

CCR  
3  
Meet.  
371  
v.1

1 UNITED STATES  
2 COMMISSION ON CIVIL RIGHTS  
3 ILLINOIS ADVISORY COMMITTEE

COPY

4 IN THE MATTER OF:  
5 COMMUNITY FORUM ON  
6 RACE RELATIONS AND  
7 EQUAL EDUCATIONAL  
8 OPPORTUNITIES AT PROVISO  
9 WEST HIGH SCHOOL  
10 \_\_\_\_\_  
11 *REPORT OF PROCEEDINGS, taken in the*  
12 *above-entitled cause, taken before MS. FAYE LYON,*  
13 *Chairperson of the Illinois Advisory Committee to*  
14 *the United States Commission on Civil Rights,*  
15 *taken at Proviso West High School, 4701 West*  
16 *Harrison Street, Hillside, Illinois, taken on the*  
17 *30th day of November, A.D., 1994.*

18 APPEARANCES:

- 19 CHAIRPERSON: FAYE LYON
- 20 COMMITTEE MEMBERS: CONNIE PETERS
- 21 ROSEMARY BOMBELA
- 22 STACY YANDLE
- 23 KENNETH SMITH
- THOMAS PUGH
- PRESTON EWING
- HUGH SCHWARTZBERG
- DORRIS ROBERTS
- JOSEPH MATHEWSON
- JAMES SCALES
- NANCY CHEN
- MIDWEST REGIONAL
- DIRECTOR: MS. CONSTANCE DAVIS
- STAFF: MR. PETER MINARIK

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1           *(The meeting was convened at 1:35 p.m.)*

2           *CHAIRPERSON LYON: We're going to call*  
3 *the meeting to order.*

4           *I have a quick welcoming statement*  
5 *I'd like to make.*

6           *The meeting of the Illinois Advisory*  
7 *Committee to the United States Commission on Civil*  
8 *Rights shall come to order. For the benefit of*  
9 *those in our audience, I am Faye Lyon, I am the*  
10 *Chairperson of the Illinois Advisory Committee.*  
11 *The other members of the committee are, I'm going*  
12 *to start with Connie Peters, Rosemary Bombela,*  
13 *Staci Yandle, Kenneth Smith, Tom Pugh, Preston*  
14 *Ewing, Hugh Schwartzberg, Dorris Roberts, Mr.*  
15 *Mathews--*

16           *MR. MATHEWSON: My name is Joe Mathewson.*

17           *CHAIRPERSON LYON: I'm sorry, Joe*  
18 *Mathewson and James Scales.*

19           *The Committee actknowledges and*  
20 *appreciates the support and assistance provided by*  
21 *administration of the Proviso Township High School*  
22 *District 209. Dr. Eric Everly, the*  
23 *Superintendent of District 209 and Dr. Rebecca*

1 *Montoya, principal of Proviso West High School.*  
2 *These individuals and their staffs have been*  
3 *completely open and cooperative with the Committee*  
4 *in the planning of this meeting.*

5 *We are here today to conduct a*  
6 *community forum on race relations and equal*  
7 *education opportunities at Proviso West High*  
8 *School. The proceedings of this meeting are being*  
9 *recorded by a public stenographer. Information*  
10 *obtained at this forum will be presented to the Us*  
11 *Commission for its consideration.*

12 *This is a public meeting open to the*  
13 *media and the general public. Members of the*  
14 *public are advised though that they are guests of*  
15 *the Proviso West High School. The contact with*  
16 *students, faculty and staff may only be made*  
17 *during the course of this meeting with the consent*  
18 *of school officials.*

19 *We have a full schedule of*  
20 *individuals who will address the committee. The*  
21 *time allotted for each presentation will be*  
22 *strictly adhered to. This will include a*  
23 *presentation by each participant followed by*

1 *questions from the committee members if time*  
2 *permits. To accommodate persons who have not been*  
3 *invited but who wish to make statements; one, we*  
4 *have scheduled an open session tonight from 7:30*  
5 *p.m. until 9:00 p.m. in this location, two,*  
6 *written comments may be submitted to the committee*  
7 *through the Midwestern Regional Office of the U.S.*  
8 *Commission at 55 West Monroe suite 410, Chicago,*  
9 *Illinois, 60603.*

10 *Although some of the statements made*  
11 *today may be controversial, we intend to ensure*  
12 *that invited participants do not defame or degrade*  
13 *any person or organization. Any person or*  
14 *organization that feels defamed or degraded by*  
15 *statements made in these proceedings should*  
16 *contact our staff during the meeting so that an*  
17 *opportunity for response can be made. I want to*  
18 *thank all of the participants for their*  
19 *willingness to share their views with the*  
20 *Committee. It is the Committee's hope that this*  
21 *dialogue and other such forums will lead to an*  
22 *improved climate of racial and ethnic tolerance in*  
23 *our nation.*

1                    *The record of this meeting will*  
2                    *close on December 31st, 1994. Dr. Montoya, thank*  
3                    *you for joining us. If you would go ahead and*  
4                    *begin?*

5                    **REBECCA MONTOYA**

6                    *As principal of Proviso West and on*  
7                    *behalf Proviso West administrators and staff, I*  
8                    *would like to welcome all of you to our school.*  
9                    *Proviso West is a suburban high school with a*  
10                   *student enrollment of 2,398 as of October 1, 1994.*  
11                   *The demographic breakdown is 56.71 percent African*  
12                   *American or 1,360 students. 23.64 percent*  
13                   *Hispanic or 567 students. 16.35 white or 392*  
14                   *students. 3.29 percent of Asians or 79 students.*  
15                   *Again, a total of 2,398 students. Our teaching*  
16                   *staff is 144. As our demographics indicate, we*  
17                   *are a culturally rich high school. Our diversity*  
18                   *is not only in our heritage and background, but*  
19                   *this includes our economic status and academic*  
20                   *skills. A few years ago, actually even before my*  
21                   *time at Proviso West High School the school could*  
22                   *not be described as culturally rich; however, it*  
23                   *could be described as uniformly white. The noted*

1 anthropologist Margaret Meade once wrote, "The  
2 pattern of the future is change". All we have to  
3 do is look around us to see the truth in that  
4 statement. Things are changing. Sometimes so  
5 quickly that we are hard-pressed to keep up. We  
6 realize however that we must try or society will  
7 leave us behind. This is true of the schools, no  
8 less of the individual. If we in public education  
9 are to serve the citizens and children of our  
10 community, then we must also try to keep up with a  
11 changing world. We must change along with society  
12 in order that we may be part of the world for  
13 which we are preparing our children. We try new  
14 programs. We try new approaches. We try new  
15 disciplines. We try new techniques. Sometimes we  
16 succeed, and sometimes we fail; but if we fail, we  
17 rise to try again. If our job is to educate  
18 children for tomorrow, then we can do no less for  
19 all of our children. We do live in a hectic  
20 turbulent often frustrating and discouraging  
21 world, but we also live in a world that makes  
22 daily progress against disease, against social  
23 injustices, and against the darkness of ignorance.

1        *We also live in a world that vibrates with*  
2        *promise. The promise of an exciting and*  
3        *fulfilling world of a tomorrow for all people*  
4        *living in harmony. It's the schools of this*  
5        *nation in close and vital cooperation with our*  
6        *parents, the community that will assume the job of*  
7        *educating today's children for the world of*  
8        *tomorrow. Working together we can prepare our*  
9        *children to face that world armed with the*  
10       *knowledge, the skills and the courage that they*  
11       *will need. Working together with parents, schools*  
12       *and communities we can give our children the*  
13       *future.*

14                *As public school administrators we*  
15        *are public employees. The schools cannot exist*  
16        *without the support of the public, and they are*  
17        *not going to support something which they perceive*  
18        *as unproductive, least we do not get discouraged,*  
19        *especially after media coverage in the New York*  
20        *Times. I assure you that this is not an*  
21        *insurmountable obstacle, it's not a problem*  
22        *without a solution, rather it's a challenge that*  
23        *we can meet. We are after all educators. We are*



1 *in this position because we know how to educate,*  
2 *we know how to teach; therefore, the answer is let*  
3 *us educate, let us teach the public about what*  
4 *goes on in our schools. We do not face an easy*  
5 *task with sensation, negative stories of*  
6 *behavioral problems or racism in the schools*  
7 *shouting at us from the media. The community is*  
8 *well aware of a negative aspect of the school as*  
9 *opposed to the positive and the good. Not that*  
10 *this does not exist. I'm not attempting to*  
11 *camouflage the racial tension of the world, but to*  
12 *place things in proper perspective. Our duty now*  
13 *is to educate the community about the positive and*  
14 *good things that are happening in our school*  
15 *system. We must show them the good and the*  
16 *kindness and the dedication. We must show them*  
17 *the learning and the growth. We must show them*  
18 *what's right with our schools which begins with*  
19 *our students.*

20 *So in my closing statement, I just*  
21 *want to take this opportunity to state that I am*  
22 *proud of our students and of our staff and we will*  
23 *continue to make every attempt to live up to our*

1 motto at Proviso West High School, Nee Ye Nee See  
2 optimum which is translated as Nothing But The  
3 East. Thank you very much.

4 CHAIRPERSON LYON: Any questions?

5 MR. EWING: Dr. Montoya, I would like for  
6 you to expand the profile of the school and the  
7 district by race. You did that on students and  
8 you listed that there were 144 teachers. I guess  
9 what means certified?

10 DR. MONTOYA: That's correct.

11 MR. EWING: Do you have that racial  
12 composition?

13 DR. MONTOYA: No, I do not. However, I  
14 can say it's approximately, the minority aspect is  
15 just about low ten percent.

16 MR. EWING: Do you have any non  
17 certified?

18 CHAIRPERSON LYON: Non certified?  
19 There's another approximately 150 staff members.  
20 Altogether there are 300 staff members at Proviso  
21 West.

22 MR. EWING: Do you have an approximate  
23 percentage of minorities?

1           DR. MONTOYA: No, that is higher than ten  
2 percent.

3           MR. EWING: What's the racial  
4 composition of the Board of Education?

5           DR. MONTOYA: Well, all I have to do is  
6 think for just a second. We have three black  
7 members, one Hispanic and three white members.

8           MR. EWING: What is the racial  
9 composition of the district which is the  
10 population district wide?

11          DR. MONTOYA: The whole community that  
12 feeds into Proviso West High School?

13          MR. EWING: Right.

14          DR. MONTOYA: That, sir I don't have. I  
15 couldn't even guess.

16          MR. EWING: One final question. Could  
17 you share with us any information about any  
18 programs that you have that are ongoing for staff  
19 and students that have to do with cultural  
20 diversity?

21          DR. MONTOYA: I'd be happy to. There  
22 are many programs that are geared for students,  
23 that are geared for staff, certified and

1        *uncertified. Just to mention some of the programs*  
2        *that are geared for the staff, we have, beginning*  
3        *this school year for example we had an institute*  
4        *day which included various workshops and those*  
5        *workshops there were a few segments dealing with*  
6        *multi culturalism. As a matter of fact, one of*  
7        *those entitled World of Difference. It was quite*  
8        *successful. We also have staff development*  
9        *programs that are still scheduled throughout the*  
10       *school year that also include multi culturalism.*  
11       *For our students, we have various workshops also.*  
12       *We have various clubs for them, we have a Multi*  
13       *Cultural Club, we have a One World Club, we have*  
14       *various language clubs; for example, the Hispanic*  
15       *Club, the Latin Club, The Black American Club,*  
16       *the French Club, German Club. We also have*  
17       *workshops such as last school year we had a Multi*  
18       *Cultural Day where we had community members and ex*  
19       *Proviso graduates come in and spend time with our*  
20       *students. We have quite a variety of programs.*  
21       *Parental involvement also is also included. Our*  
22       *parent teacher organization is holding a PTO*  
23       *December 5th or 6th I believe is the date, but*

1       they're next. The PTO general meeting also has a  
2       multi cultural aspect as it pertains to Proviso to  
3       what we're trying to share with our community,  
4       what Proviso students are all about.

5               MR. SCHWARTZBERG: Dr. Montoya, you  
6       indicate an institute day that was a workshop, is  
7       that something that all teachers would have taken,  
8       the world of difference program, for example, or  
9       just those--is it self-selected, might interest--

10              DR. MONTOYA: Primarily selected by  
11       interest. Our institute dates are for the  
12       township which includes Proviso East as well as  
13       Proviso West, this specific workshop that we are  
14       referring to. And part of the institute day  
15       includes several workshops and with various titles  
16       which can vary from discipline to teaching  
17       techniques. One or two of the programs were  
18       geared for multiculturalism. This is based on the  
19       interest. We try to schedule it to where the  
20       majority of our teachers can attend the majority  
21       of workshops.

22              MR. SCHWARTZBERG: Is there any one  
23       program dealing with multi cultural problems that

1 *all teachers will participate in and similarly is*  
2 *there any one program that all students*  
3 *participate in?*

4 *A. Yes, to answer the first part regarding*  
5 *the staff members. Later today we will meet, our*  
6 *Director of Curriculum Mr. Neil Crawford, who has*  
7 *the responsibility of the workshops and staff*  
8 *development programs for the district and coming*  
9 *up in January there's a workshop primarily dealing*  
10 *with diversity.*

11 *MR. SCHWARTZBERG: And with respect to*  
12 *students?*

13 *DR. MONTOYA: With respect to students,*  
14 *yes we have our clubs for example that are geared*  
15 *primarily for multi culturalism for example, or*  
16 *multi cultural clubs, the One World Club. These*  
17 *are clubs that focus strictly on cultural*  
18 *awareness. These programs are throughout the*  
19 *school year.*

20 *MR. SCHWARTZBERG: Perhaps I'm not being*  
21 *clear. I assume that these clubs are again*  
22 *self-selected?*

23 *DR. MONTOYA: Yes, that's correct.*

1           MR. SCHWARTZBERG: *Those students who*  
2 *wish to be involved in those programs are involved*  
3 *in those programs. To what extent is there*  
4 *training in dealing with multi cultural problems*  
5 *for teachers which is a requirement continuing*  
6 *program and to what extent is there any activity*  
7 *which involves all of the students, if there is or*  
8 *maybe -- let's phrase it differently, what might*  
9 *you like to see in the best of all possible worlds*  
10 *along those lines?*

11           DR. MONTOYA: *I believe I did respond to*  
12 *the first part with the teachers. I believe the,*  
13 *I don't know, in January that Mr. Crawford more*  
14 *specifically I think that's a requirement for all*  
15 *staff to be a part in that.*

16           MR. SCHWARTZBERG: *Is that new?*

17           DR. MONTOYA: *That will be new, that's*  
18 *coming up. In terms of the students, no. We*  
19 *don't have anything in place of a particular*  
20 *program that may be required; however, there is a*  
21 *lot of multi cultural awareness programs that are*  
22 *incorporated into curriculum. So therefore,*  
23 *depending on the various classes, a majority of*

1 the students would go through a specific program  
2 of a workshop, no.

