved pupils in terms of desegregation to elementary
16 schools. Orchard, Villa and Airbase Elementary opened in
17 that year with approximately, I think, 800 pupils, 25 of
18 them were black.

19 From then on the county pretty much negotiated with HEW
20 in terms of their compliance stance. In the fall of 1961,
21 Dade had eight schools with black and white pupils; in the
22 fall of 1963, they had 42 schools with black and white
23 pupils; in the fall of 1965, they had 92 schools out of 208

1 which had black and white pupils, and in the meantime, of
2 course, they were getting some cross-transfer of black and
3 white faculty members by voluntary methods.

4 Then in 1969, Dade county came under much more serious
5 pressure from the Department of HEW to desegregate further,
6 and they developed a desegregation plan for the fall of 1969
7 implementation which was successfully challenged in court by
8 some parents. This was in State court styled Pate vs.
9 Dade county.

10 At this point, the board appealed ^{To} ~~in~~ the United States
11 District Court to take over the case, and Dade is very proud
12 of the fact they are one of the very few large districts in
13 the country which sued for desegregation. Of course, that's
14 nonsense, because they didn't, really. What they sued for
15 was to get out of State Court where it would make some
16 sense. However, the district court implemented the plan
17 that Dade had made up.

18 Then it became apparent that they had to deal with
19 faculty desegregation on the basis of the Fifth Circuit
20 Court Order, such as Singleton.

21 In February of 1970, Dade county took off school for a
22 week and moved something like 2,000 or 2,500 teachers,
23 something in that ^{nature} ~~order~~, and it went very well, as a matter

1 of fact, considering the tremendous amount of rearrangement
2 that was necessary. Then in September '70, the court
3 ordered a fuller desegregation plan. This was appealed to
4 the Fifth Circuit Court of Appeals.

5 The Fifth Circuit made some revision in that plan and
6 declared the system was unitary, among other things, and
7 asked for a continuation of the Bi-racial Tri-ethnic
8 Committee as a monitoring device, and that was carried to
9 the Supreme Court and certiorari was denied.

10 Can I have a couple of minutes to say some things about
11 the peculiar nature as I see of Dade's segregation ^{which} of what
12 I think is pertinent to ~~that?~~ ^{what we are talking about today?}

13 MS. STEIN: The way it was implemented or the problem
14 that exists that needs to be solved?

15 DR. FOSTER: A little bit of both, and why it is
16 different than in other large cities.

17 MS. STEIN: Go ahead.

18 DR. FOSTER: I'll make it very brief. First of all,
19 there is a problem of leadership. Up until the time and
20 through the time that Dade initiated their complete staff
21 desegregation, the Superintendent, Dr. Wickham, at that
22 time, decided this was an important problem and he was going
23 to take full and complete leadership in a positive manner,

1 and he ^{fact,} not only ~~did it~~ with the school system and all its
2 employees but with the community. As soon as the faculty
3 were desegregated, that stopped and you never heard of Dr.
4 Wickham again, in terms of desegregation leadership. That's
5 continued pretty much as far as the superintendency in that
6 Dade has been concerned, culminating, I think, with Dr.
7 Jones who took the position that desegregation was a dead
8 issue and the big problem was quality education and we
9 shouldn't worry about desegregation at all. That was a dead
10 thing.

11 Furthermore, the School Board, since 1970 there were
12 only two members on the board that have ever taken really a
13 positive position, Holmes Braddock, who is still on the
14 board, and Bill Turner. I'm not talking about the present
15 board who was just elected. So what you have is a vacuum ⁱⁿ ~~on~~
16 the School Board, and leadership, as far as desegregation
17 implementation was concerned, and that's not a healthy
18 situation.

19 Furthermore, you had a very poor desegregation plan
20 that was implemented. Most of the desegregation was ^{done} ~~done~~ by
21 blacks. They did most of the bussing. They had their three
22 black high schools closed: Dorsey, Booker T. Washington,
23 and Carver, and a place like Richmond Heights, which is

1 a middle-class black community in the south, was just
2 ^{disseminated} ~~decimated~~ and destroyed. Their kids were sent out to
3 white schools to desegregate them. You had some white
4 schools that were protected politically from the
5 desegregation process, such as Pine Crest and Whispering
6 Pines and pretty much one-way bussing, not completely.

7 Then, you have the whole problem of the Hispanic
8 Community and the Cubans have always been legally counted as
9 white in terms of pupil desegregation. This is very
10 complicated. Nobody knows how to get a handle on that
11 legally, but in terms of pupil desegregation, it makes for
12 an unhealthy situation.

13 Then you have the fact there were no serious plaintiffs
14 in the litigation process to press for "SWAN" standards, so
15 that essentially the case has been primarily at the mercy,
16 pretty much, of the courts with nobody to back up the
17 process of desegregation, and finally at this juncture you
18 have an innercity ring of black schools, some of which were
19 left in the original desegregation plan as all black, and
20 which have now increased to the point that it would be
21 very difficult to break up the ^{locked in} ~~lock-and-impact~~ situation
22 that exists in Center City Miami.

23 MS. STEIN: Dr. Abney, you have had a perspective on

1 desegregation from inside the school system. Would you
2 agree with much of what Dr. Foster said, or are there any
3 additional points you would like to make on how
4 desegregation has been carried out?

5 DR. ABNEY: I arrived here in Dade county during the
6 school year of 1971 after most of the efforts to desegregate
7 in terms of faculty and staff was completed, but in 1973 I
8 was assigned to Miami Northwestern which was the only
9 remaining black senior high school that was a part of the
10 era, part of the segregated era, and I spent four years
11 there as its principal. In fact, it is the only vestige of
12 the segregated era and still for the most part 100 percent *Blacks*
13 in terms of its student body. Much of which Dr. Foster said
14 is very true, and in terms of what I found at Northwestern,
15 much of this substantiates just that.

16 MS. STEIN: To what degree do you feel that
17 desegregation has been successfully accomplished in the Dade
18 county Public Schools, Dr. Abney?

19 DR. ABNEY: I can say we have desegregated. In terms
20 of the definition of the word, there are blacks and whites
21 attending schools together in Dade county. The real task
22 was one of integration, and I don't think we've succeeded in
23 that in any way.

1 MS. STEIN: Why is that? What distinction would you
2 draw?

3 DR. ABNEY: Well, in terms of single distinction, I
4 think it is a commitment on the part of the system to do
5 just that, to desegregate. That was there and once that
6 was achieved, the integration portion was left kind of
7 hanging.

8 MS. STEIN: Drawing attention to the assignment of
9 teachers for desegregation as opposed to the assignment of
10 students, how do you perceive that as having been done and
11 what has been the effect on the teachers and on the formerly
12 black and white schools?

13 DR. ABNEY: I guess the best example I can give of how
14 it was done was at Northwestern, once again, where the
15 majority of those teachers at Northwestern that happened to
16 be all black, some 90 of them, were transferred out of
17 approximately 120 and disseminated throughout Dade county.

18 In return, Northwestern received approximately 90
19 teachers, all of whom were white. The problem with that
20 particular transfer process is that for the most part the
21 teachers that were returned to Northwestern were selected by
22 the principals of the schools where they were coming from,
23 ~~and~~ that selection process, of course, human nature being

1 what it was and what it still is, very seldom, if ever,
2 would one select his very best to send some place else, and
3 Northwestern wound up with a real conglomeration of unique
4 kinds of individuals that, for the most part, were not able
5 to serve the needs of the youngsters in Northwestern, all of
6 whom were black.

7 MS. STEIN: Did Northwestern also choose those
8 teachers that it would send to other schools?

9 DR. ABNEY: No, I don't think they were selected in
10 that way. They were selected according to need for the most
11 part.

12 MS. STEIN: I see. I would like to ask each of the
13 rest of you to comment on this rather general question of to
14 what degree desegregation has been successful in the Dade
15 county Public Schools. Mr. Miller?

16 MR. MILLER: Personally, I don't think it's been
17 successful as far the teacher ratio. It's been unfair.
18 Teachers' ratio -- I don't know the correct number, but it
19 is unfair to a lot of blacks. Northwestern, for example, is
20 predominantly a black high school; You have Homestead High,
21 a predominantly white senior high school down south. Okay.
22 Using the teacher ratio, you have a predominantly white
23 staff teaching a predominantly white student body and in the

1 Northwestern case, it is just the opposite.

2 As far as bussing black kids, it is being used like
3 Liberty City, for example, the innercity of Liberty City.
4 You have kids being bussed out of Liberty City as far north
5 as Miami Beach. Up until last year, Miami Beach, Highland
6 Senior High School, the whole Liberty City innercity is
7 used practically to integrate half of the school system,
8 personally.

9 MS. STEIN: How aggressive do you think, Mr. Miller,
10 the School Board has been in implementing desegregation?

11 MR. MILLER: They are dragging their feet. Like last
12 year we had a ^{hot and war.} ~~lot of~~ hot ~~busses.~~ Last year Dr. Jones was
13 talking about bussing white kids off of Miami Beach and
14 bussing them into Northwestern. You have white parents all
15 of a sudden saying 18 miles is too far on a hard, hot yellow
16 bus to bus my kids. You have black kids and black parents
17 bussing their kids everyday to Miami Beach 18 miles on their
18 hot yellow bus. I mean, people have feelings.

19 MS. STEIN: Thank you.

20 MR. MILLER: We are paying the gist of integration here
21 in Dade county. Even in Richmond Heights area these kids
22 are being bussed 16 different places just solely for
23 integration, but when you talk about bussing some kids out

1 of Hialeah out of the innercity and fill empty seats and the
 2 seats are empty because the innercities are sending black
 3 kids to other schools to integrate those other ~~kids~~ ^{schools.}

4 MS. STEIN: Ms. Packar, would you like to comment on
 5 your perception of desegregation has been effective?

6 MS. PACKAR: Yes, I would like to correct what I see
 7 is a ^{Lunden?} mistatement by Dr. Abney. When Dr. Jones became our
 8 Superintendent, yes, faculty integration to him was a dead
 9 issue because he systematically placed blacks in
 10 administrative positions throughout the county. ^{at quite a disproportionate} As far as
 11 disproportionate numbers, I have developed figures that I
 12 had gotten from staff members on the number of black
 13 principals, assistant principals, and it is true it was
 14 quite a disproportionate number so far as administratively
 15 it was well integrated. As far as faculty teachers, I
 16 perceive that the school system has tried to maintain a
 17 particular percentage of teachers.

18 I was a teacher during the integration times. We have
 19 tried to maintain approximately 20 percent faculty but there
 20 was never a ^{maximum} ~~match~~ set, and currently the UTD, our union in
 21 this system is maintaining that there is no limit to the
 22 maximum number of black teachers on a faculty, and for this
 23 reason they are advocating that white teachers who do not

1 wish to be in ghetto schools should leave; in that they are
2 ineffective where they are, therefore, leave, that teachers
3 should be placed where they are most comfortable.

4 *This a right from Pat McNell's mouth*
That ~~is what~~ resulted from a meeting that occurred
5 right after the May riots. UTD called this with various
6 citizens within the community. As far as schools, there is
7 no question there are few schools that are all white or all
8 black, some because of necessity. One senior high that
9 opened up under controversy was Sunset Senior High, but
10 there were no black students from which to get students to
11 integrate that area, and it still is a growing population
12 and blacks are just not moving into those sections.

13 That's right, bussing to an extent, has been one way,
14 but I see it as there are, you know, many more white
15 communities in this county than there are blacks, and,
16 therefore, how would we have integration of certain schools
17 such as Northwestern. *You* couldn't get white students from
18 all over the county to fill up that school and, otherwise,
19 you would be sending the black students out. How would you
20 fill up, then white schools with black students, and you know
21 it was a problem.

22 MS. STEIN: What do you think the community's attitude
23 is towards school desegregation and the use of bussing to

1 accomplish it? Have you seen any change in that attitude
2 over the past ten years?

3 MS. PACKAR: Definitely. I am hearing from blacks and
4 from whites that they are unhappy with bussing. The bussing
5 is the term that they go to. I am not sure that
6 desegregation or integration has been good for both races.
7 ^{one}~~once~~ I felt that not the similarity of the races were so
8 noted as the differences, and this has brought about, you
9 know, more racism as far as I'm concerned.

10 Also, in integration we immediately desegregated
11 without preparing teachers for that cultural difference. We
12 needed human relations training right away. We still need
13 it in our schools.

14 I remember a particular incident. I had a black
15 assistant principal in the school I was teaching. She said,
16 "You can't talk to those black students. They are used to
17 having corporal punishment and you are perceived as weak ~~if~~
18 ~~you don't give it to them."~~

19 This was not the way generally in a white school to
20 discipline a student, and these were cultural problems that
21 we met right away, and they haven't quite gone away.

22 MS. STEIN: Dr. Foster, what do you see as the
23 community's attitude toward desegregation and bussing?

1 DR. FOSTER: I think that it^{also} has deteriorated largely
2 because of the leadership which I talked about earlier, and
3 I think this is typical of communities around the country.
4 If you don't have strong leadership in the schools, ⁱⁿ ~~on~~ the
5 School Board, in the power structure that are determined to
6 get the job done, then the community goes the other
7 direction, ^{when} ~~whether~~ they perceive all the school leadership
8 going that way.

9 MS. STEIN: Mr. Miller, what do you think the feeling
10 is in the black community about the desirability of
11 desegregation through bussing?

12 MR. MILLER: It's ^{the} one-sided bussing issue what
13 disturbed the black community. It disturbed me personally.
14 It's one-sided.

15 The teacher ratio is one sided. Blacks, like Ms.
16 Packar said, how were we integrated at Northwestern might
17 kind of tell you how whites feel about the one-sided
18 integration. If the Liberty City and Brownsville area can
19 integrate as much as 17 schools as far as North Miami Beach,
20 Miami Beach, and you can't get white kids from that area to
21 come into the innercity. It is one-sided. That's their
22 thinking.

23 MS. STEIN: Dr. Abney, do you agree with that as the

1 perception of the black community?

2 DR. ABNEY: I think the perception of most blacks and
3 whites hasn't changed that significantly through the years.
4 To begin with, it was a difficult task in terms of the
5 desegregation process. It remains a difficult thing in
6 terms of the way a lot of people feel. I think when you
7 start looking at the black population in general, most were
8 very receptive to the idea because they saw something that
9 was possibly positive for the education of black youngsters.

10 As we have progressed with the desegregation process
11 and also attempted integration, I think we have become more
12 and more disenchanted with what took place because many of
13 the attitudes that existed at the beginning still exist as
14 far as harsh feelings by whites towards blacks.

15 MS. STEIN: Dr. Foster, the process of adjusting
16 school attendance boundaries has become a rather
17 controversial one in Dade county. Did you explain to us why
18 there is resistance to adjusting school attendance
19 boundaries?

20 DR. FOSTER: I don't think that's peculiar to Dade
21 county. You have that resistance in any city where you have
22 to do it. I think the problem in Dade has been doing it
23 ~~inconsistently~~ ^{mainly} and they do it every year in a much ~~more~~

1 larger volume than they probably need to. What they need to
 2 do is take a hard five-year look at their situation and try
 3 to stabilize things a little.

4 Granted, that's very difficult with the recent Cuban
 5 influx which tears everything up again, ~~and~~ I think we all
 6 recognize that Dade has operated because of the Cuban influx
 7 under extremely difficult situations, but essentially, if
 8 you lay open the possibility of whites having recourse to
 9 complaining about boundaries that affect their kids, then
 10 that's what you're going to hear, and traditionally in Dade
 11 county the board takes water and backs off, ~~and~~ you have
 12 further lessons learned, ~~the~~ more you holler, the more will
 13 happen, so every year we go through this ritual.

14 ^{MS. Packer,} MS. STEIN: ^A You serve on the Attendance Boundary
 15 Committee, isn't that right?

16 ^{MS. Packer} DR. FOSTER: Yes, I do.

17 MS. STEIN: Can you explain what that is and what it
 18 is supposed to do?

19 ^{Packer} DR. FOSTER: ^{Packer} This was the first time that citizens were
 20 approached to come up with their boundary changes.

21 Previously, we'd have the administration make up boundary
 22 changes; then we would have public hearings to protest or
 23 support those changes.

1 For the first time we have had -- this is a really
2 participatory democracy we're trying, and it is tough, very
3 hard on us, but we are trying to have citizens come up with
4 their plans and they are coming to us next Monday, Tuesday,
5 and Wednesday for it to be reviewed by the committee because
6 we have a member of the Bi-racial, and its court order,
7 Tri-ethnic considerations, and that sort of thing, and we'll
8 vote on the acceptability or unacceptability of those
9 various plans, but the final decision is up to the School
10 Board.

11 Can I say one thing? Dr. Foster made a good point.
12 Year after year we come up with these plans. The same thing
13 is actually occurring with this Attendance Boundary
14 Committee. I had hoped that it would be a change that could
15 last for five years because we do excite and ^{invite}~~invite~~ parents
16 with these changes year after year. There just is very
17 little stability in our kids.

18 I can show you some students how the boundary change
19 has taken place and the last time it would have been the
20 fifth time their child would have been to a different
21 school. It is not a very stable situation, school situation
22 for kids, and right now the ABC Committee is only looking
23 from year to year, and I hope that will change after this

1 year.

2 MS. STEIN: Mr. Miller, do you have a view about why
3 the ABC Committee was set up and what the assumption was
4 about the way it would function?

5 MR. MILLER: Yes. I'm a member of the ABC Boundary
6 Committee. Personally, working on it has been a scuffle.
7 Reading the statistics they got together for us, it's like
8 we have to flag the school with a boundary ~~controversy~~ ^{problem} but
9 either the school is under capacity or over capacity. Now,
10 the thing that I found out by working on the committee was
11 that the majority of the under capacity schools were from
12 the innercity. Over capacity schools were from your
13 suburbs.

14 So ~~eventually~~ ^{conveniently}, being a member of this committee, the
15 School Board allocated 200 portables, so the route this
16 committee has taken on that was that you have Highland
17 Senior High School having classes on the stage, storage
18 spaces, different places like that.

19 Definitely schools with problem of overpopulation, so
20 what ^{does} the ABC Boundary Committee do? We give you ⁸ portables.

21 MS. STEIN: Explain to us what ^{is} portable is.

22 MS. MILLER: A portable is like an outside classroom.
23 It's like adding another classroom to your --

1 MS. PACKAR: Like music.

2 MS. STEIN: Sort of temporary add-a-classroom
3 facility?

4 MR. MILLER: Right, and you have schools like -- I
5 think Sunset Senior High School -- I mean, they project
6 that they were going to be way over capacity next year. ABC
7 Boundary Committee says, "Let's give them 10 portables."

8 You know, School Board so conveniently allocated 200
9 portables before this committee got together and that's the
10 route the committee took. The committee takes the route,
11 "Let's keep these kids in the suburbs. You can't send them
12 to the innercity to empty classroom space."

13 MS. STEIN: So you are saying that they wanted ^{rather than} ~~to~~
14 relieve ^{ing} the overcrowding situation by sending students to
15 the innercity; ~~They~~ relieved it by adding these portable
16 classrooms.

17 MR. MILLER: And that's were the problem set in last
18 year. I think when Dr. Jones suggested sending kids from
19 Hialeah Senior High to Central High School, which is in the
20 innercity. Integration became a big problem as long as you
21 say -- it became a problem when you say, bus black kids, but
22 if you say "Let's move some white kids out of the suburbs
23 into the innercity" that's where your problem comes out.

1 MS. STEIN: Ms. Packar, did you want to comment?

2 MS. PACKAR: Yes, I ^{did} do. Those portables, at least a
3 100 of them were ordered because of the 13,000 Cuban refugee
4 children we received. They were placed in centers for this
5 past school year. We do not know the configuration of the
6 schools for next year until they go back into their home
7 communities into the schools in which they are in a *particular*
8 district, and that's why we had to go this route for this
9 year, so I don't want to have that distorted.

10 MS. STEIN: So your contention with the portables are
11 not added to suburban overcrowded schools as an alternative
12 to bussing students into innercity schools?

13 MS. PACKAR: Just the opposite. I think for one year
14 we needed to wait and see where all these Cuban refugee
15 children will be in what home schools, not in centers
16 anymore. See, it really was a violation of their civil
17 rights to put them in a center out of their ^{own} home district.

18 As soon as they go back into the schools, then we'll
19 know more of the configuration of all the schools. Then we
20 can start talking about real boundary changes, but for the
21 meantime we needed portables to house them in the site
22 they're probably going to be attending.

23 COMMISSIONER SALTZMAN: I'm sort of confused, Ms.

1 Packar. You are saying that there are no white children
2 being bussed to the innercity but it is not because the
3 community resists the program which only black students are
4 bussed out of the innercity?

5 MS. PACKAR: I wasn't addressing that at all.

6 COMMISSIONER SALTZMAN: Well, it was in terms of the
7 question related to the temporary school rooms.

8 MS. PACKAR: Right. We needed to see where the Cuban
9 refugee children were to be housed for next year in order to
10 know whether we can make ^{proper} boundary changes. That was the
11 problem for next year.

12 COMMISSIONER SALTZMAN: Are there any white students
13 bussed to the innercity?

14 MS. PACKAR: Not that I know of. There are Latin
15 students. In fact, Booker T. Washington School, that was
16 closed as a senior high, that became a junior high and is
17 predominantly a white school, Latin school; so if you want
18 to call those white students, those are white students that
19 are in that area.

20 MR. MILLER: Dade county ^{school systems} classifies Latins as whites.

21 MS. STEIN: Other than Latin students, you don't know
22 of any white students being bussed to innercity schools?

23 MS. PACKAR: Not to innercity, no.

1 MR. MILLER: And to answer Ms. Packar's question, I
2 don't want to make an issue out of it or anything, ABC
3 Boundary Committee was strictly set up for boundaries. We
4 were not addressing the Latin problem. The boundary problem
5 as a committee, if a school was overpopulated and the
6 principal ^{Came and} appealed to the committee, the committee said "Can
7 you get by with 8 portables" or "I can get by with 12
8 portables," the committee gave them 12 portables. We are
9 trying to duck the real issue and the issue is that we are
10 going to give you portables to keep white kids in the
11 ^{suburbs -} ~~schools~~. It's not ^{Cuban kids} ~~countywide~~ we're talking about. We're
12 talking about Sunset kids in an overpopulated school.

13 MS. STEIN: Dr. Abney, what do you feel will be the
14 effect on the school system of the refugees, the Haitian and
15 Cuban refugees that have come over the past year?

16 DR. ABNEY: Up until last year, this school system,
17 like many others around the country, was in a decline so far
18 as the pupil enrollment was concerned. In the Dade county
19 school system for the past two years previous, we had closed
20 schools in this district. Many of them in the district of
21 north and north central area that I was involved in, having
22 been closed because of lack of pupil enrollment.

23 MS. STEIN: For the record, does that tend to be a

1 black area?

2 DR. ABNEY: Many of them were in black areas that we
3 closed. In fact, one of them was Bethune Elementary, and
4 I'm a part of closing and I'm a graduate of Bethune
5 Community College, and it caused some trouble.

6 MS. STEIN: They were closed because they were
7 under utilized; is that correct?

8 DR. ABNEY: That's right. Many of those schools are
9 still, you know, physical facilities in the community of
10 Dade and can, in fact, be used. Mirmar Elementary, which was
11 one in my area, was reopened this year because of the influx
12 of the Haitian/Cuban population, so in total we have not
13 even used all of those facilities as of right now in terms
14 of the ones we closed previously.

15 The portable situation that was mentioned, for the most
16 part it was to maintain neighborhood schools which people
17 are interested in seeing maintained and not necessarily for
18 taking care of the influx of Haitians and Cubans. It did
19 resolve some problems in some areas where we had a
20 tremendous influx of Haitians and Cubans, however.

21 MS. STEIN: Thank you. Mr. Miller, what impact would
22 you say school desegregation has on students, especially
23 black students, socially and emotionally?

1 MR. MILLER: Okay. Personally, I use, for example,
2 Scott Project. It's ~~to be~~ one of the biggest government
3 housing projects in the innercity. From that particular
4 Scott Project you have kids bussed to Hialeah Senior High
5 School, North Miami Senior High School, until recently Miami
6 Spring Senior High School in Miami Beach.

7 In the Scott Project area, like I think it was about
8 six months ago, the kids broke into some peoples' house on
9 North Miami Beach, ~~Some~~ where out there on North Miami
10 Beach. It was like three, four murders in that particular
11 time. I think this came about because you are bringing
12 that kid out of Scott Project and you're taking him over
13 here in the suburbs. He's seeing how the other half is
14 living. He's seeing where he has been short-changed. I
15 think it is playing a heavy effect on our youth today
16 because he seeing what he's missing. He's seeing what he
17 doesn't have. He's seeing what the project is not offering
18 him.

19 I came from the project myself. I attended
20 Northwestern, Brownsville and other predominantly black
21 schools in the area, but the only difference I ~~did~~ ^{had} was they
22 didn't have predominantly, black teachers who taught me,
23 teachers like, if I acted up in a classroom -- we had the

1 neighborhood concept then that teacher was going to see my
2 parents in the grocery store on Sunday, and when my mother
3 and father came home, they'd know I was acting up in Ms. so
4 and sos' class.

5 If you took that away. Black teachers stressed that we
6 learn. I had situations when I got in Senior High School
7 where I had white teachers. I had one teacher come in and
8 say, "Class, what you all want to do today? You want to go
9 to library and read?" If I tell you they wasted the whole
10 twelfth grade English class not learning English because I
11 had incompetent white teacher; but I always had the black
12 teacher to push me.

13 MS. STEIN: In your opinion, was the desegregation
14 experience a factor? Did it play any part in the riots that
15 occurred in Miami on the 17th of May?

16 MR. MILLER: It added to it. I can use the example
17 like Dorsey was a Junior High School until it was phased
18 out. Okay. The reason Dorsey was phased out was because
19 during the teacher transfer they transferred some white
20 teachers to Dorsey and all of a sudden Dorsey was not fit
21 for a Junior High School, so the whole community uproared
22 and said, "We're not going in there because the plumbing
23 fixtures are bad, the lighting fixtures are bad, doors are

1 hanging off the hinges, " so Dade county School Board said,
2 "Let's close Dorsey. We're going to build you a new Dorsey
3 and a better Dorsey."

4 In the meantime, years after no Dorsey, presently Dorsey is
5 a skill center which the community said that's what the
6 School Board wanted Dorsey to be all the time. It's
7 renovated. The fixtures -- it is almost completely air
8 conditioned. It's like a conspiracy.

9 They took our schools away and never brought nothing
10 back, ~~and~~ those same kids that used that same test we're
11 bussing these kids because Drew couldn't hold them and
12 that's the only other predominantly black Junior High School
13 in the area, so that gave them justification for bussing
14 kids to Miami Beach, Hialeah, North Miami Beach and where
15 ever.

16 MS. STEIN: I would like to ask each of you one final
17 question. The effect of much of your testimony ^{has been to paint} ~~prints~~ a
18 rather bitter picture of school desegregation, at least as
19 it's been carried out here, that it had a negative effect on
20 the quality of education, that it has disturbed black
21 childrens' perceptions to see what they are missing out ^{on}
22 ~~there~~, that the community has largely turned against, both
23 the white and black community, yet this morning we had

1 testimony from people who deplored the great degree of
2 separation and isolation of the various racial and ethnic
3 groups here in Miami -- the Latins, the whites, and the
4 black community -- that they have very little point of
5 contact; that they don't understand each other because
6 they have very little contact.

7 In view of the picture you are painting of school
8 desegregation here, how can we hope to achieve that kind of
9 contact between the different groups?

10 Why don't we start with you Ms. Packar.

11 MS. PACKAR: You would start with me. I need time to
12 think about that. Would you repeat you're final question?

13 MS. STEIN: If your view is essentially negative
14 towards the desegregation process, as I take it to be, how
15 do you hope to address the problem of isolation of blacks
16 from whites, Latins from blacks, Latins from whites that
17 seems to prevade the Miami community?

18 MS. PACKAR: It is a very tough question and I really
19 don't want to give any simplistic answers to it.

20 MS. STEIN: Perhaps first I should ask, do you see it
21 as a problem? Perhaps you don't think it is or needs
22 correction?

23 MS. PACKAR: No question it is a problem, and I'm not

1 sure it can be resolved in that you tend to find people of
 2 certain cultural backgrounds stay with their own kind.
 3 There is very little mixing, even among upper whites, and
 4 Latin and whites; you don't find that much mixing. You
 5 have your Latin social groups and your WASP groups, and
 6 your Jewish groups and your black groups. This is how
 7 society functions.

8 To an extent, I see that blacks -- pardon me, ^{that whites} ~~maybe it~~
 9 is an attitudinal problem among blacks, it's not -- it is
 10 like the old Kennedy speech: It is not what you can do for
 11 my country, it is what my country can do for me,
 12 reparphased, and somehow we need to get away from, not what
 13 government is going to do for me, but what the community is
 14 going to do for me, but the opposite: What can I do for the
 15 community.

16 We don't have, for possibly economical reasons, that
 17 same attitude that we haven't perceived of blacks wanting to
 18 contribute necessarily to society. Possibly for economic
 19 reasons, as I say. Somehow I have to see that we have to
 20 get back to the individual wanting to better himself, and
 21 then he can become a participant in society.

22 I've said on many occasions when we had Dr. Jones here
 23 for four years that he did more for black education than

1 anyone I think in the history of Dade county, and what he
2 did was he got in government grants, he got a lot of Title I
3 money; we had special classes for students with 15 students
4 in a class to work on their basic skills because we found
5 that this was the key to getting ahead in the school
6 system.

7 Then I didn't see them achieving the way they should
8 have achieved under those circumstances. We've met with
9 people, ^{lets} ~~that~~ say, from various unions. There was a man from
10 the pipefitters that met with the UTD right after the
11 riots. He said, "I've set up programs for teaching
12 pipefitting. It is a good job," he said, "but blacks came
13 into my program ~~and~~ did not have the skills. I set up a
14 math program so they could learn; then they didn't want the
15 math class. Their attendance was poor."

16 He said, "I made stipulations: you can ^{only} have two
17 absences or three absences." They were dropped from the
18 program and this is what I perceived. It is an attitudinal
19 thing. I don't know whether the black students perceive,
20 "Well, no matter what I do I can't achieve," but we also
21 have to see that the commitment from the black community.
22 We have to see a commitment from the black parents that I'm
23 going to take more responsibility for my children's

1 education. I'm going to check up on their work. Are they
2 doing their homework? In staying behind the school system
3 on behavior. This sort of thing.

4 It is a whole commitment that has to be made, and I
5 haven't seen that. I think that's in essence, at the school
6 level, the key to part of the problem.

7 I don't know if that really answers it. I'm sure it
8 doesn't but that's what I felt I had to say to you.

9 CHAIRMAN FLEMMING: In the interest of time, we're
10 going to have to move forward, but if the other members of
11 the panel has a direct answer to Counsel's question, then
12 we'll pick up questioning with the members of the
13 commission.