3 CHAIRPERSON LYON: I'm sorry, I  
4 apologize, but we have to start. I call the first  
5 two students, C. Bennett and Y. Williams.

6 DR. MONTOYA: Clarisse Bennett is here.

7 CHAIRPERSON LYON: We have Nancy Chen  
8 joining us, thank you, Nancy.

9 CHAIRPERSON LYON: Okay. Ms. Bennett,  
10 could you please state your full name and spell  
11 it?

12 MS. BENNETT: Clarise C-l-a-r-i-s-e. My  
13 first name--

14 CHAIRPERSON LYON: Go ahead and start.

15 MS. BENNETT: R-h-o-s-i-n.

16 CHAIRPERSON LYON: Go ahead.

17 Let me read a little statement that  
18 will make it easier. The purpose of this meeting  
19 is to hear your feelings on race relations at  
20 Proviso West High School. We are interested in  
21 hearing your opinion of how the different racial  
22 and ethnic groups get along at this school. We  
23 have ten minutes for your panel, so you would be



1        *allowed two to three minutes. We'll give you a*  
2        *little extra time because your other panel member*  
3        *did not show up.*

4                    *CLARISE BENNETT*

5                    *I have never encountered any racial*  
6        *problems at Proviso West, not from my three years*  
7        *here. As for other groups, I don't have a problem*  
8        *with any racial group. I think I interact well*  
9        *with everyone. As for other groups, I don't know*  
10       *how anybody else feels about the situation, if*  
11       *there is a situation.*

12                   *CHAIRPERSON LYON: Any questions?*

13                   *MS. YANDLE: You mention you've been*  
14       *here for three years, you're a Junior?*

15                   *MS. BENNETT: No, I'm a Junior. I*  
16       *didn't attend in Freshman.*

17                   *MS. YANDLE: And if I understand your*  
18       *statement correctly, you have personally not*  
19       *experienced anything that you feel was racially*  
20       *motivated?*

21                   *MS. BENNETT: No.*

22                   *MS. YANDLE: I guess I'm just trying to*  
23       *get a feel. Have you been aware of any other*

1 *incidents of a racial nature involving others*  
2 *besides yourself since you've been at Proviso?*

3 *MS. BENNETT: No, I haven't, no.*

4 *MS. YANDLE: I'm just trying to get a*  
5 *feel for what the actual magnitude of the problem*  
6 *is here and to the extent that will be some*  
7 *students that just have not experienced anything?*

8 *MS. BENNETT: I don't think there is a*  
9 *magnitude to the problem because I think*  
10 *everything is blown out of proportion.*

11 *MS. YANDLE: Okay. I guess I'm*  
12 *interested--*

13 *MS. BENNETT: There are race problems,*  
14 *but no more than there are in any other schools in*  
15 *any district.*

16 *MS. YANDLE: Let me ask you one more*  
17 *quick question. Did you have the opportunity to*  
18 *read the New York Times article?*

19 *MS. BENNETT: Uh-huh. I was*  
20 *interviewed.*

21 *MS. YANDLE: You were interviewed? What*  
22 *was your opinion of that article; factual blown*  
23 *out of proportion, given the wrong type of*

1 *perception? I'm just -- what was your response?*

2 *MS. BENNETT: It was blown out of*  
3 *proportion. It was the wrong perception that*  
4 *everything that was good or fair about the school*  
5 *was not mentioned. They only mentioned stuff that*  
6 *was negative and the few things that are negative,*  
7 *he made into a huge deal. There was no positive,*  
8 *just negative.*

9 *CHAIRPERSON LYON: Any other questions?*  
10 *Mr. Ewing?*

11 *MR. EWING: Since you state that there*  
12 *were some negative things that were probably true,*  
13 *and while they may not have had an impact upon*  
14 *you, they may have had an impact upon others.*  
15 *Having been here three and a half years now, what*  
16 *kind of a thing do you think could be or should be*  
17 *changed to reduce the number of those kinds of*  
18 *incidents that you say may have been blown out of*  
19 *proportion?*

20 *MS. BENNETT: I don't have an answer to*  
21 *that because I've never been faced head on with*  
22 *any of those problems. If I had experienced*  
23 *something like that, I would have a reason or a*

1 way to change that, but since I haven't, I don't.

2 CHAIRPERSON LYON: Mr. Scales?

3 MR. SCALES: Could you give me some idea  
4 of what is your participation in school  
5 activities, in particular some of the programs  
6 that were named earlier?

7 MS. BENNETT: Well, I'm President of the  
8 Student Council, I'm on the Academic Polar School  
9 pro captain, I'm in the school band, school  
10 newspaper, I write for the yearbook many number of  
11 years, Multi Cultural Club, Junior Statesman. I  
12 can't remember all of them right offhand.

13 MR. SCALES: That's enough.

14 CHAIRPERSON LYON: Okay. I'm sorry. Was  
15 there someone else?

16 MS. PETERS: That was my question, Faye.

17 CHAIRPERSON LYON: Any other questions?

18 Okay.

19 MR. EWING: I have a short question.  
20 You say you're head of the Student Council?

21 MS. BENNETT: Yes.

22 MR. EWING: Well have any of the  
23 students in the school district, knowing the

1     *Student Council is supposed to represent the whole*  
2     *student body during the course of the time that*  
3     *you've served on the Student Council, have any*  
4     *issues of racial disharmony been brought to the*  
5     *Student Council to gain their assistance in*  
6     *resolving these problems?*

7             *MS. BENNETT: No, we weren't faced with*  
8     *anything except for late tickets for pictures for*  
9     *the dance.*

10            *MR. SCHWARTZBERG: I didn't hear that.*

11            *MS. BENNETT: Late pictures for the*  
12     *homecoming dance. That's the only problem we've*  
13     *had, people coming to us, that's it.*

14            *MR. PUGH: Tom Pugh. Is there a good*  
15     *interaction between white and black students in*  
16     *the school?*

17            *MS. BENNETT: I think so.*

18            *MR. PUGH: Do they stay in their own*  
19     *groups or do they, in fact, have kind of one big*  
20     *happy school?*

21            *MS. BENNETT: I'm not going to say that.*  
22     *People hang out with people who they've grown up*  
23     *with. If you've been going to the same school*

1 *with the same people for the past 11 years, you're*  
2 *going to naturally go to that people, but yes you*  
3 *have friends outside that inner circle of friends*  
4 *that you have about those people; whites, Hispanic*  
5 *or black.*

6 *MR. PUGH: So in the high school most of*  
7 *the Hispanics stay with the Hispanics, most of the*  
8 *blacks stay with the blacks, and most of the*  
9 *whites?*

10 *MS. BENNETT: No, they stay with their*  
11 *friends, be their friends Hispanic, Black or*  
12 *white. I myself, I don't hang out with any one*  
13 *set group of people. I have black friends, white*  
14 *friends, Hispanic friends. So I couldn't answer*  
15 *that question. I don't have the answer to that*  
16 *question.*

17 *MR. SCHWARTZBERG: I wasn't asking about*  
18 *you, but I'm asking about what you've observed*  
19 *watching the students in the school, are they*  
20 *largely taking part in separate cultural*  
21 *activities?*

22 *MS. BENNETT: I can't speak for the rest*  
23 *of the school. I don't notice -- I haven't*

1       *noticed anything like that. Sure you have people,*  
2       *group of Hispanic kids, a group of black kids, but*  
3       *they're talking about something around their home*  
4       *and something not in school.*

5                *MS. PETERS: If I might just expand a*  
6       *little on that. Clarise, are you suggesting to*  
7       *us, are you telling us that the feeder schools*  
8       *that feed into this high school bring students who*  
9       *have experienced crossover friendships with multi*  
10       *racial groups ever? That's what the feeder school*  
11       *has produced, is that what you're saying, the*  
12       *Junior high and grade schools where they've had*  
13       *multi racial make ups, those friendships come*  
14       *translated into high school experiences?*

15                *MS. BENNETT: Yes because if you've*  
16       *grown up with people who are not just one race,*  
17       *but mixed with everybody, then you go to high*  
18       *school and it's not a problem like someone who--*

19                *MR. SCHWARTZBERG: I think you're also*  
20       *suggesting to us that most of the feeder schools*  
21       *is already divided before they come here?*

22                *MS. BENNETT: Right. Then they get to*  
23       *high school, then everybody mixes.*

1           *MS. YANDLE: I just have a follow up*  
2           *question for Ms. Montoya.*

3           *CHAIRPERSON LYON: Unfortunately ten*  
4           *minutes was used up, but if I can squeeze her in,*  
5           *I will.*

6           *Okay, we need the next two students.*  
7           *If you would spell both names for the Court*  
8           *Reporter?*

9           *MS. SCHULZ: H-e-i-d-i S-c-h-u-l-z.*

10          *CHAIRPERSON LYON: The purpose of this*  
11          *meeting is to hear your feelings on race relations*  
12          *at Proviso West High School. We are interested in*  
13          *learning your opinion of how the different racial*  
14          *and ethnic groups get along at this school. We*  
15          *have ten minutes for your panel. Since there's*  
16          *only one of you, you'll be given a little more*  
17          *time. Mr. Reyes, you have a place at the table,*  
18          *would you also spell your full name, for the*  
19          *record?*

20          *MR. REYES: Jesus, J-e-s-u-s R-e-y-e-s.*

21          *CHAIRPERSON LYON: Did you hear what we*  
22          *expect to hear? You understand what we're looking*  
23          *for?*



1 MR. REYES: Yes.

2 CHAIRPERSON LYON: We'll start with Ms.  
3 Schulz.

4 We're just interested in knowing  
5 your opinion of how the different racial and  
6 ethnic groups get along at this school. Do you  
7 feel there's a problem at the school?

8 HEIDI SCHULZ

9 There are problems, yes, and no  
10 there are problems. Each group of friends is  
11 different. There are black friends who like white  
12 people, white people who like black people, like  
13 for me, I was on the track team, I was the only  
14 white person sometimes or one of the few. We got  
15 along great, absolutely nothing at all. Then you  
16 go in the hallways and sometimes there are  
17 problems. But then again there are others who  
18 don't give you problems, who don't say racial  
19 slurs if somebody knocks you in the hallway. They  
20 exist, but then they don't as well.

21 CHAIRPERSON LYON: Any questions of Ms.  
22 Schulz?

23 MR. SCHWARTZBERG: Have you ever heard

1     *any racial slurs in the classroom from any of the*  
2     *teachers or students during class?*

3             *MS. SCHULZ: Teachers, never,*  
4     *classrooms, let's put it this way, I would say*  
5     *I've heard and experienced racial problems my*  
6     *Freshman and Sophomore year that I think we were*  
7     *all a lot immature back then. Now my Junior and*  
8     *Senior year I hear very little, and this year I*  
9     *have not heard anything at all, in my classes that*  
10    *is. Yes, I have Freshman and Sophomore year.*

11            *CHAIRPERSON LYON: If you would raise*  
12    *your hands so I can call you out? I'm sorry, Mr.*  
13    *Scales?*

14            *MR. SCALES: I just have one question.*  
15    *You came here as a Freshman, what year are you*  
16    *now?*

17            *MS. SCHULZ: I'm a Senior.*

18            *MR. SCALES: I'm going to go back to*  
19    *when you were a Freshman and you mingled with the*  
20    *upperclass men already here, did they give you any*  
21    *idea as to how the tree or how the talk of the*  
22    *people that were different from you? Say like*  
23    *when you come in contact with the Black, Hispanic,*

1 Asian?

2 MS. SCHULZ: I can't, no, I don't recall  
3 anything like that.

4 MR. SCALES: No students, no group of  
5 students or faculty or anyone?

6 MS. SCHULZ: Okay. There was definitely  
7 an impression that I being a white student is  
8 going to a predominantly black school. I really  
9 can't say it was anything more than that honestly,  
10 but that I'm going to a black high school now.

11 CHAIRPERSON LYON: Okay. Staci Yandle?

12 MS. YANDLE: I guess number one I  
13 expected to come here today and to have a number  
14 of individuals express the opinion that at least  
15 the New York Times article was blown out of  
16 proportion and I'm not stating a belief one way or  
17 the other about that, but I guess what I really  
18 would like to sort of get down to and to solicit  
19 opinions from the students, first of all let's all  
20 acknowledge that we live in a racial society and I  
21 guess the question is does, in your opinion,  
22 Proviso West simply reflect the society in terms  
23 of race relations or is there something unique

1 out the experiences here that would say to the  
2 public at large that there is a specific problem  
3 here? Not just, you know, a normal everyday, but  
4 there is a problem here and I guess the second  
5 question that either one of you can deal with is  
6 at least as reported in the media there has been  
7 some tension in the community that are represented  
8 by the communities that feed students into this  
9 particular institution. We were reading an  
10 article this morning and so I noticed some  
11 incidents about a group of students being expelled  
12 about a month ago and that drew some questions and  
13 some other things.

14 I guess I'm just sitting here  
15 wondering, okay, did we just read an article and  
16 this reporter was just way off base and so you  
17 know at this point really we could not waste any  
18 more of anybody's time or pack up, you know,  
19 really what's going on or do you feel that there's  
20 anything really going on that needs to be  
21 addressed and probably I'd I apologize for that  
22 long question and you can answer whatever you  
23 remember.