14 Dr. Foster, do you want to say something?

15 DR. FOSTER: I would just like to say that I don't
16 think desegregation in Dade county is completely hopeless.
17 There has been a lot of excellent things come out of it. If
18 you look at the south area, for example, almost everything
19 south of Coral Gables has been pretty much completely
20 desegregated with a couple of exceptions. I think the
21 things that have gone on there have been excellent.

22 I look to leadership from the new Board. There happen
23 to be two members of the new Board who served on the Bi-

1 Racial Tri-Ethnic Committee. One of them is Chairman of the
2 Board was Chairman of the Bi-Racial Committee for a while,
3 Paul Cejas, along with Raymond Braddock. That gives at least
4 three people on the Board who supposedly are dedicated to
5 desegregation as a viable means of preventing complete
6 separation in Miami of the different ethnic groups.

7 All I can say is the alternatives to some form of
8 school desegregation are pretty bad in Miami and they need
9 to be addressed.

10 CHAIRMAN FLEMMING: Mr Miller, do you want to comment
11 on that?

12 MR. MILLER: I don't see the problem as hopeless
13 somewhat. Miami is a really ~~racist~~ racist place; I mean they are
14 conservative with their racism, but it is a real racist
15 community. I think Mrs Packar kind of brought that out, I
16 think I sat in a couple of meetings by being President of
17 the Alumni Association. I sat in on a meeting at North
18 Western Senior High School in the auditorium and I heard
19 black parents saying, "We hold our hands to kids coming in
20 from Miami Beach."

21 That next night I went ^{on} to Miami Beach
22 and I sat in the cafeteria. I heard the Chairman of the
23 Dade county School Board say, "We will preserve our

1 community school." She gave those white parents that
2 promise. I heard white parents ^{after white parent} of white kids saying "18
3 miles is too far" so and so, hot school bus seat, whatever,
4 evading the question, but the whole thing is that, "you can
5 send your kids over here but we ain't going to send ours
6 over there."

7 ~~CHAIRMAN FLEMMING~~ Until they get away from that
8 attitude, it is going to ^{stay} still be racist.
9 CHAIRMAN FLEMMING:
Dr. Abney?

10 DR. ABNEY: I guess I've been a part of the
11 desegregation process since being in education because I
12 started in a segregated era and I don't look at it as ^{all}
13 hopeless, but it is not a very bright picture ^{that} we ^{paint} place in
14 Dade county or any place in the country as far as
15 segregation and the attitudes of people happen to be.

16 I think the problems of that are a part of Dade county,
17 beginning with our May 17th riots, is part ~~and parcel~~ of the
18 responsibility of our school system. Much of what happened
19 in the streets happened because they were young people that
20 are disenchanting, dissatisfied and had nothing to do
21 constructively, and so they turn to violence as a way of
22 expressing some of what their needs happen to be, and some
23 of ^{what} the venom that happened to be inside of them really was.

1 I think they learned some of that venom through our
2 school system and the people that are interacting with them
3 and some interacting in a very negative way, and,
4 consequently, we are suffering the real results of a poor
5 educational system provided for some.

6 I don't think that there are many people that really
7 realize how important it is for people to relate to one
8 another on a very positive basis, forgetting about
9 economics, forgetting about skin color and all the other
10 ~~concerns~~ ^{differences} that we happen to have. It can be done but I think
11 that again the necessary ^{Commitment} ~~equipment~~ totally wasn't there, and
12 you know you can't blame it all on the school system, but we
13 are in fact partially the blame.

14 CHAIRMAN FLEMMING: Could I ask just a couple of
15 questions? Dr. Foster, within the last couple of years has
16 any group of citizens presented to the Federal Court
17 recommendations for basic changes in the desegregation plan?

18 DR. FOSTER: The only group that would have done this
19 would have been the Bi-Racial Tri-Ethnic Committee, and over
20 a period of years this was done on several occasions, both
21 ^{specific} recommendations and general recommendations.

22 CHAIRMAN FLEMMING: Did the court accept any of those
23 recommendations?

1 DR. FOSTER: The court accepted them but essentially
2 did nothing ^{about} ~~with~~ them unless a member of the plaintiff's
3 party came forward and pushed the case in litigation. For
4 example, just a year or so ago the committee made some very
5 serious comments to the court, and the court held a session
6 to review these. Nobody from the plaintiff's group even
7 showed up, so the court took the position ^{that} ~~it~~ was not a
8 controversial issue and simply declared it moot at that
9 point.

10 CHAIRMAN FLEMMING: What I am getting at here, there is
11 obvious dissatisfaction with the present desegregation plan,
12 and we took evidence, from testimony this morning and
13 again now this afternoon, ~~that~~ that gives some of the reasons for
14 that dissatisfaction. I gather from what you have said now
15 and what you said earlier there is no group of citizens
16 that is really monitoring the plan so that when these
17 weaknesses become apparent, they in turn go to the court and
18 ask for a change in the plan in order to improve it and in
19 order to eliminate some of the difficulties that have been
20 identified here.

21 That process, as I get it, is really not under way here
22 at the present time, am I correct?

23 DR. FOSTER: You are correct except for the Bi-racial

1 Committee. That's the only group that's done anything.

2 CHAIRMAN FLEMMING: Just identify the Bi-racial
3 Committee for me a little more. Is that a court appointed
4 committee?

5 DR. FOSTER: Yes, which is purely advisory to the Court
6 and to the Board.

7 CHAIRMAN FLEMMING: What charge did the court give that
8 committee?

9 DR. FOSTER: To review everything that goes on in the
10 school system that has to do with desegregation, comment to
11 the Board on that, including such things as selection of
12 boundaries^{sites}. The boundaries change every year, this sort of
13 thing.

14 CHAIRMAN FLEMMING: You have referred a number of times
15 to the fact there do not appear to be any plaintiffs on the
16 scene, so to speak, in terms of dealing with the Court.

17 We recognize that in a good many communities -- and I
18 know you do, I mean, the plaintiffs in the original
19 desegregation suits have stayed in the picture and where
20 they feel that the plan is not being implemented in an
21 effective way, go back to the court and ask for additional
22 orders in order to bring about more effective
23 implementation.

1 Do you feel that's lacking?

2 DR. FOSTER: That's never been a part of the picture
3 except back in 1974 the American Civil Liberties Union
4 entered as an intervenor and attempted to sort of check the
5 process of desegregation, but they didn't do very well in
6 court.

7 CHAIRMAN FLEMMING: ~~All right~~ one other question: What
8 is your perception -- and I would address this to the other
9 members of the panel, also -- of the resources that are
10 made available in the Dade county to all black schools as
11 contrasted with all white schools?

12 DR. FOSTER: Well, the way I perceive that at the
13 moment is reasonably favorable, particularly I think there
14 was embarrassment on the part of some Board members and the
15 staff that schools, like Northwestern, had not been
16 desegregated, so in a sense they sort of sent reparations
17 money to Northwestern and some of the feeder schools in an
18 attempt to give them better quality education with money
19 rather than some sort of desegregation process, but I think
20 even that at the moment is going to take a turn for the
21 worse and except for Title I SEAA comparability process, I
22 think you have the usual picture where you have a large
23 minority and innercity school system and most of the extra

1 money, if extra, that goes to minority schools is in the
2 form of federal programs.

3 CHAIRMAN FLEMMING: So, in terms of local support, you
4 would conclude that the finding of the Supreme Court in
5 Brown vs. Board of Education, that separate facilities are
6 inherently unequal still prevails?

7 DR. FOSTER: Very definately, yes.

8 CHAIRMAN FLEMMING: Okay. Ms. Packar, would you care
9 to comment on that?

10 MS. PACKAR: I only think that's possibly true in a
11 few schools such as Northwestern or Booker T., but capital
12 outlay money was put into those schools to make them up to
13 standard and there are plenty of schools that are of
14 predominantely white that do not have the facilities that
15 Northwestern has.

16 CHAIRMAN FLEMMING: Mr. Miller would you care to
17 comment on that?

18 MR. MILLER: I don't think so. Not until recently,
19 ^{Northwestern} getting ^{shirk} something like two-point something ^{million dollar} face lift, ^{Northwestern} unless
20 ~~it~~ was built in 1955. It was about almost 20 years before
21 it was painted. The money just started flowing in. They
22 built ^a ~~the~~ new Performing Arts Center. The money just
23 started flowing in. If you compare Northwestern with ^a South

1 Miami or [^]Homestead Senior High School, it's no comparison.

2 CHAIRMAN FLEMMING: Dr. Abney?

3 DR. ABNEY: Let me ^{I guess begin this way.} ~~again, in this area,~~ I was a part of
 4 the ~~era~~ ^{year} when additional monies were added to the school for
 5 the purpose of enriching the academic program that was
 6 offered at Northwestern to that predominant black ~~school~~ ^{Student}
 7 body. The ~~monies~~ ^{monies} that ~~was~~ ^{were} put there for the performing ^{and visual} Arts
 8 ~~division~~ ^{and} arranged to develop that ^{center as well as} instruction and ~~went with~~
 9 an instruction ^{of} program that ^{went along with it, an} ~~had~~ academic achievement ^{program on} which
 10 we were to identify youngsters not necessarily on the test
 11 scores but from their performance in the classroom,
 12 youngsters that had some academic talent and ^{work} ~~worked~~ with
 13 them individually as much as possible, and get them to
 14 perform much better than they had before.

15 That was not because of a lack of resources that
 16 obviously ~~they~~ were not placed there to begin with, or
 17 obviously on the surface, but I was a part of the pilot
 18 program that compared an innercity high school with one that
 19 was in the suburbs, and a part of that plan was dealing with
 20 the budget directly of both schools, and the school in the
 21 suburb was air conditioned.

22 North Western was only partially air conditioned. ^{Our} ~~My~~
 23 utility bill was some \$70,000. The utility of the school in

1 the suburbs was almost a quarter of a million dollars, but
 2 yet that money was all removed from one single pot, so there
 3 was no difference made in ^{Terms of} the budgets of each ^{School.} ~~area~~
 4 I ^{have always held that} ~~happen~~ to believe air conditioning is an educational
 5 advantage, and yet the youngsters that need ^{it} that
 6 advantage weren't getting it, so I think the Board, in
 7 seeing that, tried to provide addition ^{al} monies to make ^{up...} ~~one~~
 8 ^{though} ~~for~~ the additional program. They have just recently
 9 approved more monies for most of the schools in the
 10 innercity for the air conditioning of those facilities, ^{but}
 11 they are ^{also} ~~are~~ doing it for most of the other senior high schools
 12 as well.

13 CHAIRMAN FLEMMING: Dr. Berry?

14 VICE CHAIRMAN BERRY: Dr. Foster, are you aware as to
 15 whether the achievement of black students in Miami-Dade
 16 county has declined since desegregation or not? Do you know
 17 whether that's been ^{an} ~~in~~ effect?

18 DR. FOSTER: I think Dr. Abney can probably answer that
 19 better than I could. Southern districts are somewhat ^{loathe} ~~low~~
 20 to brag about their test scores if they go up following
 21 desegregation. You understand that.

22 VICE CHAIRMAN BERRY: Do you know, Dr. Abney, as I know
 23 most other places where I've seen studies after school

1 desegregation black student achievement increased without a
 2 decrease in white student achievement, and I have heard some
 3 testimony this morning ^{about seeing} concerning a decline in the quality
 4 of the education since desegregation.

5 Do you know ^{whether} ~~why~~ black ^{student} achievement has gone down since
 6 desegregation or not?

7 ^{FOSTER:} DR. ~~ABNEY~~ I don't think there would be any research
 8 on that to indicate that on the basis of longitudinal
 9 patterns. There are some general figures for the system as
 10 a whole ^{which Dr. Abney might know.}

11 ^{Dr.} ABNEY: I can't give you any statistics but based upon what we
 12 have seen from the basic skills test as well as the
 13 Functional Literacy Test that's given to seniors ^{in order to get their diploma} which was
 14 thrown out for a period of time, ~~to get their diploma~~, I
 15 would say we're in pretty bad shape.

16 VICE CHAIRMAN BERRY: But you don't know whether
 17 students are achieving less now than they did before
 18 desegregation?

19 DR. ABNEY: To say make a difference, specifically, no.

20 VICE CHAIRMAN BERRY: Okay. The other thing that I was
 21 somewhat disturbed about was the seeming conflict in
 22 testimony in Ms. Packar on one hand and Mr. Miller and Dr.
 23 Abney on the other on this matter of portables. In

1 particular, since you're all testifying under oath and your
2 testimony seemed to be in conflict, on the one hand the
3 testimony is portables ^{were} ~~was~~ used because of the refugees and
4 on the other hand they were used so that white students
5 would not have to be bussed into all black schools. I don't
6 know where the truth lies, but in any case, I'm disturbed by
7 it because before Brown, uniformly in segregated school
8 systems, one of the things that was done was to relieve
9 overcrowding in white schools by adding more rooms or
10 buildings or whatever just to keep the schools from being
11 mixed, and they do the ~~same~~ same thing in black schools, and if
12 that is happening here, I would find it very disturbing.

13 I don't know how to reconcile the testimony but in any
14 case, I would like to know from Dr. Foster, or from anyone
15 on the panel, whether there has been a move toward expansion
16 of private schools in Miami-Dade as a result of the
17 desegregation process.

18 Does anyone ^{on the panel} know the answer to that?

19 DR. FOSTER: I'm speaking briefly. Dr. Abney I'm sure
20 would know better than me. I think the strongest surge in
21 the last year or so has been for increasing private schools
22 for Cuban pupils, and I think this is a very strong movement
23 right now. I think the rest of it has sort of leveled off.

1 VICE CHAIRMAN BERRY: You think so?

2 DR. ABNEY: I concur with what he said.

3 VICE CHAIRMAN BERRY: Also, Dr. Abney, why is there a
4 perception, at least among the black parent^s, and some of the
5 students that we heard from, that the schools in Miami-Dade
6 are so bad? Are the schools really that bad? If they are,
7 why aren't you doing something about it, you and the other
8 people? I don't mean you as an individual; I mean the
9 school system.

10 Are the schools really bad? What are you doing about
11 it?

12 DR. ABNEY: Dr. Berry, I think we have problems in our
13 public school system but I know of no public school system
14 across the land that does not have problems when we're
15 dealing with as many people as we are dealing with. I think
16 we also have very uniquely internalized some additional
17 problems that have compounded the problems that we had
18 previouslyⁱⁿ, that we have internalized in this community a
19 large population of Haitians, a very significant population
20 of Cubans coming in, ^{and} but I think ^{this} ~~it~~ has made our situation
21 much more difficult to deal with than it would normally do.

22 I think it has ^{also} accentuated some problems as it relates
23 to racial relations, not just between white and black, but

1 between Hispanics and blacks, ~~and~~ Haitians and blacks, ~~and~~ the
 2 whole bit, so that is where the dissatisfaction has evolved
 3 even more pronounced, and I think that's part of the reason
 4 for having it.

5 VICE CHAIRMAN BERRY: Dr. Foster, do you believe if an
 6 appropriate plaintiff came forward that the court might listen
 7 and act on some of the advise from your Bi-Racial Committee
 8 if there were plaintiffs coming forward?

9 DR. FOSTER: I think it might but it would have to be
 10 just at the appropriate technical time legally. As ~~I~~ ^{you}
 11 understand, you can't open up a system that's been declared
 12 unitary unless you have new evidence of intent. That's
 13 exactly what happened a couple of years ago when a couple of
 14 elementary schools were paired by the court as a result of
 15 the committee's recommendation.

16 As far ^{as} your question to Dr. Abney about Dade, I think
 17 Dade is still in a lot better condition than a lot of cities
 18 I ^{have} worked in ⁱⁿ the last six months, including Chicago, ~~and~~
 19 Philadelphia, ~~and~~ Los Angeles ^{and} ~~and~~ St. Louis, but we're
 20 headed ⁱⁿ that direction.

21 VICE CHAIRMAN BERRY: Finally, Ms. Packar, do you
 22 believe that the problems that parents and students and
 23 others say that black students ^{have in the} ~~had the~~ school system and in

1 particular in desegregation ^{ed} schools come about because
 2 black students are just less motivated, ^{and} less intelligent, ^{and}
 3 less disciplined than white students? Do you think that ~~is~~ is
 4 the reason for the problem?

5 MS. PACKAR: I go by scores that we do have, ^{when} and we
 6 had the state assessment scores, blacks tended to do poorly
 7 on them. I don't know whether ^{it} is for economic reasons,
 8 racist reasons? I have heard that in desegregated schools,
 9 white teachers do not know how to deal with black students,
 10 and so ~~some~~ ^{they} ignored ~~to~~ them.

11 Matt Miller ^{was} gave a perfect example ^{you know,} of something ^{that} he
 12 said ^{was that} He was ignored, ^{and} this is what I have heard. ^{But} I was ^{even}
 13 backed up one time by a black student, in fact she was a
 14 ^{Silver} Sybil Knight winner in our community and said that, right,
 15 she felt that black students are not as motivated; that the
 16 programs are there and they don't often take advantage of
 17 them, but as far as all black ^{students being} whites less motivated or less
 18 intelligent or ~~what~~, no, I'm not making that statement. I'm
 19 saying ^{that} there is somewhat ^{of} a perception of a lack of
 20 motivation, ^{even} among black students.

21 VICE CHAIRMAN BERRY: Thank you.

22 CHAIRMAN FLEMMING: Commissioner Saltzman?

23 COMMISSIONER SALTZMAN: Dr. Abney, is the quality of

1 education available to the black students equal to the
2 quality of education in general that's available to the
3 white students in Dade county?

4 DR. ABNEY: I think it is available. I think part of
5 the problem in terms of youngsters getting that quality of
6 education is counselling, and insistence on the part of
7 individuals ^{that} ~~who~~ are part of our school systems to take part
8 in. We talk about motivation but motivation isn't all the
9 product of the individual's inner feelings. I think that at
10 a certain age, particularly a young age, part of that
11 motivation comes from people who are working with you on a
12 day-to-day basis, and in the school system that's teachers
13 and administrators, and if the administrators and teachers
14 and counselors whatever have you in the schools, don't
15 somehow get to those people and motivate them to do better,
16 they ^{can't} ~~don't~~ do better.

17 Some of them can't get the motivation at home because
18 the parents don't have the education necessary, so ~~that it~~
19 means ^{that} ~~an~~ additional resources or those resources that are
20 provided have to be good in working with the kids in order
21 to get them to do their very best.

22 COMMISSIONER SALTZMAN: If you had your ^{rather} ~~brothers~~, sir,
23 in terms of the next five years, what are some of the most

1 positive, focal changes you would bring to the system to
2 improve the educational ^{attain} ~~obtain~~ment of children in the Dade
3 county, ~~schools~~, black and white?

4 DR. ABNEY: Well, basically, I don't go along with the
5 idea of just separation of the races for just separations ^{or}
6 for educational purposes. I think maybe the separation in
7 some ways will do some ^{some} good, but ^{it} will do others a great deal
8 of harm. Those people that somehow view it as ^{positively} ~~positive~~ may
9 also see their youngsters attain something for a period of
10 time in a certain field, certain area, but it also might
11 cause some other kinds of problems later on down the road.

12 I am a product of the desegregated schools ^{system in that} I was ^{born}
13 ^{and} raised in Norristown, Pennsylvania and ^{having come} ~~came~~ to Florida which
14 was quite a unique experience because of being in a
15 segregated setting and having to adjust to that. It
16 prohibited growth in many ways, and I think the ^{grated} ~~integrated~~
17 situation produced some growth that normally I would not
18 have gotten.

19 COMMISSIONER SALTZMAN: I am not sure I am phrasing --
20 I am saying, you as a school administrator, what would you
21 do specifically to advance education in Dade county for the
22 benefit of the educational attainment of both blacks and
23 whites?

1 DR. ABNEY: I was leading to that and I think the key
2 to ~~is~~ is plain ^{ly} and simple ^y, having the educator that is
3 willing to get his hands dirty ~~in a sense~~ working very
4 closely with the youngsters. I saw it ^{happen} in Northwestern in
5 the academic achievement program. I saw it happen at
6 Performing Arts Center where youngster who had not been
7 performing before but because of very close attention on the
8 part of educators, working with those young people began to
9 perform and perform much better.

10 They didn't perform at the level we would like to see
11 them oftentimes but certainly ^{an} there was improvement ^a. I
12 think the improvement was based upon the fact that they had
13 teachers who cared about them, administrators who cared
14 about them and worked with them very diligently.

15 COMMISSIONER SALTZMAN: Dr. Foster, would you care to
16 respond to that question?

17 DR. FOSTER: I think that's proper. I think the more
18 people like Everett Abney the system can hire and put into
19 operations ^f, the better off they will be.

20 COMMISSIONER RAMIREZ: I would like to clarify, as
21 counsel has mentioned, we heard testimony this morning
22 saying that the three groups in ^{the} Miami-Dade county area are
23 isolated from each other. In terms of the schools, do

1 Hispanic children go to all Hispanic or Hispanic/black
2 schools?

3 Dr. Abney, would you care to respond?

4 DR. ABNEY: ^{I think} You would find that ^aseparation is very
5 pronounced in many areas. You will find some few schools
6 where it is not. You will find a real mixture among the
7 student body.

8 One of those happens to be at American Senior High
9 School where, about three years ago, I was assigned where
10 youngsters were not getting along. The student body is
11 about 33 and a-third percent of each group, white, black, and
12 Hispanic. They were having problems when I went there. It
13 was a good experience for me and one I enjoyed and spent six
14 months there, and I saw some changes take place.

15 Here recently I have seen an escalation in the kind of
16 problems they had previously among the students ^{from}~~among~~
17 different ethnic groups, but it happened here that most
18 people that are one ethnic group would prefer being in with
19 that group because that's what they are familiar with and
20 that's true of everybody, not just whites; it is true of
21 blacks and Hispanics and Haitians.

22 COMMISSIONER RAMIREZ: In terms of resources allocated
23 to schools, is there a differential allocation of resources

1 to schools that are Hispanic versus white?

2 DR. ^{ABNEY:} FOSTER: I know of no differential that is provided
3 for any school in terms of, you know, money being provided
4 because it happens to be black; that's not considered a
5 differential. There is no specific differential provided
6 for anyone. It is not built ⁱⁿ a formula if you want to
7 put it that way. The differential comes in when we have
8 Title I Programs that are provided, the bilingual programs
9 that are provided, and ^{are} basically for Hispanics, things of
10 that order.

11 COMMISSIONER RAMIREZ: But your Title I is on the basis
12 of socio economics --

13 DR. ^{ABNEY:} FOSTER: It is, but primarily it ends up in
14 predominantly black schools.

15 COMMISSIONER RAMIREZ: Are the differences in the
16 perceived quality of schools related to socio economic
17 class or are they related to race or ethnicity?

18 DR. FOSTER: I don't think you can separate the two.
19 You know, most of the people who end up in the lower social
20 economical level in terms of the percentages happen to be
21 black.

22 COMMISSIONER RAMIREZ: In terms of those schools where
23 blacks and Hispanics are going to school together, do those

1 Hispanics tend to be poorer Hispanics?

2 DR. ^{ABNEY} FOSTER: They tend to be poor.

3 COMMISSIONER RAMIREZ: Just one more question, Dr.

4 Foster: you said that there was an increase in the number
5 of private schools receiving Cuban children. Is that
6 increase related to a religious motivation or is it a class
7 motivation or is it dissatisfaction with the public schools?

8 DR. FOSTER: I would classify it as mostly religious
9 and cultural rather than educational. I think the Hispanic
10 community would like to have their children noncontaminated
11 by Anglos and blacks, but I don't think they will get that,
12 but I think that's one reason they are trying to set up
13 private schools. Many of them are parochial schools.

14 COMMISSIONER RAMIREZ: So you do not see that the
15 Hispanic community perceives that it is getting unequal
16 education and would move to desegregate the schools on an
17 ethnic basis?

18 DR. FOSTER: Not at the moment, such as you ^{would} ~~will~~ have
19 in Texas, for example, which makes it a very difficult thing
20 legally to get into. I am just not sure how you would do
21 that.

22 COMMISSIONER RAMIREZ: In terms of the burden of
23 hosting or receiving blacks, do Hispanic schools receive

1 more blacks than white schools, than Anglo schools, I guess
2 is the way you would put it?

3 DR. FOSTER: I would guess yes, wouldn't you, Dr.
4 Abney?

5 DR. ABNEY: I think it is based on proximity. If you
6 start looking ^{at} where the ^{largest} percentage of your Hispanic
7 population ^{lives} in terms of places where they live, they live
8 closer to the innercity than those that ^{have been in} ~~are in~~ the
9 community ^{and} ~~that~~ are white for longer periods of time and
10 have achieved some stable economic basis^s. Most of those
11 would be white.

12 DR. FOSTER: In the north central area, figures for
13 this fall come out 67 schools for example, show that 44
14 schools are over 90 percent minority, and 12 of those are
15 virtually all minority, 99 percent or over.

16 COMMISSIONER RAMIREZ: When you say minority now, you
17 are talking black?

18 DR. FOSTER: Both ^{Hispanic} ~~black~~ and ^{black} ~~Hispanic~~.

19 COMMISSIONER RAMIREZ: Just one last question: what
20 about the proportionate representation of the three groups
21 in the faculty^y, in the school system, Dr. Foster?

22 DR. FOSTER: Well, in terms of employment, as nearly as
23 I can figure out, it is fairly good at this point because

1 Dade doesn't have an Affirmative Action Program, and I have
2 no access to such things as applicant flow data, but
3 currently there are 27 percent black employed on the
4 faculty, 13 percent Hispanic, ^{and} 60 percent other, and on the
5 basis of a lot of work we've just done with Broward county,
6 Fort Lauderdale, I wouldn't guess that ^{that} would ^{not} be too far from
7 an applicant flow situation; however, in terms of
8 assignment, in the last couple of years we have noticed a
9 good deal of erosion in following Singleton ~~patterns~~, so
10 that currently, for example, in the north central area, I
11 ^{just} ~~guess~~ we ran a quick ^{eye check} ~~check~~ yesterday and I found something
12 like 30 schools out of faculty compliance on a very liberal
13 position like 20 percent plus or minus, whereas, you have
14 the court in St. Louis ^{just saying} only plus or minus 5 percent is
15 allowable, and even Chicago, plus or minus 15 percent,
16 according to the Justice Department, so I think Dade is just
17 now again coming up to a position of being pretty seriously
18 out of compliance with Singleton ~~Rules~~.

19 CHAIRMAN FLEMMING: We want to thank all of the members
20 of the panel for the information you provided us, for the
21 insights you have provided us. It has been very, very
22 helpful. Thank you very much.

23 Counsel will call the next witnesses.

STUDENT DEVELOPMENT SERVICES

1
2 MR. ALEXANDER: Gwendolyn Jennings, Ivette Morgan, Ray
3 Turner, Arthur Woodard.

4 GWENDOLYN JENNINGS

5 IVETTE MORGAN

6 RAY TURNER

7 ARTHUR WOODARD

8 Called as witnesses by and on behalf of the Commission,
9 being first duly sworn by the Chairman, was examined and
10 testified as follows.

11 CHAIRMAN FLEMMING: We appreciate your being with us.

12 MR. ALEXANDER: Starting with Ms. Jennings, could you
13 each describe yourself, give us your name and your position
14 with the school system and a very brief description of your
15 responsibilities.

16 MS. JENNINGS: My name is Gwendolyn Jennings. I am
17 Director of Student Development Services, and my department
18 is primarily responsible for several programs that are
19 designed to provide enhancement development of students in a
20 variety of areas, assisting to understand and learn more
21 about themselves and to be able to get along with others,
22 assisting them with formulating career plans and working
23 towards the culmination of those plans, assisting students

1 with problem-solving and decision-making skills.
2 Essentially, I am responsible for the programs that are
3 related to guidance services, visiting teachers services.

4 MR. ALEXANDER: Thank you. Dr. Morgan?

5 DR. MORGAN: I am Ivette Artiaga Morgan, Project
6 manager of a Title IV-C innovative program. It is called
7 BASE, Bilingual Alternative for Secondary Education.

8 MR. ALEXANDER: That is a drop-out prevention?

9 DR. MORGAN: That's a drop-out prevention, yes.

10 MR. ALEXANDER: Thank you. Dr. Woodard?

11 DR. WOODARD: My responsibility is principal at
12 MacArthur ~~North~~ Senior High School. ^{North} I work under Ms.
13 Jennings. She is my boss.

14 MR. ALEXANDER: And that is a special school,
15 MacArthur?

16 MR. WOODARD: That's a very special school that deals
17 with youngsters that can't seem to adjust in a regular
18 school setting.

19 MR. ALEXANDER: Thank you.

20 MR. WOODARD: It is more or less the disruptive
21 youngsters.

22 MR. ALEXANDER: Dr. Turner?

23 DR. TURNER: My title is Excutive Director of Program
²
[^]

1 Evaluation and Management Analysis. I have the
2 responsibility for the system-wide testing program for
3 students for program evaluation, for doing statistical
4 studies and analysis and some work in the area of budget
5 development.

6 MR. ALEXANDER: There are a number of issues raised
7 with the last group of witnesses, Dr. Turner, about the
8 performance of students in the Dade county School System.
9 Could you tell us overall at the primary level how Dade
10 county students compare with the rest of the country?

11 DR. TURNER: Yes, sir. I will be happy to. In the
12 area of math^ematics, we are quite a bit above the national
13 median. We center about the 70 percentile which is quite
14 high for a school system with this type of diversity.

15 In the area of reading we are also above the national
16 norm, although not quite so high, clustering around the
17 upper 50 to 60.

18 In the area of math at the intermediate level we are
19 right at or just slightly above the national average, and
20 likewise in the area of reading.

21 MR. ALEXANDER: What happens when we get into the
22 secondary level?

23 DR. TURNER: The secondary?

1 MR. ALEXANDER: Senior high school ^{level}.

2 DR. TURNER: At the junior and senior high school level
3 we are above the national average in math computation; just
4 about ~~in~~ the national average in math concepts; slightly
5 below the average in the area of reading but the trend over
6 the past five to six years ^{has} been steadily upward.

7 MR. ALEXANDER: Is the progress that seems to be
8 apparent in the elementary school level, which is not
9 quite as good ^{at} ~~as~~ the senior level, as I understand it,
10 overall you are slightly below national norms ^{at} ~~on~~ the senior
11 level?

12 DR. TURNER: Yes, ^J [^] the secondary level, seventh grade
13 up. There areas where we are at or above.

14 MR. ALEXANDER: Is this progress the same for black,
15 white, and Latin students?

16 DR. TURNER: Well, we don't keep scores by ethnic
17 categories, Sir.

18 MR. ALEXANDER: Why not?

19 Dr. Foster: We simply have chosen, as a school, ^{system} not
20 to do that. We haven't done it for many years.

21 MR. ALEXANDER: Who in the school system made that
22 decision?

23 DR. TURNER: ^{That was a decision made by} The School Board and admini~~st~~stration some

1 years back.