1            *CHAIRPERSON LYON: Let me first give Mr.*  
2            *Reyes a chance because we're running out of time.*

3            *Mr. Reyes, what is your opinion?*

4            *JESUS REYES*

5            *My opinion is that like she said in*  
6            *sports and if you're walking down the hall and you*  
7            *bump into somebody, you might get, you know, a*  
8            *race comment or something. But like if you're in*  
9            *sports, I'm in sports, too, I'm in wrestling and*  
10           *soccer and most of wrestling is mostly black and I*  
11           *get along fine. I don't have no problem with*  
12           *them. I get along with black people, white*  
13           *people, Hispanics, Asians. I have a lot of*  
14           *friends, you know, not only Hispanics, but I don't*  
15           *think that's a problem. But like now I'm a*  
16           *Junior, my Freshman and Sophomore year I did hear*  
17           *a couple of racial comments.*

18           *CHAIRPERSON LYON: First you've heard the*  
19           *question from Ms. Yandle, do you have any comments*  
20           *with regard to her statement?*

21           *MS. SCHULZ: I think the question was*  
22           *does this article represent society or our school?*

23           *MS. YANDLE: I guess the bottom line*

1       *question is are the issues addressed in that*  
2       *article or the things reported in that article*  
3       *that have been reported recently about Proviso*  
4       *West just way out of bounds or overexaggerated or*  
5       *is there any factual basis?*

6                *MS. SCHULZ: There is some truth. I*  
7       *would say 75 percent of it is blown out of*  
8       *proportion, but, yea, problems do exist and we*  
9       *can't--I'm not going to say that they don't and*  
10       *that this is a great place.*

11                *MR. EWING: As a person who is just*  
12       *stated problems do exist and you've seen some*  
13       *problems and you have been here this many years,*  
14       *what is the instruction that all students have*  
15       *received from school administration, what are, in*  
16       *your experience, when you have a negative racial*  
17       *experience?*

18                *MS. SCHULZ: You're supposed to go*  
19       *straight to that administrator, straight to your*  
20       *counselor, tell them about it, let them take care*  
21       *of it. That's what we've been told to do.*

22                *MR. SCHWARTZBERG: Would you recommend*  
23       *anybody to do it?*

1            *MS. SCHULZ: Yea, I do because I didn't*  
2            *want to see any of my friends get beat up or get*  
3            *into stupid fights to getting suspended for five*  
4            *days. That's not nice.*

5            *MR. SCHWARTZBERG: You mentioned -- my*  
6            *other questions is, you say you like the school.*  
7            *Should you have any recommendations as to how there*  
8            *could be an improvement in relations of racial*  
9            *relations or reduction in the number of incidents*  
10           *that will be classified as such?*

11           *MS. SCHULZ: The bottom line is people*  
12           *have to start using their heads and consider the*  
13           *feelings of other people. It's called common*  
14           *courtesy. It's called loving your neighbor and*  
15           *that's what people have to do and without*  
16           *thinking.*

17           *CHAIRPERSON LYON: Thank you very much.*  
18           *We need to call our next two panelists.*

19           *I'm going to ask you quickly give*  
20           *us your name and spell it for the record?*

21           *MS. FARAH: Hilda Fara, H-i-l-d-a, last*  
22           *name, F-a-r-a-h.*

23           *MR. HUDSON: Zachary Hudson, first name,*

1        *Z-a-c-h-a-r-y H-u-d-s-o-n.*

2                *CHAIRPERSON LYON: The purpose of this*  
3 *meeting is to hear your feelings on race relations*  
4 *at Proviso West High School. We are interested in*  
5 *learning your opinion on how the different racial*  
6 *ethnic groups get along here at the school. We*  
7 *have ten minutes for this panel. Each of you are*  
8 *given about two or three minutes, then we'll leave*  
9 *some time for the panel to ask question. Why*  
10 *don't we start with Ms. Farah?*

11                *MS. FARAH: Do you want me to talk about*  
12 *our school?*

13                *CHAIRPERSON LYON: And race relations.*  
14 *You can do the race relation parts at Proviso.*

15                                *HEIDI FARAH*

16                                *At our school in my eyes I don't see*  
17 *any race relations. I mean sure we have majority*  
18 *black, hispanic and then we have other in my*  
19 *classes, in the halls, in the lunchrooms I don't*  
20 *see any racial discrimination. I get a long with*  
21 *a lot of people. Since I'm vice president of our*  
22 *Student Council, I have to speak with many*  
23 *different ethnical backgrounds. It's just I'm not*



1     *prejudice, I get along with everyone. I don't*  
2     *judge a person by the color of their skin.*

3             *CHAIRPERSON LYON: Mr. Hudson, could you*  
4     *address it?*

5                     *ZACHARY HUDSON*

6             *For our school I don't see no*  
7     *prejudice at all. I get along with everybody and*  
8     *everybody tends to like me and I tend to do what I*  
9     *have to do when I come here and, you know, I feel*  
10    *like if you come here, come respectful in a*  
11    *respectable manner and do what you're supposed to*  
12    *do, you know then people will respect you as well*  
13    *as you respect them. And I never had any trouble*  
14    *with no one and I don't see any kind of prejudice*  
15    *here at all because I'm very respectful and I give*  
16    *respect and to a certain extent I get it. So I*  
17    *feel that it's none of that here.*

18             *CHAIRPERSON LYON: Okay. Let me--*

19             *DR. SMITH: What year are you, Mr.*  
20    *Hudson?*

21             *MR. HUDSON: I'm year 97, Sophomore.*

22             *DR. SMITH: Did you read the New York*  
23    *Times article?*

1            *MR. HUDSON: Not really. I just really*  
2 *heard about it.*

3            *DR. SMITH: Did you read it?*

4            *MS. FARAH: I read it, yes.*

5            *DR. SMITH: Was it out of proportion?*  
6 *What is your feeling?*

7            *MS. FARAH: I thought it was blown way*  
8 *out of proportion. It did not respect what our*  
9 *school represents at all. When we first heard of*  
10 *this reporter coming into our school, we thought*  
11 *oh, he's going to make it a real positive issue,*  
12 *he even said so, and he went and just back faced*  
13 *us, you know, and he took parts out of quotes and*  
14 *made them look negative which I don't think was*  
15 *right. I was in that class that American studies*  
16 *class which he studied very carefully and our*  
17 *whole class believe it or not we were so mad that*  
18 *we were given a chance to write letters to the*  
19 *editor and most of us did and I mean we expressed*  
20 *our opinions and what we felt about the remarks*  
21 *that were made in there.*

22            *MR. EWING: I have 2,398 students in*  
23 *this school which in many places is the size of*

1 *the community and it's a diverse school*  
2 *population. Now you're a member of the Student*  
3 *Council, what percentage of the students in this*  
4 *school do you believe would indicate that there*  
5 *are problems? You don't believe anybody would*  
6 *state that there are any problems?*

7 *MS. FARAH: No, I would think that*  
8 *people would say that there are problems.*

9 *MR. EWING: By you saying things are*  
10 *blown out of proportion, you're saying there are*  
11 *some incidents, but there aren't a lot of them?*

12 *MS. FARAH: I haven't seen any incident,*  
13 *but people, other students in this school may*  
14 *have.*

15 *MR. EWING: Final short question. Does*  
16 *the Student Council play a sort of preventative*  
17 *role in sensitizing the students to the importance*  
18 *of racial harmony?*

19 *MS. FARAH: I don't understand your*  
20 *question.*

21 *MR. EWING: I mean does the Student*  
22 *Council, you're the sort of the government for all*  
23 *the students in the school, so you have the*

1        *leadership of the school?*

2                *MS. FARAH: Yes.*

3                *MR. EWING: And you have some students*  
4 *in the school who believe that there are problems*  
5 *and leadership is supposed to help resolve*  
6 *problems of real or imagined as people see them.*  
7 *So as the part of your program through the year,*  
8 *is that a challenge that you would help to meet*  
9 *and to prevent?*

10                *MS. FARAH: We haven't brought up the*  
11 *issue of racism or ethnical, but we do what we*  
12 *think to do is we try to have activities and*  
13 *other, you know, contests including our student*  
14 *body to get the school spirit I mean and*  
15 *especially this year. An example in these past*  
16 *few years Homecoming has been kind of a down side*  
17 *because at our pep rallies the queen would get*  
18 *booed and as vice president I was in charge of the*  
19 *pep rally this year and what I did I mean I really*  
20 *felt bad for her and so what I did this year was I*  
21 *asked the student body to please keep their*  
22 *comments to themselves and I got a big response.*  
23 *Everybody was clapping and standing up and I was*

1       *Oh wow, they're really enthusiastic. I mean out*  
2       *homecoming this year was fabulous. We got a lot*  
3       *of participation. There was no racial battles or*  
4       *anything.*

5                *MR. SCALES: What is the make up of the*  
6       *Student Council?*

7                *MS. FARAH: I couldn't give you offhand,*  
8       *but we do have Hispanics, blacks, whites?*

9                *MR. SCALES: Roughly percentage?*

10              *MS. FARAH: I couldn't tell you right*  
11       *off.*

12              *MR. HUDSON: I'm in it, too.*

13              *MS. FARAH: He's in it.*

14              *MR. SCALES: Would you have a rough*  
15       *percentage?*

16              *MR. HUDSON: Not really.*

17              *MS. FARAH: I couldn't tell you offhand,*  
18       *but we do have a mixture of our student body. Our*  
19       *student government has a mixture of people. We*  
20       *also have Our House and it has a mixture. I*  
21       *couldn't give you percentage.*

22              *SCHWARTZBERG: Is student government*  
23       *elected or appointed?*

1            *MS. FARAH: Officers are appointed. We*  
2            *elect our Board and then from there the classes*  
3            *have their own officers.*

4            *MR. ROBERTS: Ms. Bennett, is the*  
5            *president, you're the vice president?*

6            *MS. FARAH: Yes.*

7            *MR. SCALES: You're a member?*

8            *MR. HUDSON: Yes, I'm part of the*  
9            *Student Council. I'm the class president of '97*  
10           *and I'm also ex on the executive board with the*  
11           *vice president, Hilda to my left. Everybody gets*  
12           *along as far as I see. From what I see we come*  
13           *here, have a good time, but a person like me, I*  
14           *could say I always talk up for myself. I come, I*  
15           *give respect in, once again, and I respect my*  
16           *teachers, all my elders, my friends. You going to*  
17           *run into some negativity, but people try to get*  
18           *you in trouble or something like that and you have*  
19           *that everywhere. But one thing about me, I'm very*  
20           *strong and I pray a lot. I tend to stay out of*  
21           *trouble. I hope and pray that I will continue on*  
22           *to stay out of trouble because if you stay out of*  
23           *trouble believe me you'll be a big success.*

1            *CHAIRPERSON LYON: Okay. Ms. Yandle, you*  
2            *had one question?*

3            *MS. YANDLE: One quick question and for*  
4            *both of you all since I guess one of the issues,*  
5            *one of main issues was the question of whether or*  
6            *not there was a problem of relations, race*  
7            *relations between staff and as it related to staff*  
8            *and students as opposed to student to student and*  
9            *we've been given a breakdown of out of 144*  
10           *teaching staff, less than ten percent are from the*  
11           *minority population and I'd just like to ask both*  
12           *of you, have you or do you feel that there was a*  
13           *problem or do you think there's a problem with the*  
14           *teaching staff not necessarily representing the*  
15           *cross section of the community that you have here?*  
16           *In other words, you got a primarily minority*  
17           *student population, but a predominantly white*  
18           *teaching population. Is that a problem to you?*

19           *MR. HUDSON: No, not at all, not to me.*

20           *MS. FARAH: I don't think so either. As*  
21           *long as the teacher knows what he or she is doing,*  
22           *that's all I care about because I know some*  
23           *teachers who don't know and they might be white,*

1 *but they don't know how to teach.*

2 *CHAIRPERSON LYON: Thank you so much for*  
3 *participating. Our next two panelists?*

4 *Would you please state your name,*  
5 *for the record and spell them?*

6 *MS. MC CULLOGH: Manui Ann, M-a-n-u-i*  
7 *Ann M-c-C-u-l-l-o-g-h.*

8 *MS. SOJAK: Ms. Lorie Sojak, L-o-r-i-e*  
9 *So-j-a-k.*

10 *CHAIRPERSON LYON: The purpose of this*  
11 *meeting is to hear your feelings on race relations*  
12 *at Proviso West High School. We are interested in*  
13 *hearing your opinion of how the different racial*  
14 *and ethnic groups get along here at this school.*  
15 *Each will begin with about two or three minutes*  
16 *and then with questions from the panel. We will*  
17 *start with Ms. Sojak.*

18 *MS. SOJAK: Just how I feel?*

19 *CHAIRPERSON LYON: How you feel?*

20 *LORIE SOJAK*

21 *I don't know, I don't really have*  
22 *any problems with the race relations here. I mean*  
23 *yeah, there are people that are ignorant, but*



1        *that's in any ratio, I don't really have a problem*  
2        *with the people. I have a lot of black friends,*  
3        *white friends, Hispanic friends, whatever. I*  
4        *don't have a problem with anybody.*

5                *CHAIRPERSON LYON: I, like I said, I*  
6        *don't really have a problem with any race*  
7        *relations. As I said, there are people that are*  
8        *ignorant, but I see that in any race, not in*  
9        *anyone in particular and I have friends from every*  
10       *relation. So it doesn't bother me at all.*

11               *CHAIRPERSON LYON: Okay. Ms. McCullough?*

12               *MANUI ANN MC CULLOUGH*

13               *I feel the same as Lorie. There are*  
14       *problems between, I know there's definitely some*  
15       *problems between other people here like at the*  
16       *school, but I don't have any problems with*  
17       *anybody. I get along with almost everybody.*

18               *CHAIRPERSON LYON: Questions from the*  
19       *panel? Let me start on my left this time. Ms.*  
20       *Peters?*

21               *MS. PETERS: Thank you, Faye. Could*  
22       *each of you identify where you are in high school,*  
23       *how long you've been here and are you members also*

1 *of the Student Council?*

2 *MS. MC CULLOCH: I'm a senior. I'm the*  
3 *Secretary of the Student Council. What else did*  
4 *you want to know?*

5 *MS. PETERS: That was it.*

6 *MS. SOJAK: I'm a senior, too, and I'm the*  
7 *treasurer of the student council.*

8 *MR. EWING: I don't know if you heard*  
9 *the other students, but I heard this frequently*  
10 *that I don't have problems. There are others who*  
11 *have problems, but I don't have any problems and*  
12 *this is the way that things when they're small,*  
13 *they get to be large is when people who may not*  
14 *experience it themselves, but it's part of the*  
15 *community in which they live and they have to or*  
16 *should take an interest in what affects all*  
17 *because the school administration likes to*  
18 *describe the school as being a family. So does*  
19 *this kind of concern you that there is an attitude*  
20 *that maybe if I don't have the problem, well then*  
21 *there really isn't a big problem?*

22 *MS. SOJAK: Well, I think I understand*  
23 *that and I mean if someone else has a problems*

1 with other things, I'm not going to go and get  
2 involved, you know what I mean? That's someone  
3 else's problem. Unless I'm involved directly,  
4 then I'm not going to go oh, what's going on, you  
5 know. I mean I just don't see how that is. With  
6 the family it depends upon what you're involved  
7 in. If you look for trouble, then you're going to  
8 find it then and if you don't, you'll be fine.