2 MR. ALEXANDER: How many years back?

3 DR. TURNER: Seven or eight years ago, as I recall.

4 MR. ALEXANDER: Does your department agree with that
5 decision?

6 DR. TURNER: Yes we do.

7 MR. ALEXANDER: You have not recommended a change in
8 that?

9 DR. TURNER: No, we have not.

10 MR. ALEXANDER: Can we, however, identify by specific
11 schools whether schools that tend to be minority
12 impacted are doing as well as other schools in the system?

13 DR. TURNER: Yes. It would be possible to look at
14 schools which are predominantly of one ethnic group or
15 another and draw some comparisons, certainly.

16 MR. ALEXANDER: I understand that the State Testing
17 System in 1977 identified 33 schools in Dade county that had
18 serious problems; is that correct?

19 DR. TURNER: No, sir. I think that figure was --

20 MR. ALEXANDER: How many?

21 DR. TURNER: -- more like 80 schools in '77, the first
22 year of the State Assessment Program.

23 MR. ALEXANDER: "Deficient" was the term used.

1 DR. TURNER: Deficient but deficient according to the
2 state definition, which says that, if no more than 70
3 percent of the youngsters in the school achieve 70 percent
4 of the standards, the school shall be declared deficient
5 without any other factors being considered.

6 MR. ALEXANDER: In an interview with our staff you
7 indicated that seven schools ^{that} were located in the Model
8 Cities area, that were predominantly black schools, had
9 serious deficiencies in all subject areas; is that
10 correct?

11 DR. TURNER: No, sir, I did not indicate that.

12 MR. ALEXANDER: Could you clarify that?

13 DR. TURNER: Well, I don't know what you are referring
14 to. The staff has copies of test results but we did not
15 discuss that specifically.

16 MR. ALEXANDER: Is there any way of telling what the
17 achievement level is in the minority schools in the city?

18 DR. TURNER: Well, as I have just said, you can take
19 schools which are predominantly minority and could make
20 comparisons.

21 MR. ALEXANDER: Has that been done by your department?

22 DR. TURNER: Specifically, no, although we do put out a
23 very comprehensive test results information both in terms of

1 the Stanford Achievement Test and the State Assessment, and
2 those are carried by the local news media.

3 MR. ALEXANDER: Given the concern that was expressed by
4 a number of parents and students and others in the system as
5 to the inequality of educational results received with
6 respect to black students particularly, wouldn't it be
7 sensible to try and verify or not verify that ~~reception?~~ ^{perception?}

8 DR. TURNER: Well, it depends on your point of view.
9 Our point of view happens to be that we feel that youngsters
10 should be dealt with in terms of helping them meet their own
11 potential, and we deal with students rather than members of
12 any particular ethnic group, and we have attempted to
13 maintain that posture in everything we do in this county.

14 MR. ALEXANDER: Ms. Jennings, your department provides
15 the guidance counseling primarily; is that correct?

16 MS. JENNINGS: My department is responsible for giving
17 consultative services to those counselors who are employed
18 within the schools.

19 MR. ALEXANDER: Who makes the actual decision as to
20 whether or not an individual school has one or three or
21 seven guidance counselors? How is that determined?

22 MS. JENNINGS: In the secondary school it is
23 determined by the budgeting department based upon the

1 student allocation. In the elementary schools, my
2 department makes that determination as to which schools will
3 have an elementary counselor.

4 MR. ALEXANDER: Do you feel ^{that} there ^{are} sufficient numbers of
5 counselors for the types of problems that have been
6 identified by the parents of these students in the school
7 system, [?] ~~basically the~~

8 MS. JENNINGS: No, I do not think there are sufficient
9 numbers of counselors especially at the elementary level.
10 At the secondary level, I think the staff, in talking with
11 my counselors, feel their case loads are tremendously high,
12 which means they do not have sufficient time to be
13 responsive to many of the needs of students that we see
14 evidence of.

15 MR. ALEXANDER: Do you tend to agree with the sort of
16 individual student notion that we just heard, or do you
17 think there are differentials, generalizations that can be
18 made about the needs of innercity students for counseling
19 and support services, let's say, versus, any other students
20 in the system?

21 MS. JENNINGS: I'm not sure I quite understand your
22 question.

23 MR. ALEXANDER: Do you think that the students in the

1 Model Cities area have greater counseling needs than other
2 students in the school system?

3 MS. JENNINGS: I can't say that specifically they do.
4 I do not feel -- I think they have different kinds of needs
5 in some respects. I think they have a lot of the same needs
6 of a lot of students. We make no attempt to make any
7 differential based upon ethnicity or racial group in the
8 placement of counselors with the elementary program and not
9 with the secondary program.

10 MR. ALEXANDER: So you don't take into account whether
11 this particular school is black or poor in the placement of
12 counselors?

13 MS. JENNINGS: No, we do not.

14 MR. ALEXANDER: Dr. Morgan, you run a specialized
15 program. Could you tell us what needs that your program is
16 trying to meet ^{are} ~~that's~~ not being met by the normal school
17 system?

18 DR. MORGAN: Well, first of all, we are a validated
19 program under Title IV, validated by the state. The monies
20 have been given to Dade to develop a Hispanic guidance
21 program. When I became project director, we assessed what
22 we called Hispanics ^{We decided} that the three ethnic groups, Hispanic
23 groups, were the Puerto Ricans, the Cubans and the Mexican

1 American, and therefore developed a sensitivity group for
2 administrators and counselors dealing with the students. As
3 we progressed, the communication gap and the cross-cultural
4 problems manifested more than just Hispanics.

5 We felt that the black was also a disenchanting
6 youngster that was thinking about the possibility of leaving
7 school and we didn't want that.

8 Ms. Jennings and I have worked together, or given
9 workshops to the whole county, the counselors and *The*
10 administrators ^{*of the whole county*} I have approached Dorothy Fields of the
11 Black Archives to do also a black historical cultural
12 sensitivity program where we can reach as many of the
13 minorities as we can and have the youngsters involved in
14 this guidance program.

15 MR. ALEXANDER: How many students does BASE serve?

16 DR. MORGAN: Unfortunately, not as many as we could and
17 we should. At this moment we are approximately 400 with the
18 possibility of servicing close to 2000.

19 MR. ALEXANDER: Ms. Jennings, are you aware of any
20 other ^{*specialized*} programs for dealing with the dropout
21 problem in the Dade county school system other than project
22 BASE?

23 MS. JENNINGS: We have a program within our Intergroup

1 Relations Program that is working with potential dropouts.
2 At this point it is on a very small scale because our
3 ^{intergroup}~~integral~~ relations staff is small but we are starting with
4 the sixth grade students and then we are hoping to be funded
5 so we will be able to carry on the program to track those
6 students as we go along.

7 Some of the things we are doing with them is testing
8 them in terms of their selfconcept, their attitudes; then we
9 are giving them group counseling, individual counseling and
10 awareness activities, talking with the teachers, that type
11 of activity, to try and give them some various specialized
12 intensive kind of attention.

13 Of course, this isn't the major function of the
14 Intergroup Relations Program but this is one of the units or
15 components they have within it.

16 MR. ALEXANDER: Mr. Woodard, could you explain the
17 types of needs that your specialized high school tries to
18 deal with and how its programs operate?

19 MR. WOODARD: With the teacher-pupil ratio of 16 to 1--
20 prior to this time we were 13 to 1 -- we believe in small
21 classes and pick the youngster up where he is at, so to
22 speak. From this our other programs include the vocational
23 aspects of education, which we are very successful in

1 finding jobs.

2 Our problems are finding jobs in the public sector
3 instead of the -- I should go the other way, trying to find
4 jobs in the private sector in lieu of the public sector only
5 because the jobs fail or come to an end, so to speak.

6 We try and train youngsters for the jobs that are out
7 there.

8 MR. ALEXANDER: When you are referring to the public
9 sector jobs, are you mostly referring to CETA jobs that have
10 terms certain?

11 MR. WOODARD: That kind of job.

12 MR. ALEXANDER: In addition to the school problems what
13 type of external problems do students ⁱⁿ at Miami, MacArthur
14 tend to face?

15 MR. WOODARD: Well, the external problems more or less
16 move along with the problems in the community. In as much
17 as we have most of our kids from the Scott Housing area, we
18 can feel or foretell those problems before anyone else, so,
19 if we can more or less curtail them through counseling,
20 pride programs and the programs from within the community,
21 we may be able to get a top handle, so to speak, on this
22 kind of activity.

23 MR. ALEXANDER: Your students are both black and white

1 and Latin students; is that correct?

2 MR. WOODARD: Ye^s. We are 98 percent black, one and
3 one-third percent Hispanic, one and two-thirds percent
4 white.

5 MR. ALEXANDER: This school is voluntary for the
6 students?

7 MR. WOODARD: No. We have youngsters that are
8 administratively assigned to us. Those students that are
9 recommended from principals and assistant principals
10 throughout the north central and the north area. The others
11 ^{may} come ⁱⁿ involuntarily. These youngsters are usually brought
12 in by parents or recommended to us from some of the people
13 in the community, and then from this we have youngsters that
14 are administratively assigned to us who would like to stay
15 with us during the entire three or four years. If they are
16 ninth-graders, they want to stay and graduate with us.

17 MR. ALEXANDER: You see the files on the students that
18 come into your school system that have been presumably in
19 some level of problem in the other parts of the school
20 system. Do you see an indication of a great deal of effort
21 having been made with many of the black students before they
22 come to your school?

23 MR. WOODARD: As we make comparisons, utilizing the

1 folders, we find that a black student's folder is very thin
2 when it gets to us and a white student's folder is thick, so
3 we are saying there that the white students seem to get more
4 ample counseling or what have you before he is assigned to
5 us.

6 MR. ALEXANDER: Do you feel that many of the white
7 students who have problems in the school system don't end up
8 in your high school because of other alternatives, the
9 private school system?

10 MR. WOODARD: Yes, this is true. A review of the
11 literature would show that most white kids do get an
12 opportunity to be transferred to private schools only
13 because their parents are able to pay for his education,
14 whereas in the black, especially in the innercity's area,
15 the parents do not have the money so they'll have to come
16 with us.

17 MR. ALEXANDER: What generally, Ms. Jennings -- and
18 the rest of the panel -- what types of additional programs
19 or efforts do you think the Dade county school system should ^{be}
20 making to address the types of concerns raised earlier _^
21 today? These were concerns of insensitivity of teachers,
22 lack of caring about black students, basically a feeling
23 that the school system wasn't caring about black students.

1 That's what the accusations were.

2 Ms. Jennings, you may start.

3 MS. JENNINGS: I would like to see a comprehensive
4 program to identify potential dropouts and to then provide
5 those interventions that ~~they~~ then may reduce or resolve the
6 problem. I also have within my department the Intergroup
7 Relations Program which I mentioned earlier, and that
8 program is funded by the Emergency School Assistance Act.

9 For the most part I have nine Intergroup Relations
10 specialists and one additional specialist that is funded
11 through common funds. They are in the schools primarily to
12 assist those schools that are under court ordered
13 desegregation, or have been mandated ^{by} our school board in
14 terms of being a school that has been identified somewhere
15 along the way, though even if it was not court ordered, is
16 one that ^{was} ~~is~~ desegregated locally.

17 We at the present time do not have sufficient staff, I
18 think, to handle all of the problems and concerns in the
19 schools that have requests for the Intergroup Relations
20 Program. The specialists are in the schools to work with
21 the students, to work with parents, and to work with school
22 staffs to try and prevent or resolve minority group
23 isolation, to try and ease the transition of students as

1 they go from grade to grade and level to level, and I would
2 like to see an expansion of that particular program.

3 As I said earlier, I would like to see more counselors,
4 especially at our elementary level, when I alluded to
5 earlier ~~to~~ the fact that minority students have different
6 problems they have some of the same problems as all other
7 students but they have different problems, and they come to
8 school with different attitudes, probably different than the
9 larger sector.

10 Their attitudes -- their behavior, sometimes, may
11 appear different to white teachers and so forth, and I think
12 because of this they need a lot of extra time and extra
13 attention from someone who is there and who is available and
14 with the case load we have at all levels, it is impossible
15 to give the kind of intensive services that students need.
16 Those are three I can think of.

17 MR. ALEXANDER: Dr. Morgan?

18 DR. MORGAN: Well, I would like to give you just a
19 little background on my project so you can see the gestalt
20 of it. We have the three target population; they are the
21 administrators and counselors; they are the students and the
22 parents of the students. The administrators and counselors
23 are given workshops, two-day workshops where they are

1 introduced to the different kinds of cultures and languages.
2 At this point we also have integrated the Haitians and we
3 are going to start dealing with the Russians ^{Jews} ~~just~~ at Miami
4 Beach.

5 The administrators are taught the language of the
6 youngsters. The counselor is given a specific counseling
7 model designed by a clinical psychologist just for us. Then
8 ~~this~~ ^{the} student is identified and small groups are formed in
9 each school. The parents then are involved not only in the
10 small groups and are informed of what's going on in these
11 small groups, but we also have informational units for the
12 parents.

13 The Hispanic parents and ~~many~~ ^{er} ~~refugee~~ [^] parents do not
14 understand the American school system. It is usually their
15 model comes from Europe. Also, the innercity parents don't
16 understand quite what these massive testings are and where
17 my student stands and we have those small groups with
18 parents, also.

19 By the way, I just want to mention that of the possible
20 46 junior highs, I am ^{now} ~~not~~ involved in 10. The reason is
21 the counselors are really tied up. There are not enough
22 counselors.

23 MR. ALEXANDER: Mr. Woodard?

1 MR. WOODARD: You will repeat your question, please.

2 MR. ALEXANDER: What kind of things could Dade county
3 School System be doing that it is not currently doing to try
4 to get out the frustrations that we heard about earlier from
5 students who feel they are dealt with in an insensitive and
6 nonequal way by the school system?

7 MR. WOODARD: I think that we could more or less seek
8 employment and train especially our youngsters for the type
9 of employment that this individual is capable of being
10 engaged in. We won't be able to send all of our youngsters
11 to college and we won't try, but outside the youngsters
12 should see ^{role} real models, that kind of thing. The ^{County} ~~Court~~
13 should take a peek in that respect and try and seek
14 employment more or less for our youngsters.

15 MR. ALEXANDER: Dr. Turner?

16 DR. TURNER: Well, I think one resource that we have,
17 which possibly can be better utilized, we do have a source
18 of funds from the state for management and teacher training,
19 which is a part of our state ^{fund} financing for schools, and we
20 do make some use of that in our Teacher Education Center and
21 our Management Academy to provide training for teachers and
22 administrators, and I think we might possibly need ~~to~~ to
23 take a further look at that in terms of the specific

1 problems you are addressing.

2 There are a couple of other factors, though, that I
3 want to mention. In terms of state student assessment, and
4 I think this is rather significant, at grades 3, 5, 8 and 11
5 where the State Student Assessment Part 1 Test is given with
6 only one exception, we are above the state average, the
7 state median, and I think that's --

8 MR. ALEXANDER: Overall, that is?

9 DR. TURNER: Yes. We are, the only exception to that,
10 that is in the eleventh grade reading, and the state average
11 is 85 percent and we're 83. In every other case we're above
12 the state average.

13 There is something else that I just want to correct,
14 something you said before. In 1977 when the State Student
15 Assessment Test was first given, there were 87 schools that
16 ^{met} ~~made~~ the state definition of deficient. Last year there
17 were 33 schools, which is less than half of that, and ~~we~~ ^{we}
18 think that ^{is} significant progress.

19 Also, we do offer a very comprehensive compensatory
20 education program ^{from} ~~for~~ state compensatory money as well as ~~our~~
21 ^E ESAA Title I ^{and I think that's important. But} ~~money~~ ^{that} I think the underlying thing [^] could help
22 everything ^{is} ~~to~~ remember we do have very many dedicated
23 teachers of all ethnic backgrounds who are determined to

1 make the school system work and who spend 8 and 10 and 12
2 hours every day attempting to make it work, and that's the
3 real key, I think.

4 MR. ALEXANDER: Mr. Chairman?

5 CHAIRMAN FLEMMING: Ms. Jennings, Mr. Woodard in his
6 testimony a few minutes ago said that when they received the
7 folders on the white students, they were pretty thick
8 folders, indicating ^{that} a good deal of counseling had gone on
9 prior to the time that the student enrolled ⁱⁿ ~~the~~ his school.

10 In the case of the black students, they were pretty
11 thin folders, indicating that not a great deal of counseling
12 had gone on.

13 I'm wondering if you would comment on that testimony.

14 MS. JENNINGS: I have observed the phenomenon that
15 Mr. Woodard is speaking of in that there have been cases
16 that, in folders ~~and~~ ^{that} I have observed, that students have
17 mainly committed a great ~~deal~~ ^{number} of acts, and those students
18 may be white, before they are finally referred to the ~~student~~ ^{opportunity}
19 school.

20 I don't think it is ^{that} a great deal of counseling, per
21 se, ~~that~~ has been done but many times a lot of different
22 options and interventions are being provided for those
23 students then are sometimes being provided for black

1 students, or other minority ^{students,} ~~groups,~~ ^{that} and ~~they~~ may be more
 2 ~~parent~~ contacts, more referrals to other agencies or to
 3 ^{PRIDE} ~~provide~~ specialist or occupational specialists and others
 4 within the ~~system~~ ^{school situation.}

5 I wouldn't know how ^{prevalent} ~~to prevent~~ that, ^{is} at this point,
 6 but I have made the same observation, and, as I said, it is
 7 not just counseling; it is a lot of other things that have
 8 been done for those students sometime before they are
 9 referred.

10 CHAIRMAN FLEMMING: Do you meet from time to time with
 11 your counselors as a group or with some of the counselors as
 12 a group who are working in the various schools in order to
 13 get a feedback from them as to the experiences that they
 14 are having?

15 MS. JENNINGS: At the secondary level, for the junior
 16 and senior high school programs, we meet with the assistant
 17 principal or Chairperson for Student Services, and that is
 18 the person who has the responsibility for the day-to-day
 19 management of the total student services program which
 20 includes guidance services. That is because we have so many
 21 counselors, 300, ^{that} ~~It~~ is impossible to meet with all of them
 22 except in a workshop type format, ^{and} ~~so~~ what we do is we offer
 23 workshops and we provide the opportunities for them to come

1 to get additional training to enhance their skills in
2 working with students and parents.

3 When we meet with the assistant principals or
4 chairpersons, then we provide information to them. Also
5 they give back to us information or concerns that they have.

6 At the elementary level, with the elementary
7 counselors, since we only have 72 of those persons and we're
8 able to meet with them as a group, we have area meetings
9 with them where we have smaller groups and at least three
10 times during the year we have a full meeting with all of
11 them, but there is always opportunities for exchange of
12 information and for them to share their concerns as well as
13 for us to provide information and direction to them.

14 CHAIRMAN FLEMMING: Do the counseling activities
15 include contacts with the parents of students from time to
16 time on the part of the counselors? I was very much
17 interested in Dr. Morgan's account of her program and I am
18 interested in the fact that parents are involved at a
19 particular point.

20 In connection with the counseling program generally, is
21 there ² provision made for the involvement of parents in the
22 counseling activities?

23 MS. JENNINGS: Yes, there is. Parents are always

1 invited to various programs that may be going on. They
2 receive information from the student services personnel on a
3 variety of topics: college admission, so forth. During the
4 time when ~~they~~^{we} try and work with students on career
5 planning, then the parents are always told that there is an
6 opportunity for them to call at any time. I really know of
7 no school that does not provide ample opportunity for
8 parents to be involved in the education of their students.

9 CHAIRMAN FLEMMING: We have received testimony
10 indicating considerable degree of unhappiness on the part of
11 some members of the black community relative to the current
12 desegregation plan. Do you get a reflection of that
13 unhappiness either from the students as a result of the
14 counseling activities involving them, or as a result of the
15 contacts that are made with their parents?

16 MS. JENNINGS: If you are asking me if I get it
17 personally --

18 CHAIRMAN FLEMMING: Yes. I'm thinking of a person in
19 your position. You have an overall position of
20 responsibility and I'm just wondering what comes to you
21 along this particular line. What do your counselors tell
22 you about their contacts with the students, their contacts
23 with the parents, relative to their perception of the way

1 in which the desegregation ^{plan} impacts on the members of the
2 black community?

3 MS. JENNINGS: I don't think it is identified as
4 desegregation per se, in that they are unhappy. I think
5 from time to time I have had some concerns from parents that
6 they were unhappy with certain aspects of the school program
7 in that they did not feel that their children were getting
8 sufficient counseling services. They may not feel ^{that} -- they
9 were not as satisfied with the ^{way} way in which their students
10 were handled when they were brought into the office ^{for} or
11 infractions of behavior, that type of thing, but in recent
12 years, to me that has not been widespread.

13 I noted a lot of that when I was in the area office
14 and I worked with transfers and parents being very unhappy
15 because their child was supposed to go X school and they
16 were trying to get a transfer to another school, and I
17 observed a lot of that, but in recent years, I haven't had
18 that unhappiness ~~expressed~~ to me per se, nor has it been
19 really told to me by the counselors.

20 The group that probably works a little more closely
21 with the problems of the schools that are related to
22 desegregation are the Intergroup Relations Personnel,
23 and it has been their feelings, I think they are working

1 more on a positive basis in trying to get students
2 together and parents together and we have identified some
3 problem areas.

4 As I said, I think they are related to the lack of
5 other kinds of services besides academic services. Also,
6 the fact that some parents have been a little distressed
7 that their children are not in somewhat higher level courses
8 that are being offered at particular schools, but we have
9 tried to intervene to set up ^{strategies} ~~things~~ to deal with those
10 particular problems.

11 CHAIRMAN FLEMMING: On the basis of the experiences
12 that you have had in your area of responsibility, if you
13 were asked by the officials to whom you report to make
14 recommendations for changes in the desegregation plan as it
15 has been approved by the court, are there any specific
16 recommendations that occur to you that you would make?

17 MS. JENNINGS: I don't know if I can answer that
18 right now. I would like to give it a little thought.

19 CHAIRMAN FLEMMING: I' ^d ~~ll~~ be glad to have you do that
20 and, if you would like to, just give us a little memorandum
21 and we will make it a part of the record because,
22 personally, I have a high regard for the kind of experiences
23 that people have who are involved in counseling activities.

1 It seems to me that you get a perspective that comes to very
 2 few persons, so after you think about that, if you would
 3 like to give us a ^{little} memorandum on it, why, we would appreciate
 4 it.

5 Commissioner Ruckelshaus?

6 COMMISSIONER RUCKELSHAUS: Dr. Turner, what is the
 7 countywide dropout rate as compared with the national
 8 dropout rate? Do you have any idea?

9 DR. TURNER: No, I don't have that specific
 10 information. ^{Mrs.} ~~Mr.~~ Jennings may have something on that
 11 because of the student services. It would be ^{far lower than} ~~for her~~ and it
 12 would be in the schools that were mentioned earlier --
 13 Philadelphia, New York, Chicago -- those schools, would
 14 compare very favorably with them but would be somewhat
 15 higher than smaller school systems, but I couldn't give you
 16 a specific figure.

17 COMMISSIONER RUCKELSHAUS: Do you keep statistics on
 18 the dropout rate of various high schools in your system?

19 DR. TURNER: Yes, we do. ^{That's --}

20 COMMISSIONER RUCKELSHAUS: Are there special services
 21 ^{and} ~~in~~ counseling support provided for those schools?

22 DR. TURNER: Yes, there are. ^{And} There again, that's
 23 generally handled through the students services people, and

1 the counseling staff is used. Our occupational specialists
2 are used to deal with youngsters to give them occupational
3 information and to provide follow-up information on dropouts,
4 to determine employment, enrollment in school, enrollment in
5 training programs after they leave high school. It is quite
6 an extensive follow-up program there.

7 COMMISSIONER RUCKELSHAUS: Is there any way that you
8 know of to predict potential dropouts pretty early in the
9 system?

10 DR. TURNER: Well, I think I could only give you those
11 that would be sort of universally accepted. That would
12 be an obviously lack of interest in school, discipline
13 problems, poor attendance. There are many symptoms of a
14 problem which may also and does, in fact, correlate very
15 highly with dropping out. *And I think we would all be*

16 COMMISSIONER RUCKELSHAUS: Is there an effort to pick
17 those people up as early as possible?

18 DR. TURNER: Absolutely. I don't know a school in the
19 system that doesn't have a very carefully developed program
20 to deal with youngsters who are having academic difficulty,
21 who are exhibiting problems in ~~ir~~regular attendance. The
22 counseling staff does, I think, a generally very good job,
23 considering the fact that they have a lot of students to

1 deal with in responding to those kinds of symptoms and in
2 dealing with those youngsters; they spend a lot of time
3 working with parents of those youngsters to head off that
4 problem.

5 COMMISSIONER RUCKELSHAUS: I wonder if you could give
6 me some information about what's come to be known as the
7 Functional Literacy Test or State Student Assessment Test?

8 DR. TURNER: I will try. ^{The State Student Assessment Test really is}
~~It is really~~ in two parts.
9 What we ^{were} ~~are~~ talking about earlier is called Part I, which
10 test the basic skills at 3, 5, 8, and 11. The test which
11 many people refer to as Functional Literacy Test, which is,
12 I feel, the State Assessment Test Part II up until this
13 year, has been given at grade 11 and at grade 12 as well as
14 in the adult program. That is a test of application of
15 basic skills, so it goes beyond the 3, 5, 8 and 11 and gets
16 into real life situations of computing insurance bills,
17 writing checks, those kinds of things. That was first given
18 in the state in 1977.

19 It has been given now in '78 and '79 and most recently
20 in October of this year we will be getting the results of
21 that test back some ^{time} this week or early next week.

22 COMMISSIONER RUCKELSHAUS: The State Legislature
23 mandated this test?

1 DR. TURNER: Yes. That was a part of the
2 Accountability Act from the Florida Legislature which they
3 enacted in '75-'76.

4 COMMISSIONER RUCKELSHAUS: How does Dade county do
5 versus the rest of the State in passing that test?

6 DR. TURNER: We do very well. There again, we are at
7 or above the state average, and the rate of improvement in
8 Dade county has paralleled that of ~~that of~~ the state. Since
9 the test was introduced, the ^{percentage of} youngsters passing has increased
10 dramatically, and those figures are kept at the state level
11 by ethnicity and the increase of the number of black
12 youngsters passing that test, percent ^{age} of increase, the rate
13 of increase, has been greater than that of the white
14 youngsters, and that's true statewide.

15 COMMISSIONER RUCKELSHAUS: Specifically teaching to
16 that test and then 9, 10 and 11 grade?

17 DR. TURNER: You have to get into the difference
18 between a criteria and reference and normal reference test.
19 State Student Assessment Part I is a criterion reference
20 test where you establish specific skills. Everyone knows
21 what those skills are and is encouraged to help youngsters
22 meet those skills; and State Student Assessment Test Part II
23 is a follow-up of that, so it is widely known in the state

1 what kinds of problems to be dealt with, and our staff and
2 our students have taken that very seriously and have worked
3 very hard, and have evidenced some real progress there.

4 COMMISSIONER RUCKELSHAUS: What is the controversy^a
5 over the diploma versus a certificate for those who cannot
6 pass that test?

7 DR. TURNER: The provisions of that act was that a
8 youngster had to pass the Part II test in order to receive a
9 regular diploma from a high school in the state of Florida.
10 If they completed all other requirements for high school but
11 did pass that test, they would be given a Certificate of
12 Completion. As you know, because of the Debra P. case in
13 Hillsborough county, the court, while they upheld generally
14 the validity and the appropriateness of the test, did say
15 that youngsters, in their opinion, had not been given
16 adequate time to prepare and, therefore, delayed the
17 implementation of that test until '82-'83. We are working
18 now ^{under} ~~on~~ the assumption that the class of '83, which would be
19 this year's sophomore class, would be the first class that
20 would fall under that requirement.

21 One of the things the state has done this year is made
22 a decision that that test will be given to all sophomores
23 in April of this year. Prior to this year they ^{began} ~~began~~ taking

1 it in their junior year and had two opportunities as
2 juniors, two as seniors, to pass it. Beginning this year,
3 there will be five opportunities to pass it ^{in the} ~~and a~~ regular
4 school program plus the adult ed program with follows.

5 COMMISSIONER RUCKELSHAUS: Thank you. I have a
6 question for Mr. Woodard.

7 Do you get to recruit teachers for your school? How
8 do you go about staffing your school?

9 MR. WOODARD: We had to take the surplus teachers at
10 this time. In the very near future we will get an
11 opportunity to select our teachers.

12 COMMISSIONER RUCKELSHAUS: What is a surplus teacher?

13 MR. WOODARD: Well, it is a teacher that teacher/
14 pupil ratio at other schools exceeded the number of teachers
15 you needed.

16 COMMISSIONER RUCKELSHAUS: They offered you one?

17 MR. WOODARD: Yes. Prior to ^{this} ~~that~~ time, all of our
18 teachers were given training in the social maladjusted
19 youngster which was something good for us, but in the near
20 future teacher core, ~~coming~~ along with the administrative
21 academy, will train individuals for us. We see this coming
22 next year, so it will be a great help to us.

23 COMMISSIONER RUCKELSHAUS: And your teachers are paid

1 at the same rate, or is there a differential for people [✓]
2 ^{who} it seems to me your school is a wonderful challenge and also
3 a terrible responsibility, being the last in line of people
4 ~~for~~ who have ^a good, ^{positive} opportunity for those youngsters.

5 MR. WOODARD: All of our teachers are given a \$750
6 supplement in addition to the normal salary given to all
7 the other teachers ^{in the county.}

8 COMMISSIONER RUCKELSHAUS: If you had a request that
9 could be instantly granted by the school board, what would
10 you ask for?

11 MR. WOODARD: Repeat?

12 COMMISSIONER RUCKELSHAUS: If you had two wishes that
13 the school board would grant to you, what you ask them for?

14 MR. WOODARD: More money for our youngsters and
15 teachers, I should say -- more teachers; lower the
16 teacher-pupil ratio; that kind of thing is what we would
17 want.

18 COMMISSIONER RUCKELSHAUS: Sounds familiar.

19 MR. WOODARD: Yes.

20 COMMISSIONER RUCKELSHAUS: Thank you.

21 Comissioner Horn: Mr. Woodard, and ladies and
22 gentlemen of that panel, you ^{are} about the closest st I'm going to
23 get to what a classroom teacher confronts. We are listening

1 to students; we are listening to administrators; we are
 2 listening to counselors; we are listening to parents, but we
 3 haven't had too many people on the firing line, and
 4 obviously the people on the firing line talked to you.

5 What I am curious is what kind of feedback do you
 6 get, and how have you seen that feedback change over, let's
 7 say, the last ten years in Miami as to the very real
 8 problems confronted by the elementary and high school
 9 teacher in the classroom?

10 I am particular interested in how, if there was a
 11 change, student attitudes and student behavior in the
 12 classroom have changed over this past decade, and I am
 13 interested ^{as} to ~~know~~ what do you attribute those causes,
 14 either as professionals, interested citizens, or parents?

15 Do you have some feelings on this?

16 DR. TURNER: Yes, I have some feelings on that. I
 17 think it's obvious when you talk with teachers that you ^{will}
 18 ~~would~~ get from ^{them} a feeling that they ~~perceive~~ ^{perceive} a very
 19 definite change in attitude on the part of students and
 20 parents. I think if you get a little deeper into that,
 21 though, you will find that they generally feel that ^{that} reflects
 22 attitude that they ~~perceive~~ ^{perceive} in society as a whole, less
 23 respect for those institutions which, over many years, have

1 been held ^{in one} one of those being the federal government, ~~and~~
 2 another being ~~the~~ school systems, and another being the city
 3 and county, state governments.

4 I think teachers are increasingly frustrated because
 5 we went from a period of time where teachers and educators
 6 where generally regarded as being people who were dedicated,
 7 who had the interest of youngsters at heart. I think we
 8 have moved away from that ^{to some degree,} ~~for many reasons~~ and particularly
 9 the very ^{dedicated} hard-working teachers' senses that in the attitude
 10 they see from parents and students, and they tend to feel
 11 sort of defeated in ^{that} no matter what kind of job they do, and
 12 how carefully they go about it, and how hard they work,
 13 somehow that effort is not appreciated.

14 I think that feeling is throughout the country and I
 15 think that's probably the biggest factor that I can think
 16 of.

17 COMMISSIONER HORN: So we have a morale problem among
 18 teachers and that's partly related to their perception of
 19 societal attitudes and the role ^{and} ~~in~~ relationship they have in
 20 relation to society?

21 DR. TURNER: In my opinion, yes.

22 COMMISSIONER HORN: Do the other three members of the
 23 panel share that analysis?

1 MR. WOODARD: This is true.

2 COMMISSIONER HORN: Because we ^{have} heard ~~about~~ ^{about} a lot ^{of} the
3 insensitive counselor, the ins^sensitive teacher. We all know
4 that's true to some extent. We also know as you suggest,
5 Dr. Turner, there are lot of dedicated teachers in this
6 world, a lot of dedicated counselors just as this panel
7 reflects.

8 ^{Now is} one way to get ^{this} dedication ~~is in~~ an economic way? You
9 talked about the additional funds people in your school get.
10 Is there sort of a hazard pay in Miami for teaching in the
11 innercity school?

12 There is in some cities and that's been proposed as
13 policy in some states. What is your feeling on that as a
14 solution to attract the better teacher and to make up for
15 the frustrations that teachers or counselors might suffer in
16 such a situation?

17 MR. WOODARD: You may create a problem there as to who
18 is the better teacher and the location, although at MacAthur
19 the alternative schools the teachers are given the extra
20 supplement, but I think as to who is the better teacher,
21 you are going to have problems in dealing with that.

22 COMMISSIONER HORN: Well, by what criterion would you
23 judge a teacher? You are on the firing line as a

1 principal.

2 MR. WOODARD: Well, looking back ^{at} ~~on~~ the evaluation of
3 results in the classroom.

4 COMMISSIONER HORN: In other words, where the students
5 are when they begin with that teacher and where they end up
6 in terms of academic achievement, or are there other scales
7 you are using to measure, say, wholeness of personal
8 attitude and so forth?

9 MR. WOODARD: The wholeness of the child or the
10 student. We'll evaluate it from that point.

11 COMMISSIONER HORN: Are the teachers in Miami
12 unionized?

13 MR. WOODARD: Very much so.

14 COMMISSIONER HORN: Has unionization affected the
15 attitudes of teachers toward their dedication to the student
16 in a learning environment in a classroom? Let me
17 parenthetically put a footnote ^{in there} and say, ^{all of us} that I recall with
18 some ~~of~~ degree of affection or lack of affection the
19 spinster school teacher stereotype of our youth and our
20 father's youth and mother's youth, ^{who} presumably ^{were} dedicated, ^{they}
21 worked around the clock; they tried to get students to
22 achieve, et cetera, et cetera.

23 The question would be -- and that's behind ^{my question} if Aunt

1 Minnie or whoever had a contract that said get out of the
2 ~~classroom~~^{Schoolroom} at 3:00 and don't spend three hours afterward ~~not~~
3 unless you are paid for it, would that change the learning
4 achievement of the classroom?

5 MR. WOODARD: Dr. Turner may be able to answer that
6 one.

7 DR. TURNER: Thanks. Appreciate the opportunity.

8 I would have to say from a personal standpoint I don't
9 think there is any question that unionization has had some
10 effect whether real or perceived to be real, and I think we
11 read of the militant union and we cannot accept in our minds
12 that ^amilitant union member who is a teacher could also be
13 one of those dedicated loving ~~kind of~~ warm people.

14 I think the truth of the matter is they can but I think
15 the whole trend toward unionization, which here again I
16 think came as a result of some ^{times possibly} ~~types of~~ abuses, possibly a
17 lack of thoughtfulness on the part of the community and
18 administration and whether the threat was real or perceived,
19 the fact was that I think ~~that~~ teachers felt they needed to
20 unionize for their own good, and they have.

21 I have seen many examples where I think the union has
22 helped. I also have seen examples where in my opinion the
23 union has been very negative in terms of helping improve the

1 image of education in the minds of the public.

2 COMMISSIONER HORN: Ms. Jennings, you had a point?

3 MS. JENNINGS: I feel that the union has affected the
4 dedication of teachers and ^I don't really believe that even
5 with a hazard pay, unless it was very significant, that it
6 would make much difference in getting dedicated teachers for
7 the innercity schools. I would hope that money wouldn't be
8 the only consideration for a dedicated person and a good
9 teacher wanting to work in ^a school.

10 I would like see more teachers who wanted to work
11 there, however, and it is very difficult job working in an
12 innercity school, and it is ^{a very} difficult job being a teacher
13 any way in this day and age, and I think it is extremely
14 difficult working in some ^{of} our innercity schools where the
15 teachers and the administration do not and are unable to get
16 the support that they feel they need from the parents ^f for a
17 variety of reasons, and that the school may not look as nice
18 as the very pretty schools in some of the other areas, and
19 maybe the equipment is old and it is not as new, so there
20 are many other things that teachers ^{will} ~~would~~ speak of when they
21 talk about being in an innercity school versus being in the
22 nice little school that's further out in the suburbs, so to
23 speak.

1 I think we need to offer some incentives, but I think
2 the incentives have to be other than just the money in
3 order to attract the good teachers and retain them. I think
4 we attract a lot of them and some of them are new, and
5 they come in and ^{they} get the innercity as their training
6 ground and as soon as they get the training that they need
7 -- and they are very good teachers -- they leave and
8 transfer someplace else. I have heard principals say that
9 over and over again, that "when they leave my school, then
10 they can go and teach anywhere."

11 COMMISSIONER HORN: See, this panel is really at a
12 key aspect of that youngster's possible future life in the
13 sense of your dealing with psychological needs, counseling
14 needs, et cetera. It seems to me one of the frustrations I
15 see with most teachers and counselors in the urban school is
16 that the urban school has a very small part but a very vital
17 part of that child's life, and yet the expectations of
18 society are that the school will solve the problem that
19 society has failed to solve.

20 Now, one of ^{the} things that has always disturbed me is too
21 many schools are on a 9:00 to 3:00 operation and there is
22 very little relationship with the total support services of
23 a community and a tie-in ⁱⁿ counseling advice, youth groups,

1 whatever, or psychological advice, and the youngsters in the
2 schools.

3 Are you satisfied as professionals in your own minds
4 that there is a plan in the Miami public schools or the Dade
5 county public schools that really relates to what you are
6 trying to accomplish in the schools to a broader
7 communitywide support network so that that child, if you can
8 get the child to school -- ^{me} that's dubious, often given the
9 family situations, the malady -- do you use the term
10 "socially maladjusted youngsters" that you deal with in many
11 of the situations, that there is some network in
12 relationship support system so that you are seeing that
13 child and trying to help that child for more than
14 9:00 to 3:00.

15 What is you feeling on that?

16 DR. TURNER: Well, I don't know how aware you are of
17 the rather extensive community schools program that we have
18 at Dade county and a very extensive adult education
19 program. We have many of our elementaries and junior highs
20 and some senior highs who operate a community school program
21 until 9:00 and 10:00 in the evening, and in the case of our
22 adult education, even to 11:00 in the evening, and there is
23 an attempt made in those schools to bring the community in

1 for meetings, to bring social agencies in, to maintain that
 2 contact, to give the parent a feeling that he or she is a
 3 part of that school and has a part in the operation of that
 4 school.

5 We also have a very extensive network of parent
 6 advisory committees which work on a cooperative basis with
 7 the administration of the school, and we do have many
 8 attempts -- I know there again in Miss Jennings' area in the
 9 area of counseling -- to work very closely with the social
 10 services available in the community, to provide medical
 11 help, counseling help beyond what we are able to give. We
 12 work with various agencies to meet the physical needs of
 13 youngsters where we don't have the resources to do it, so
 14 there is a lot of that done, although I would certainly say
 15 we could do well to do more of it.

16 COMMISSIONER HORN: That's the point. I realize there
 17 are plans. Many cities have them. There are opportunities
 18 there. Some people take advantage of them but often it
 19 isn't the people that really need the help as we all know.

20 It is the same with the PTA. What parents join PTA? I ^{guess} ~~am~~ ^{who}
 21 I am after ^{is} a sense, basing ^{ed} ~~ing~~ ^{it} on your professionalism, your
 22 personal commitment ^{as} to the degree to which you feel all
 23 those nice plans are really working ^{and} ~~in~~ accomplishing, Dr.

1 Morgan?

2 DR. MORGAN: Yes. ^{You} ~~We~~ know, we have to remember that
3 education [^] reflects the society it serves, and I think that in
4 Dade county the society is unbelievable and huge in
5 ethnicity, in languages, in social economics. It is a very
6 complex community.

7 How education can service this community then must
8 reflect this complex society; how many Latin groups have
9 blacks on the agenda, how many blacks have Anglos on their
10 agenda, on and on and on. So the community must come to
11 grips with itself, like it or not, if this community is to
12 survive. The school system also must deal, and there will
13 be chips that may not fall in the niceties and then we must
14 deal with that. I think education must learn to deal with
15 this. [^] "We've made these mistakes." [^] Then we'll pick up and do
16 better, and I think this is what education is all about.

17 MS. JENNINGS: Although I think these schools have a
18 plan, even if preliminary or tentative plan, for trying to
19 work with the support systems and agencies in the community,
20 I am not that sure that ^{the} [^] community agencies really have a
21 plan for dealing with us and with parents and the students
22 in the community. I think most of the time, even though we
23 have many agencies that work along with us, I think the

1 services that they provide are sometimes minimal.

2 I think that most of ^{the} time it has been the school system
3 that has reached out its hand to ask them to come work with
4 us in a cooperative effort. I think there should be -- I
5 don't know if the commitment is as great, and that is why
6 many times the schools have taken over many of the things ^{that}
7 other institutions should be doing and could probably do a
8 very good job ^{of} it.

9 Take, for example, the drug problem at this point. I
10 think we have many parents who are very concerned about
11 drugs and their youngsters, and though it does not appear
12 that as of this point ^{it is} a greater problem within the schools,
13 as it has been in the past, the parents still look for the
14 school to do something about the problem ^{and} ~~as~~ they look for us
15 to do something about teenage pregnancy, and they look for
16 us where students have medical problems. ^{We} ~~They~~ are the first
17 people they call. My office specifically is one of the
18 first places they call to get some idea of agencies within
19 the community that can help and work with them.

20 COMMISSIONER HORN: Thank you.

21 COMMISSIONER SALTZMAN: Mr. Woodard, I'm sure there are
22 successes in your school. Can you pinpoint what helps to
23 make for the success of a student, turning that student

1 around?

2 MR. WOODARD: You would like to know the success story^{ies,}
3 that kind of thing?[?]

4 COMMISSIONER SALTZMAN: I'm sure you do have some
5 success stories. What brings about that success? Can you
6 pinpoint the influences that go into the student, the
7 forces that create that success?

8 MR. WOODARD: Small classes. Teachers are able to get
9 to the student maybe one-on-one, just give^{them} some directions
10 instead of giving group counseling or group directions.

11 COMMISSIONER SALTZMAN: When the success occurs, it is
12 a result of a person-to-person relationship between student
13 and faculty?

14 MR. WOODARD: This is true, very much true.

15 COMMISSIONER SALTZMAN: That's the most basic
16 influence?

17 MR. WOODARD: That is true.

18 COMMISSIONER SALTZMAN: Ms. Jennings, would you like ^{to}
19 comment on what brings about the successful student? Do you
20 feel that it's a ~~possibly~~ primarily the impact of the
21 personality of the teacher on the student like Mr. Woodard
22 said?

23 MS. JENNINGS: Are you talking about any student or

1 the students that he takes care of?

2 COMMISSIONER SALTZMAN: ^{now} I'm talking about any student.
 3 ^{To him} ~~to whom~~ I was talking about [^] his particularly ~~ly~~ student.

4 MS. JENNINGS: I think the effect of the home and the
 5 parents are extremely important, and the motivation that
 6 they are able to give to their child about the importance of
 7 education and so forth. I think the fact that ^{when} we have
 8 students that are not as fast to get work as some others,
 9 that we are able to provide ^a little more incentive for that
 10 particular youngster.

11 COMMISSIONER SALTZMAN: Dr. Morgan, what are the
 12 benefits, if any, ^{from} ~~for~~ your point of view of a bilingual
 13 program to the black student?

14 DR. MORGAN: Well, what do you mean ^{? Do you mean} bilingual?
 15 ^{Linguistically,} ^{the} [^] two languages?

16 COMMISSIONER SALTZMAN: Yes.

17 DR. MORGAN: Or by cultures, the two cultures, because
 18 you see, what I --

19 COMMISSIONER SALTZMAN: ^{I mean} [^] The black student who is not
 20 Latin in culture. Is there a benefit to his or her
 21 ^{participation} ~~participation~~ in a bilingual program from your point of
 22 view?

23 DR. MORGAN: Of course. There would be employment.

1 That's one of the important practical things.

2 COMMISSIONER SALTZMAN: ^{On the} ~~Other than that,~~ ^{hand,} we heard this
3 morning in testimony both from a student and from another
4 source that black students are not hired in the Latin
5 community, so it doesn't bring any benefit to know Spanish.

6 DR. MORGAN: You know, ^{I think} if a student goes out and
7 especially a black student whose ~~se~~ has not been able to find a
8 job, be he or she bilingual or not, he's experiencing this,
9 they ^{know} ~~knew~~ that ^{if} it doesn't work ^{it doesn't work,} but what I'm trying to get
10 to is are you referring to my program in particular or to
11 bilingual programs in general, you see, because there are
12 two or three different answers.

13 COMMISSIONER SALTZMAN: I want to know why should a
14 black student take Spanish or participate in a bilingual
15 program here in Dade county from your point of view?

16 DR. MORGAN: From my point, because, first of all, I
17 think that the blacks and Hispanics must take classes
18 together and be together and learn of each other's cultures.
19 This a very important aspect of bilingual programs, although
20 the ^{possibility} ~~possibility~~ of jobs not being open to them, at least
21 the black student has ^{then} ~~been~~ that ~~they have~~ much more to offer
22 in the community. The expanding of his own experience
23 outside of the innercity is vast. The enrichment.

VOCATIONAL TRAINING

1 MR. MCGOINGS: The next panel is Fred Schollmeyer,
2 Lester Freeman, George M. Koonce, Cathy White.

3 FRED SCHOLLMAYER

4 LESTER FREEMAN

5 GEORGE M. KOONCE

6 CATHY WHITE

7 Called as witnesses by on behalf of the commission,
8 being first duly sworn by the Chairman, was examined and
9 testified as follows:

10 MR. MCGOINGS: Beginning with Dr. Koonce, would you
11 each ~~please~~ state your name, address and occupation for the
12 record, please?

13 DR. KOONCE: George Koonce, Jr. I live at 14651
14 Southwest 94th Avenue. I'm principal of Miami Northwestern
15 Senior High School.

16 MR. FREEMAN: Lester Freeman, Executive Vice President
17 of the Greater ^{Miami} ~~Miami~~ Chamber of Commerce. I live at ²¹⁸⁰ ~~2080~~
18 Brickell Avenue.

19 MS. WHITE: I'm Occupational ^{Placement} Specialist at Edison
20 Senior High, ^{my address is 19201} ~~91221~~ Northwest 43rd Avenue.

21 DR. SCHOLLMAYER: I'm Fred Schollmeyer, Director,
22 Vocational Program Services. I live at 301 Northwest 143rd
23 Street.

1 MR. MCGOINGS: Thank you. Beginning with Dr.
2 Schollmeyer, would you please describe ^{briefly} the range and breadth
3 of vocational educational programs offered by Dade county
4 public schools in high schools?

5 DR. SCHOLLMEYER: Yes, sir. In terms of numbers of
6 students in programs, is that what you're after?

7 MR. MCGOINGS: Yes, and the types of programs, please.

8 DR. SCHOLLMEYER: Well, we have statistics from last
9 year and last year we had over 24,000 students involved in
10 what we call job preparatory programs, and a job preparatory
11 program takes place in grades 10 through 12. That
12 represented 47 percent of the total enrollment of students
13 in ^{grades} 10 through 12 in the overall system.

14 Our programs range anywhere from a course or program
15 in health occupations to automobile mechanics, agriculture
16 and so forth.

17 I would say our vocational programs are very diverse.

18 MR. MCGOINGS: Thank you. The next question is
19 addressed to each of the panel members.

20 In your opinion, ^{Dr. Koonce} are vocational education programs a
21 real asset to youth looking for employment after high
22 school?

23 DR. ~~SCHOLLMEYER~~ ^{KOONCE:} Are the programs themselves an asset

1 for youth?

2 MR. MCGOINGS: For employment after they finish high
3 school.

4 DR. ^{KOONCE:} ~~SCHOLLMAYER~~ Yes, I think the programs for those
5 youngsters who complete them, yes, I think there is an asset
6 and provides them some ~~other~~ opportunity to get into
7 employment. I would quickly add that the availability of the
8 program themselves is not all that is needed for a number of
9 youngsters to take full benefit of those programs.

10 MR. MCGOINGS: Mr. Freeman?

11 MR. FREEMAN: It is a little hard to deal with it from
12 the point of view from the student. I think from the point
13 of view of the employer, there are certain ^{key} elements of
14 vocational training which are important to the employer. I
15 think that there are breakdowns in the system of delivery
16 and in the systems of communications between the employers
17 and the educators and the students which means that we don't
18 take full advantage of the system sometimes.

19 MR. MCGOINGS: Ms. White?

20 MS. WHITE: I think vocational programs play a very
21 important part in the student being employed. I think it is
22 important for a child to enter the job market with a
23 marketable, salable skill as well as having some

1 employability skills knowing what the employer is going to
2 expect of him and then in turn being able to assimilate
3 himself into the job market, and I think the vocational
4 program is what is necessary for every child to be salable
5 and marketable.

6 Mr. McGoing: Dr. Schollmeyer?

7 DR. SCHOLLMEYER: I would just be repeating what was
8 said. There is no question in my mind that the vocational
9 program is a very important program as far as job placement
10 is concerned. I believe, though, that the vocational
11 program is misunderstood as far as its use. The program is
12 designed to prepare people for employment and it is not
13 designed to teach people to read, write and so forth.

14 I would say that, if you are viewing a vocational
15 program for a specific purpose, which is to prepare people
16 for employment, there is no question in my mind that it is
17 a very important program.

18 MR. MCGOINGS: Thank you. Dr. Schollmeyer, to what
19 extent do students in Dade county participate in vocational
20 educational programs.

21 DR. SCHOLLMEYER: Well, I have given some figures. We
22 have last year over 24,000, and I would like to give you a
23 breakdown of that if you will.

1 MR. MCGOINGS: Yes, if you would, please.

2 DR. SCHOLLMEYER: For you to appreciate this breakdown,
3 I am going to be ~~to be~~ talking about grades seven through
4 nine, that is what we call our exploratory programs. We had
5 a total of 55,506 students participate in our exploratory
6 program during 1979-80. Of that, 29 percent of those
7 students were black, 36 percent were Hispanic, and 35 were
8 others.

9 Going on to the other preparatory program, as I
10 mentioned, we had over 24,000 which represented 47 percent
11 of the students enrolled in grades 10 through 12. Breaking
12 that down, of that 24,000, 35 percent were black, 35 percent
13 were Hispanic, and 30 were other, and I think you need to
14 understand what the breakdown of the total system was at
15 that time.

16 At that time, which was 1979-80, we had a total of
17 51,034 students enrolled in grades 10 through 12. Of that
18 51,000, 24 percent were black, 35 percent were Hispanic, and
19 41 were other.

20 MR. MCGOINGS: Thank you.

21 Dr. Koonce, does vocational education suffer from a
22 poor image in your opinion?

23 DR. KOONCE: I think it suffers from an image. Let me

1 say this to kind of explain what I have in mind. I think
 2 for a black youngster sometimes does not seem mirrored in
 3 the general society. ~~There are~~ a lot of ^{Success} ~~assessment~~ models
 4 in many of our vocational areas, ^{and that} ~~that~~ may not necessarily be
 5 always tied into the delivery of services by the school
 6 system but it might be tied directly into the employment
 7 opportunities available once having completed a program.

8 Part of this may be due to the fact of our lack of very
 9 systematic sense of counseling, especially vocational
 10 counseling with some follow-up in terms of employability
 11 skills and what have you. That may not be sytematized
 12 enough to make sure ^{that} young people, especially black people
 13 who suffer the highest degree of unemployment, to realize
 14 the actual worth and the chance to earn a living in the
 15 vocational type programs.

16 If you take the courses for carpentry or for
 17 sheetmetal work or for welding or what have you, we do not,
 18 because of some other constraints, and as I said they may
 19 not all be related to the school system -- ^{black youngsters,} ~~black people~~ ^{I guess}
 20 ⁱⁿ general are not employed in great numbers in those fields
 21 and ^{we} ~~they~~ need that kind ^{of systematic} ~~thing~~ ~~sometime~~ things up the
 22 line for young people to really ^{pursue} ~~pursue~~ this as a vocation.
 23 I think one of the other problems ^{we} ~~we're~~ are having there,

1 especially, say, in the innercity schools, the condition of
 2 the vocational shops, the facilities are not as attractive
 3 as I think they should be on a comparative basis.

4 For instance, we have some area Tech Schools that
 5 service our schools on a shared-time concept, and if you
 6 would look at ^{a center like} Miami Lakes Technical Center, Robert Morgan,
 7 Lindsay Hopkins, those are area country club types in terms
 8 of their facilities or anything you can think of, and then
 9 not having the kinds of access that I need for the students
 10 at Northwestern, or either students from Central or Jackson
 11 to participate in that program, may in fact impinge or
 12 infringe somewhat ^{in their} ~~on our~~ participation ⁱⁿ ~~of~~ those programs.

13 MR. MCGOINGS: Thank you. Dr. Schollmeyer, I would
 14 like to direct that same question to you. Do you believe
 15 that vocational education suffers from a poor image?

16 DR. SCHOLLMAYER: Yes ^{sir,} I do, and I think there are
 17 several things that -- I would say these are misconceptions
 18 or perceptions. One of the things that a lot of people
 19 believe that vocational education is obsolete, that the
 20 training that a student will receive ^{is} ~~are~~ for jobs that do no
 21 longer exist. Another one is that vocational training is
 22 only for only the noncollege bound student.

23 Now, vocational education is not terminal in nature any

1 more like it used to be. It is so ^{designed} ~~sound~~ now that a student
2 can prepare themselves for work ^{and} ~~or~~ continue their ^{education} ~~education~~,
3 so this is a poor image as far as the results of vocational
4 education.

5 There is also a lack of guidance and understanding as
6 far as guidance is concerned as to what the objectives of
7 the vocational programs are about, and also a lack of
8 guidance personnel, period. Also, vocational education is
9 not responsive to the needs of the community and the
10 community is the business community that we are attempting
11 to serve.

12 Also, that vocational education does not serve
13 minorities and in ^{our} ~~this~~ particular county I do ~~not~~ believe it
14 does. These are poor images or concepts that the public
15 teachers, and parents, and students have of vocational
16 education.

17 MR. MCGOINGS: Thank you. Dr. Koonce, what role do
18 Guidance Counselors play in encouraging students to
19 participate in vocational education programs?

20 DR. KOONCE: Well, Guidance Counselors are supposed ^{to}
21 play a very central role in students selecting their courses
22 and hopefully careers and what have you. But when you look
23 at the ratio of Guidance Counselors, I think we are ^{on}

1 something about 450-to-1 or something like that. You do not
 2 have a sufficient number of counselors to do the academic
 3 counseling and with vocational counseling then as complex
 4 and suffering from the image that Dr. Schollmeyer just
 5 explained, we need more ^{of an} intensified role of counselors in
 6 this particular area, so I think they are essential, but,
 7 let me say this, I think even if we had ^{the-} given the role that
 8 counselors play, ^{and} I don't think it is adequate. And it is
 9 primarily based on numbers, some from a lack of training or
 10 lack of knowledge or all of the various ^{offerings} ~~affairs~~ in areas of
 11 vocational ^{programs} education and how they tie into employment. ^{But} ~~and~~ I
 12 think an additional problem ^{that} we have with working with
 13 minority youngsters is ^{that} we have to have intensified
 14 counseling to show them ^{that} the real value of it and that there ^{are}
 15 real possibilities out there ~~is~~ for employment.

16 We suffer sometimes for some kind of unrealistic goals
 17 that our young people happen to fall into where we have told
 18 them over the years that "you go to college; you go to
 19 college and you be a doctor or a lawyer or a teacher" and we
 20 have to come back and kind of cut that tie because there are
 21 just too many plumbers and carpenters and brick masons and
 22 sheetmetal workers who are making more money than I am, and
 23 we have to get ~~to~~ youngsters to understand that. We have to

1 fight almost ^a cultural patterns ^{There}. The counselors play an
2 important role and we need more of it and we need
3 specifically trained vocational counselors.

4 MR. MCGOINGS: Thank you. Dr. Schollmeyer, how does
5 the vocational education ^{Department} determine whether the course
6 offerings include the teaching of skills required by
7 available jobs?

8 DR. SCHOLLMAYER: We have a number of ways of doing
9 that. First of all, our state requires that we do what we
10 call a five-year plan and that five-year plan takes into
11 consideration our potential output as far as students
12 trained ^{ing} for a particular occupation. This potential is
13 weighed against the need and so this kind of plan takes
14 place and ^{we} you require it as state levels.

15 In addition to that, we have organized and have in
16 operation 62 Craft Advisory Committees, and a Craft Advisory
17 Committee is a group of people that represents the
18 particular occupation, and we rely on ^{this} ~~that~~ group of people
19 to give us specific input about the content of our courses,
20 the kind of equipment that's needed, employment
21 opportunities and so forth, so between our five-year plan,
22 which we deal with labor market needs, the input from our 62
23 Craft Advisory Committees, this is basically the way that we

1 determine which course should be offered and which should
2 not be offered.

3 MR. MCGOINGS: Thank you. Mr. Freeman, what is the
4 business community's perception of the Vocational Education
5 Department's ability to coordinate its programs with the
6 needs of the job market.

7 MR. FREEMAN: I think it is in two fields, really. I
8 think that the business community feels that Dade county
9 Public School System can react beautifully, effectively
10 and with a great deal of skill to a specific request for
11 help, such as a major new industry which may be coming into
12 town at which time we can deal at top of the industry, and
13 the top of the school system and the top of the other
14 institutions involved in the process. We can design and
15 custom-make, tailor-make a program for that particular
16 industry which is outstanding, and that has been
17 demonstrated on several occasions recently.

18 I think when you fall back into the general system ^{at}
19 ~~particular~~ operation on a daily basis, there is less
20 efficiency and less communications.

21 I want to hasten to add that responsibility is not all
22 the school system's. There ^{is} ~~are~~ enormous amount of
23 responsibility involved on the other side, in the employing

1 systems in the community, also, so I think that, if we could
2 apply the same techniques and the same emphasis and the same
3 concept of tailor-making programs to the system as a whole
4 as we do ^{to} these special needs that come up and seem to
5 attract a little more attention because of the glamour
6 involved, it would be very helpful.

7 MR. MCGOINGS: Mr. Freeman, generally speaking, what is
8 the relationship between the educational system and economic
9 development?

10 MR. FREEMAN: Well, I think the previous answer lays a
11 little of the emphasis on that. I think the attitude of the
12 school administration, the educators is one of participating
13 in economic development programs. There is no question
14 about that. ~~where~~ ^{when it breaks down,} it breaks down ~~is~~ in the implementation.
15 It is ^a ~~the~~ very large school system and it is a very large
16 community and in the day-to-day implementation, it becomes
17 difficult. The technological changes that are taking place
18 within industry itself ^{they don't} ~~does not~~ ^a do very good forecasting
19 jobs of the kind of skills and kinds of equipment they are
20 going to need.

21 I can't say that we should have an enormously higher
22 level of expectation from the educators to be able to
23 forecast what the needs are going to be, but I do think that

1 there is a general feeling among the personnel people that
2 there is not a clear enough match between the needs, the
3 skilled needs, and the training programs. I think that is
4 true.

5 MR. MCGOINGS: Dr. Koonce, please describe briefly the
6 history of Miamiⁱ Northwestern Senior High School, the size
7 and composition of the student body, and the types of
8 programs offered.

9 DR. KOONCE: You want ~~what~~ kind of ^a brief history?
10 Miami Northwestern, I believe, was constructed in 1956 or
11 '55. It is located in the innercity. It is the only
12 remaining senior high school that was built expressly for
13 blacks. This is prior to our desegregation and
14 integration^g process. It is a comprehensive high school
15 whereby it has a full array of vocational programs as well
16 as the academic parts of it. It has gone through several
17 stages in terms of its students' population from once being
18 overcrowded to a point where it is under-populated and under-
19 enrolled.

20 Currently, the capacity of the school is about 2200.
21 The program capacity is about 1900 for you to offer all
22 these programs.

23 Currently, about 1729 students are there. Student

1 population is about 99 percent black. We have five Hispanic
2 students and one white student full time. Because of some
3 exemplary ~~the~~ programs placed there whereby the school board
4 has made some definite attempts to beef up its curriculum
5 and ~~some~~ offer ^{us} the stagnate school concept, ^{with} and a performing
6 arts center, ^{an} academic excellence program, and some specific
7 programs for college-bound students in science whereby we do
8 attract nonblack students on a shared-time basis, and those
9 three programs are in effect currently.