9 MS. MC CULLOUGH: Yea, I mean I agree  
10 with her. I don't go and look for -- I don't get  
11 into other people's problems. I mean I see things  
12 happening and I try not to get involved because I  
13 don't want to be the bad person, I don't know, I  
14 don't want to end up being somebody who is looked  
15 down upon. I want to -- I don't know what I'm  
16 trying to say.

17 CHAIRPERSON LYON: Let's hear the next  
18 question. Ms. Chen?

19 MS. CHEN: This question is directed to  
20 both of you. I have heard previous, this previous  
21 student presenting that there were some racial  
22 slurs being hurled at someone you may have heard,  
23 you may not have, both of you said you don't want

1     to get involved in the problem since it doesn't  
2     directly affect you. Have you heard if someone in  
3     the hall said something that they use a racial  
4     slur against another student, are you adopting  
5     this non involvement, non intervention attitude or  
6     would you say something to the students who  
7     directed the racial slur against another person or  
8     do you usually just sort of, as you say keep out  
9     of trouble?

10           MS. SOJAK: I would choose to ignore  
11     them because I think people say things and a lot  
12     of people don't think before they say. So you  
13     just learn to ignore it and unless it's directed  
14     right towards me, I'm not going to say anything.  
15     I'll go about my business unless it's directly  
16     related to me. I'll stay out of it.

17           MS. MC CULLOUGH: I don't, like I hear  
18     these things all the time and I let it go in one  
19     ear and out the other because it's not an uncommon  
20     thing. But if it's, I mean if it's one of my  
21     friends that it's said to, I will like talk to my  
22     friend and oh just ignore it or whatever. But if  
23     it's not, then I kind of like ignore it anyway.

1            *ROBERTS: As a member of student*  
2 *government for both of you and elected members of*  
3 *the student government and being here for four*  
4 *years, do you think or is it your opinion, what do*  
5 *you think about maybe these problems didn't exist*  
6 *three years ago or four years ago when you came*  
7 *here that influx of a new group of students, new*  
8 *Freshies, Sophomores bringing in more problems*  
9 *than you originally had?*

10           *MS. MC CULLOUGH: I mean it's not that*  
11 *it wasn't here before. I think it's just*  
12 *graduated.*

13           *MR. ROBERTS: Gradually gotten worse?*

14           *MS. MC CULLOUGH: I mean as student*  
15 *council members, our job is to try and get like to*  
16 *stop these things and get the students involved*  
17 *and get everyone together and we're working really*  
18 *hard this year and we've done a lot of things to*  
19 *get school involvement in school spirit and people*  
20 *together. So I mean we worked a lot harder this*  
21 *year trying to like making things stop. But it*  
22 *has gotten gradually worse as the years go on.*

23           *MS. SOJAK: I think that it's always*

1 *been there, but I think it's just publicized more*  
2 *because of the problems with this school and other*  
3 *like public schools had in the past. So I don't*  
4 *really see how it's any more of a problem now.*  
5 *It's just publicized more. People want to bring*  
6 *down the school.*

7 *MR. ROBERTS: Have either of you had*  
8 *visualized these problems when you were Freshmen,*  
9 *would you still be here in your senior year?*

10 *MS. SOJAK: I would. I mean I can -- I*  
11 *think Proviso is a good school. I don't consider*  
12 *any race relations a problem.*

13 *MS. MC CULLOUGH: I mean there's no*  
14 *other place for me to go, but I think I would*  
15 *still be here because it's not like at any other*  
16 *school -- it's a totally different atmosphere here*  
17 *than at another school. But it's also more of an*  
18 *atmosphere with you get to relate to more people*  
19 *and more cultures and everything, so you get to*  
20 *know other people and get to understand them*  
21 *better.*

22 *CHAIRPERSON LYON: Okay. Thank you very*  
23 *much for your participation. We need the next*

1 *panelists.*

2 *Would you please give us your name*  
3 *and spell it, for the Court Reporter?*

4 *MS. ELEM: Kizzy Elem, K-i-z-z-y*  
5 *E-l-e-m.*

6 *MR. EWING: Say it a little slower?*

7 *MS. ELEM: Kizzy Elem, K-i-z-z-y*  
8 *E-l-e-m.*

9 *CHAIRPERSON LYON: The purpose of this*  
10 *meeting is to hear your feelings on race relations*  
11 *at Proviso West High School. We are interested in*  
12 *learning your opinion of how different racial and*  
13 *ethnic groups get along here at this school and*  
14 *we'll give you time to say what you'd like to say,*  
15 *then we'll ask questions, okay? So why don't you*  
16 *tell us your feelings or observations?*

17 *MS. PETERS: Can we ask each student to*  
18 *identify what year they are in school, what year*  
19 *are you in school?*

20 *MS. ELEM: Class of 96.*

21 *KIZZY ELEM*

22 *I think there will always be racism,*  
23 *but I think its not that, but I don't think it's*

1        *that much racism at the school.*

2            *Mr. Ewing; Tell us in your own words*  
3        *when you say there is racism here, describe it to*  
4        *us?*

5            *MS. ELEM: Because in the past there has*  
6        *been fights with different races, but and some*  
7        *people say things like last year we had niggers on*  
8        *the walls and on the lockers and stuff and other*  
9        *groups of races --*

10           *MR. EWING: Go ahead.*

11           *MS. ELEM: And in classrooms people*  
12        *talked about each other, but it's not that much*  
13        *because everywhere I go like at work there's*  
14        *racism and stuff.*

15           *MR. EWING: Is what you're saying that it*  
16        *exists, but it's something that you and other*  
17        *students can live with?*

18           *MS. ELEM: I got used to it.*

19           *MR. EWING: and this is your third year*  
20        *here?*

21           *MS. ELEM: Yes.*

22           *MR. EWING: Have you seen an increase or*  
23        *decrease?*



1            *MS. ELEM: A decreased compared to my*  
2 *Freshman year.*

3            *DR. SMITH: A decrease.*

4            *MS. ELEM: Yes.*

5            *DR. SMITH: You think it's because you*  
6 *have matured?*

7            *MS. ELEM: No. I think everybody has*  
8 *matured.*

9            *MS. PETERS: Kizzy, when you talk about*  
10 *the kinds of comments you've heard in the*  
11 *classroom, some of the other students, I don't*  
12 *know whether you were in the room or had the*  
13 *opportunity to hear them answer their questions,*  
14 *but some of them mentioned hearing racial slurs in*  
15 *the halls directed at other people or at them and*  
16 *that they were not hearing these things from*  
17 *classroom teachers.*

18            *MS. ELEM: No.*

19            *MS. PETERS: When you say you hear these*  
20 *things in the classroom and you didn't really, but*  
21 *if you were to hear them in classroom, are these*  
22 *in the halls when you're passing classes in the*  
23 *hall when there's no one supervising perhaps?*

1            *MS. ELEM: Sometimes it was in the*  
2            *class. The teacher took the student out and they*  
3            *talked in the hallway or --*

4            *MS. PETERS: Or when the teacher's back*  
5            *is turned?*

6            *MS. ELEM: Yes.*

7            *MS. PETERS: So the teacher then is*  
8            *aware that this is happening or the teacher is not*  
9            *aware that these statements--*

10           *MS. ELEM: Most of the time not aware.*

11           *CHAIRPERSON LYON: Ms. Yandle?*

12           *MS. YANDLE: Could you give us a little*  
13           *information on what your extra curricular*  
14           *activities are?*

15           *MS. ELEM: I'm President of the Class of*  
16           *06. I play varsity basketball.*

17           *MS. YANDLE: How big is the Student*  
18           *Council at this school? I mean just like a*  
19           *hundred, ten?*

20           *MS. ELEM: Almost a hundred. It's so*  
21           *many, but we've got different groups housed on our*  
22           *executive board.*

23           *MS. YANDLE: I've got one other quick*

1 question. Do you, in general do you think the  
2 student population feels that they are free or  
3 open to talk about any racial problems here? Is  
4 there a feeling of that, that's something we don't  
5 need to talk about or we don't talk about or do  
6 you think that they will be open and vocal about  
7 it?

8 MS. ELEM: Its open because if people do  
9 if they get sent to the dean and they get  
10 punished.

11 MR. SCHWARTZBERG: In the lunchroom  
12 there's a usual pattern where black students tend  
13 to be only with black students, white students  
14 tend to be only with white students. How many  
15 mixed tables are there in the lunchroom?

16 MS. ELEM: I don't really go to the  
17 lunch, but there was a time where the white  
18 students be on one side, the black people be on  
19 the other side. They be mixed together sometimes.

20 MR. SCHWARTZBERG: I'm wondering how  
21 often?

22 MS. ELEM: Everyday. Most of the time  
23 kids sit at the same table.

1           MR. SCHWARTZBERG: *Talk to each other?*

2           MS. ELEM: *Sometimes they know each*  
3 *other.*

4           MR. SCALES: *I want to get back to the*  
5 *Student Council. I'm still having a little*  
6 *problem with not only the size of the Council, but*  
7 *the make up of the council. I'll lay those aside.*  
8 *I want to know in terms of the Student Council,*  
9 *are you encouraged to bring multi cultural issues*  
10 *before the Council?*

11           MS. ELEM: *Yes, we are. We have*  
12 *different clubs like Italian Club, French Club,*  
13 *all are a part of the Student Council.*

14           MR. SCALES: *What's through a club?*  
15 *Let's say if you have a complaint and you're not a*  
16 *member of the Council?*

17           MS. ELEM: *We have a suggestion locker*  
18 *where you put questions in and stuff.*

19           MR. SCALES: *As a member you're a member*  
20 *of the Council?*

21           MS. ELEM: *Yes.*

22           MR. SCALES: *As a member of the Council,*  
23 *how many of those suggestions have been brought*

1        *in?*

2                *MS. ELEM: We haven't had a meeting, we*  
3        *just got the locker recently.*

4                *MR. SCALES: What?*

5                *MS. ELEM: We just got the locker*  
6        *recently to ask the questions.*

7                *MS. CHEN: Kizzy, you mentioned that*  
8        *with racism around and you say you just accept it.*  
9        *Do you like it?*

10               *MS. ELEM: No.*

11               *MS. CHEN: And have you experienced*  
12        *racism yourself?*

13               *MS. ELEM: No.*

14               *MS. CHEN: Not at all?*

15               *MS. ELEM: No.*

16               *MS. CHEN: You don't like it you know*  
17        *it's around and your friends have experience?*

18               *MS. ELEM: Yes.*

19               *MS. CHEN: You don't like it, but are*  
20        *you doing anything or does the Student Council do*  
21        *anything?*

22               *MS. ELEM: No -- yes, they try to get*  
23        *everybody together in different groups so to*

1 *listen and understand each race.*

2 *MS. CHEN: Are you successful in getting*  
3 *groups together?*

4 *MS. ELEM: Yes.*

5 *MS. CHEN: And do you talk out loud? Do*  
6 *you talk about it how to solve the problem or what*  
7 *kind of things you can do to improve the*  
8 *situation?*

9 *MS. ELEM: Yes.*

10 *MS. CHEN: Do you discuss that at your*  
11 *Student Council?*

12 *MS. ELEM: Yes.*

13 *MS. CHEN: Thank you.*

14 *CHAIRPERSON LYON: Are you familiar with*  
15 *the students that were expelled?*

16 *MS. ELEM: Excuse me?*

17 *CHAIRPERSON LYON: Are you familiar with*  
18 *the 21 students that were expelled?*

19 *MS. ELEM: Yes.*

20 *CHAIRPERSON LYON: Do you understand the*  
21 *circumstances under which they were expelled?*

22 *MS. ELEM: No.*

23 *CHAIRPERSON LYON: Have those students*

1       *come back to school yet?*

2               *MS. ELEM: No, I haven't seen them.*

3               *CHAIRPERSON LYON: Prior to being*  
4       *expelled they talk about their problems with the*  
5       *student body or with the Council.*

6               *MS. ELEM: I don't know.*

7               *CHAIRPERSON LYON: Was that discussed at*  
8       *all among the student body?*

9               *MS. ELEM: No.*

10              *CHAIRPERSON LYON: Is it just accepted as*  
11       *policy and nobody would ask any questions?*

12              *MS. ELEM: Yes.*

13              *CHAIRPERSON LYON: So the only place*  
14       *where there was any discussion was a, I believe it*  
15       *was Board of Education meeting where parents*  
16       *showed up?*

17              *MS. ELEM: Yes.*

18              *CHAIRPERSON LYON: Do you believe that*  
19       *this is a concern more of the parents or of the*  
20       *students?*

21              *MS. ELEM: Both.*

22              *CHAIRPERSON LYON: Any other questions?*

23              *MS. PETERS: Do you believe you know why*

1 *those students were expelled?*

2 *MS. ELEM: Yes, some of them, yes.*

3 *CHAIRPERSON LYON: But it was never*  
4 *discussed?*

5 *MS. ELEM: No.*

6 *CHAIRPERSON LYON: Is it discussed --*  
7 *was it discussed among the students?*

8 *MS. ELEM: Yes.*

9 *MS. PETERS: But not at the Student*  
10 *Council?*

11 *MS. ELEM: No, no.*

12 *MS. PETERS: Was it perhaps informally*  
13 *discussed at the Student Council?*

14 *MS. ELEM: Yes.*

15 *CHAIRPERSON LYON: Do you have an*  
16 *opinion as to whether the students expelled was*  
17 *justified or not?*

18 *MS. ELEM: No.*

19 *CHAIRPERSON LYON: No you don't have an*  
20 *opinion or no it was not justified?*

21 *MS. ELEM: No, I don't have an opinion.*

22 *MR. EWING: One question. In the*  
23 *Student Council among students are there often*



1 *discussion about who in the school belongs to the*  
2 *majority racial group, who belongs to the minority*  
3 *racial group?*

4 *MS. ELEM: No.*

5 *CHAIRPERSON LYON: Okay. Thank you for*  
6 *your participation. The next panel? Dr. Montoya?*

7 *DR. MONTOYA: The only comment I'd like*  
8 *to make at this point is in the last students that*  
9 *were up at the table were discussing the expulsion*  
10 *situation and just for the record to begin with*  
11 *there were 21 students expelled; however not all*  
12 *were from Proviso West. This is a township*  
13 *expulsion, so there are 16 from Proviso East five*  
14 *from Proviso West. However, in terms of expulsion*  
15 *cases, students as well as among the faculty, we*  
16 *do not discuss expulsion cases in general with*  
17 *faculty or with students because, just simply*  
18 *because of a privacy issue. It's not fair to the*  
19 *families that are up for expulsion to expose the*  
20 *reasons and situations. So I don't think it's*  
21 *quite fair to expect the young lady to respond to*  
22 *that fairly. Thank you.*

23 *MR. EWING: But it goes to the issue of*

1        *whether or not when statistical data is compiled*  
2        *as to the number of expulsions by race which, as I*  
3        *like to remember was one of the things that Office*  
4        *for Civil Rights revise when it revises school*  
5        *districts. We understand the privacy provisions*  
6        *that you can't mention names, but expulsions have*  
7        *been mentioned in the newspapers, so you know, to*  
8        *me the expulsions are a part of the public record.*  
9        *The individual students, the details in there,*  
10       *parents are not.*

11                *DR. MONTOYA: That's correct and I'm not*  
12        *trying to take away from that; however, it was*  
13        *addressed with a student and students are not*  
14        *going to have firsthand anything regarding the*  
15        *expulsions and the surrounding background. So*  
16        *perhaps those issues should be addressed with the*  
17        *administrators and/or the superintendent that's*  
18        *also part of this panel.*

19                *MR. EWING: I think the question, the*  
20        *motivation for the question is that students have*  
21        *perceptions as to what happens to other students*  
22        *within their class, within their race and things*  
23        *of that nature, so the issue of expulsion has been*

1 a long standing issue in multi racial schools, and  
2 to what degree expulsion might be administered  
3 from one racial group to the other. So I think  
4 the intent was not to personalize it, but to  
5 determine a student's perception of the act of  
6 expulsion. And before you sit down, when you say  
7 expulsion, does that mean for the rest of the  
8 school year?