10 That was briefly, and if you have any specific
11 questions, I will follow up with them.

12 MR. MCGOINGS: Could you explain why vocational
13 educational programs ^{are particularly} more ~~likely~~ important at Miami
14 Northwestern?

15 DR. KOONCE: Well, I think if we tied the unemployment
16 situation, we could easily see that, if you ^{have} had 37 or 40%
17 unemployed youth, ~~then~~ that clearly gives you an example as
18 to why we need some youngsters who have marketable skills
19 upon graduation. I think more important, or as important,
20 is that we provide some opportunities for youngsters to get
21 some introduction into the world of work and ^{also} ~~always~~ to
22 provide some opportunities for them to learn the importance
23 and the dignity involved in that, and this is where in lies

1 great need for counseling.

2 I think it is so important that in fact, if we do not
3 have an area of vocational ^{Tech}~~text~~ school and that area
4 comparable to that of the ones I mentioned previously, that
5 those vocational shop areas should be updated to the extent
6 that they are comparable in terms of physical sense and in
7 ^{every}~~the~~ other sense to those kinds of programs. Because there
8 is, from the point of unemployment, from the point of the
9 dignity of work that needs to be emphasized with those
10 youngsters in particular, there is a great need for a
11 program to be in existence and to be upgraded comparable to
12 any other program in the county.

13 MR. MCGOINGS: Thank you.

14 Dr. Schollmeyer, in ^a~~the~~ 1973 study called the Arnold
15 Report, a consultant who did an extensive study of
16 vocational education says that the school system needed to
17 provide better services in vocational education to minority
18 students.

19 Was any action ever taken on that recommendation?

20 DR. SCHOLLMAYER: Yes, sir. One of the things that
21 took place in that same study was a recommendation to do
22 something about expanding the opportunities for students in
23 vocational education and also the recommendation that was

1 made to the Board which was accepted by the Board that we
2 have an enrollment ^{of} 40 percent in grades 10 through 12 in a
3 preparatory program by 1980. I am not quite sure just what
4 our enrollment was at that time, something like 17 percent,
5 so since that time we have increased the enrollment of
6 vocational education to 47 percent which I would consider
7 quite a significant step forward.

8 In addition to that, why, we have opened a new center,
9 Robert Morgan Center in the south of the county, which made
10 it possible for students to attend the vocational program on
11 a share-time basis. In the North Central area we have
12 formed a consortium of four schools made up of Miami
13 Northwestern, Miami Central, Miami Jackson and Miami Edison.
14 The three schools are considered comprehensive high schools,
15 and in forming this consortium we actually increased the
16 offerings or diversified the offerings for the students
17 within those four schools; in other words, a vocational
18 program that may be offered at Miami Northwestern that was
19 not available at Jackson now is available to all students at
20 Miami Jackson, so I think that has done something to improve
21 the opportunities for minority students in those particular
22 schools.

23 MR. MCGOINGS: Thank you.

1 Mr. Freeman,^{the} Greater Miami Chamber of Commerce has
2 placed education among its highest priorities. Would you
3 explain why that's so?

4 MR. FREEMAN: Well, each year we conduct an annual
5 conference at which all of our members participate in
6 selecting the prime needs, the prime concerns of the
7 community at large as viewed by our constituency. For the
8 last three years they have selected in conference education
9 as being the number one need of this Dade county community.

10 It relates entirely to the economic health of the
11 community and the business community is simply saying that
12 education is not only from the point of view of the
13 parents and teachers and everybody else, but from the point
14 of view of the economic sector is the number one ingredient,
15 and we run into it from almost every point of view, that is,
16 in recruiting new industry, education of the recruit's
17 children is a key element, the opportunity for the
18 professionals to continue their education in higher
19 educational institutions is a key element, and in helping
20 existing industry to grow within the community, the
21 educational capabilities of the vocational technical adult
22 schools has a lot to do with it.

23 In the simple ability to hire everyday employees of

1 which the private sector in this community takes seven out
2 of ten, and then, of course, the concern with cost benefits
3 of the education system in general, so I think that it has
4 been said to be the number one concern of the Dade county
5 business community for three years in a row.

6 MR. MCGOINGS: Thank you.

7 Dr. Schollmeyer, is the perception correct that black
8 students who participate in vocational education programs
9 are often concentrated in less technical courses with lower
10 ~~economic~~ ^{income} potential?

11 DR. SCHOLLMAYER: I really couldn't answer that. I
12 would suspect that's probably true.

13 MR. MCGOINGS: Why does this occur?

14 DR. SCHOLLMAYER: I really can't answer that. The
15 policy of our system is to make any vocational program
16 available to any school providing that program is not
17 available in their school, and so the system has made it
18 possible for the students to participate in programs, and I
19 am not quite sure why they don't.

20 I would guess that it's possibly the thing we have
21 talked about earlier, a lack of guidance that could
22 possibly be the answer to it.

23 MR. MCGOINGS: Do you think there might be a

1 ^{paucity}~~possibility~~ of role models for blacks as tradesmen and
2 teachers?

3 DR. SCHOLLMEYER: I'm sure there is.

4 MR. MCGOINGS: Dr. Schollmeyer, ^{do} black students
5 participate proportionally in vocational programs which
6 prepares students for trades which are unionized?

7 DR. SCHOLLMEYER: We have very few programs in our
8 system. Most of our programs -- most of the unionized
9 shops in this area are in the building trades and we only
10 have one program in the building trades area and that
11 happens to be at Miami Central, and I dare say that most of
12 the students that are participating in that program are
13 black.

14 We do have a large apprenticeship training program that
15 takes place at post secondary level and there is a lack of
16 black participation in those particular program^s.

17 MR. MCGOINGS: Dr. Koonce, I would like to ask you that
18 same question: Is the perception correct that black
19 students who participate in vocational programs are often
20 concentrated in less technical courses with lower income
21 potential.

22 DR. KOONCE: Well, I'm not certain I can say with any
23 degree of validity whether that perception is true or false.

1 It is my perception that it is true.

2 I was just thinking of some of the programs that might
3 not be accessible -- accessibility may be one of the
4 reasons ^{might be} ~~of~~ one of the factors. If you look at some of the
5 programs that are offered at some of our area technical
6 schools, they are not offered in the comprehensive high
7 schools, so accessibility may be one of the factors that
8 cause this perception to be true.

9 Another possible cause is that of the thing we have
10 talked about earlier, the role model situation. If we just
11 don't have mass numbers of black people who are computer
12 technicians, or who repair Xerox machines, or who repair any
13 kind of business office machines where the employment
14 opportunities -- if they are there, we don't have enough
15 that they present enough of a mirror that would provide the
16 aspiration on the part of some minorities getting into that.
17 That's my perception as a possible cause.

18 MR. MCGOINGS: Thank you.

19 Ms. White, would you please describe your
20 responsibilities as ^{an} occupational placement specialist?

21 MS. WHITE: As an occupational placement specialist I
22 have the responsibility of giving career guidance to all the
23 students in the high school, to give placement and follow-up

1 services for those students as well as to give career
2 counseling and advising placement and follow-up to those who
3 drop out and those who leave Edison Senior High.

4 MR. MCGOINGS: Ms. White, from your perspective as a
5 placement counselor do you believe that students are
6 graduating from Dade county schools prepared to successfully
7 compete in the job market?

8 MS. WHITE: I think that most students are prepared
9 academically, but I think that on the same vein most of them
10 are not prepared vocationally. I feel all students need to
11 have some marketable skills once they graduate. I think
12 that gives them an assurance. It also gives them some form
13 of independence, and for those students who graduate without
14 skills I think they are not prepared to deal in the job
15 market.

16 MR. MCGOINGS: Thank you. Dr. Koonce, do you believe
17 that students are graduating from Dade county Schools
18 prepared to successfully compete in the job market?

19 DR. KOONCE: I think that they are prepared. There are
20 definitely some additional things that we can do to beef up
21 that success, to ensure their success, and I think one of
22 the problems that is related directly to them in terms of
23 the vocational training is maybe the lack of a systematic

1 program dealing with employability skills, maybe as a
2 separate ^{subject} ~~subject~~ matter, ^{that's} as close as we could come to requiring
3 it, that we work with youngsters about the dignity of work,
4 the importance of it, how to keep a job, first of all
5 getting them a job and how to maintain a job because we do
6 have a number of youngsters who do not understand the full
7 scope of responsibility that goes along with a job, and what
8 all that takes in terms of maintaining ^{it} and professional
9 growth on it.

10 I think they are prepared to answer your question but I
11 think there is a definite need for us to do something about
12 the maintenance of a job in terms of preparation of a
13 youngster to maintain a job. Change their whole perception
14 of his responsibility to that role.

15 MR. MCGOINGS: Yes. Mr. Freeman, I would like to ask
16 you the same question: do you believe that students ~~who~~ are
17 graduating ~~from~~ the Dade county schools ~~are~~ prepared to
18 successfully compete in the job market?

19 MR. FREEMAN: Well, I think they probably are. I think
20 the noncollege bound high school graduate is finding work
21 for the most part. Now, I have an idea the employers would
22 like to have them come out a little bit higher grade, a
23 little bit higher skills, but I believe for the most part

1 the job market is there and it's functioning. I certainly
2 would suggest that the employer^s that I talked to, the
3 vocational side and the marketable skills side is important,
4 but in many, many cases you never get to that opportunity
5 because of the lack of basic skills, but, yes, I have to
6 answer yes, because I think that most of the noncollege
7 bound high school graduates are getting jobs.

8 MR. MCGOINGS: Thank you.

9 Ms. White, what do you recommend to students
10 graduating from high school who do not intend to attend
11 college?

12 MS. WHITE: For those students who graduate high
13 school, getting back to the former question, I feel are not
14 prepared to go right to a job, at least not from Edison^{Senior} High
15 School. They are prepared academically but many of them do
16 not have vocational skills; they have not had vocational
17 training. Therefore, entering a job market they would have
18 to enter on the minimum level job and they would enter at a
19 job where there is no upward mobility.

20 Because of that, I usually channel most of my students
21 who are graduating into a vocational training program, even
22 with the high school diplomas so^{that} they will be able to secure
23 skills to deal in a job market.

1 MR. MCGOINGS: I would like to address this question ^{to} ~~to~~
2 the entire panel: How important is the ability to speak
3 Spanish to finding gainful employment in Dade county? Dr.
4 Koonce?

5 DR. KOONCE: I think it is important. I think the
6 perceived importance might be greater than the importance.
7 Let me say that again: I think the perceived importance
8 might be greater in fact than what it really is, but I think
9 the ability to speak Spanish in terms of increasing or
10 enhancing one's ^{employability} ~~ability~~ is needed.

11 MR. MCGOINGS: Mr. Freeman?

12 MR. FREEMAN: I think that for a very small additional
13 personal investment to learn this other language the
14 opportunities are increased many-fold and I think that it is
15 virtually a functional necessity for that youngster who
16 really wants to participate in all the economic
17 opportunities in this county to have a conversational
18 knowledge of Spanish.

19 MR. MCGOINGS: Ms. White?

20 MS. WHITE: I agree with the other gentlemen. It is
21 very important, especially if the students are going in on a
22 entry level position.

23 MR. MCGOINGS: Dr. Schollmeyer?

1 DR. SCHOLLMEYER: I agree with the other panel members.
2 I would like to add, though, and I need to underscore this
3 what we're saying is, it is important that the students be
4 able to speak both languages, not only just Spanish but both
5 English and Spanish, and then I would definitely say that
6 the person with that ability has an advantage over a person
7 who only speaks English.

8 MR. MCGOINGS: Thank you. Mr. Chairman, I have no
9 futher questions.

10 COMMISSIONER HORN: I would like to ^upersue the
11 conversational Spanish. I agree completely with that aim.
12 Is it your judgment that the Dade county public schools are
13 producing students who can speak conversational Spanish, or
14 are they simply taking courses in elementary secondary
15 school where they perhaps learned labels, learned names for
16 things, but they really can't put it together?

17 MR. FREEMAN: It is my judgment the nonSpanish
18 youngsters do not learn conversational Spanish in Dade
19 county schools.

20 COMMISSIONER HORN: Has the business community brought
21 that to the attention of the school board and, if so, what
22 kind of response have you secured?

23 MR. FREEMAN: You don't really have to bring it up,

1 sir. It is the biggest, ^{probably,} ~~problem~~ issue in the educational
 2 system in Dade county. ^{at the present time.} The business community doesn't want
 3 to get into it anymore than we ^{already} are. It is such a terribly
 4 complex issue, and I don't mean to treat it lightly. The
 5 definition of bilingual education in itself is so obscured
 6 ~~to~~ ^{by} many people and so misunderstood. Are you bilingual if
 7 you speak ^{broken} Spanish and ^{fluent} English, or are you bilingual if you
 8 speak ^{broken} ~~fluent~~ English and ^{fluent} ~~broken~~ Spanish, [?] ~~or are you~~
 9 ~~bilingual if you speak fluent Spanish and broken English?~~
 10 These kinds of ^{questions} ~~things~~ -- do we go to school and continue our
 11 Spanish language education in Spanish? Do we go to school
 12 ^{to learn} ~~take~~ English as a second language? All of these ^{terribly complex questions}
 13 I'm dealing with it functionally only. The market
 14 place in Miami, in the general business transactional sense
 15 is bilingual for the most part and it is going to get much
 16 more so in the next 10, 20 years. Therefore, for a
 17 youngster to participate in that, that youngster should have
 18 conversational Spanish.
 19 COMMISSIONER HORN: Well, I agree with you. I think
 20 one can have effective conversational Spanish because of the
 21 nature of the economic community in greater Miami and not
 22 really get into the issue of bilingual education.
 23 MR. FREEMAN: I agree very much with that. Thank you

1 for saying it.

2 COMMISSIONER HORN: And I think too often we are
3 deflected from trying to be effective and efficient in
4 accomplishing one aim by getting off on some ideological
5 trip.

6 I notice in the interview notes the Chamber was going
7 to have a conference on December 1, and I realize that we're
8 a little out of sequence, but you won't be back when we
9 discuss economic development. I noted that one of the
10 topics to be discussed was the concept of an Enterprise Zone
11 and its applicability to the Liberty City area. What did
12 you learn from that conference?

13 MR. FREEMAN: Accurately stated, the conference was
14 conducted by the University of Miami School of Business
15 Administration, and we encouraged and requested that they do
16 it, but we felt the discussion should be done in an academic
17 atmosphere rather than in the business community atmosphere.
18 I did attend.

19 I found it to be a very stimulating discussion. We had
20 I believe eight economists here from all over the United
21 States, including Dr. Butler from the Heritage Foundation
22 who seems to have the reputation of being one of the
23 founders of the idea.

1 I think the up-shot of the conference was there are a
2 lot of unanswered questions about Enterprise Zones and their
3 impact and whether or not it will work, but my reading of
4 the conference was that it is an approach that has not been
5 tried in a center city such as Liberty City where we have
6 such a terrible economic depresssion, or virtual economic
7 desert that it might be worthy of taking the Enterprise Zone
8 concept and putting it in effect in Liberty City, assuming
9 that the neighborhood wants it and understands it and agrees
10 with it.

11 I think that's the key element. The academicians that
12 were in this conference, though, I believe agreed ^{that} it had
13 enough merit and enough genuine excitement that it should be
14 given an opportunity on a pilot basis by the United States
15 Congress and the State Legislature.

16 COMMISSIONER HORN: Were there public officials from
17 Florida and Dade county there who got into the possibility
18 of waiving taxes and other laws in that Enterprise Zone and,
19 if so, what was ^{their} ~~there~~ response?

20 MR. FREEMAN: Their response was more questioning and
21 we need to know more. We are still at a theoretical level
22 here. We don't know what the practicalities are. The fact
23 is the Florida Legislature, in its last session, did offer

1 some particular tax incentives for the Liberty City or
2 revitalization area so they are in that mood already, but
3 there are lots of questions, and I think that the Enterprise
4 Zone conversations will be continuing and getting heavier,
5 but Miami is one of the places that will probably be the
6 focus for some of the conversations. I hope they do.

7 COMMISSIONER HORN: I commend you on that experiment.
8 That could be a very exciting model for the rest of the
9 country.

10 MR. FREEMAN: If it works.

11 COMMISSIONER HORN: And if we construct free trade
12 zones all over the United States to stimulate ^{enterprise} enterprise on
13 an international basis, you would think ^{we} ~~they~~ could do this
14 on a domestic basis.

15 VICE CHAIRMAN BERRY: Dr. Schollmeyer, when I listen to
16 you talk about vocational education, I get the impression
17 that if only black students who live in poor neighborhoods
18 here in Miami and Dade county would opt for vocational
19 education programs, take those courses and graduate, that
20 their unemployment problems would be solved. Would that be
21 a correct inference to draw?

22 DR. SCHOLLMAYER: Let's put it this way. There are
23 jobs out there and, if you will pick up the Miami Herald and

1 do this on Sunday, you will find there is at least 25 pages
2 of job opportunities. I'm not talking about low level jobs;
3 I'm talking about jobs that require some salable skills.

4 If you also read those ads, you notice it generally
5 requires some experience. To me this is the key requirement
6 because the students that we turn out do not have any
7 experience, so really what it amounts to is that first job
8 is the hardest job to get. I think the first job for the
9 black students is the hardest job to get and once they get
10 that job, of course, they are on their way, so I would say
11 that, if we had additional training for these students and
12 employment skills, ~~the~~ more assistance in job placement
13 which would mean that they would be coached as to how to get
14 that first job and so forth, the answer would be yes, there
15 are jobs for people who are trained.

16 VICE CHAIRMAN BERRY: What is your placement rate for
17 the black students who are in the program now, not only
18 placement but assistance in a job once they have it, the
19 ones that took that?

20 DR. SCHOLLMAYER: I don't have that figure.

21 VICE CHAIRMAN BERRY: So we have no data on which we
22 can assess whether the black students who take vocational ^{education} ~~ed~~
23 have greater or fewer chances of getting a job than people

1 in the white community who are employed?

2 DR. SCHOLLMAYER: I don't have that.

3 VICE CHAIRMAN BERRY: Are you familiar with the study
4 of the vocational education which was made for and sponsored
5 by the National Institute for Education which came out
6 recently which stated that students who take vocational
7 education have no more success in getting jobs and keeping
8 them than students not taking vocational education?

9 DR. SCHOLLMAYER: I've heard that and, of course, I
10 could cite you another study that just cited exactly the
11 opposite, and I can't give you the exact title of it, but it
12 was done, oh, about seven, eight years ago, and the study
13 cited examples of students who received vocational training
14 who were able to obtain jobs quicker. Their earning power
15 was so much greater than those who had not received
16 vocational training and so forth, so I suspect there are
17 other studies that will review that.

18 VICE CHAIRMAN BERRY: But you have no data on which we
19 can base this kind of assessment on the ^{prospects}~~process~~ of black
20 students who take vocational education? Do you have any
21 plans to collect such data and keep it?

22 DR. SCHOLLMAYER: We do a follow-up study on all
23 vocational graduates. I just don't have the information

1 with me and I wouldn't want to cite it and give you figures
2 that are not correct.

3 VICE CHAIRMAN BERRY: But you could provide the
4 figures?

5 DR. SCHOLLMeyer: Yes.

6 VICE CHAIRMAN BERRY: ^{Mr. Chairman,} Could we ask for those figures?
7 It would be - -

8 CHAIRMAN FLEMMING: Yes, I will ask Mr. Alexander to
9 keep in touch with the school board and get those figures,
10 and then insert them in the record at this particular point.

11 (Insert.)

12 VICE CHAIRMAN BERRY: When I listen to you, Dr. Koonce,
13 talk about vocational education, there seems to be a great
14 contrast between your testimony and Dr. Schollmeyer on the
15 issue of what happens with black students in schools. You
16 talked about the lack of accessibility to programs, and ^{that}
17 there are certain areas ^{Schools that have} ~~of~~ technical programs ^{for which you} ~~that~~ have used
18 the term "country club atmosphere" if I understood you
19 correctly when you talked about ^{accessibility to these programs} ~~availability to low income~~
20 ~~jobs,~~ meaning problems for your students. ^{Dr. Schollmeyer, is anything being} ~~Do the students~~
21 ^{done to make sure the students that Dr. Koonce was talking about} ~~have access to the~~ "country club" facilities ^{and programs} in this area?

22 DR. SCHOLLMeyer: Somebody cited the Arnold Report
23 just a few minutes ago. That was a study made by Dr. Walter

1 Arnold. One of his recommendations was that we establish
2 what he called "shared time centers" and as you are well
3 aware, vocational programs are very expensive, and the idea
4 to locate vocational shared-time centers throughout our
5 counties so that students could attend the vocational
6 programs of the children, unfortunately the funding of this
7 did not come about.

8 As I mentioned earlier, we have one shared-time center
9 established in the south of the county. We have what we
10 call an area center in the north end of the county which is,
11 I think, the school Dr. Koonce has referenc^e to, which is
12 built for the purpose of providing post-secondary education;
13 however, it is being used on a shared-time basis. That, of
14 course, is a little to the north end of our county and
15 probably too far north for any Northwestern students to
16 commute to, so I would say that the plan was to establish a
17 shared-time center in what we call the north central area
18 which would be the proximity of Miami Northwestern.

19 With the shared-time center there are some problems.
20 I'm not sure it is a problem, but we are on what we call
21 School Base Management right now, and it means that when the
22 principal sends a student to a shared-time center, he
23 in effect loses the support that he would earn from the

1 student attending another school. ^{And} I think that has to be
2 worked out so that the principal will feel free to send the
3 student to a program in which the student [^]wants to
4 participate and can succeed in without being penalized by
5 losing part of his support allocation for the student that
6 he allows at his school. He provides counseling directly
7 and so forth, so I'm not sure that I answered your question
8 but there is a plan ^{or was a plan}. Of course, the lack of money stops ^{it} it.

9 VICE CHAIRMAN BERRY: Mr. Freeman, would it be correct
10 for me to understand from your testimony that, if the black
11 students are ⁱⁿ increasing numbers opting for vocational
12 educational training and then graduated, that the job
13 situation here in Miami is such they could look forward to
14 gainful employment.

15 MR. FREEMAN: I'd say in some skilled areas it is
16 almost guaranteed.

17 VICE CHAIRMAN BERRY: Is there any match up, Dr.
18 Schollmeyer, with the skilled areas and encouraging students
19 to go into them so when they get out, the chamber and other
20 people can see to it they are getting employed, for black
21 students in particular ^{I'm} ~~on~~ focusing on, since there is high
22 unemployment rate.

23 DR. SCHOLLMEYER: I can cite you specific examples, and

1 I think it will answer your question. I attended a Craft
2 Advisory Committee meeting
3 just last Thursday and the Craft
4 Committee dealt with what we call the metal trades, and that
5 involved sheetmetal as well as the machinist trade. We had
6 in attendance people who represent Rolls Royce. They are
7 right now looking for eight or ten people and are willing to
8 pay \$6 an hour. If they are very, very good, they would be
9 willing to pay more up to \$11 an hour. There ^{was} ~~were~~ other
10 people who were employers. They are looking for people to
11 work in their shops, and, in fact, the whole picture was very
12 desperate as far as they were concerned. There is a
13 desperate need for people in that particular area.

14 As far as whether they are white, black or Hispanic, I
15 believe they are so desperate at this point they will take
16 anybody, ^{and} I don't mean that in a negative way. They are
17 willing to hire ^{our graduates} people if we could produce them.
18 Unfortunately, in that particular area there seems to be a
19 lack of interest on the student's part.

20 Five years ago we had four machine shops; today we have
21 two, and we are struggling to keep those two machine shops
22 open as far as enrollment is concerned, so I think it is a
23 combination of things, and I would say that we need people

1 who understand that there is a need out there, that there is
2 a good living to be made in this particular area. Somehow
3 that information has to get back to the students and it seems
4 to me, like it is through people like Ms. White and
5 counselors that can help.

6 VICE CHAIRMAN BERRY: On the issue of the speaking of
7 Spanish, which was a point that was raised, and
8 employability, could you tell me whether the majority of
9 the members of the staffs of each of the persons who are on
10 the panel as ~~was~~ well as you yourself are Spanish-speaking
11 individuals, that you are bilingual? I'm just wondering.
12 Is it that most of the staff speak Spanish and English and
13 do all of you speak Spanish?

14 DR. KOONCE: I don't.

15 VICE CHAIRMAN BERRY: Do any of you? I just wondered
16 in terms of how necessary it was to know Spanish in order
17 to--

18 MR. FREEMAN: I think in my instance I'll say very
19 quickly that I think it bothers me enormously that I don't,
20 and I almost in dealing ~~in~~ particular ^{ly} with Latin Americans
21 who are up here doing ~~business~~, ~~and~~ ^{virtually} I have to have ~~an~~ ^{and} somebody
22 ~~interpreter~~ with me who does, ~~speaks~~ Spanish. That's a
23 terrible handicap; it ~~is~~ ^{is} embarrassing ~~to~~ me, to be honest

1 with you.

2 COMMISSIONER HORN: Before you leave, one question, to
3 follow up here, on the point on that vocational education
4 cutting to two shops. To what extent have you worked with
5 industry to have a cooperative education program which would
6 permit students after school to be trained in industry *where*
7 *there is* usually better and more recent~~ly~~ equipment ~~than~~ the school
8 systems can afford?

9 I found in some communities industry that is
10 shorthanded on technical skills will really make an effort
11 to try and have that relationship with the school system
12 because it is in their vested interest one, to provide
13 students with skills and, two, if ~~there~~ *they* are a large company,
14 *to* let them see what the company looks like and hopefully they
15 can hire them.

16 Have you got that kind of plan?

17 DR. SCHOLLMEYER: Yes, I think ~~what~~ *have just* you described ~~is~~
18 what we call Cooperative Education Program. Last year we
19 had over 10,000 students participating in Cooperative
20 Education. When we speak of Cooperative Education, we are
21 talking about a number of areas. We are talking about the
22 whole field of health. We are talking about the whole field
23 of business education and so forth, and we were cooperating

1 with 8,000 employers.

2 In other words, we had 8,000 people who ^{were} ~~are~~ willing to
3 take our student^s on a part-time basis and provide some of
4 the experiences that you just described, so we do do that.
5 In fact, in our vocational programs -- and I would like just
6 to be specific so you will understand -- take for a example,
7 if we have a student who, for all practical purposes, has
8 finished the machine shop course. There is a certain number
9 of jobs or activities that that person must complete, and we
10 have some students that accelerate in that particular
11 field. We don't leave them sit in the machine shop. We put
12 them out on the job; so we do provide that sort of activity
13 for our students.

14 CHAIRMAN FLEMMING: Commissioner Saltzman?

15 COMMISSIONER SALTZMAN: Dr. Koonce, what is the
16 pupil-teacher ratio in your school?

17 DR. KOONCE: At Miami Northwestern, I would say that
18 our ratio is considerably lower. We are about one to maybe
19 26.

20 COMMISSIONER SALTZMAN: How ^{does} ~~do~~ that compare ^{with} ~~with~~
21 suburban high schools, for example?

22 DR. KOONCE: That compares probably favorably, even
23 less with suburban schools because I mentioned to you we

1 have three exemplary programs at Northwestern. ^{This} ~~That~~
2 amounts to about 15 teachers county-funded over and above my
3 allocation. Which, one is a county program, the Performing
4 and Visual Arts Center, which is supposed to service Dade
5 county school students. It so happened that we've had some
6 difficulty attracting a number of students for that program
7 since its inception. Consequently, we have had to use the
8 bulk of Northwestern students to make that program viable so
9 it has allowed ^{me the} ~~media~~ opportunity to reduce some class sizes,
10 especially because I have offered many of my electives
11 through that particular program, so in other words my
12 student-teacher ratio, I'm in very good shape and would hope
13 I can remain that way.

14 COMMISSIONER SALTZMAN: Do I hear your testimony
15 correctly, did you say over 90 percent of your student
16 population is black?

17 DR. KOONCE: 99 percent.

18 COMMISSIONER SALTZMAN: 99 percent. That's what I
19 thought. Could you tell me what, or can you evaluate,
20 guesstimate, the attitude of your student population toward
21 their ability -- well, it was identified in testimony this
22 morning that many of the black students, young people are
23 filled with hopelessness. How does your student population

1 feel about their ability to move into the mainstream of
2 American life?

3 Is there a sense of despair and hopelessness in the
4 student population?

5 DR. KOONCE: Well, I think that would vary. What I'm
6 saying is, I think you would have to take the student
7 population itself. Obviously, there are some who feel this
8 way. By the same token, there are a number of youngsters
9 who are very positive, who are very capable, very strong in
10 their own ego and who they are, and feel they can compete
11 with anyone.

12 From a general sense, okay, I definitely don't believe
13 the fact that they are in an all-black setting has anything
14 to do with their own personal outlook on life, and I say
15 that with this perspective from the mere fact that, if
16 you have young people who ^{from} have a sense of orientation or a
17 sense of working for them as a faculty and administrative
18 staff that you do everything possible to counteract that
19 very feeling.

20 From that perspective, I think our youngsters are not
21 in a sense of hopelessness. Now, one other comment, it is
22 very difficult to separate the school setting serving as a
23 microcosm of that general society and not say that some of

1 the hopelessness that exists for black people in general
2 does not in fact exist for students in general as they come
3 out of that particular setting, but I don't think that you
4 have a 99 percent of a student population that feels that
5 the whole world has gone by and left them ^{abys} ~~amiss~~. I think
6 the faculty and staff would not allow that to happen,
7 including the parents and their support, but I would hasten
8 to say we have to consider and have to always remember that
9 that school definitely reflects, to a great degree, some of
10 the despair that has affected the entire black community.

11 COMMISSIONER SALTZMAN: How do they -- and ^{I know} ~~even~~ these
12 generalizatons are --

13 DR. KOONCE: They are very general.

14 COMMISSIONER SALTZMAN: Are difficult and --

15 DR. KOONCE: And I will do my best to respond.

16 COMMISSIONER SALTZMAN: How did they respond to the
17 riots in May?

18 DR. KOONCE: How did they respond to the riots in May?

19 COMMISSIONER SALTZMAN: What is their feeling toward
20 it, that it is self-destructive; that it is beneficial; that
21 it is appropriate, inappropriate?

22 DR. KOONCE: Well, let me try to answer you this way:
23 I think the students understood the rage; they understood

1 the anger; they understood the frustration that was
2 manifested. By the same token they also realized that in
3 terms of destruction of property and loss of life, that it
4 was heavily inflicted within their own communities and they
5 had some pretty serious concerns about that. I would think,
6 also, that -- okay, you are about to ask me another
7 question. Maybe that will help me. Go right ahead.