9 DR. MONTOYA: It varies in different  
10 cases. In some cases it's for a semester only  
11 and in another cases it's for the the school term,  
12 and my concern was just for in terms of the media  
13 and the fact that I didn't want the young lady to  
14 be placed in a position to be misconstrued.

15 MR. SCHWARTZBERG: Was there a race  
16 relations aspect to the expulsion?

17 DR. MONTOYA: Excuse me, sir?

18 MR. SCHWARTZBERG: Was there a race  
19 relations aspect to any of the expulsions?

20 DR. MONTOYA: You'd have to be more  
21 definite in that question.

22 MR. SCHWARTZBERG: Were any of the  
23 expulsions, did any of the expulsions arise out of

1 *a racial conflict?*

2 *DR. MONTOYA: You mean in terms as to*  
3 *reasons why they were expelled?*

4 *MR. SCHWARTZBERG: Yes.*

5 *DR. MONTOYA: Absolutely not. I can*  
6 *only speak for Proviso West, those five cases,*  
7 *that's all, and the five cases that I was involved*  
8 *in none were racially motivated.*

9 *MR. EWING: I don't understand that. I*  
10 *think he's saying something and you're saying*  
11 *something different. I think what he's saying*  
12 *were the incidents that led to the expulsion,*  
13 *interpreted to be to any extent of a racial*  
14 *nature, racial motivation?*

15 *DR. MONTOYA: That's correct. That's*  
16 *the way I'm reading him. You're referring to the*  
17 *incidents that led the student to be expelled?*  
18 *For example, generally speaking let's say there*  
19 *was an individual who was involved in a fight, was*  
20 *that fight racially motivated, is that the way*  
21 *you're intending this question?*

22 *That's the way I read it, and in*  
23 *terms of the cases, no there is not a racial bias.*

1            *MR. SCHWARTZBERG: But I also want to*  
2            *understand whether or not the students -- we have*  
3            *parents at our meeting that's why I want to know*  
4            *whether the students, those expelled -- I don't*  
5            *need to know the reason why, whether they felt it*  
6            *was racist?*

7            *DR. MONTOYA: Yes.*

8            *MR. SCHWARTZBERG: That's the point of my*  
9            *question. That will make it clear.*

10           *CHAIRPERSON LYON: Thank you very*  
11           *much. Our next two panelists also. Would you*  
12           *please give us your name and spell your first name*  
13           *and last name?*

14           *MS. MOSS: My name is Carolyn Moss.*  
15           *C-a-r-o-l-y-n M-o-s-s.*

16           *MS. TIDWELL: Myra Tidwell, Myra, M-y-r-a*  
17           *Tidwell, T-i-d-w-e-l-l.*

18           *CHAIRPERSON LYON: Okay. The purpose of*  
19           *this meeting is to hear your feelings on race*  
20           *relations at Proviso West High School. We are*  
21           *interested in learning your opinions of how the*  
22           *different racial and ethnic groups get along here*  
23           *at the school. We will allow you two or three*

1 *minutes each and we will have questions from*  
2 *panelists if we have time. So we'll start with*  
3 *Ms. Moss. Why don't you go ahead?*

4 *CAROLYN MOSS*

5 *My views on race relations, I think*  
6 *there is -- I think there's a variety of race at*  
7 *Proviso and there's a lot of racism -- not a lot*  
8 *of racism, but there is in the school as in other*  
9 *high schools and I feel it can't be controlled. I*  
10 *know it can, but not everyone agrees to the same*  
11 *things and certain prejudice against things and*  
12 *their minds aren't as open as other people are.*  
13 *Many people have open minds I believe in this*  
14 *school, like me, I feel like I succeed in whatever*  
15 *I do and I don't let anything get in my way. I*  
16 *have a positive attitude towards everything. I'm*  
17 *not prejudice against anyone. I don't feel*  
18 *threatened by anyone in this school. That's how I*  
19 *feel. I'm sure a lot of people feel the same way*  
20 *I do, but it's just not seen. That's basically*  
21 *it.*

22 *MYRA TIDWELL*

23 *I don't feel that there's a big*

1       *racism problem here. I mean there's always going*  
2       *to be people who don't like you for their certain*  
3       *reasons. It may be because of your skin color,*  
4       *because there are people here just like there are*  
5       *people at other high schools in the whole world*  
6       *that are always going to be like that and there's*  
7       *nothing you can do to change their point of view*  
8       *of you. But most of the problems we have at*  
9       *Proviso don't stem from race problems, it stems*  
10       *from one on one people having disagreements with*  
11       *each other, not with their race itself and*  
12       *sometimes it gets blown out of proportion. People*  
13       *look at it the wrong way and that's what they see*  
14       *it all. But it's not like that all the time.*

15                *CHAIRPERSON LYON: I'm sorry you moved*  
16       *quick. What year are you in school?*

17                *MS. TIDWELL: We're both seniors.*

18                *CHAIRPERSON LYON: Questions?*

19                *MR. ROBERTS: Are you on the Student*  
20       *Council?*

21                *MS. TIDWELL: I'm not.*

22                *MS. MOSS: I'm the secretary of my class.*

23                *MR. EWING: Among the things that you*

1        *admit are of a racial nature, what are these*  
2        *things that you would like to see change? In*  
3        *other words, if racial issues were identified and*  
4        *could be eliminated, what practices do you think*  
5        *should be eliminated from the school environment?*

6                *MS. TIDWELL: Like people like they say.*  
7        *judging a book by it's cover. People say you're a*  
8        *certain way because you're this color or you're*  
9        *stupid because you're such and such or they can't*  
10       *do this because they're such and such, you know,*  
11       *but that's something you can't change because*  
12       *there are always going to be people in the world*  
13       *like that.*

14               *MR. EWING: Did this come from what*  
15       *students or teachers?*

16               *MS. TIDWELL: I'm saying students as in*  
17       *peers, you know.*

18               *MR. EWING: Do you have any views on the*  
19       *kinds of things that you would like to see*  
20       *eliminated?*

21               *MS. MOSS: Of course I'd like to see*  
22       *racism eliminated, but like Myra said there are*  
23       *going to be people in this world that aren't and I*



1 think they should be educated more in the early  
2 stages of life, taught by their parents to respect  
3 other people no matter what race they are. I  
4 think that's where the upper graders should be in  
5 that respect.

6 MR. EWING: What specific practices  
7 would you like to see removed from the school  
8 grounds?

9 MS. MOY: The fighting. But fighting I  
10 would like to be gone. The negative images of how  
11 much racism there is in this school because  
12 there's not much. People or students from other  
13 high schools tend to look down at Proviso West  
14 because of that and they don't know all the  
15 stories, the true stories and the true meanings  
16 behind the stories that are in the newspapers.

17 MR. EWING: Let me -- this is your 4th  
18 year here. Describe how this school has changed  
19 from when your Freshman year to your senior year  
20 on the issue of dealing with racial climate?

21 MS. MOSS: How this school has changed  
22 or I've changed?

23 MR. EWING: No, the school.

1            *MS. MOSS: There are more stricter*  
2 *rules, policies that have been working, they've*  
3 *become more stricter, but it's for the benefit of*  
4 *the students and that's a positive change I feel.*

5            *MR. EWING: Thanks.*

6            *CHAIRPERSON LYON: Ms. Yandle?*

7            *MS. YANDLE: Do either or both of*  
8 *you -- do you think or do you feel that all*  
9 *student groups have the same educational*  
10 *opportunities in this school as the others? In*  
11 *other words, do you see any disparity with any*  
12 *racial group in terms of the different educational*  
13 *opportunities or treatment that they receive at*  
14 *the school?*

15           *MS. TIDWELL: No, I don't see that. I*  
16 *feel that your education is what you make it. If*  
17 *you want a good education, you have to work*  
18 *towards that, you know. Some people will say well*  
19 *usually when it's, when students don't learn is*  
20 *because they don't want to or because they don't*  
21 *try hard enough, it's not a race issue in that.*  
22 *If you want it bad enough, you'll go for it no*  
23 *matter what.*

1            *MS. MOSS: That's basically how I feel.*

2            *MS. YANDLE: And I understand one final*  
3 *follow up to that. So if I understand you, you*  
4 *don't see any obstacles that certain groups have*  
5 *that others don't?*

6            *MS. TIDWELL: No, I don't.*

7            *MR. SCALES: Several student panelists*  
8 *have mentioned this issue of fighting. Realizing*  
9 *that we have to go by what you have heard or what*  
10 *you have seen, use a rough estimate how many*  
11  *fights are we talking about, racially motivated*  
12  *fights in a given day?*

13           *MS. TIDWELL: Racially motivated as in*  
14 *being--*

15           *MR. SCALES: Well, it starts with a*  
16  *racial slur.*

17           *MS. TIDWELL: Like I said before, most*  
18  *of the fights or arguments that are here aren't*  
19  *due to race relations.*

20           *MR. SCALES: What starts a fight?*

21           *MS. TIDWELL: There is usually about a*  
22  *disagreement, like maybe stupid stuff, oh you said*  
23  *this about me, you called me a name or whatever.*

1 *It usually rises from there. It's not usually,*  
2 *oh, well you're stupid because you're such and*  
3 *such. You're not good because you're such and*  
4 *such color or because you're of such and such*  
5 *ethnic background. It's not usually like that.*  
6 *It's usually because of some stupid disagreement.*

7 *MR. SCALES: Let me rephrase that. Have*  
8 *there been any fights based on retaliation because*  
9 *say one student panelist told us about racial*  
10 *slurs written on the wall. Have either one of you*  
11 *heard any other groups say we're going to get them*  
12 *for this?*

13 *MS. TIDWELL: No.*

14 *MS. MOSS: I haven't.*

15 *CHAIRPERSON LYON: Okay. I need to move*  
16 *on. Thank you very much for your participation.*

17 *Would you please state your name and*  
18 *spell your first and last name, for the record?*

19 *MS. ARMSTRONG: My name is Brandi*  
20 *Armstrong, B-r-a-n-d-i A-r-m-s-t-r-o-n-g and I'm*  
21 *a senior, Class of 95.*

22 *MR. ACEVEDO: My name is George Acevedo,*  
23 *G-e-o-r-g-e, A-c-e-v-e-d-o and I'm a member of the*

1     *Class of 95.*

2             **CHAIRPERSON LYON:** *Thank you. The*  
3 *purpose of this meeting is to hear your feelings*  
4 *on race relations at Proviso West High School. We*  
5 *are interested in learning your opinion of how the*  
6 *different racial and ethnic groups get along at*  
7 *this school. You have about two or three minutes*  
8 *and then we'll open it up for panelists to ask you*  
9 *some questions. Ms. Armstrong, you want to go*  
10 *first?*

11                     **BRANDI ARMSTRONG**

12             *My name is Brandi Armstrong, Class*  
13 *of 95. I am a senior. I have attended Proviso*  
14 *West since my Freshman year. I am a part of peer*  
15 *mediation, special tutoring program that's newly*  
16 *been formed where ten honor students were selected*  
17 *to tutor those student Freshmen or Sophomore under*  
18 *privileged or not at that achievement level. I am*  
19 *an honor student, college algebra, English 4,*  
20 *academic French 3, current history and African*  
21 *American history. I'm on the track, basketball,*  
22 *volleyball teams. I've been working with the Boys*  
23 *and Girls Club for the past four years and in my*

1 community of Bellwood since I was 12 years old. I  
2 would like to, ladies and gentlemen of the  
3 committee, I would like to define the definition  
4 of racism. Racism, an authority figure who has  
5 the power to enforce his or her views of another  
6 race, person, religion, creed to change the  
7 overall view of society.