8 COMMISSIONER SALTZMAN: I was going to move on to one
9 other aspect of the student attitude toward the school. Are
10 they in isolation or do you attempt, as a school, to bring
11 them into contact with other high schools around the city?

12 Are there any programs that the schools runs to open
13 their horizons to the community at large?

14 DR. KOONCE: Okay. Well, I would say, first of all,
15 the ^{two} of the programs at Northwestern, one of which Dr.
16 Schollmeyer mentioned, does attract nonminority students to
17 that school for a portion of their class day. Secondly, our
18 faculty is integrated, or desegregated.

19 Thirdly, they still compete in interscholastic
20 activities which are allowed for and provide for some
21 integration or desegregation, some close cultural kind^s of
22 things. Those are three specific kinds of programs on a
23 systematic basis that provides some interchange with that

1 student body and that population with youngsters who are
2 different than they are.

3 COMMISSIONER SALTZMAN: One final question: Am I to
4 understand that in terms of what you, Dr. Schollmeyer, and
5 Mr. Freeman have said, that there is continuing
6 communication and relationship between the business
7 community and the school relative to the skill needs of the
8 business community and the training programs that the school
9 provides?

10 DR. KOONCE: Well, there is communication. It is not
11 entirely effective and it could be much improved.

12 MR. FREEMAN: And much more.

13 COMMISSIONER SALTZMAN: Can you specify how could it be
14 improved?

15 MR. FREEMAN: Well, it has to become more
16 individualized in the sense that the individual employers
17 ~~much~~^{must} have access to the individual staff or the individual
18 school institution that's going to fulfill their particular
19 needs.

20 COMMISSIONER SALTZMAN: Is that feasible?

21 MR. FREEMAN: Of course.

22 Commissioner Saltzman: Why hasn't it been done?

23 MR. FREEMAN: It was done in the case of Rolls Royce.

1 That's a pretty glamorous operation, you see, and it is
 2 also a pretty big number, so it makes us all look nice, look
 3 rather good to handle that one. What we've got to do is
 4 make ourselves look like when we handle everyone that comes
 5 through everyday and the business community doesn't
 6 understand the access to that system, and I really want
 7 you to understand, I think that is their responsibility and
 8 not the school system, so I'm not --

9 COMMISSIONER SALTZMAN: Are there plans to initiate
 10 that kind of thing?

11 MR. FREEMAN: Oh, we spend an enormous amount of time
 12 working on it all the time throughout the committees of the
 13 school system and through our own committees, but there are
 14 45,000 businesses in Dade county, and I don't know anybody
 15 outside of the tax collector that's got access to all of
 16 them, so it is a communications challenge of some substance.

17 MS. WHITE: I would like to address that ^{question in that item part of} ~~if I may.~~
 18 ^{Communications link. As an occupational placement specialist} ~~Obviously, there are various vehicles to accomplish this but~~
 19 I am ^{liaison} liaison with the community as well as with the business
 20 and industry sector and as far as getting that information
 21 to the student, that is one of the areas that I am most
 22 concerned ^{with} ~~about~~.

23 Very often there is a guidance person who is an

1 occupational placement specialist in every single high
2 school, who has the task of enlightening students as to what
3 the job market ^{is} ~~has~~ presently, what kind of vocational
4 courses are available, what courses they should channel
5 themselves into as well as what kinds of questions they will
6 be asked once they get out into the job market, what kinds
7 of information is going to be needed and has to be presented
8 by them.

9 My particular function is to make them prepared, and
10 inasmuch as there is only one occupational specialist for an
11 entire school population, it is a little difficult, and I
12 think there needs to be a larger channel to filter the
13 information from the business and industry sector into the
14 classroom.

15 There is, of course, the career affairs, career days,
16 bringing in guest speakers and community resource persons
17 into the classroom as much as possible, and in my particular
18 school a continuous effort is made to make students aware
19 and have them give [^] ~~them~~ the opportunity to speak to the
20 individual community people; however, because of the lack of
21 people doing this or performing this type of function,
22 sometimes information simply is not there for the child.

23 I think ^{many} ~~may~~ more people are needed. There needs to be

1 a greater effort to get that information to the individual
2 child in the classroom.

3 COMMISSIONER SALTZMAN: Whose responsibility is that?
4 Is it the business community^s or the school^s?

5 MS. WHITE: I think it is everybody's responsibility?
6 The school has a responsibility to make the student^s aware of
7 what is asked of him to prepare him academically and
8 vocationally; the business sector has the responsibility of
9 letting the school and students know what he wants, what he
10 needs as a ^{prospective} ~~perspective~~ employee. I think it is also the
11 responsibility of the student to gain that insight, to desire
12 that information, and also to be motivated enough to accept
13 the opportunity to get skilled and then go out into the job
14 market and function.

15 COMMISSIONER SALTZMAN: Thank you.

16 COMMISSIONER RUCKELSHAUS: I just have one quick
17 question for Mr. Freeman. I have always thought to the
18 extent that anybody from the business community the Chamber
19 of Commerce can do that if it is possible to do that. I
20 just wonder if you could characterize for me the degree to
21 which the business community in Miami-Dade county seems to
22 ^{have} ~~be~~ understood and committed themselves to attending to the
23 incredible problem of unemployment among minority youth,

1 addressing not only those who come out of vocational
2 programs with some marketable skills but the hard core
3 unemployed youth who has no skill at all.

4 MR. FREEMAN: Since May 17th I have sensed, and I
5 believe I can report with accuracy, there is an enormously
6 expanded commitment to solving the problems of the innercity
7 by the private business community in Dade county. That
8 focus on job production, job creation, job training, all
9 that is related to putting the long-term unemployed to work
10 which most of the neighborhood people seem to think is one
11 of the basic problems.

12 That expanded commitment is being manifested in several
13 ways, some of which are obvious ~~and~~ some of which aren't,
14 but the most activity is occurring within the companies
15 themselves. They have sat within their own councils and
16 have ~~had~~ ^{through} their corporate structure ^s spoken with their black
17 employees in almost every major ~~area~~ ^{employer} in this community to
18 the extent ^{that's} where did ^{we} ~~they~~ go wrong, what do we need to be
19 doing, what should we be doing. That employee/employer
20 internal communication is in place in most of the ^{major}
21 corporations, and it has been very productive, and there are
22 things happening which will prove that.

23 In addition, we and the predominantly black Chamber of

1 Commerce have employed a consulting firm out of Minneapolis
2 with our money -- no tax money -- to see if we could
3 develop a job creation strategy in a ^{site} specific area in
4 Liberty City. That report is due January 30th.

5 We are participating with great hope in the
6 strengthening and in the success of the Private Industry
7 Council.

8 We really believe that is a government program that
9 will in fact work, and we are trying to focus all of our
10 energies toward making the Private Industry Council make the
11 marriage between the employer and the long ^{term} unemployed by
12 skill training, by subsidies for the employer, and by all
13 kinds of incentive programs. Here again they have to be
14 tailor made and they are being tailor made, but that has
15 enormous promise and we are really ^{Trying} trying to support that
16 effort to the best of our ability.

17 In summary, I really feel -- and I am at the present
18 time compiling a report that there is ^{an} expanded
19 commitment. That commitment is running into the normal
20 frustrations, so we are moving ahead, but the commitment is
21 there.

22 The Enterprise Zone and those kinds of new ideas are
23 being grasped to see if we can't find some new approaches to

1 fulfilling the commitments.

2 COMMISSIONER RUCKELSHAUS: I'm very glad to hear that
3 and I know there is a problem about not wanting to raise
4 expectations.

5 MR. FREEMAN: Oh, that too.

6 COMMISSIONER RUCKELSHAUS: Information that we have
7 gotten since we have been here is there is enormous despair,
8 that nothing appears to have happened and there is still all
9 tunnel and no light in Liberty City and other communities
10 like that. If there was anyway to involve the leadership in
11 those communities in these projects so they could at least
12 represent something was coming.

13 MR. FREEMAN: I think we are very sensitive to the fact
14 that the leadership of those communities really have to be
15 the final say. It is their neighborhood and they are the
16 ones that have to be affected. We are listening as best we
17 can and we have been accused of imposing our will on Liberty
18 City. That's the last thing in the world we want to do, but
19 we want to do something and we are trying to apply the
20 techniques that we understand: management, industry
21 creation, those kind^s of things to solving that specific area
22 problem; therefore, it does have to be a joint venture but
23 we certainly are not trying to impose our will.

1 COMMISSIONER RUCKELSHAUS: Thank you.

2 CHAIRMAN FLEMMING: We are grateful to the members of
3 the panel for presentations that have been made, for your
4 response to the questions on the part of counsel, and also
5 on the part of the members of the Commission.

6 Thank you very, very much for spending this time with
7 us.

8 Counsel will call the next witnesses.

SCHOOL ADMINISTRATION

1 MR. ALEXANDER: Paul Cejas, Phyllis Miller, Dr. Leonard
2 Britton.

3 PAUL CEJAS,
4 PHYLLIS MILLER,
5 DR. LEONARD BRITTON.

6
7 Called as witnesses by and ^{or} behalf of the Commission,
8 being first duly sworn by the Chairman, [^] was examined and
9 testified as follows:

10 CHAIRMAN FLEMMING: We appreciate your being uith us.

11 MR. ALEXANDER: ~~Staying~~ [^] with Ms. Miller, could you
12 each identify yourself for the record, your full name and
13 your current or former position with the school system
14 here?

15 MS. MILLER: ~~Phyllis~~ [^] Miller, former member and
16 chairman of the Dade county School Board, a member from 1972
17 to 1980 and chairman 1977 through 1980.

18 MR. ALEXANDER: Thank you. Mr. Cejas?

19 MR. CEJAS: I am Paul Cejas, Chairman of the Dade
20 county Public School System and I have been chairman for
21 about two weeks, and I served on the board since March of
22 1980.

23 MR. ALEXANDER: Thank you. Dr. Britton?

1 DR. BRITTON: Leonard Britton, Superintendent of
2 Schools since May 1980, Deputy Superintendent prior to that.

3 MR. ALEXANDER: How long have you been with ^{the} Dade
4 county School System, Dr. Britton?

5 DR. BRITTON: Fifteen years, since 1965 as area
6 superintendent, associate and deputy superintendent for
7 instruction, acting superintendent and superintendent.

8 MR. ALEXANDER: In 1968 Miami experienced a civil
9 disturbance. At that time there was a report done in the
10 community that sort of attracted the National Advisory
11 Committee on Civil Disturbances, and said that the causes of
12 civil disturbances had to do with social deprivation in the
13 areas of employment, education, economic development.

14 Are either of the three of you aware of any strategy
15 that the school board adopted at that time or has been
16 pursuing for the past two decades to deal with those
17 identified problems? Dr. Britton?

18 DR. BRITTON: There have been a number of programs over
19 the years initiated by the board and by the staff.

20 MR. ALEXANDER: Specifically to deal with the problem
21 of education as it relates to the Central City community
22 that were pointed to after the 1968 riots?

23 DR. BRITTON: Well, I can't reference it back to that

1 specific report

2 MR. ALEXANDER: ^{Consolidated} Coordinated policy to address Model
3 Cities Area educational problems? Is there such a policy of
4 the school board up to the May riots of this year?

5 DR. BRITTON: I would have to say there is no one place
6 that you could and pull ^a document off the shelf and say this
7 is the long-range plan.

8 MR. ALEXANDER: Is there a place you could go and
9 pinpoint the system responsibility and assistant
10 superintendent in your office?

11 DR. BRITTON: Oh, yes, all the job descriptions of the
12 individual persons would make reference to what is expected
13 of these people to do.

14 MR. ALEXANDER: Is there a point within the school
15 system that is focusing and coordinating the various
16 programs that we heard about this afternoon that tried to
17 develop a long-term strategy to eliminate the problems that
18 have been raised by parents and students?

19 DR. BRITTON: I would say yes. You have the entire
20 Bureau of Education that for years has been working ~~has been~~
21 ~~working~~ on a concerted approach for disadvantaged children,
22 the vocational education, and the improvement of basic
23 skills throughout the school system; yes.

1 MR. ALEXANDER: Following the riot or civil
2 disturbance, whichever term or phrase you prefer, in May of
3 this year, did the school system -- Ms. Miller, I assume
4 this is a question that would be most appropriate for you --
5 undertake or order its staff to prepare an assessment as to
6 how effective your school system had been in dealing with
7 the underlying problems of high dropouts, low reading
8 scores of black students, low level of employability?

9 MS. MILLER: Well, this is part of an ongoing process
10 of constant evaluation. We are mandated by the state every
11 year after consultation with the community and also with the
12 staff for the board to adopt what we call our system
13 objectives.

14 Since I have been on the board since 1972, those system
15 objectives have reflected our perception of the needs as
16 defined by both educators and the school system. There is
17 very heavy community involvement.

18 For instance, the first objective is always
19 concentration on your basic skills, reading and writing,
20 many of the areas that have been discussed.

21 MR. ALEXANDER: To be more specific, though, there
22 seems to be a really strong dichotomy between the people
23 within the school system who operate the programs and the

1 people who are receiving the program^s, the students, and what
2 I'm trying to get atⁱⁿ, is there any coordinated mechanism
3 within the school system for tracking that, for tracking the
4 range of problems that are presented as opposed to whether
5 or not a particular guidance counselor^{program} operates?

6 MS. MILLER: Well, this is part, as I say, of the
7 annual analysis which I am sure will continue as an overall
8 view of the needs of the system.

9 MR. ALEXANDER: Were any changes made in your ^{analysis} ~~annual~~ or
10 any re-evaluation taken following the civil disturbances
11 this May?

12 DR. BRITTON: I can respond to that.

13 MR. ALEXANDER: Can you respond to that, Dr. Britton?

14 DR. BRITTON: Yes, the Bureau of Educational Programs
15 has this responsibility and has been following through for
16 years with regards to all of the programs, what I have called
17 ~~as~~ the regular programs, vocational ed, the programs for
18 compensatory education, special education, and the like --
19 vocational education.

20 Following the civil disturbance, or the riots in May,
21 it was at that time that the staff was making a very
22 intensive look at one area that we think we must, and that
23 is the whole area of vocational education. As a matter of

1 fact, we made ^{this one of the} priority ~~report~~ objectives ^{for} this year, and even
 2 brought in one of ^{our outstanding} the senior high ~~standing~~ principals to
 3 assist in this area to begin to identify, to work with the
 4 community ^{groups as to} ~~for example~~, exactly how ~~we can~~ open the doors.
 5 We have all the training programs for the students when the
 6 claim was made that ^{when they leave us} there ~~was~~ no place to go.

7 MR. ALEXANDER: What changes have been made ^{as a result of that?}

8 DR. BRITTON: We're right in that process right now.
 9 We brought the man on ^{board. He is} ~~and people are~~ working with our staff,
 10 ^{beginning to work with the} chambers of commerce, ~~and~~ with business ^{and} and industry and with
 11 our own staff members identifying the kinds of programs that
 12 are there, the needs assessments, the analyses of the needs
 13 assessments that have been made so we know where to put our
 14 efforts, where to direct our energies.

15 MS. MILLER: I would like to add ^{that} as Mr. Freeman
 16 emphasized, there has been a heightened sensitivity on the
 17 part of the business community, and although the process
 18 certainly needs strengthening, at least the marriage
 19 hopefully of the education and business community has been
 20 consummated, ~~and~~ it involves commitment on both parts, but I
 21 believe that the riots plus the influx of the refugees ^{have} ~~will~~
 22 made the business community extremely sensitive to job
 23 training skills for our student.

1 DR. BRITTON: As a matter of fact, following the riots
2 immediately, I would say that it was this school system that
3 made the first initial overt action and took that action
4 during the summer. It wasn't a very large program but in
5 cooperation with the community raised \$155,000 through
6 the Miami Herald. ^{That} ~~It~~ was used for stipends for students,
7 black students most of them, in the innercity to be able to
8 stay in school this summer, take advantage of our
9 educational ^{and} vocational programs. My understanding is that
10 most of them have actually stayed on this fall and are still
11 in school.

12 I would say that this school system did two things with
13 that type of a program which I believe brought a lot of
14 attention to the school system and its stability and also at
15 that time we made efforts to get our teachers back to
16 school.

17 I think following those days when nobody wanted to
18 go back into certain parts of the city we said to our
19 teachers, "Please go back," and they did. I think that we
20 played a major role in bringing ~~the~~ stability back to this
21 county.

22 MR. ALEXANDER: Mr. Cejas, would you like to comment?

23 MR. CEJAS: Yes, I would like to say, going back to

1 after the disturbance of 1968, there was an action that the
2 school board took in reference to correcting the problem.
3 They actually went and contracted with the old, Greater
4 Miami Coalition which was an organization that was community-
5 based and provided a forum by which community leaders and
6 governmental agencies as well as the chamber of commerce and
7 industry and commerce would sit down and discuss the issues
8 and problems in our community.

9 At the time I was a staff person for the old, Greater
10 Miami Coalition, so I was involved in this type of thing.
11 The agency was a viable agency in coordinating and actually
12 planning social services, including schools and so on in our
13 community and were of great input to the school system.
14 Unfortunately, the national trend with urban coalitions died,
15 with John Garden^l leaving the movement and moving into ^a
16 consumer type of movement. The whole idea -- a new
17 executive director for the United Way here in Dade county
18 came in and was of a different philosophy.

19 The executive director of the coalition went to work as
20 ~~the~~ county manager and left the agency, so the agency really
21 didn't have very much existence after that, but the system
22 did participate in that type of activity.

23 Now, in listening to some of the ^{other} ~~area~~ panel members

1 here before and really concerned as to the same issues that
2 you are questioning, I think the lack of having that type of
3 agency, super-structure type of agency in our community that
4 would plan and coordinate and provide a forum for community
5 leaders, industry, commerce, the chamber of commerce, the
6 school system, the county manager's office, the city
7 government, to sit down and discuss the needs of the
8 community, I firmly believe that the community has been
9 going one way and that the social service agencies and other
10 agencies, not just the school system, have not had the type
11 of forum to really understand and communicate with the
12 business community as to the things that have been happening
13 and the development of new programs and that type of thing.

14 I think that greater Miami coalition leaving Dade
15 county or dying in Dade county created a part of the problem
16 of having agencies overlapping services and gaps of services
17 that we see now, so I think I would highly recommend that ^{That}
18 concept be reestablished. ^

19 MR. ALEXANDER: One of the issues raised both in
20 employment and generally is that Miami is clearly a heavily
21 Spanish-speaking community both in terms of commerce and
22 population. I would like to know what the school board's
23 policy is in terms of providing Spanish language skills to

1 the entire range of the community?

2 MS. MILLER: The Dade county School System was the
3 first, perhaps ^{the} only major school system in this country to
4 adopt a policy addressing itself to bilingual education.
5 And it very succinctly stated the goals of the policy which
6 were first and foremost to make everyone in the system
7 proficient in English, but recognizing the fact that we were
8 a major ^{center} ~~industry~~ for Spanish culture and trade as much as
9 possible to make Spanish available not only to Anglo
10 students but to encourage [&] Spanish students to further
11 refine their skills, ^{and} quoting from Mr. Cejas, that they
12 become bi-literate as well as bilingual.

13 We have gotten great help from the federal government
14 in this program. It is now phasing down but we have made an
15 effort without making it mandatory. It has been voluntary
16 starting in the elementary grades, to make Spanish available
17 to all students, and we have complied with all the
18 provisions of the Office of Civil Rights.

19 We had a formal contract with them; however, we have
20 not been giving the same training to the new influx of
21 students who arrived on the Mariel boatlift, and I would
22 like to state that is because we have not received the
23 appropriate federal funding.

1 MR. ALEXANDER: Dr. Britton, since the Mariel boatlift
2 was just mentioned, could you comment on how ^{that new} ~~the~~ wave of
3 migration has affected the school system and how the
4 school system has determined to deal with those students?

5 DR. BRITTON: Yes, during this first year, we have
6 approximately 13,000 students who have come in of the Cuban
7 and Haitian background. It is almost 14,000 when you
8 combine the two groups, and they have been coming in through
9 the summer.

10 The first thing we did this summer was to provide, on a
11 voluntary basis, those who wanted ^{a summer} ~~to~~ get ahead program, you
12 might say, a very intensive program in English, so ^{that} they
13 might learn English.

14 The Commissioner of Education made the funding
15 available for that from our discretionary monies. Beginning
16 here in the fall we have a program for them wherever room is
17 available within their home school, or we had to transport
18 them to individual schools during this year so ^{that} they might be
19 given the opportunity in ^{very} ~~various~~ intensive English
20 education. The funding for that has come from the State,
21 from the regular allocation as any student would in any
22 school system, and we are counting on some additional
23 funding to be made available through this first supplemental

1 allocation and then, hopefully, if the Stack Amendment and
 2 others can be funded here before the end of the year, *some*
 3 additional funding to come in.

4 It is our intent that this next year that those
 5 students will be able to be housed ^{*and/or housed*} out of the regular home
 6 school programs.

7 MR. ALEXANDER: How will this large influx affect the
 8 school system's ability to desegregate? How are they
 9 treated with respect to the desegregation order?

10 DR. BRITTON: The desegregation order referred to black
 11 and white ratios. The Haitians are counted, if I recall
 12 correctly, as blacks. I get so mixed up on how those black-
 13 Hispanic and ^{*Hispanics*} ~~spanish~~ are counted, there ^{*is a*} ~~are~~ relatively small
 14 number of those, but overall they are counted in as Hispanic
 15 students; they are not part of what you ^{*would*} call the
 16 desegregation order, where those children are -- that's where
 17 they are housed.

18 MR. ALEXANDER: At the moment those students are
 19 basically, for the lack of a better term, segregated within
 20 the school system; is that correct?

21 DR. BRITTON: Yes. ^{*Either their*} Within ~~our~~ own individual schools
 22 are ^{*where they are*} ~~having~~ to be bussed to schools where there are available
 23 facilities so they can ^{*get*} ~~obtain~~ the intensive language

1 instruction. As a matter of fact, in a number of schools
 2 they are actually on double session, some of them beginning
 3 at 7:00 ^{till} to noon ^{some at 12:05} to 1:05 to 5:00. By next year, this issue
 4 should be resolved and at least a third of the students ~~we~~
 5 ~~will segregate~~ ^{well integrated} back in ^{to} the mainstream. I'd say at ^{least} ~~least~~ 20
 6 to 30% of the ^{students into the} mainstream ^{at} ~~in~~ the program ^{and/or} ~~are~~ housed at their
 7 home schools.

8 The shift, by the way I think it is important -- I
 9 might mention something since you are relating what I call
 10 the entrance students and ^{the} ~~desegregation~~ order. There has
 11 been a rather substantial shift in the school system over
 12 the last 15 years in the makeup of the student body, and
 13 this plays an important role in how we are viewing our
 14 entire desegregation effort.

15 Back in '66-'67, let's say 15 years ago, this school
 16 system was 60 percent white. By that I am meaning
 17 nonHispanic, nonblack but as white; 64 percent of our
 18 students were white. As of now, 32 percent are white. In
 19 other words, the school system has decreased in the number
 20 of white students by over approximately 60,000 students. We
 21 have gone from 136,000 to just 76,000 white students.
 22 Hispanics, on the other hand, over these 15 years have
 23 increased from 11 and-a-half percent. This was 15 years ago

1 to 38 percent now. We have grown by 63,000 Hispanic
2 students in the past 15 years.

3 The blacks have moved from 24.5 percent, about a
4 quarter of our students, to 30 percent. We have increased
5 by 17,000 black students.

6 The issue here is that ^{this} the entire school system has
7 increased, and this is why I have to look at the totality of
8 our desegregation efforts, of the 17,000 more black students
9 throughout this county now, and 63,000 Hispanic students
10 throughout the system, ~~They~~ are not segregated in just
11 individual schools any longer. Natural integration has
12 occurred system-wide.

13 MR. ALEXANDER: We had testimony earlier this morning
14 from black parents, ~~and~~ students and others that felt that
15 desegregation particularly as it occurs on busses, is a
16 burden to the black community, whereas, white students tend
17 not to be bussed. Would you care to respond to that, Ms.
18 Miller?

19 MS. MILLER: Yes. I think that after the first
20 enthusiasm for desegregation by blacks more and more of them
21 began to perceive it as an unfair process, if you want to
22 use that term, in the sense that it was ^{predominantly} the black students
23 who were bussed out of their neighborhoods rather than the

1 burden being shared, so to speak.

2 MR. ALEXANDER: Why wasn't the burden shared?

3 MS. MILLER: Well, originally the court order -- it
4 was the court order. This was prior to my coming on the
5 board. Under agreement with Judge Atkins, who approved the
6 order, there ^{were} ~~was~~ some schools that were closed in the black
7 community, or converted to other uses, and those students
8 were then bussed to what had been prior white schools and
9 other schools ~~where they~~ were paired and grouped.

10 MR. ALEXANDER: The court order generally starts with a
11 proposal from the school board, does it not?

12 MS. MILLER: Yes. Well, it was apparently, although
13 -- I was not privy to all the discussions; it was a mutual
14 agreement where a proposed plan was accepted by Judge
15 Atkins. There has not been a great deal of change actually
16 ⁱⁿ ~~from~~ that original order.

17 Most of those schools that were grouped and paired at
18 that time have remained as is. In reponse to the feelings
19 of the black community that they were paying an unfair
20 penalty, as Dr. Koonce indicated, an effort was made to
21 strengthen those schools ^{that} remained in the innercity and
22 starting in the early, around 1974, we started to put
23 additional dollars into Miami Northwestern, Drew Junior,

1 many of the deficient schools ^{that} ~~that~~ you asked about before
2 were in the black community.

3 The board established a policy which was the subject
4 later of much controversy of establishing a special needs
5 funds, and the purpose of that fund, was to provide
6 additional help to those deficient schools above and beyond
7 the normal allocation in addition to Title I and
8 compensatory education money which they would receive.

9 We were able to decrease the number of deficient
10 schools by approximately 50, so we did achieve some worth-
11 while goal, but due to other factors, the question of the
12 special needs fund became highly controversial, and ~~that~~ the
13 new budget, I believe -- was it eliminated, Dr. Britton, or
14 were you left anything?

15 DR. BRITTON: Two things occurred. A large portion of
16 what was in their special needs fund became part of the
17 regular allocation, but I would say the majority of it was
18 eliminated because of the budget problems in order to
19 balance the budget this school year -- *that among many other problems*

20 MS. MILLER: Many budget constraints.

21 MR. ALEXANDER: The issue of the bussing of black
22 students primarily as opposed to bussing all students within
23 the school system for purposes of desegregation, you said

1 there hasn't been much modification of the original order.

2 DR. BRITTON: Correct.

3 MR. ALEXANDER: There have been proposals to modify the
4 original order?

5 DR. BRITTON: Well, some of the schools, both black --
6 well, you understand that all students beyond two miles are
7 bussed no matter where they live to go to school.

8 MR. ALEXANDER: For sure.

9 DR. BRITTON: And a very small portion of the students
10 who are bussed are bussed for desegregation purposes. For
11 instance, one group in which was court mandated was the
12 Carver grouping where the students from the Biscayne area
13 -- six or seven elementary schools -- are all bussed to
14 Carver Junior High for one year and then they all go to
15 Ponce.

16 Another group being, it is a six-school grouping down
17 in the southern end, where the black students are bussed to
18 the white schools, grades K through five, and then Frank
19 Martin is a six-grade center, so all the white students are
20 bussed to that school for the one year. That was all part
21 of the original court order, and that has not been changed.

22 Now, the question of boundaries, which will be coming
23 up again this year, I'm sure that there will be much

1 discussion as to where the boundaries ^{yes} lines are changed.
2 There is strong feeling, I know, on the part of many ^{patrons} ~~parents~~
3 of the northwestern area who would like to see that school
4 desegregated and would like to see the boundary lines
5 changed so that a proportionate number of white students
6 would come into that school just as black students are
7 bussed to many ^{of} what had formerly been white schools.

8 MR. ALEXANDER: Would you think that's appropriate?

9 MS. MILLER: Yes, I do, ^{but} I'm no longer on the Board.

10 MR. ALEXANDER: Mr. Cejas, would you think that's
11 appropriate?

12 MR. CEJAS: Well, I have to go back and -- I happened
13 to have chaired the Bi-Racial Tri-Ethnic Committee right
14 after the court ordered the school system to pair groups and
15 schools at the time, ^{and} ~~when~~ I think basically what is wrong
16 with our society is the fact that when we put some rules and
17 regulations in government bodies or in institutions like the
18 school system is, we tend to meet the minimum requirement by
19 that, and we forget the whole spirit of the whole thing and
20 we don't do the things that we really should be doing and
21 capture the spirit and go ahead and move ahead ⁱⁿ ~~and~~ implementing
22 what we think should be a good plan for desegregating the
23 school system.

1 Back in '70-'71 there were a number of schools that
2 were grouped as a result of the school board presenting the
3 plan to the court and the court approving.

4 In 1972 the ^{Board} court again went ahead and did further
5 grouping, and I think it was back in '74-'75 when the last
6 proposal for changes of feeder patterns and grouping ~~out~~
7 school systems was turned down by the board as a result of a
8 recommendation by the Bi-Racial Tri-Ethnic Committee which I
9 chaired that year. Unfortunately, the board did not come
10 back with another alternative to our second plan. They just
11 forgot about the whole thing.

12 I ^{as} ~~As~~ Chairman of the Bi-Racial Committee and as an
13 individual citizen of this community I felt that the fact
14 that we had a great number of all black or all white
15 schools, we did not actually in my mind have a desegregated
16 or unitary system in Dade county. Of course, the court saw
17 it differently and the board, of course, was very happy with
18 that and we were in compliance.

19 What I am saying to you is that sometimes we tend to
20 just meet ~~the~~ minimum requirements and forget about the
21 rest, and I think that has been what happened through the
22 whole process. Ms. Miller is right, ^{we bus} 14 percent of the
23 people that we bus ~~are~~ for desegregation purposes: 86

1 percent we bus for other reasons, but out of those 14
2 percent, which is basically 6,000 students, the majority of
3 them are black students that are bussed out.

4 I think we need to be constructive and look at facts
5 like this and see what our future policies should be,
6 whether the court requires it or not, whether it is our
7 moral obligation to serve this community, our entire
8 community, as a board of education and the things *that we should be*
9 *doing.* As chairman of the school board, I plan to do just
10 this, not just to comply with minimum requirements but what
11 is right for this community, what we should be doing in the
12 spirit of the law, ^{and} that's my philosophy.

13 MR. ALEXANDER: Could we move that a bit to the area of
14 student dropout rates and the low testing scores? What is
15 it that we can do beyond the bare minimum in those areas,
16 Mr. Cejas?