8 Ladies and gentlemen, what I've  
9 experienced at this school, what other students at  
10 the school is called prejudice not racism. I go  
11 by a saying everyday and it's called, proud and  
12 I'm going to tell you what every one of those  
13 letters stand for. P, P is for the pride that I  
14 have of knowing myself, R is for the realization  
15 of myself that people in order for them to receive  
16 respect they have to give a little also. O is for  
17 ourselves as people, we need to learn to get along  
18 to move smoothly in this world, not necessarily  
19 like each other, but just learn to work together  
20 to work out our differences. U is for the  
21 uniqueness for the cultural things that we have in  
22 this world for belief to spread its all across the  
23 world for people so they can understand each

1        *other, D is for the determination, the will and*  
2        *willing of knowing each other that a strong*  
3        *person, that I am strong, that you are strong, not*  
4        *because you have your color, because of your*  
5        *character and achievement.*

6                                *MR. ACEVEDO*

7                                *Once again my name is George*  
8        *Acevedo, Class of 95. I participate in school*  
9        *newspaper, Key Club, Ecology Club and I'm a member*  
10       *of both the boys track and cross county teams and*  
11       *I'm also a member of the National Honor Society*  
12       *and I'd just like to say that when talking about*  
13       *racism I feel that everyone has like a certain*  
14       *degree of racism, but when it comes to like*  
15       *generally like society, whether it be in school or*  
16       *in community, I feel that it can be greatly*  
17       *exaggerated and from the New York Times article*  
18       *that came out in May, I felt that that was greatly*  
19       *exaggerated and I just wanted to point that out,*  
20       *and that's about it now.*

21                                *CHAIRPERSON LYON: Okay, Mr. Roberts?*

22                                *MR. ROBERTS: Are you members of the*  
23        *student council, student government?*

1            *MS. ARMSTRONG: I'm an ex member of the*  
2 *student council. I was a member of the student*  
3 *council my Freshman and Sophomore year. I didn't*  
4 *run this year because I didn't have time and I*  
5 *apologize for that.*

6            *MR. ACEVEDO: I do not participate in*  
7 *any student government, any form whatsoever.*

8            *MR. MATHEWSON: George, does the student*  
9 *newspaper write about racial matters or even as*  
10 *part of taking a hand in educating people and*  
11 *helping races get along with other people?*

12           *MR. ACEVEDO: As I've been at the*  
13 *newspaper since my Junior year, we've covered*  
14 *various like aspects of like racism particularly*  
15 *at our school and we always try to like bring*  
16 *forth like the positive aspects in our school*  
17 *because when you bring forth like negative*  
18 *aspects, it's greatly exaggerated and that makes*  
19 *our school look bad. It's those little minuses*  
20 *that turn into like a bad image for our school and*  
21 *really we're trying to bring out the positive*  
22 *aspect of our school because those like little bad*  
23 *issues in our school, they're like so infrequent*



1       that we don't really cover it so in detail, so  
2       much in detail.

3               MR. PUGH:   George, you said you're on  
4       the track and cross country team.  Is your high  
5       school near -- is York High School near here?

6               MR. ACEVEDO:  Yes, York High School is  
7       located across the expressway, a few miles.

8               MR. PUGH:  Do they have a good track  
9       team and cross country team?

10              MR. ACEVEDO:  Yes, they do.

11              MR. PUGH:  Is it as good a high school  
12       as yours?

13              MR. ACEVEDO:  I can't comment on that  
14       because I don't attend school there.  I'm a mile  
15       away.  And I live --

16              MR. PUGH:  Is there rivalry between the  
17       school?

18              MR. ACEVEDO:  A big rivalry?

19              MR. PUGH:  And you think your people in  
20       this school are as proud of your school as the  
21       people at York?

22              MR. ACEVEDO:  I think we are more proud  
23       because we have like the ethnic diversity at our

1     *school and that's something that York doesn't*  
2     *have. They have better facilities, better*  
3     *everything in terms of academic facilities and*  
4     *life equipment and everything, but I think we're*  
5     *more proud than York is.*

6             *MR. PUGH: Wonderful, thank you.*

7             *MR. ACEVEDO: We're not intimidated.*

8             *MR. EWING: You mentioned peer*  
9     *mediation?*

10            *MS. ARMSTRONG: Yes, sir, I did.*

11            *MR. EWING: Are you limited in the kinds*  
12     *of issues that you try to mediate?*

13            *MS. ARMSTRONG: No, we are not limited.*

14            *MR. EWING: Next question. Have you had*  
15     *a record of mediating situations that involved*  
16     *racial disharmony?*

17            *MS. ARMSTRONG: Yes, I have. I*  
18     *personally had a record and I have personally*  
19     *experienced racial prejudice towards me, but you*  
20     *have to look at things like this somebody is*  
21     *always going to dislike you for various reasons,*  
22     *you cannot stop that. But what you can do, being*  
23     *a person you cannot stoop to their level because*

1       *you will be as ignorant as they are. It all*  
2       *starts with the home.*

3               *MR. EWING: Wait, but what I was asking*  
4       *the peer mediation group, do you know any of the*  
5       *statistics that could tell us the variety of, the*  
6       *kinds of cases of peer mediation that they have?*

7               *MS. ARMSTRONG: All right. Basically*  
8       *what we deal with is he say she say, that's the*  
9       *most popular. Now I believe that we've only*  
10       *mediated three racial cases and the racial cases*  
11       *was silly, very silly and we've made sure that the*  
12       *two people that we've mediated, we made sure that*  
13       *they realized that and that their friends realized*  
14       *that and of the three cases, I believe of the two*  
15       *cases now those people are now getting along just*  
16       *fine. There is no problem.*

17               *MR. EWING: And finally you mentioned in*  
18       *your definition of racism and prejudice, but do*  
19       *you realize that prejudice is the prerequisite to*  
20       *racism?*

21               *MS. ARMSTRONG: Yes, it's like a baby of*  
22       *it.*

23               *MR. EWING: And that comes next?*

1           MS. ARMSTRONG: Yes.

2           MR. ROBERTS: Is there any gang problem?

3           You mentioned that you've heard of--

4           MS. ARMSTRONG: As far as I know, no

5           because I do not involve myself with that. I

6           don't want to hear about nothing like that.

7           That's not my business. As long as you don't

8           bring it to me, I'm fine. but if I ever hear

9           about it, I will make sure that I will try to deal

10          with that person on a one on one basis.

11          CHAIRPERSON LYON: Ms. Yandle?

12          MS. YANDLE: Brandi, and I understand

13          your attitude and how you addresss the issue and I

14          agree with that for the most part, but you

15          mentioned it was interesting to me that you

16          distinguished racism from prejudice and you said

17          you don't think there is a racism problem, but

18          you've experienced prejudice and you think there

19          is a problem with prejudice. I'd like to ask you

20          to expound on that a little bit? What problems do

21          you see as what you attribute to prejudice?

22          A. The problem that I perceive was

23          prejudice, not only at my school but also at times

1 *in my community.*

2 *MS. YANDLE: I understand, we know that*  
3 *everyday in the community. I'm asking you what*  
4 *problems you have perceived in the school that you*  
5 *attribute to prejudice?*

6 *MS. ARMSTRONG: Of myself have bumped*  
7 *into someone and by me I'm short and I'm black but*  
8 *I'm kind of stocky and basically everyone knows*  
9 *me. If I bump into someone that is of an hispanic*  
10 *or maybe of a Caucasian or someone of an Asian*  
11 *they might automatically think I'll get an*  
12 *attitude and that's not me. I basically get along*  
13 *with everybody. I don't look at a person for*  
14 *their color, I look at somebody for their*  
15 *character.*

16 *MS. YANDLE: But you have not*  
17 *experienced prejudice that?*

18 *MS. ARMSTRONG: That's the way I'll*  
19 *experience them. They'll automatically get the*  
20 *assumption that I have to get an attitude and I'm*  
21 *not like that at all. That's just a stereotype.*

22 *MS. YANDLE: REAL quickly, let me get your*  
23 *view of students from the different racial groups*

1 *have the same level of educational opportunities*  
2 *as others in this school?*

3 *MS. ARMSTRONG: American history but*  
4 *there the smartest. Yes, sir everyone has the*  
5 *same educational opportunities. I don't see no*  
6 *difference in that at all.*

7 *CHAIRPERSON LYON: Okay. We need to move*  
8 *on to our next panelist. Thank you for your*  
9 *participation.*

10 *Would you please state your name,*  
11 *for the record, please, and spell your first and*  
12 *last name?*

13 *MS. MORGAN: I'm Kelly Morgan, K-e-l-l-y*  
14 *M-o-r-g-a-n, Class of 96.*

15 *CHAIRPERSON LYON: Are you in the*  
16 *Student Council?*

17 *MS. MORGAN: No.*

18 *CHAIRPERSON LYON: The purpose of this*  
19 *meeting is to hear your feelings on race relations*  
20 *at Proviso West High School. We are interested in*  
21 *learning your opinion of how the different racial*  
22 *and ethnic groups get along. We'll give you*  
23 *sometime to speak and then we'll ask questions.*

1                                   KELLY MORGAN

2                                   *I myself feel that there are no*  
3                                   *"race" relations at this school. I feel that we*  
4                                   *are all here for one purpose, to learn, and any*  
5                                   *problems that arise from that aspect is mainly out*  
6                                   *of ignorance and that people that aren't here to*  
7                                   *learn, they just like pretty much don't want to*  
8                                   *deal with the aspect of education. So there are*  
9                                   *really no race relations, everything is of a one*  
10                                  *on one contact with people.*

11                                 CHAIRPERSON LYON: *Questions?*

12                                 MR. EWING: *Would you care to guess as*  
13                                 *to what percentage of the student body would agree*  
14                                 *with what you've just said?*

15                                 MS. MORGAN: *I could take a guess, but*  
16                                 *I'm not going to like specifically say. I'd say a*  
17                                 *majority of them would agree with what I've just*  
18                                 *said just because most of the people here are open*  
19                                 *minded about their community and this school and*  
20                                 *we do take part in Proviso West.*

21                                 MR. EWING: *Would you say that while not*  
22                                 *a majority of, a significant number of students*  
23                                 *would probably have different views.*

1            *MR. MORGAN: Probably, but that's the*  
2 *way it is with in the world and like everything.*

3            *DR. SMITH: What year are you?*

4            *MS. MORGAN: Class of 96.*

5            *DR. SMITH: What are your*  
6 *extracurricular activities?*

7            *MS. MORGAN: I'm a member of the band, I*  
8 *was a member of Profile for which is a student*  
9 *newspaper for two years, swimming, key club and*  
10 *soccer.*

11           *DR. SMITH: We hired earlier that some*  
12 *students, say -- some of the high schools around*  
13 *look down on this high school. Have you heard*  
14 *that, too, and if so, why would they do that?*

15           *MS. MORGAN: It's been heard, but it's*  
16 *mainly because of the other schools around they*  
17 *may like conceive themselves as being better than*  
18 *us, but we pretty much are the same as everybody*  
19 *else. We all have the diversity, we all get along*  
20 *with one another. It's just an amount of who*  
21 *takes pride, which school takes pride in*  
22 *themselves more.*

23           *MS. BOMBELA: There's been some talk*



1        *about Westchester pulling out and becoming it's*  
2        *own school. There's some concern about the*  
3        *academic level and stuff and maybe some of the*  
4        *racial diversity. What do you think about the*  
5        *idea?*

6                *MS. MORGAN: I don't think that it*  
7        *should happen because Westchester has been a*  
8        *member or part of like a feeder school district to*  
9        *Proviso West for many years now and if you want an*  
10       *education, Proviso West can give it to you. If*  
11       *you're here for that reason. I don't think that*  
12       *Westchester should pull out because many people*  
13       *that I'm friends with from Westchester. I myself*  
14       *am not from Westchester, but a lot of friends are*  
15       *from Westchester, we all get along just the same*  
16       *and they all get the same education as myself. So*  
17       *I don't feel that they should pull out.*

18                *MS. BOMBELA: I have one more. You know*  
19       *when you have a dance and who decides what kind of*  
20       *music gets played there? Who goes to the dances?*

21                *MS. MORGAN: We've had like the Student*  
22       *Council or whoever is performing the dance will*  
23       *pass out surveys or flyers about what the kids*

1        *want to hear. The d.j.s that they get will play*  
2        *like a group of different kinds of music; whether*  
3        *it be rap, slow, R.B., whatever. They'll play*  
4        *like pretty much whatever the kids want to hear.*  
5        *Everybody goes to dances because they all want to*  
6        *be there to have fun.*

7                *MS. BOMBELA: So they're not all black or*  
8        *all Hispanic?*

9                *MS. MORGAN: No.*

10               *MR. EWING: Are there any student groups*  
11        *that are not Student Council, French Club or other*  
12        *sorts of non traditional student groups who would*  
13        *like to see changes? They don't have to be of a*  
14        *racial nature, but it could include that?*

15               *MS. MORGAN: Are you talking about like*  
16        *non active students more so?*

17               *MR. EWING: No, I'm talking about within*  
18        *this school which is probably open to creation of*  
19        *groups, has there ever been like an organized*  
20        *student protest against certain school practices?*

21               *MS. MORGAN: None that I have ever seen*  
22        *or heard of.*

23               *MR. EWING: Okay.*

1           CHAIRPERSON LYON: *Ms. Chen?*

2           MS. CHEN: *You mentioned that you worked*  
3 *on the school newspaper, on the Profile. Did you*  
4 *profile students?*

5           MS. MORGAN: *We profile on different*  
6 *students, teachers. We have sections or we still*  
7 *do have sections on there about the different*  
8 *clubs, the different classes. We pick a special*  
9 *like teacher and highlight them on almost every*  
10 *issue, supports. We pretty much cover the whole*  
11 *entire school and the student body.*

12          MS. CHEN: *And how did you select your*  
13 *student profile?*

14          MS. MORGAN: *I really couldn't tell you*  
15 *because I was not on the editor board or whatever.*  
16 *But pretty much like if you did something as an*  
17 *athlete like outstanding like MVP, that's pretty*  
18 *much how it was picked.*

19          CHAIRPERSON LYON: *One more question from*  
20 *Mr. Pugh?*

21          MR. PUGH: *There is a headline on an*  
22 *article about your school that ran in the New York*  
23 *Times. It says We're All Racists. Are you?*

1            *MS. MORGAN: No, I get along with*  
2 *everybody. I don't particularly agree with the*  
3 *term racism because we're all the same people,*  
4 *just different colors and it doesn't make a*  
5 *difference.*

6            *MR. PUGH: Would you same many of the*  
7 *students in this school are racists?*

8            *MS. MORGAN: I can't speak for everybody*  
9 *else in this school. I don't know everybody else*  
10 *in the school. People I like hang around with and*  
11 *talk to and all my classes and everything there*  
12 *all of like many different diversities and stuff*  
13 *and we all get along fine. So I'd, say no.*

14           *CHAIRPERSON LYON: Thank you very much*  
15 *for your participation.*

16           *We have two more panelists.*

17           *DR. MONTOYA: What I'd like to do is*  
18 *make an announcement in terms of the break. I*  
19 *invite all of you -- I know you have a slight*  
20 *break -- I know you probably would like to relax*  
21 *for a few minutes, we do have a room and the media*  
22 *is certainly invited to go there also. We have an*  
23 *resource room where we have refreshments, plus*

1        *there is washrooms and I'll let you know.*

2                *CHAIRPERSON LYON: Let me ask one quick*  
3 *question. Now there were a couple of you that*  
4 *state you had some questions of Dr. Montoya. Do*  
5 *you still want to ask those questions? We have*  
6 *about ten minutes.*

7                *CHAIRPERSON LYON: Okay. I'll take*  
8 *questions from raised hands so I can do it in an*  
9 *orderly basis. Mr. Ewing?*

10               *MR. EWING: Yes. Is there any*  
11 *recordkeeping that the district has volunteered to*  
12 *do with respect to situations that it would*  
13 *consider to have been racially motivated?*

14               *DR. MONTOYA: Yes, sir. I could say*  
15 *that I think we do. Just strictly in terms of our*  
16 *disciplinary policies and processes that we've*  
17 *had. If there are any behavioral problems that we*  
18 *have, there are different levels depending on the*  
19 *level. There's records all the way through. If*  
20 *it's a minor incident, there is some sort of*  
21 *record. If it ends up with being a suspension or*  
22 *much less a more severe case, it utterly ends up*  
23 *in an expulsion situation, there are records all the*

1 way through.

2 MR. EWING: What I'm saying is there  
3 recordkeeping where you could easily retrieve  
4 those incidents that were determined of a racial  
5 nature? In other words, if I asked you how many  
6 incidents of a racial nature during the school  
7 year, could you give me a certain number?

8 DR. MONTOYA: Unfortunately we are not  
9 computer, we don't have anything of that nature to  
10 sort of spit out the number of cases; however,  
11 with our own disciplinary record in the Dean's  
12 office and our record that contains the overall  
13 end of the year, we do have, as a matter of fact  
14 not at the end of year, we do have monthly records  
15 that would come out with, for example suspensions  
16 and it indicates how many suspensions for fights,  
17 how many suspensions for this, how many  
18 suspensions for that. But the category of racism  
19 does not enter into that.

20 MR. EWING: But then how do you know  
21 that the number of racial incidents is either  
22 increasing or decreasing?

23 DR. MONTOYA: Because of your

1 *recordkeeping from the disciplinary offices?*

2 *MR. EWING: But you have said that you*  
3 *don't have a list where you're pulling it out.*

4 *DR. MONTOYA: We don't have a list where*  
5 *we can easily access the list. In other words, I*  
6 *can't go to the computer and tell you obviously*  
7 *this month we had five cases; however I could go*  
8 *to the Dean's Office and say okay, could you*  
9 *please inform me of all the incidents that you*  
10 *have are racially motivated.*

11 *MR. EWING: You could do that, but you*  
12 *don't do that?*

13 *DR. MONTOYA: We could do that, but we*  
14 *cannot do it where it's quickly accessible to us.*

15 *MR. PUGH: Do you?*

16 *DR. MONTOYA: No, sir. I can't. I have*  
17 *certainly done so in terms of the different*  
18 *instances, for instance how many cases have we had*  
19 *for profanity, how many cases have we had for*  
20 *fighting, how many cases have we had for use of*  
21 *weapons, things of that nature, I certainly do for*  
22 *those cases. In terms of racial items, no, we*  
23 *haven't had the need to.*

1           MR. EWING: *Why not?*

2           DR. MONTROYA: *Well most of our extreme*  
3 *cases, whether it ends up in expulsion cases or*  
4 *even suspension cases have not been racially*  
5 *motivated. I'm not saying that that has not*  
6 *existed because we have had in the past, not this*  
7 *school year however, last school year there were a*  
8 *couple of fights, what we consider with multiple*  
9 *people involved versus the individual that have*  
10 *gang undertones and indirectly racial undertones,*  
11 *but it's mostly gangs more so than racial itself.*  
12 *So the reason why we haven't done so, as I said*  
13 *because there hasn't been a need to -- it has not*  
14 *come to us and we really have a problem here, our*  
15 *students are fighting because this student is*  
16 *black and this student is Hispanic.*

17           MR. EWING: *What is the threshold of*  
18 *need? Do we wait until we reach a certain*  
19 *numerical number?*

20           DR. MONTROYA: *Absolutely not. We try in*  
21 *our disciplinary cases to be preventative in this*  
22 *nature. After the fact as we have dialogue with*  
23 *our student, for example, we have peer mediation*



1 *before things arise to the fight or anything of*  
2 *that nature. We find what the problem is in*  
3 *nature and we respond to that. So at this point*  
4 *we have not seen any indications of having to*  
5 *address that. I'm not saying that we're totally*  
6 *ignoring the kids in terms of, you know, racial*  
7 *relations, but in terms of racial relations*  
8 *relative to discipline, it has not been an issue.*

9 *MR. EWING: Part of the public relation*  
10 *challenge that you face today is allegations that*  
11 *there is significant racism taking place in this*  
12 *institution. So would you not think it would be a*  
13 *good idea to attempt to counter public relations*  
14 *by being statistical and either proving or*  
15 *disproving the allegation and that there are*  
16 *parents I'm sure who accuse the school*  
17 *administration of this and how do you refute that*  
18 *except for on an individual basis?*

19 *DR. MONTROYA: We refute that by specific*  
20 *information such as your question earlier today*  
21 *was how many of our expulsion cases had to do with*  
22 *racial problems. I don't know. If they called us*  
23 *and had allegations of racial problems in the*

1 *classroom, then we address it. It's dependent*  
2 *upon the specific concerns.*

3 *CHAIRPERSON LYON: Mr. Smith?*

4 *DR. SMITH: I really feel that you should*  
5 *have the New York Times person here with us today,*  
6 *too.*

7 *DR. MONTOYA: I agree.*

8 *DR. SMITH: But I'm interested in since*  
9 *we have heard so much about the vision of the*  
10 *school from the students, I'm interested in how*  
11 *affirmed you are in your approach here by the*  
12 *parents and their level of involvement. I'm*  
13 *talking about the parents of all the different*  
14 *constituant groups?*

15 *DR. MONTOYA: The parents involvement I*  
16 *think is an issue that I as a principal am trying*  
17 *to address because I would like to see more parent*  
18 *involvement. We can never have enough parent*  
19 *involvement. We've -- parents are the primary*  
20 *influence over our students and we have to work*  
21 *together through our challenges, and if we can*  
22 *have the cooperation of the parents, I'd like to*  
23 *have them here everyday; they're invited to.*

1            *DR. SMITH: I think I'm really talking*  
2            *about the multi cultural mix that you have here*  
3            *because the parents affirm the direction in which*  
4            *you and the faculty and administration and the*  
5            *student leaders have been going?*

6            *DR. MONTOYA: I'm sorry, the last part?*

7            *DR. SMITH: Do they affirm the direction*  
8            *of what we've heard out of student leaders and*  
9            *others and yourself, what you're trying to*  
10           *achieve?*

11           *DR. MONTOYA: I believe so. I believe*  
12           *so. I think students are a reflection of the*  
13           *parents to some extent and I've seen that in my*  
14           *interaction with some of the parents however*  
15           *there's the wide spectrum. There are some that*  
16           *feel the opposite.*

17           *CHAIRPERSON LYON: Mr. Scales?*

18           *MR. SCALES: I have just the the first*  
19           *one, if I give you statistics about the population*  
20           *of Proviso West, there was one that was left out.*  
21           *Do you have the dropout rate by race and ethnic*  
22           *group?*

23           *DR. MONTOYA: Yes, we do. I do not have*

1       *that with me at this very moment, but yes, we do*  
2       *have those statistics.*

3               *MR. SCALES: Do you have any idea who is*  
4       *high, who is low in proportion to their populus?*

5               *DR. MONTOYA: No.*

6               *MR. PUGH: Could you supply us with that*  
7       *information and with additional information about*  
8       *the race of the students who have been expelled in*  
9       *the last the years, last few years?*

10              *DR. MONTOYA: At this moment I select*  
11       *not to respond directly to that. I will have to*  
12       *get back to you on it.*

13              *MR. PUGH: That's what I'm saying. Can*  
14       *you give us that information?*

15              *DR. MONTOYA: That's what I'm saying I*  
16       *have to get back to you in order to tell you*  
17       *whether I can give you that information.*

18              *MR. SCALES: I still have one more. This*  
19       *will tie into the next group that's coming. You*  
20       *talk about the professional development of your*  
21       *staff, your faculty and staff in terms of multi*  
22       *cultural awareness. Do you have any way of*  
23       *evaluating their sensitivity to multi cultural*

1 *racial ethnic type issues of differences in terms*  
2 *of like performance appraisal? How do you know a*  
3 *teacher is doing a good job? How do you know a*  
4 *staff,member is doing a good job in a multi*  
5 *cultural event?*

6 *DR. MONTOYA: Teachers do go through a*  
7 *process of formal evaluations. The evaluations*  
8 *are the aspect class awareness and things, making*  
9 *sure that they are responding to all the needs of*  
10 *all students. So, yes it's part of their formal*  
11 *evaluation. Among students obviously we've done a*  
12 *formal opinion regarding our students.*

13 *MR. SCALES: I wasn't worried about the*  
14 *students, I was talking about do you have a formal*  
15 *process for staff?*

16 *CHAIRPERSON LYON: Mr. Mathewson?*

17 *MR. MATHEWSON: Real quick. I know we're*  
18 *going to hear from the faculty in a moment, but do*  
19 *you have problems in recruiting and maintaining*  
20 *good teachers; and if so, to what extent do you*  
21 *attribute the problems to racial conflict or the*  
22 *image of racial conflict at this school?*

23 *DR. MONTOYA: Okay. I will respond to*

1        *the second part of the question first. No, we do*  
2        *not have a problem maintaining or keeping our*  
3        *staff members. A lot of our staff, except with*  
4        *the last two years have been staff members that*  
5        *have been with us for 20, 25 years. So I don't*  
6        *think they run out of here, and if they have been*  
7        *here for that long, for example 20 to 25 years,*  
8        *obviously they have been here through the various*  
9        *changes of our district and they have selected to*  
10       *stay and have been happy to stay.*

11                    *In the last couple of years that I'm*  
12        *referring to, there has been a tremendous change*  
13        *in our staff and we have a much younger staff of*  
14        *approximately a third of our staff at this time*  
15        *within the last two years is new. That is not*  
16        *because of the fact that we have pushed our senior*  
17        *staff members out the door, but because they have*  
18        *reached the level of retirement and last year with*  
19        *Illinois' early 5 plus 5 retirement allowed a lot*  
20        *of the senior staff members to retire.*

21                    *MR. MATHEWSON: Did you have any*  
22        *problems replacing them?*

23                    *DR. MONTROYA: No, absolutely not.*

1        *Proviso, I believe is very competitive in terms of*  
2        *salary issues. Most of the young people that I*  
3        *see coming in interviewing for positions are very*  
4        *excited about a school like Proviso West. When I*  
5        *interviewed for prospective candidates, I let them*  
6        *know that we are a very culturally rich population*  
7        *and in terms not just in culture, but also in*  
8        *terms of academics. And so if they have any*  
9        *feelings of being uncomfortable with that*  
10       *environment, they are and they know that and if*  
11       *anything I've seen excitement that they're very*  
12       *happy to join our staff.*

13                *MR. MATHEWSON: When did you become the*  
14        *principal?*

15                *DR. MONTOYA: Just this year, sir. I've*  
16        *been in our district for -- I was approximately*  
17        *eight years at Proviso East, our sister school as*  
18        *a staff member and then I came over to Proviso*  
19        *West as a dean handling disciplinary problems,*  
20        *first female dean for the district, and I was here*  
21        *for approximately five years in that capacity,*  
22        *then became assistant principal for approximately*  
23        *three years and this is the first year as*

1 *principal.*

2 *You can see why I'm very proud of my*  
3 *students.*

4 *CHAIRPERSON LYON: We're going to have a*  
5 *break now.*

6 *(A brief recess was taken.)*

7 *DR. MONTROYA: This is Darrell Howard who*  
8 *came back to be a teacher with us.*

9 *CHAIRPERSON LYON: If you would please*  
10 *spell your first name and last name, for the*  
11 *record?*

12 *MS. RADKIEWICZ: I'm Carol Radkiewicz,*  
13 *C-a-r-o-l, last name R-a-d-k-i-e-w-i-c-z.*

14 *MR. HOWARD: My name is Darrell Howard,*  
15 *D-a-r-r-e-l-l, H-o-w-a-r-d.*

16 *CHAIRPERSON LYON: Very good. Thank*  
17 *you. We will start with Ms. Radkiewicz.*

18 *CAROL RADKIEWICZ*

19 *Okay, I'd like to start today by*  
20 *saying I purposely wore black and white because*  
21 *you will notice they blend very, very well with*  
22 *Proviso West and my students agreed to that. I*  
23 *would like to, first I'm in the English*



1 Department. I've very, very happily been at this  
2 school for 30 years. I came day one and I never  
3 left because I've always liked it. The school's  
4 changed drastically in the 30 years, but as far as  
5 I'm concerned, the school has changed only for the  
6 better. I would begin first though by addressing  
7 the New York Times article. I was absolutely  
8 appalled, humiliated, hurt and very angered when I  
9 read the article. I think it's a slanted, what we  
10 call yellow journalism, very sensationalized and  
11 very untrue. It not only hurt me, it hurt my  
12 other teachers, it's hurt my community and it hurt  
13 my students. In the article it's all slanted as  
14 far as I'm concerned. I spoke with Buzz and yes  
15 someone mentioned perhaps he should be here. I  
16 would love him to be here. I spoke with him for  
17 about eight hours of time. What I said the  
18 gentleman did not agree with, so it doesn't appear  
19 anywhere in the article. He was very clever. He  
20 looked at me and he said, well what do you think  
21 about the blacks, you know, do you really think  
22 that they are less academic than the whites  
23 because I teach both academic and the other, the

1     *basic level. I said, they are not any less in*  
2     *anything. In fact, as far as answering to your*  
3     *question, my feeling is starting last year when I*  
4     *had to choose document and research paper*  
5     *students, my first ten students were black picks,*  
6     *black choices. He'd say, well don't you think*  
7     *they really are not as able? They certainly are*  
8     *an able. Often they're more capable. A person's*  
9     *viewpoint that did not agree with what he was*  
10    *looking for at our school never appeared in the*  
11    *article.*

12                 *I re-looked at my school. Is my*  
13    *school dirty? Are there dirty handkerchiefs*  
14    *hanging out there? Are there steel doors, et*  
15    *cetera, et cetera? It's totally incorrect. Our*  
16    *school has adjusted well to the change that has*  
17    *occurred. In my English classes I expect, I would*  
18    *say from 30 years ago I expect three times as much*  
19    *from the students and I'm very pleased to say that*  
20    *there's nothing but positive changes and this*  
21    *article has been absolutely untrue.*

22                 *As the young lady suggested earlier,*  
23    *perhaps we should pack our bags and go home. I*

1       *agree entirely. I think that you will find that*  
2       *this school is much more better well-adjusted*  
3       *racially and multi culturally than what you would*  
4       *imagine. Thank you.*

5                *CHAIRPERSON LYON: Mr. Howard?*

6                    *DARRELL HOWARD*

7                *As Dr. Montoya mentioned, I was a*  
8        *student here from 1985 to 1989. I graduated and*  
9        *went to a four year university. I taught my a*  
10       *year at James B. Conan High School which is in*  
11       *Hoffman Estates and I chose to leave James Conan*  
12       *to come back to Proviso because I had a firm*  
13       *belief and a hope in this school and in the*  
14       *community. I grew up not too far from here and I*  
15       *see everybody that goes on around. I believe in*  
16       *these children as much as anyone else, as much as*  
17       *any other teacher does here and I'm very happy to*  
18       *be here.*

19                *CHAIRPERSON LYON: Thank you. Questions?*

20                *MS. YANDLE: And I'm sorry I didn't hear*  
21        *the pronounciation.*

22                *MS. RADKKIEWICZ: Carol is fine.*

23                *MS. YANDLE: That's better for me, too.*

1 I'd like to ask you for your reaction to one of  
2 the quotes that was in the New York Times article.  
3 One teacher was quoted in the article as saying:  
4 "There are some days I come in, I don't want to  
5 see anyone black. I've just had it." What was  
6 your reaction to that in terms of was that  
7 believable to you?