17 MR. CEJAS: Well, there's so many things: One thing we
18 need to do is really address the problem. I don't know
19 whether we have actually addressed the problem in the past.
20 We play with figures and again I happen to be knowledgeable
21 in this area because my firm as an independent contractor, I
22 happen to be a CPA, and my firm, back in 1971-'72, did a
23 study for the Department of HEW on dropout and dropout

1 prevention programs in Dade county, and ~~four~~^{for} targeted areas,
 2 specifically Spanish areas. At the time the dropout rate --
 3 as we saw it and we defined it in our methodology -- was an
 4 alarming rate of some 40 plus, 46, 48 plus percent of the
 5 students who enrolled in the ninth grade will not, at the
 6 time, finish or graduate from the twelfth grade. The school
 7 system here accounts for the dropout rate in somewhat of a
 8 different fashion. Their methodology ~~is~~^{as to} determining dropout
 9 rates is a one-year analysis of students that enter the
 10 grade and how many finish.

11 If I'm not mistaken, most of the other cities use the
 12 methodology that we do. We analyze the students entering
 13 the ninth grade and we will look at how many of that same
 14 class graduated, or will look four years back or three
 15 years back and see how many were enrolled and how many are
 16 graduated^{ing}.

17 For instance, ^{the} graduating ~~in~~ 1979 class, we will look
 18 ~~through~~^{three} years back, how many enrolled in the ninth grade and
 19 the difference will be in the number of early leavers,
 20 ~~←~~ If you want, we will analyze and see if they are
 21 coming back ^{to} in any night program or adult program. We will
 22 look at transfers out of the system and then the rest will
 23 become, of course, dropouts. We will determine our dropout

1 rate based on that.

2 The school system had not been doing this in this
3 fashion. Consequently, I think one of the problems is to
4 identify the problem and really look at it realistically
5 with ^{the audit} ~~periodic~~ reports to the board.

6 I am going to move that we get this type of analysis so
7 we know. Knowing that I would be here, my staff and I
8 prepared some figures on dropouts based on the methodology
9 that we use and that other schools systems throughout the
10 nation do, so we can compare apples and apples with other
11 systems.

12 In the total population as I see it, we have -- and of
13 course the figures I'm going to give you are not truly clean
14 dropout figures because we didn't have the time to analyze
15 whether the students had re-enrolled or transferred out of
16 the system and that type of thing. We are talking about
17 enrollment in the ninth grade and looking at that same class
18 going through high school and enrolling in the ^{twelfth grade} ~~the~~
19 figures ^{that} we have ^{is} for the overall population, we get 35.9 for
20 the 1979 graduating class.

21 The white population is 31.6 percent; the Hispanic
22 population is 29.7 percent, and the black population is
23 50.57 percent.

1 MR. ALEXANDER: Fifty percent drop out rate?

2 MR. CEJAS: Yes. Now, significantly enough, I can go
3 back four years and analyzing that which we did, and the
4 white population had in 1976-'77 graduating class, if we
5 compared ^{to} those three years early, or when they enrolled,
6 they had a 28.1 dropout rate if you will. It is not a
7 really true dropout rate, so I don't know what to call it, a
8 leaver's rate.

9 27.2 percent in '77-'78 class: 30.2 on the ^{'78-79} ~~'79-'80~~
10 class, and the 31 that I just gave you, ^{is the} ~~in~~ this white
11 population.

12 So there is no significant trend, really. It goes from
13 28 to 27 to 34 to 31, so the overall trend is more or less
14 stable.

15 The Hispanic you have a 36.2 on the 76 class, a 27.8 on
16 the 77 class, ^{78, 79,} 35.2 and then back down to 29.7 in
17 1979, so the trend is more or less up and down but overall
18 the trend is steady. The black unfortunately it is
19 ^{distressed in reporting} ~~distressing to report~~ that in '76-'77 we have 40.5 going
20 back to 39.2 in '77 but '78 was 46.7; '79 was 50.57 and we
21 just computing with some last minute figures '79-'80 which,
22 if 49.6, so it is a steady increase ^{basically} in the black
23 population dropout programs. I don't know how we could

1 effectively implement dropout prevention programs if do not
2 know and have these figures.

3 MR. ALEXANDER: Dr. Britton, you have been with the
4 system a long time. Do you have an educated guess as to
5 what accounts for this worsening trend in the black
6 community, the school system's ability to keep black
7 students in school? Phrase it either way.

8 DR. BRITTON: Well, I would have to go back and check
9 my figures against Mr. Cejas'. They are not as gloomy but
10 they are serouse. They are in the 30's and 40 percentile.
11 They are very high and unacceptable levels. What is
12 required, of course, what we're going to have to do, where
13 possible, is continue to decrease those class sizes, get
14 more guidance counselors, particular if we can get them in
15 the school, and begin some of those career education
16 programs we've been talking about, which are not just pure
17 vocational but across the board clearly.

18 MR. ALEXANDER: Let's go back to guidance counselors
19 for a moment. Earlier testimomy indicated that guidance
20 counselors were assigned on a ratio basis but no racial
21 determination was made in the assignment counselor?

22 DR. BRITTON: Correct.

23 MR. ALEXANDER: You have a particular problem of

1 education being provided to your black community but ^{you} are not
2 factoring that in in determining whether or not to utilize
3 increased staff: Is that accurate?

4 DR. BRITTON: There are so few elementary counselors
5 and secondary counselors in this regard, they are assigned
6 by pure ratio, particularly on the secondary level.

7 MR. ALEXANDER: Is that true for other support
8 services in the system?

9 DR. BRITTON: Yes.

10 MR. ALEXANDER: What do you factor in?

11 DR. BRITTON: You talk about your basic classroom
12 teachers, the number of counselors, the number of assistant
13 principals, visiting teacher service, psychological
14 services. Mainly these are all across on some of a people-
15 formula basis, equitable distribution. Where you get your
16 additional support, of course, comes in where you ^{have} either
17 have the federal government funds, or Title I, or SEAA where
18 you can hire additional teachers on the elementary level.

19 MR. ALEXANDER: Was there a preexisting policy of the
20 board that you say know about this, anywhere from 30 to 50
21 percent depending on whose statistics we're using, but a
22 worsening pattern of black dropouts from the school system?
23 Has there been a board policy to deal with this issue and,

1 if so, what are the implementation steps and why haven't
2 they worked?

3 MS. MILLER: Well, in much of the testimony that I
4 heard prior where they talk about the needs for elementary
5 counselors, one counselor in every high school for 150
6 students, this is an unhappy result of very tight budget
7 constraints, coupled with the inflationary pressures on the
8 school system, and even at this last budget time we
9 considered ourselves fortunate to be able to maintain
10 through some sleight of hand budgeting, the visiting
11 teachers, who are one group who do ~~not~~ work with these
12 prospective dropouts.

13 Now, there was a source of funds that has for all
14 intents purposes dried up and that ^{was the} ESAA funds not the Title
15 I, but what we call desegregation money, which is not coming
16 to any great degree to Dade county because "we are an old
17 desegregated system, not a new," and many of those needs for
18 these types of students, which we previously were able to
19 fund through these special federal programs, no longer exist
20 because Dade county is very low on the priority list with
21 many other cities who are now under recent court orders and,
22 therefore, they get the priority for the funding, so what
23 has happened is these services have been phased out and

1 diluted, and we are now just getting what I would really
2 call a token amount.

3 Unfortunately, the needs of the system for all students
4 have increased greater than the increase in State dollars
5 which make up the bulk of our money, and it has just been a
6 tough job just balancing the budget and keeping the system
7 going.

8 MR. ALEXANDER: Mr. Cejas, would care to comment on
9 this point?

10 MR. CEJAS: Yes, I would like to say that I think we
11 need to be creative, and I understand the implications,
12 budgetary implications, that we have. I think we really
13 need to, in the future, be innovative as to the types of
14 programs that we have and their location, for instance,
15 vocational programs and technical programs as well as
16 regular high school programs.

17 I could talk to about other countries where they have
18 basic high school requirements being innovative in terms of
19 being in commerce and industry. You are given credit and
20 you can finish and graduate your high school with the high
21 school diploma, and in commerce, for instance, when I
22 conducted a study for dropouts, some of these students were
23 dropping out, say, "Well, the lack of relevancy of the

1 curriculum, of the program, as to what I'm going to be doing
2 in life is what turns me off. I really would like to be
3 able to relate and to be prepared for life and it is not
4 challenging and the teachers are not really -- they know
5 this and they are just giving us the material and there's
6 nothing there for us of substance to hold on to".

7 I think, that if we go back and analyze these things
8 and really be innovative as to these types of programs and
9 look at other countries and look, for instance, I think of
10 terms of ^{magnet} ~~Miami Lakes~~ Schools where by we could have a school
11 with highly technically sophisticated courses in the
12 innercity that would attract ^{students} from the whole community. For
13 instance, in the area in Dade county we have oceanography
14 and atmospheric science which are areas people will be
15 interested in. The University of Miami has a great center
16 for that.

17 I think the school system could use an innercity
18 school such as Robert E. Lee or any innercity schools in
19 attracting this type of center, in bringing students from
20 the black, Latin, white communities and bringing them to
21 these schools and ^{having} ~~have~~ this ^{magnet} ~~Miami Lakes~~ School concept,
22 rather than going out in the community, telecommunications
23 facilities and so on which we are building a new building

1 now in the innercity.

2 Hopefully we will bring this type of thing, but I think
3 we need to be innovative and think in those terms.

4 MR. ALEXANDER: To move from the nonmonetary area for a
5 moment, one of the allegations that staff has heard in
6 interviewing in the city and was brought out in testimony
7 earlier was the insensitivity of many teachers or some
8 teachers in the system to black students.

9 Now, the data provided by your staff on corporal
10 punishment by race indicates that of the 13,000 incidents of
11 corporal punishment for 1979 and 1980, over ^{7,000}~~700~~ were
12 administered to black students. In terms of principal
13 suspensions for 1978 and '79, the school year, of ^{ae} 8,000
14 suspensions that took place, over 4,000 occurred with black
15 students. These things ^{do}~~did~~ not necessarily totaly equal
16 out but there is fairly strong indication that they maybe
17 some reality to the perception of the students and the
18 parents.

19 Has the board or the superintendent's office also
20 identified this as a problem? If so, is it listed anyplace
21 in your major needs, or priorities, and are there any
22 systems trying to deal with this *issue?*

23 MS. MILLER: I can answer only from the past

1 experience and then let Dr. Britton respond. The question
2 of corporal punishment is a philosophical one. My position
3 was clear, although I was out-voted because I would like
4 outlaw corporal punishment all together.

5 MR. ALEXANDER: I'm not asking whether corporal
6 punishment is good or bad.

7 MS. MILLER: It was defined as legal through a Supreme
8 Court ruling, and then there were very clear policies laid
9 down as to how corporal punishment was to be administered
10 within the individual schools; however, it was left up to
11 the individual principal to determine whether in his or her
12 school they wish to use corporal punishment as a policy, and
13 in many of the black schools, whether the principals were
14 black or white, the election was made to use corporal
15 punishment whenever it was deemed appropriate.

16 MR. ALEXANDER: The election was made by the principal?

17 MS. MILLER: By the principal.

18 MR. ALEXANDER: In much more frequently then it was
19 made by predominately white?

20 MS. MILLER: In suburban schools there appears to be a
21 consensus among many of the principals and the parents that
22 they do not want corporal punishment administered in their
23 schools.

1 MR. ALEXANDER: To move beyond the specifics of
2 corporal punishment, do you agree there is a serious issue
3 with respect ~~as~~ to teachers treating black students
4 appropriately in the school system? The statistics I have
5 quoted come from your last annual report to the school board
6 when you were the chair.

7 MS. MILLER: Well, I would have to say the vast
8 majority of our teachers care about the student's
9 performance rather than their color. They are not concerned
10 with their color but certainly I'm sure there are many
11 individual teachers who do not care for their students, who
12 are not too thrilled with their teaching assignments, would
13 like to be out of the innercity schools.

14 We have a teacher transfer program but pretty generally
15 there has not been too much movement. It's pretty static
16 since the 1970's when teachers were both voluntarily -- some
17 voluntary and some were reassigned. There is a greater
18 turnover of personnel in the innercity schools particularly
19 of white teachers, who have teacher burn out. Some teachers
20 come in extremely idealistic and then they don't make the
21 progress that they feel they would like to see; they get
22 frustrated and sometimes they turn against the students, but
23 I would say pretty generally the teachers, and the question

1 of the union was raised -- the union has been extremely
2 cooperative in attempting to maintain a desegregated
3 faculty, sensitive to the needs of the students.

4 MR. ALEXANDER: Mr. Chairman?

5 CHAIRMAN FLEMMING: I would like to see if could get
6 rather a clear picture of where you stand on the issue of
7 desegregation. I have appreciated the dialogue that has
8 taken place up the present time and it has been helpful to
9 me. ^{may?} I say, first of all, as I think of desegregation not
10 only here but in other parts of the country, I always think
11 of it in two phases: phase number one, the reassignment of
12 students; phase number two, after students have been
13 reassigned, the improvement of the quality of education and
14 the carrying forward of an integregation program.

15 We know that there are good plans for reassignment of
16 students, some very poor plans that have been developed in
17 various parts of the country, and then some plans that
18 possibly can fall in between those two ends of the
19 spectrum.

20 Now, Mr. Cejas, as I understand it, you did serve for a
21 period of time as Chairman of the -- is it the Tri --

22 MR. CEJAS: Bi-Racial Tri-Ethnic Committee.

23 CHAIRMAN FLEMMING: That committee was appointed by the

1 court as an advisory committee, correct?

2 MR. CEJAS: That's right.

3 CHAIRMAN FLEMMING: And it is charged with the
4 responsibility of advising the court, am I correct?

5 MR. CEJAS: That's correct.

6 CHAIRMAN FLEMMING: If we could take the span of from
7 '75 down to '80, if I understood your testimony in response
8 to questions by council, in 1975 the Bi-Racial Committee
9 made some recommendations for rather fundamental changes in
10 the desegregation plan, the plan for reassignment of
11 students; and I correct?

12 MR. CEJAS: The staff of the school systems submitted
13 a plan. By the court order the Bi-Racial Committee
14 retained, or the Court retained jurisdiction over certain
15 numbers of activities of the school board: One, acquisition
16 of new sites and another one was the development -- new
17 feeder patterns or grouping of school systems have to be
18 approved by the court.

19 The staff developed a plan that was presented to the
20 board which the Bi-Racial Committee opposed. The board
21 followed the advise of the Bi-Racial Committee and did not
22 approve that plan. What the Bi-Racial Committee really
23 wanted was the staff and the board to come back with another

1 plan to go ahead and desegregate the rest of the racially
2 identifiable schools and have a better plan, if you will,
3 and that's with the base.

4 The staff did not come back and the board did not
5 solicit that plan back.

6 CHAIRMAN FLEMMING: Now, may I ask this question:
7 Couldn't your Bi-Racial Committee, under your Charter, have
8 submitted a plan to the court which would have achieved the
9 objective that you have just identified?

10 MR. CEJAS: I guess it could have, although the Bi-
11 Racial Committee did not have the staff nor the capabilities
12 of doing such a job. Under the Charter, yes, we could.

13 CHAIRMAN FLEMMING: Under the Charter you could have
14 done so but you didn't feel you had the staff to do the
15 technical work that would be required.

16 Ms. Miller, why didn't the board decide not to submit
17 a plan that would be consistent, as I gathered, with the
18 views of the Bi-Racial Committee and the board when you
19 turned down together the staff plan?

20 MS. MILLER: In retrospect, the plan that was turned
21 down was a plan that would have established racial balance
22 in every school in Dade county. That was the projected
23 plan.

1 CHAIRMAN FLEMMING: That was the plan developed by the
2 staff?

3 MR. CEJAS: Developed by the staff.

4 CHAIRMAN FLEMMING: Right.

5 MR. CEJAS: And would have entailed, I guess, bussing
6 almost every child in the school system. When it was
7 rejected, it was understood clearly that there were still
8 some innercity schools that were still segregated. In
9 fact, we went to court. We were brought to court before
10 Judge Adkins.

11 CHAIRMAN FLEMMING: Pardon me, you say you were brought
12 to court?

13 MR. CEJAS: We were brought to court.

14 CHAIRMAN FLEMMING: Who were the plaintiffs?

15 MR. CEJAS: The plaintiff was someone from the American
16 Civil Liberties Union. At that time Dr. Jones was the
17 Superintendent and we defended the fact that the schools in
18 question, particularly at that time Northwestern, were
19 segregated, not because of some insidious intent but because
20 of neighborhood housing patterns, and the fact that a school
21 was predominantly one race, whether it be all black or all
22 white did not mean that it necessarily had to be inferior or
23 superior. The emphasis, I think, as you indicated had

1 shifted, I think, on the part of the board and the school
2 superintendent and much of the public that there should be
3 greater emphasis on quality, the quality going on within the
4 school rather than continual changing of boundaries.

5 CHAIRMAN FLEMMING: What was the outcome of the
6 proceeding before the judge initiated by the American Civil
7 Liberties Union.

8 MR. CEJAS: Judge Adtkins ruled that Dade county was
9 and continued to be a unitary system despite the fact that
10 there still were some schools that were all of one race.
11 Subsequently, we did change the boundaries to small degree
12 for Northwestern and included a school that was composed of
13 black and white students, but many of the white students did
14 not appear and are not present in the roster.

15 CHAIRMAN FLEMMING: Well, was that decision by the judge
16 appealed to the Circuit Court?

17 MR. CEJAS: No, it was not.

18 CHAIRMAN FLEMMING: Okay. All right. Dr. Britton,
19 would you like to comment on the developments up to this
20 particular point?

21 DR. BRITTON: Yes. At the time of the court order, if
22 I recall correctly, there were nine schools that were still
23 in the innercity that were all black. At the present there

1 are only four such schools and they are all elementary.

2 Now, that's not to say that when I say they are not all
3 black the percentage in some of the schools, take for
4 example Northwestern is very low, I think only one percent
5 or two percent would be white at that school, but all black
6 at the moment there are only four, and one is all Hispanic.
7 That's Meremar.

8 We opened because of the entrance problem. I think it
9 is important at this point to realize that since the late
10 60's and early 70's what has occurred throughout this school
11 system has grown somewhere between since 1966, 17,000 black
12 students and they have not all resided in the innercity;
13 they are residing in many places throughout this county.

14 Since '70, the number has grown within that of 8,000.
15 There has been an annual increase in the number of black
16 students throughout this county and I'm saying throughout
17 the school system. I think this has helped in what I call a
18 natural integregation *efforts,*

19 CHAIRMAN FLEMMING: Mr. Cejas, as I understand again
20 your earlier testimony, you still have some degree of
21 unhappiness over the plan as it now stands, that is the plan
22 as embodied in the court order. Am I correct in that
23 assumption?

1 MR. CEJAS: Well, I think you are basically correct.
2 At the time when you have to go back to my involvement with
3 the committee back in the early 70's in which I was very
4 much in disagreement with the school system as to how they
5 went about and in fact our position to the new plan was one
6 that recommended against a plan not because of the bussing
7 or the concept of equal education or of quality of education
8 but the fact that we felt at the time that by establishing
9 some feeder patterns, really what was going to happen is we
10 were going to have some schools in the innercity that would
11 end up having no students and will have to be closed, and
12 consequently we voted against the plan and advised the board
13 and the board took our recommendation.

14 It was my hope at the time and hopes of the committee
15 that the school board will instruct the staff to come back
16 with the alternative plan and, if we look back now, had we
17 known that nothing was going to take place in the rest of
18 the decade, we would have probably solicited funds from the
19 court and gone ahead and submitted a plan of the Committee.
20 In this sense, I'm frustrated. My role now as chairman
21 might be a little different as to look at the community and
22 what the community feels, but certainly I was very
23 disappointed at the time not to have the opportunity to look

1 at a new plan that would do away with racial identifiable
2 schools.

3 CHAIRMAN FLEMMING: I just want to say this, just
4 personally I'm encouraged by the fact that you are going to
5 ask to look at a new plan because we have taken testimony
6 which indicates that there is some degree of unhappiness
7 with the present plan and with the results of the present
8 plan. I have always had the feeling that none of these
9 desegregation plans should be regarded as poured in
10 concrete, that they should be regarded as flexible and that
11 with changing conditions somebody should take the
12 responsibility for going before a court and saying, "Look,
13 the situation is changed and on the basis of the changes
14 that have been made, we are recommending that in the
15 interest of achieving what Brown vs. Board of Education set
16 out to achieve we are recommending that the plan be changed
17 in the following manner".

18 Now, as I also get the picture, your court order does
19 not, unlike some other court orders throughout the country,
20 go into the question of directing what steps should be taken
21 in order to help improve the quality of education once the
22 reassignment has taken place, or in order to have help
23 achieving interagation. Am I correct in that assumption?

1 MS. MILLER: That is correct.

2 CHAIRMAN FLEMMING: Does the board of education have a
3 definite specific plan of improving the quality of
4 education once there has been a reassignment and for
5 facilitating the inter^gation of a school that has been on
6 the receiving end of reassignment of students?

7 DR. BRITTON: Yes. When this inititally occurred, a
8 great deal of effort was put into working with staff members
9 in the community with regard with what we call the human
10 relations. Eventually we changed it to inter-group
11 relations type of activities, make the teacher more
12 sensitive to the children, the community, the parents and
13 so forth. This began back in the early 70's and vestiges of
14 that still exist.

15 Much of it was funded through the ^{ESEAA}EEAA money which you
16 heard is now gone, and we've had to pick up through local
17 funding not as much as I would like still to feel made
18 available.

19 The board has a policy that the effort you are talking
20 about should be in all schools in this school system, and
21 that paying particular emphasis to our federal ^{ESEAA}EEAA funds,
22 or what's left of it, Title I, the state compensatory
23 education funding, some local funding that is put into

1 certain schools to assist, to bring quality to all such
2 schools.

3 CHAIRMAN FLEMMING: But there is no assumption on the
4 part of the Board or on the part of you and your associates
5 that just by reassigning students you automatically improve
6 the quality of education and achieve intergration?

7 DR. BRITTON: No. There is no magic to just doing
8 that. You've got to do something else.

9 VICE CHAIRMAN BERRY: I would like to follow up on the
10 Chairman's questions. He may be a little more optimistic
11 than I am. I, as I said, I heard nothing from either of you
12 which indicated that you were determined to solve or have
13 been solving two of the problems that have been raised by
14 people who talked to us about your school system. The black
15 community, as I understand it, from what we have heard,
16 feels that it has been short-changed on both sides. It got
17 the worst of the transportation issue because of the one-way
18 bussing, and I have not heard anyone say that the school
19 board intended to go back to court to ask the court to stop
20 one-way bussing. I haven't heard anything about that.

21 The black community as I understand it also feels
22 discontent because it got the short end of the stick, if I
23 may say that, once the children were in the desegregated

1 settlement by the white schools and even Mr. Cejas also
 2 tells us the conditions are worse, the dropout rates if your
 3 numbers are correct -- I'll accept them -- or even if the
 4 numbers that the others might give show there is an
 5 increase, it seems to me, and I have not heard anything
 6 specific as to what you intend to do about that problem, so
 7 I would be more encouraged if I heard something that you've
 8 done in the last few years or something that you plan to do
 9 and, if the numbers showed a different picture.

10 I can only hope that there will be something that you
 11 ^{will}~~all~~ do to try to solve this problem.

12 DR. BRITTON: I guess the issue is ^{that} there are so many
 13 things going on at once we take for granted in this ^{school system} we
 14 really should look at the levels, which I think we should.
 15 At any rate, I would first of all say it is the federal
 16 level where the funding we ^{can} use in these schools for ^{whether for social program}
 17 additional teachers or counselors, whatever they may be,
 18 and Title I is a good example. The state has given
 19 additional money and we are trying to get additional money
 20 for various kinds of innovative programs from the federal
 21 level.

22 Secondly, a massive effort with regard to improving the
 23 quality of teachers ^{in the schools} through staff development, better

1 employment of teachers and once they are there, staff
2 development for them. I am hoping this next year the
3 secondary level, particularly the high school, we can
4 significantly reduce the class room size which I think will
5 have an impact of what's happening in those particular
6 schools. I am finding efforts with regard to bringing the
7 parents into the schools.

8 This is one area we always talk about what we did do
9 within the school. We've got to bring the parents in this
10 school to make sure and convey to ^{their children} ~~them~~ concerned education
11 is important to them. I would like to see them in the
12 school more than we have through the advisory committees
13 that we have, either the District Advisory Committees or the
14 Title I Committees, or the Migrant Advisory Committees,
15 whatever they may be, to get the men there to understand
16 what's happening and become our supporters, not only to
17 support them at home but actually to come in and actually
18 work within the school where possible.

19 We find great improvement to educational achievement
20 where this occurs. Those are some of the efforts we're
21 trying to accomplish.

22 CHAIRMAN FLEMMING: How about the one-way bussing?

23 DR. BRITTON: Right now when we talk about the one-way

1 bussing, remember there are 44,000 children in school being
2 bussed, of which 6,000 for segregation purposes, and about
3 2500 of those, my best understanding, are the blacks one-way
4 bussing. Those are down to a very few schools in the Evans
5 and older ^{Dorsey} areas. At the moment -- and that's a relatively
6 small percentage of one-way bussing.

7 The other 3500 are in the group in paired schools.
8 That's about an equal number back and forth.

9 VICE CHAIRMAN BERRY: To be clear about the question,
10 Dr. Britton and Mr. Cejas and Ms. Miller, the question I am
11 raising is, do you have plans to increase the number of
12 white students who are -- and I mean nonLatin whites -- in
13 innercity schools, the ones that are left so they don't
14 have to be under-enrolled and also you don't have to have
15 portable classrooms out in the suburbs? Do you have any
16 plans to do that?

17 DR. BRITTON: Actually at the present time we are
18 looking at this. The plan is to take a look at these
19 individual schools and where the distance -- and I don't
20 have a definite number yet; how far is ^{too} far, to bus them
21 from the outer suburbs into the innercity where there are
22 some available spaces. There are two major schools that
23 have available space of any significance: Hialeah and Evans

1 and Orchard Villa in the innercity right now.

2 There are some places in other schools but those are
3 the only ones that have 300 or more available spaces.

4 VICE CHAIRMAN BERRY: Mr. Cejas, do you have any plans
5 to do so?

6 MR. CEJAS: I certainly do. We have boundary
7 committees that have been formed and commissioned by the
8 board to look at this very same question that you just
9 raised. Whether there are some ^{overcrowded} schools in the suburbs that
10 are requiring additional portable classrooms and at the same
11 time we have innercity schools that have vacant stations,
12 and can't we solve both problems with one stroke? The
13 answer is yes, we are looking at it. I don't have any
14 simplistic answers for your question? It is not a
15 simplistic issue. It is nothing we can say yes, we are
16 going to do this.

17 If you look at the spread of the county in terms of
18 distance, you have a tremendous distance, and housing
19 patterns have been established for many years, and there is
20 a problem that the community has to address, also.

21 VICE CHAIRMAN BERRY: Mr. Cejas, isn't it the same
22 distance from Miami Beach to innercity as it is from the
23 innercity to Miami Beach?

1 MR. CEJAS: I agree with you on that one. I brought
2 that point up and I agree with you a hundred percent on
3 that one; if we are going to buss some people out, certainly
4 we can bus some people in as well. I ^{have no}~~won't~~ quarrel with
5 you. I'm with you on that one, and we will look at it.

6 I'm talking about the higher numbers, and I would like
7 to also mention that we are only talking about students
8 membership when we talk about desegregation. We haven't
9 been talking about staffing patterns, about teacher
10 affirmative action plans, all of these important things are
11 of my concern and that I personally will be looking at as
12 chairman of the board.

13 DR. BRITTON: If I could add one more dimension to
14 this; so often we consider that somehow the innercity are
15 all blacks and subur^oschools are all white, and that's one
16 of my messages: This is no longer the case. We still have
17 the innercity that all black and some on the outskirts
18 that are all white, but in between, huge numbers of schools
19 in this school system are integregated.

20 CHAIRMAN FLEMMING: I'm glad you mentioned the
21 affirmative action plans as far as staff and faculty are
22 concerned because if we didn't have time limitations, I had
23 wanted to get into that also, but I agree with you that that

1 is a very, very important part of the total picture. So
2 often we go through a program of reassignment of students
3 without paralleling it with a vigorous and effective
4 affirmative action plan on staff and faculty, and I think
5 they should go hand in hand.

6 COMMISSIONER HORN: Mention was made this morning of
7 the breakdown of the families. Mention was also made in
8 this hearing and in other hearings of the problems without
9 regard to ethnicity of teenage pregnancies.

10 What sort of a family planning sex education plan and
11 program does the Dade county public schools have?

12 MS. MILLER: Well, we did ^{incorporate} ~~I think~~ a sex education plan
13 with far less controversy than one might have expected.
14 Fortunately, we had very strong community support and as far
15 as I know the program is in progress and functioning.

16 COMMISSIONER HORN: What sort of program is it?

17 MS. MILLER: It started from the kindergarten with the
18 traditional sensitivity to the family, certain biological
19 facts that traditionally have been taught under, I guess,
20 science; then as the students got into the seventh grade
21 became a little more sophisticated. I guess Dr. Britton
22 could give you the full details, but the program and the
23 curriculum were discussed thoroughly throughout the

1 community, at the board meeting, and after very, very
2 extensive public hearings, the curriculum was adopted.

3 Commission Horn: Well, I really have one basic
4 question on that aspect. Does the school system get to the
5 birds and bees before the students know all about the birds
6 and bees and the ethics thereof?

7 DR. BRITTON: Not always; I ~~found~~^{found} out, we tend to get
8 to the birds and bees in the plumbing part, let's say, in
9 the upper elementary and junior high, segregated ^{class of} boys and
10 girls and/or some types of human sexuality classes at that
11 point, but I am finding as years go by that somehow ^{this} ~~is~~
12 ~~learned~~ knowledge, ^{is} learned earlier and earlier.

13 As I ^{was} talked ^{to} ~~what~~ ^{my daughter the other day its' what} you know, where did you learn that
14 type of thing that interest me at the time, at the moment.
15 We're having I think very effective programs now beginning
16 at the younger level.

17 COMMISSIONER HORN: How many years has this program
18 been in effect?

19 DR. BRITTON: The full force integregated curriculum
20 about a year and a half.

21 COMMISSIONER HORN: So there is no real data --

22 DR. BRITTON: No.

23 COMMISSIONER HORN: -- to indiate whether or not

1 dropouts due to teenage pregnancy have been reduced?

2 DR. BRITTON: No.

3 COMMISSIONER HORN: The school system examines that
4 data and compiles it?

5 DR. BRITTON: Oh, yes, we have been at this for a long
6 time with regard to the pregnant girl to keep them in school
7 and break the cycle of pregnancy. This began 10, 12 years
8 ago. We were one of the first ones to begin a special
9 program just for pregnant girls, so they would not leave the
10 school system.

11 We have a COPE Center North and one in the south.
12 We've had COPE Centers for so long I can't even remember
13 what it stands for; Continued Opportunity for Purposeful
14 Education, something of this nature.

15 We have done several things. We are keeping the girls
16 in school longer within their own regular program. We have
17 the policy in the school system that cannot be made to
18 leave. Secondly, if they wish to go to a special program
19 just for them by way of basic skills, vocational programs,
20 it is a ^{the in} ~~trying~~ to the medical and health department to give
21 them prenatal and often post-natal care to the children.

22 We are finding the live births and the underweight
23 births per hundred, or live births per hundred and more

1 children above the minimum weight than below it than in the
2 past, so we are finding a couple of things; the children, as
3 they are coming along, are being born healthier, and
4 secondly, we think we've begun to break the cycle of
5 continued pregnancies by these girls.

6 We have had some children ages 12 and 13. By the time
7 they are 16 and 17 they are in their third and fourth
8 pregnancies. We find this has been tended to be broken,
9 such as after the first and maybe even the second pregnancy
10 they will now stay in school and graduate.

11 COMMISSIONER HORN: Let me move to another area. With
12 the breakdown of the family, the chaos that goes on in many
13 innercity in terms of the ethics of the street, what is the
14 school system doing from kindergarten up in terms of dealing
15 with fundamental values in ethics as to how people ought to
16 be dealing with each other. Respect for individuals,
17 respect for property, et cetera?

18 MS. MILLER: We were fortunate to be one of the school
19 systems that were selected to do a pilot program on
20 character education. I forgot the foundation that funded
21 it, but anyway, they did initially fund this -- its values
22 and it was expanded not to all schools. The initial schools
23 took it on a voluntary basis, but the response was so

1 excellent -- the teachers liked it the parents liked it, the
 2 students liked it that -- it was expanded, but this has not
 3 been instituted again for budget reasons, countywide, and of
 4 course I feel like a person -- I left the book in the middle
 5 of the chapter. I can only go as far as the last budget
 6 cycle, but we did have that in how many, about 50, 60
 7 schools, I believe.

8 DR. BRITTON: About 48, 50 schools.

9 COMMISSIONER HORN: Why does the budget prevent
 10 programs such as that from being implemented? ^{I'm just} _{curious.}
 11 What's involved?

12 MS. MILLER: Training.

13 DR. BRITTON: Staff development for the teacher and ^{some}
 14 additional materials we like to see made available to the
 15 school. It is not that expensive. The whole ^{issue} ~~area~~ of valued
 16 education and moral education based on ethics, ^{patriotism} ~~and~~
 17 responsibility and honesty, and that stuff is being taught
 18 more and more in the elementary grades and junior high.

19 We need to do it. You have hit a very sensitive area,
 20 and sensitivities to the fact we think it is very critical,
 21 that we need do much more than we have. For the last
 22 several years there is sort of being a neuter type of
 23 approach to all of this, but I think it is about time we

1 began to begin again to emphasize basic responsibility,
2 values.

3 Of course, the question always asked, whose values?
4 But I think there are certain basic elements that~~are~~ are true
5 to all of us that can be emphasized in our schools.

6 COMMISSIONER HORN: How many hours of staff development
7 do you expect your teaching faculty in elementary, secondary
8 school to have a year?

9 DR. BRITTON: I never calculated any certain amount.

10 COMMISSIONER HORN: Well, is it 40 hours worth over the
11 year? Less than that?

12 DR. BRITTON: Based upon what they do within their own
13 school, based upon our own staff, with the principals I
14 find it next to impossible to put a number on it. I just
15 don't know.

16 COMMISSIONER HORN: There is no board policy on it?

17 DR. BRITTON: No. That's requires certain number of
18 hours in a program, no, sir.

19 COMMISSIONER HORN: I just wondered if maybe the board
20 might look at whether they ought to have a policy because I
21 listened with great interest to Mr. Cejas' comment on the
22 lack of ~~relativity~~^{relevancy} that many students feel the educational
23 program has. I listened to the exchange by Assistant

1 General Counsel Alexander and the lack of respect minority
2 students feel they are held in by some teachers and staff,
3 and I listened to the exchanges with various of my
4 colleagues, and really it is sort of creeped out once in a
5 while that, yes, there is staff development and yes, in a
6 desegregation context we try to tell people about inter-
7 group relations and all that, but I'm just wondering how
8 serious is it? Are people properly trained? Are there so
9 many hours?

10 I don't think you get ^{into} ~~into~~ group relations staff
11 development with a one-hour shot at the beginning of the
12 school year. I think it is a continuing thing that one must
13 work at, and I'm merely searching for is there a policy? Is
14 there a program to carry out that policy?

15 DR. BRITTON: There is no policy ^{as such} for certain specific
16 number of hours. It is usually left up to the individual
17 principal and staff and the other area office.

18 The offerings are so extensive and so numerous in both
19 quality ^{and} ~~that~~ I should say the number of efforts and
20 extensiveness of the areas that I just can't give you a
21 number. There is more to it than I can say right now.

22 COMMISSIONER HORN: Okay. Another area that interests
23 me is the fair allocation of equipment between the suburban

1 schools, the schools between the suburb^{on} and the innercity
2 schools and the innercity schools. For example, the
3 interview reports show that the Homestead Senior High School
4 was built for 5500, but it only has 1500 enrolled. Now I am
5 assuming that there might be extra equipment in that
6 school.

7 Has the board and the school administration p^{er}sued the
8 degree to which there is fairness of allocation of basic
9 equipment in science laboratories, libraries, vocational
10 education, and all the other areas that are needed between
11 innercity, let^{us} say desegregated and all white suburban
12 schools?

13 MS. MILLER: I would like to respond part^{ic}ularly to
14 that. As part of state policy for many years, all new
15 construction dollars that came to Dade county had to be
16 spent as the first priority to relieve those schools that
17 were on double shift. Now, the practicality of that
18 particular legislation was that as the suburban areas grew
19 in the southern part of the county, 80 percent approximately
20 of all the construction dollars were spent in that area in
21 compliance with the state law.

22 Several years elapsed before we were able to ^{persuade}~~presuade~~
23 the legislature that we would like to change the focus and

1 we finally received permission to spend some of the state
2 construction dollars on renovating old facilities in an
3 attempt to upgrade and equalize facilities not only in the
4 innercity but in all the older municipalities where the
5 populations have remained stable.

6 This year we exercised the prerogative of assessing an
7 additional two ^{mils} mill by the local board to be spent on
8 mostly the renovation of old schools, new science
9 laboratories, those kinds of things to bring the older
10 facilities, many of which are in the innercity but some of
11 which are in the older cities, such as Coral Gables and
12 North Miami, et cetera, up to par but it was actually state
13 policy that led to what appears to be a disparity in
14 facilities.

15 COMMISSIONER HORN: It sounds like if ^{you} ~~you~~ have a state
16 policy like the universities have in California where you
17 only get equipment with the new building, and I had one of
18 my staff say ^{that} the organs are worn out in the music department,
19 and it is time to get a new building.

20 What I am wondering ^{is} within your discretionary money on
21 annual supplies, equipment, operations and expenses, is there
22 a staff study? Is there a monitoring of board policy? Is
23 there a board policy which assures that discretionary

1 operational money to keep up the supplies and equipment once
 2 the buildings are constructed, once the buildings are
 3 renovated, is fairly allocated so that all Hispanic, all
 4 black schools get as fair a shot as the students in the all
 5 white school?

6 MS. MILLER: Well, I'll let Mr. Cejas respond, but I
 7 would just like to say it is facetious but, true, as the
 8 budget got tighter, everybody suffered because the easiest
 9 place to cut was ~~the~~ equipment and supplies, and what
 10 happened was that was the first -- one of the first areas
 11 unfortunately where the Board did make cut-backs, and so it
 12 was equal suffering across the board.

13 COMMISSIONER HORN: But you see the problem is, and I
 14 face this with the people I deal with, I think the ones I
 15 deal with are generally nitwits in the sense that everybody
 16 has an unequal allocation to start with and at that point
 17 they cut across the board which means you still ~~were~~ ^{have on} unequal
 18 allocation ^{to} end with.

19 Now, ^{what} I want to know is what kind of studies have gone
 20 on to get basic equalization within the Dade county schools
 21 on the infrastructure that is needed if minority children,
 22 Cubans, Hispanics, ^{from} Puerto Rico, Nicaragua, where ever, ^{as well as} ~~else~~
 23 blacks, can learn basic science, can learn certain other

1 things that take more than a classroom teacher, a curricula
2 syllabi and a black board and some chalk.

3 DR. BRITTON: First of all, I need to go back ^{and clarify one} ~~on up to~~
4 the Homestead Senior High. That school, as I recall
5 correctly, was built ^{for only 2,600. They're giving up pretty fast now with} up to a population between 2,000 and
6 2,100 and not all ^{the} equipment has been ordered at ^{somewhere} ~~this point~~, ^{that school, it is} my
7 but you hit on another area ^{that} there is no basic policy. ^{understand}
8 Every school right now receives the same allocation per
9 number of students each year for various teachers, the
10 discretionary materials, equipment, ^{and} supply money. It is the
11 same amount per student.

12 On top of that, you get your special monies that might
13 come through federal monies and or state monies for special
14 purposes. This year for the first time we were able to put
15 in, as Ms. Miller said, for capital outlay money for
16 improvement in areas such as science laboratories, we used
17 to have -- we do not have at this ^{moment} ~~point~~ -- one of the
18 budget recommendations for the future is a replacement
19 program on a planned basis for everything from musical
20 equipment to science laboratory equipment. We seem to do
21 very well, much better in the vocational area because we
22 have substantial amount of federal money coming in of
23 vocational improvement plans from the federal through the

1 state to the school. We seem to do a lot better in that
2 regard.

3 But in the basic equipment we are at a point where I
4 think, unless we take very definite action, some very poor
5 equipment, very poor facilities are going to be available
6 throughout this school system, and incidentally, I ^{need} might
7 ~~need~~ to make ^{another} point. ^{clear} The point ^{money that} was ^{coming in} ~~as~~ Ms. Miller ^{The point that} ~~said~~,
8 ^{was making} where you ^{is} build the new schools you put in all ^{of these new} ~~new~~
9 facilities and equipment. Many of those schools were in the
10 innercity. A lot of people think they were all on the
11 outskirts but they were not all there. Many have been on
12 the innercity plus expansion programs ⁱⁿ and such schools as
13 Northwestern and Jackson renovation programs.

14 COMMISSIONER HORN: What proportion of your operational
15 budget is state supported?

16 DR. BRITTON: I think it is around 50 percent.

17 COMMISSIONER HORN: How much of that budget has federal
18 funds in it?

19 DR. BRITTON: Approximately seven and a half to eight
20 percent.

21 COMMISSIONER HORN: And then the rest is locally
22 property taxes?

23 DR. BRITTON: Local property taxes and local required

1 effort, right.

2 COMMISSIONER HORN: One last question: In response to
3 this type of query that several of us have raised with other
4 panels, there has essentially been two answers, so I don't
5 want those; I want something beyond that. The answers I
6 will give in advance somewhat like Johnny Carson, and then I
7 will give you the question.

8 One is money and the second is a lower/student faculty
9 ratio. The question is this: If you could wave a wand,
10 what would you do to improve the ^{learning} environment in the Dade
11 county urbanized public schools besides money and lowering
12 the student/faculty ratio? What else needs to be done? And
13 I don't necessarily restrict you to what the school system
14 should ^{do.} ~~be doing.~~

15 DR. BRITTON: A couple of things I tried to emphasize
16 is the involvement of the community and parents particularly
17 in businesses into the operation of the school such as we're
18 trying to do through our Dade parents and school volunteer
19 programs and advisory committees. I think this would be of
20 great, great assistance. And the other is within funding
21 that we have available is what I'm terming the staff
22 development programs to making them available for what the
23 staff really needs to get the job done. I don't think we

1 need ~~that much~~ ^{to have much} more money ^{for a} to have staff development ^{program.} It is
 2 being sure we have the right programs ^{for the} and right people.

3 Thirdly, I believe there needs to be a commitment from
 4 the school board and particularly the superintendent on the
 5 school board with regard to the importance of education in
 6 this community and infuse^f that through the staff members
 7 that education in this community is essential and important.
 8 We are ^{counting} ~~wanting~~ on individual classroom teachers, and I see
 9 this now. I go out and see hundreds of teachers teaching
 10 their hearts out everyday ^{but} to be able to get a sense across
 11 to them that they are being supported by the school
 12 administration and by the board.

13 If we can maintain them and let them know we care and
 14 support them, I think we can ~~go~~ ^{already doing} further ^{improve what we are}
 15 COMMISSIONER HORN: Would either board member like to
 16 add anything?

17 MR. CEJAS: I agree with Dr. Britton. I think
 18 community involvement needs to be worked on in
 19 reestablishing the credibility of the school system with
 20 the community, being able to bring the community, have the
 21 input. Particularly I am concerned in terms ^{of} ~~with~~ minority
 22 participation. Spanish people do not participate as much as
 23 -- let me qualify that -- the new entrants, the parents

1 seemed to be more involved than the rest of the other
2 Hispanic community for some reason or other, but in general
3 the community participation is not there.

4 I would like to see that move in that direction so that
5 we ^{can} have ^{that} valuable input, and an evaluation of the staff as
6 well as staff development needs to have our attention.

7 I think those two would be my top items.

8 MS. MILLER: Well, the hour is late so my magic wand
9 would say for minority youth, the perception that schools
10 will make a difference in their life, and then for that to
11 be a reality.

12 COMMISSIONER HORN: Let me just ask you to furnish ^{these}
13 statistics for the record if you have them, of those in the
14 age group K through twelve in Dade county, what proportion,
15 are in the public schools as opposed to what are in the
16 private parochial, what ^{ever} schools?

17 DR. BRITTON: My understandings would be about 15 or
18 16 percent are in the --

19 MS. MILLER: 85 percent.

20 DR. BRITTON: I think that ^{is} approximately correct.

21 CHAIRMAN FLEMMING: Commissioner Saltzman?

22 COMMISSIONER SALTZMAN: I only have one question and it
23 relates to -- I forgot my question. Let me get it. I

1 enjoy the dialogue immensely in terms of those things.

2 COMMISSIONER RUCKELSHAUS: I just have a quick question
3 here. I want to be sure I understood the gist of this. I
4 spent a long time understanding how a single race in a
5 related system was all right. I am not sure I have gotten
6 past that, but the other point I want to be sure I got ^{is that} you
7 have made a commitment to put special programs and
8 resources in those innercity schools that remain largely
9 or totally single race so they will continue to receive some
10 kind of catch-up compensation for the severe disadvantages
11 that those people have. *Is that correct?*

12 DR. BRITTON: Yes, not only the federal funds such as
13 Title I, but I am very proud of our state, as ~~to~~ having made
14 a commitment for compensatory ^{education} ~~funds~~ which ^{is helping} ~~are~~ learning
15 grades K through three in the compensatory education program
16 as well as reduced class size.

17 COMMISSIONER RUCKELSHAUS: So you have designated those
18 for special designates, equitable distribution and ~~taking~~
19 the allocation of teachers?

20 DR. BRITTON: That's right. That's for all schools,
21 but over and above that, go to the state and federal
22 programs as well as in some schools local monies. I think I
23 heard -- I'm not sure -- Dr. Koonce who was here, the

1 principal of Northwestern, indicating the special program
 2 for the performing arts that is at Northwestern to draw
 3 students in, the combined program on ~~an~~ academic achievement
 4 excellence in academic achievement between four innercity
 5 high schools -- Northwestern, Central, Jackson, and Edison,
 6 where they have taken one area in the area of foreign
 7 languages; another, social studies; another, math; and
 8 another, science, becoming specialists in ^{their} ~~our~~ own schools,
 9 drawing ~~other~~ students from the other schools into their own
 10 programs.

11 Efforts of that type ^{we} are trying to ^{emphasize} ~~emphasize~~ and make
 12 available the local money. ^{Where} ~~Where~~ we have been sort of ^{called}
 13 some caution on this ^{is} that we also have to watch some of the
 14 people who have said to us, "You've got to be certain you
 15 don't provide certain ^{Types} ~~groups~~ of programs in other schools
 16 which are not available systemwide. Then you're in
 17 jeopardy, ^{of} being brought ^{into} ~~in~~ court for not providing that type
 18 of education elsewhere," but I'll worry about that later.
 19 We are providing ^{those} ~~that~~ kind ^{of} of program where we ^{can} ~~have it~~, such
 20 as those four senior high schools.

21 I think there are certain elementary schools ^{programs} ~~for~~ ^{we} ~~use~~ ^{for} gifted
 22 and talented ⁱⁿ performing arts. I'm thinking of two
 23 elementary ⁱⁿ junior high combinations.

1 COMMISSIONER RUCKELSHAUS: Apart from programs for the
2 gifted, though.

3 DR. BRITTON: The talented and gifted.

4 COMMISSIONER RUCKELSHAUS: And others are there
5 programs in allocations you are making for the quite
6 disadvantage[^] to get a leg up in terms of counseling and
7 group --

8 DR. BRITTON: Yes. The only[^] real effort that is
9 happening ~~is~~ through Title I and the state compensatory
10 education money[^] ^{that} really ^{I would say} has significant amount of dollars.

11 COMMISSIONER RUCKELSHAUS: How many dollars would you
12 say?

13 DR. BRITTON: \$13.5 million for Title I and the state
14 money, compensatory education, I am trying to remember it,
15 is ~~\$~~4 to \$7 million right now. It depends on how you
16 calculate it.

17 CHAIRMAN FLEMMING: Right along that line, if I may,
18 earlier today I asked Dr. Foster from the University of
19 Miami who was one of our witnesses, whether there was
20 evidence here in connection with the Dade county school
21 system that would still support the key sentence that Brown
22 versus Board of Education, ^{that} ~~at~~ separate facilities are
23 inherently unequal and his response was, yes, to that

1 particular question.

2 Now, I know from some of your earlier testimony that
3 there has been in existence a special needs fund, I think
4 you called it, which was designed to be of help
5 particularly, as I gather ~~to~~ to the innercity school.

6 DR. BRITTON: I have to say no to that, there is a
7 misunderstanding throughout the school system in the
8 community that ^{that} money was meant primarily for the innercity
9 schools, but my understanding, being part of the staff, ^{is}
10 that, no, this was available to the superintendent where the
11 needs would arise, that ^{they} ~~these~~ would be available. It just ~~is~~
12 happens -- ^{am I} drawing a fine line -- that many of them
13 were in the innercity schools, but there were other kinds
14 of programs that were supported for that and for other
15 reasons other than school programs, such as security and
16 that type of thing.

17 CHAIRMAN FLEMMING: The only thing I took note of was
18 that that particular fund is one of the casualties of the
19 reduced budget?

20 DR. BRITTON: That is correct, except that a large
21 portion of that was built into the basic budget. We had a
22 number of teachers in certain schools and assistant
23 principals in academic achievement programs. These were all

1 maintained. I think around \$447,000 worth out of a million
2 and a quarter budget, so that ^{is} almost a third of it *that was*
3 maintained, built into the basic budget.

4 CHAIRMAN FLEMMING: Well, it still carries me back to
5 my hope, but you will certainly take a look at the existing
6 desegregation plan and think in terms of particularly the
7 reassignment part of it and think in terms of presenting a
8 new type of recommendation to the Court. Some of the
9 discussion here relative to relationships between the school
10 system and the community reminds me of what has gone on in
11 Boston under Judge Garrity. Of course, there he became very
12 specific in terms of requiring the establishment, as you
13 undoubtedly know, of parent councils. He didn't require
14 it but he urged the leading business concerns to take
15 schools under their wing and work with them. He did the
16 same ^{thing} with institutions of higher education in that
17 particular area with some degree of success as I gather
18 from reading the latest review of that situation by Mr.
19 Crystal and American Education, but -- did you find your
20 note?

21 COMMISSIONER SALTZMAN: Yes. I'm sorry. Thank you.

22 Did you seek federal help, Dr. Britton, for the new
23 entrants, the new Cuban and Haitians entrants? Were there

1 specific proposals to the federal government and what was
2 the outcome?

3 DR. BRITTON: Yes. The very first thing that occurred
4 was the need for very intense -- we felt right immediately
5 during the summer they began to come ⁱⁿ in April, May and June, and
6 we wanted to get many of ~~those~~ ^{these children to a summer program on English.}

7 COMMISSIONER SALTZMAN: There were 14,000 that came in.

8 DR. BRITTON: By then around 11,000 -- 10,000 to
9 11,000 at that point. We now have over 13 if not 14,000.

10 COMMISSIONER SALTZMAN: How many were in the special
11 help summer program?

12 DR. BRITTON: I think about 8,000 actually showed up,
13 and for one portion of the program or other, the Secretary
14 of Education, Secretary Hufstedler made available to us a
15 little over a million dollars in discretionary money for the
16 summer program which was just immediate help.

17 The second part ^{that} we've been waiting for would be above
18 the State funding which is at around \$1100 per student right
19 now which is the same for any and all basic students. We
20 are receiving that. We feel we need up to ^{another} 9 to \$1100 per
21 student to provide all the services that are necessary. We
22 feel on the first ~~go-around, the~~ concurrent resolutions
23 there is a supplemental of about enough to provide us

1 somewhere between \$250 to \$350 per student.

2 We are hoping that the new bill that's being looked at
 3 right now, I think ~~in~~ the House and Senate have passed ^{it, they're} or
 4 waiting for the President to ^{sign it,} or in conference, ^{that} should
 5 provide around \$15 million nationally, and will provide us with
 6 additional funding ^(that we can work with through the remainder of the year) to provide either additional guidance
 7 counselors, visiting teachers, psychological services, some
 8 additional materials. We need between 21 and 25 additional
 9 busses because of the necessity to transport additional
 10 students. We are hoping that money will still be available
 11 to us in early spring, but over all federal money has been
 12 relatively slow in responding to the needs of these
 13 students.

14 I am proud of this school system by the way. The staff
 15 members who have been here, particularly the principals and
 16 the teachers ^{to} have absorbed 13,000 to 14,000 students in a
 17 relatively short period of time. I don't know what
 18 percentage that represents, say, how it compares to other
 19 school systems in the country, but I hazard a guess that 90
 20 percent of the school system in the country have less than
 21 15,000 students.

22 In other words, we have absorbed a system such as the
 23 size of Ann Arbor, Michigan ^{literally} over the summer with problems,

1 yes, ^{and} we are working them out one by one, but I think the
2 staff members, as I say, teachers and principals and many
3 area office people are very competent at this and ^{have} made it look
4 relatively easy. I hope we don't overlook what these people
5 have done in this school system to absorb ^{that} this many students
6 in that type of program.

7 COMMISSIONER SALTZMAN: My specific concern is, do you
8 think the federal government was adequate in its support in
9 response to the needs and, if not --

10 DR. BRITTON: Unequivocably, no. It was a national
11 policy that brought these students here. We have said, the
12 board and the superintendent have said, consistently, we will
13 take the students in the school system.

14 COMMISSIONER SALTZMAN: Do you have specific proposals
15 you submitted?

16 DR. BRITTON: Oh, yes.

17 COMMISSIONER SALTZMAN: Can we enter them into the
18 record at this point?

19 CHAIRMAN FLEMMING: Without objection, that will be
20 done.

21 (Insert.)

22 COMMISSIONER SALTZMAN: With the federal response?

23 DR. BRITTON: Yes. We have all of that. There have

1 been a series of proposals.

2 MR. CEJAS: I would like to add, and I agree with Dr.
3 Britton, my concern still being that, if we do not get the
4 dollars, we still might have to have the type of dual system
5 we now have. I am quite concerned about the students. In
6 fact, they are being tagged ^{they are called names like someone from} Marielitos, which is ^{one name,}
7 ~~or~~ El Mariel, and they are being identified as such, and in
8 fact I'm concerned with whether ^{we} ~~they~~ are really creating
9 second class citizens going with a stigma and have them
10 isolated, so I would say we did this for one year.

11 It is my hope ^{that} we can get the funding to do away with
12 the existing dual system that we now have.

13 DR. BRITTON: If I may just comment, I know you are
14 concerned about the number of portables that we ^{and} ~~were~~ talking
15 about. ^{buying in this school system} They aren't only for desegregation purposes alone,
16 but we have got housing needs throughout this school system
17 in a ^{stage} transitional system where two, ~~or~~ three, ^{or four} portables, ^{in a school} will
18 solve problems for a long period of time.

19 One of the other issues with our portables, about half
20 of them were built prior to 1950, the World War II ^{surplus} units.
21 wooden units. They are only 600 square feet and they are
22 next to useless, ^{to us} and we have ^{had to} replaced some of those, but to
23 provide housing for these entrant students, we can get them

1 into schools where they can deal with their own full
 2 programs, everything from the music and art and science,
 3 whatever they may be, we ^{can} make them profit by it, ^{whether} ~~which~~ it
 4 can be in that school or ^a nearby school somewhere.

5 We have to get them into the mainstream of our school
 6 program. We've got ^{to get them off the} ~~this~~ double sessions, ~~now~~ and I think
 7 there's 17 such schools ^{on} ~~in~~ double sessions, ^{receiving} ~~servicing~~ only what
 8 I term five-sixths of a day of a program.

9 CHAIRMAN FLEMMING: Mr. Nunez?

10 MR. NUNEZ: Mr. Cejas, going back to your statistical
 11 dropouts, looking at its implications ^{for a genuine desegregation} ~~through January and~~
 12 ~~February~~ in the Dade county area, it is apparent that
 13 approximately 50 percent of the nonHispanic white students
 14 have left the school system, have become a lower proportion
 15 and we know our statistics. You can easily see that in the
 16 next ten years, if conditions remain, the majority of
 17 students in this system will be Hispanic students, so that a
 18 ^{genuine} ~~genuine~~ desegregation plan cannot simply talk about black
 19 versus nonHispanic whites.

20 The question arises, I sense your commitment to
 21 school ^{de} segregation. The question arises to develop a
 22 ^{genuine} ~~genuine~~ desegregation plan in this community, whether there
 23 is or can there be built a commitment on the part of ~~the~~

1 Hispanic community to insure that this will happen?

2 This is rather a unique community, looking back at your
3 statistics, in that the Hispanic community here is doing, as
4 I understand your statistics -- and correct me if I'm wrong
5 -- they are doing as well as the nonHispanic white students ⁱⁿ
6 the school system in completing the school system at least,
7 so that it presents a minority population which will soon
8 become a majority population, a unique responsibility to
9 perhaps do a better job in the school desegregation, and I
10 wonder whether you have thought about ^{that} ~~it~~ and whether we can
11 begin to plan now that you have achieved the position of
12 school chair.

13 MR. CEJAS: Yes, Mr. Nunez. I would like to say one
14 thing for the record is that the Hispanic do not have the
15 same percentage of dropouts as whites, as you're saying.
16 The ~~train~~ ^{train} has remained and in that sense they are the same
17 as ~~was~~ ^{white} but, of course, their percentages are higher than the
18 white community. Of course, not nearly as high as the
19 black community. ^{As to} ~~so~~ what we are going to do, ^{and} you are
20 absolutely right in your analysis of the future of Dade
21 county and Dade county student population. We see a drop in
22 the percentage of white student popluation from 64 to 32 in
23 the last few years, and the tremendous increase in the

1 Hispanic population. I think we are going in that
2 direction.

3 It takes leadership to get the Latin community involved
4 in their school system and in community activities. You
5 have to bear in mind that a great majority of the people for
6 a great number of years felt that getting involved with
7 local politics ~~was~~ or local issues was to negate the fact
8 that they would or -- it would mean that they will be
9 perceived with the rest of the community that they did not
10 want to go back to Cuba and had given up on that hope, and,
11 therefore, it was somewhat -- you would be some what looked
12 down to.

13 I think we have out grown that age. Now the Hispanic
14 community, particularly the Cuban community, has certain,
15 what I call community maturity now in which they are
16 beginning to participate, and certainly we have seen it in
17 the political process. Hopefully I can play a role in bringing
18 a more active participation in the Hispanic community as
19 well as the black community.

20 In fact, I have been active on a radio talk show
21 circuit trying to do just this. In fact, last Saturday I
22 had a talk show with ^{Dr.} Marvin Dunn ^{WNBM} ~~WBNS~~ which caters
23 specifically to the black community, and I had a very good

1 response from the community.

2 The fact ^{That} I was out there and I said I wanted the blacks
3 to participate, we need to have the input of the black
4 community and I visited a lot of the innercity schools to
5 learn, and ⁱⁿ ~~the~~ fact ~~I~~ that I have been greatly surprised at
6 some excellent schools that we have in the innercity.

7 For instance, a couple of weeks ago, two or three weeks
8 ago, I visited the Martin Luther King Primary School, and I
9 was very impressed with the quality.

10 You talk about ethics and code and everything is just --
11 I wouldn't want a better school as far as I could see that
12 night in the participation of the community. It quickly
13 came to my mind, why can't we have other schools like this
14 in the innercity?

15 What are we doing right here, and it is my intention to
16 go back ^{with more time,} not just ~~to~~ ⁱⁿ the social affair, to see that principal
17 is doing right, why he had such a great participation and
18 the quality of participation in the community and the
19 students, well behaved, and I talked to them and they were
20 fantastic. I was very greatly surprised and very pleasantly
21 surprised, and I plan to go back and see the right things
22 that we're doing in those schools so ^{that} we can start developing
23 some plans.

1 I firmly believe that we do have good things in ^{our} ~~other~~
2 schools. I think we have ^{had} our share of bad things in the
3 past and the perceptions of the community, as you might have
4 seen by the people who were by here are made basically, ~~but~~ ^{by}
5 what they hear and not if you really go back and say, "Well,
6 did you have a firsthand experience? Have you come into
7 our schools; have you seen them? Have you talked to
8 someone?"

9 A lot of them ~~it~~ is just what they read and what they
10 heard on the radio and saw on TV. I don't think the media
11 has been fair to the school system in reporting the good
12 things that do exist in ^{our} ~~other~~ school systems and just ~~get~~ ^{get}
13 carried in reporting the bad things. It is my intention,
14 also, to bring about a turnaround whereby we can get to the
15 community, reestablished that credibility. I don't think
16 we can do our job in this community unless we reestablish
17 that credibility, and it is my mission, I feel, to go out
18 there and reestablish it by developing a working
19 relationship with the media and pointing out some of the
20 good things and bringing out those good things and analyzing
21 them, evaluating what we are doing right and what we are
22 doing wrong specifically in the ^{minority} ~~majority~~ area, in the black
23 and Latin area, and to sincerely work to better our school

1 system, and I hope I can provide the leadership to do this
2 and look at the problems that we have with minority and the
3 rest of the community, and I am totally committed to it.

4 CHAIRMAN FLEMMING: Thank you very, very much. We
5 apologize for asking you to stay with us until 6:30, but it
6 has been very helpful and we are grateful to you. Best
7 wishes.

8 The hearing is recessed until 8:30 tomorrow morning.

9 (Hearing adjourned at 6:30 pm.)

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