8 MS. RADKIEWICZ: It's so strange that  
9 you would choose that quote. I know Mr. Patterson  
10 and so on. I had spoken with him and it's just  
11 strange. I hadn't spoken with him a lot, but when  
12 I spoke with him we went to York High School where  
13 the gentleman was -- we went to York High School  
14 together and he said, you know Carol, I said how  
15 you doing Bill? You know this is pretty hard on  
16 you, it's pretty rough. He said, well I'm hanging  
17 in there Carol, it's just such a shame that  
18 everything was taken out of context and put in the  
19 wrong direction. And I said Bill, what do you  
20 mean? And Bill said to me, you know Carol I've  
21 got a lot of problems at home and he says one  
22 day -- you know Buzz had a habit, he could really  
23 get you down and when he'd catch you is probably

1 *Friday, you know at 3:00 o'clock, you know at the*  
2 *end of a rough day or the day before a holiday and*  
3 *then he'd say well how's it going Bill, and Bill*  
4 *would say, you know there's some days I just don't*  
5 *even feel like coming to this school with all that*  
6 *I've got going on at home. Then you see he*  
7 *reworded this and that and so on. That is a case*  
8 *that I know for a fact is a rewording of a*  
9 *statement, and it's strange you would choose it.*

10 *MS. YANDLE: How long was Buzz here?*

11 *MS. RADKIEWICZ: Oh, gosh too long. Oh*  
12 *I think he had total reign, total freedom of*  
13 *everything that he did with no editorial rights.*

14 *This school had no idea what kind of a publication*  
15 *he would produce. I would say, really I'm not*  
16 *certain, it was three or four months and he did*  
17 *and went everywhere and did exactly at he wished*  
18 *and came under different auspices, not at all for*  
19 *his purpose. It was to find the changes in*  
20 *teaching over the years and problems that teachers*  
21 *face, you know, things like that.*

22 *MS. CHEN: Were you aware the reason why*  
23 *he chose Proviso West to do the story?*

1           MS. RADKIEWICZ: I don't know, no, I  
2 don't know.

3           CHAIRPERSON LYON: Okay. Mr. Ewing?

4           MR. EWING: I'm a little troubled that we  
5 had so many admissions that there were problems,  
6 but they were acceptable. In other words, as the  
7 national standards that has a level of acceptable  
8 racism like we do in unemployment.

9           MS. RADKIEWICZ: I don't understand  
10 what you mean, but were acceptable?

11          MR. EWING: Well, what I'm saying is--

12          MS. RADKIEWICZ: I don't think anybody  
13 said it was acceptable.

14          MR. EWING: They said it exists, but  
15 it's no big problem, but it's out of proportion,  
16 the descriptions of it and things of that nature.  
17 So I had sensed a feeling of defense and denials  
18 and but that was with students and I have a  
19 different standard for them than I have from  
20 adults.

21          MS. RADKIEWICZ: Correct.

22          MR. EWING: I expect for adults to speak  
23 up and say that there are problems and the

1 *problems that we face, the problems that shouldn't*  
2 *exist and just as we should do in a community that*  
3 *had undergone change in image, irrespective of who*  
4 *is responsible for the change in image, there*  
5 *would be a plan to revise the image, and one of*  
6 *the ways to revise it is getting the facts on the*  
7 *racial issues, and as long as we only hear from*  
8 *those who deny that it exists, then we can't then*  
9 *develop any plans to meet the problem.*

10 *MS. RADKIEWICZ: Correct.*

11 *MR. EWING: Do you have reason to believe*  
12 *that the present new racial majority in this*  
13 *school will continue to grow next school year?*

14 *MS. RADKIEWICZ: You mean the number*  
15 *or--*

16 *MR. EWING: The percentages?*

17 *MS. RADKIEWICZ: I don't know.*

18 *MR. EWING: Well the feeder communities*  
19 *are still growing to your knowledge with respect*  
20 *to--*

21 *MS. RADKIEWICZ: I have no idea. I*  
22 *teach what's in front of me.*

23 *MR. EWING: Final question. You have a*

1 *Teacher's Union?*

2 *MS. RADKIEWICZ: Yes.*

3 *MR. EWING: Does it have any plans and*  
4 *programs where it deals with issues--*

5 *MS. RADKIEWICZ: I'm not active in the*  
6 *Teacher's Union at all.*

7 *MR. EWING: So you have no knowledge?*

8 *MS. RADKIEWICZ: No.*

9 *MR. EWING: You received no printed*  
10 *materials from them that would indicate that they*  
11 *are working with the schools to identify and*  
12 *prevents racial tensions?*

13 *MS. RADKIEWICZ: No.*

14 *CHAIRPERSON LYON: I have a question for*  
15 *either of you. It would appear that maybe some of*  
16 *the students are having difficulty their Freshman*  
17 *year. It's that period of adjustment and then as*  
18 *they mature the problems either resolve or they*  
19 *just know how to handle it better. What would*  
20 *your opinion be?*

21 *MS. RADKIEWICZ: I think as a Freshman*  
22 *anyone coming into a new high school environment,*  
23 *essentially a high school as large and Proviso,*



1 *there is bound to be some shock. There is bound*  
2 *to be a lot of things they're not used to. The*  
3 *rules are different, new friends, a lot of feeder*  
4 *schools that have children that go onto different*  
5 *schools. We're not the only school in the area.*  
6 *Some people move out of the area, move on, other*  
7 *people elect to go to our crosstown rival St.*  
8 *Joe's, some people choose to go elsewhere.*

9 *CHAIRPERSON LYON: So is the, what is*  
10 *being perceived and talked about as racism, is it*  
11 *just Freshman adjustment?*

12 *MR. HOWARD: I'm not sure I understand.*

13 *CHAIRPERSON LYON: Most of the kids say*  
14 *they experience problems as Freshmen, but they've*  
15 *either -- it's either the school has improved or*  
16 *they've grown up or they understand themselves,*  
17 *they understand their peers, a variety of reasons.*  
18 *But I'm wondering if what is being perceived of*  
19 *and talked about as racism is actually just*  
20 *Freshman shock, just adjusting to new people.*

21 *MR. HOWARD: I think a lot of it is I*  
22 *mean first of all the staff here, you know, from*  
23 *what I've seen and my time here from both a*

1     *student and a staff member now the staff here is*  
2     *not quite representative of the student*  
3     *population. There are maybe a handful, I think it*  
4     *was 12 teachers, black teachers here. Of those*  
5     *12, six of us are male and I attribute that in a*  
6     *large part to the lack of black education majors*  
7     *at universities and colleges. The majority of*  
8     *those that do go into education school choose to*  
9     *go into elementary education. It's probably in*  
10    *the way I see it is a combination of Freshman*  
11    *adjustment and a lack of maybe people to relate*  
12    *to. And so it comes across to them as racist.*

13            *CHAIRPERSON LYON: Do you have any*  
14    *recommendations as to how to resolve that?*

15            *MR. HOWARD: Well, one thing, and I know*  
16    *Proviso is active in trying to do is recruit*  
17    *minority teachers. I'm a product of their*  
18    *recruitment. For two years Proviso sought after*  
19    *me and I made the decision only after I taught for*  
20    *another year at another district to come back.*  
21    *But other than really trying to increase the staff*  
22    *so that it's more representative of the*  
23    *population, there are other things that Proviso*

1     *could do as well, things such as education for the*  
2     *teachers and they are doing a lot of that, a lot*  
3     *of staff meeting and more so now on the teacher*  
4     *whether they elect to take those courses up or*  
5     *they want to continue, and with the staff being as*  
6     *young as it is right now, I believe that it will*  
7     *change. I'm hoping that it can, and I'm sure it*  
8     *will.*

9             *MS. RADKIEWICZ: If I can just address*  
10     *that other question quickly. Yes, I agree that*  
11     *it's not so much racism as it is, you know, under*  
12     *and brand new students with each other. But then*  
13     *after two years of working racially well and*  
14     *harmoniously and learning how to deal with each*  
15     *other in English classes, working multi*  
16     *culturally, then they learn it's not as scary.*

17             *CHAIRPERSON LYON: Thank you. We need*  
18     *to move on to our next panel.*

19             *DR. MONTROYA: Patty Berent who is the*  
20     *staff member and also human representative of the*  
21     *school. Kathy Schlatter who is also a staff*  
22     *member with us and as of this school year she*  
23     *joined our counseling center.*

1            *CHAIRPERSON LYON: Okay. Could I ask you*  
2 *each to say your name and spell it, for the*  
3 *Reporter?*

4            *MS. BERENT: Patricia Berent,*  
5 *P-a-t-r-i-c-i-a B-e-r-e-n-t.*

6            *MS. SCHLATTER: Kathy Schlatter,*  
7 *K-a-t-h-y, S-c-h-l-a-t-t-e-r.*

8            *CHAIRPERSON LYON: We'll start with Ms.*  
9 *Berent. If you want to make your comments,*  
10 *please?*

11            *PATRICIA BERENT*

12            *Yes, I'm one of the people who was*  
13 *discussed in the article and I would like to*  
14 *verify that there were mis quotations in the*  
15 *article. There were misperceptions in the*  
16 *article, and the article, as some of the students*  
17 *said, was very disappointing in that it only*  
18 *looked for something media worthy is what we*  
19 *decided. I'm one of the people who there is a*  
20 *section on writing and my students were in the*  
21 *computer room and Mr. Bissenger would come around*  
22 *and like take things directly off the screen of*  
23 *the computer and they were Freshmen, basic*

1 students and some of my very best students in the  
2 response that they try the hardest and I was quoted  
3 in the article as saying these students will never  
4 get to college or some such thing. Well, I know  
5 that's not true. I know some of my students who  
6 start out in Freshman basic, the lowest academic  
7 class that we have have moved to college, they've  
8 moved up through the different classes, gotten the  
9 help that they needed and improved. That's how  
10 this school is run. That's how in the English  
11 Department I've been there for 25 years and one of  
12 the things I'm proudest of is that all students  
13 get every opportunity to learn, every opportunity  
14 to be their best. And the ones who accept that  
15 opportunity, who work for it are wonderful  
16 examples of the kinds of young people we have  
17 today. The others, there are some that because of  
18 some things that because of personal problems fall  
19 by the wayside, and I'm very sorry for them, but I  
20 don't think that's an act of racism in any way.  
21 I'll stop for now.

22 KATHY SCHLATTER

23 I was not quoted in the article

1       *because I avoided Mr. Bissenger totally and I must*  
2       *say once I read the article, I was not sorry.*  
3       *I've been at Proviso over a period of 22 years.*  
4       *Four years ago I took a leave and at that point in*  
5       *time it was to decide somewhat, although there*  
6       *were many other things going on, whether or not*  
7       *this was where I wanted to come back to and to be*  
8       *for the rest of my teaching career. I came back,*  
9       *I feel that the diversity of Proviso West has*  
10       *changed a lot. It's much more diverse, it's very*  
11       *rich. I truly enjoy it. I enjoy all of my*  
12       *students. The English Department that I was part*  
13       *of that Patty is still part of and Carolyn and*  
14       *Darrell is a truly hard-working department.*  
15                *I'm now in the counseling department*  
16       *and I discovered if I didn't know before how much*  
17       *I feel that there are so many people here working*  
18       *very, very hard for all of our students and as*  
19       *Patty mentioned, there are some who are taking*  
20       *tremendous advantage of that and there are those*  
21       *who are not.*  
22                *That doesn't mean we're stopping in*  
23       *trying to help the others. It does mean that they*

1       *are perhaps not going to do as well. But I don't*  
2       *see that there are people deciding who is going to*  
3       *do that. I see that sometimes the students for*  
4       *himself or herself will decide that and as Patty*  
5       *said, sometimes that's at home, sometimes it's a*  
6       *period in their lives and they make those*  
7       *decisions.*

8                *CHAIRPERSON LYON: Questions from the*  
9       *panel. Starting with Mr. Scales.*

10              *MR. SCALES: Kathy, you're the*  
11       *counselor?*

12              *MS. BERENT: Yes.*

13              *MR. SCALES: How long is it, just this*  
14       *year?*

15              *MS. BERENT: I just became a counselor.*  
16       *I've been working since August.*

17              *MR. SCALES: This will be just since*  
18       *August. Have you seen -- how are your cases? Are*  
19       *you seeing a lot of cases in which students who*  
20       *are dealing with racially motivated issues? I was*  
21       *going to say more so than last year?*

22              *MS. BERENT: I cannot deal with that. I*  
23       *guess I would tend to say and here's perhaps when*

1 *I think back to issues that for example students*  
2 *have with students or that students have with*  
3 *teachers, it seems to me that, and vice versa that*  
4 *race is not the motivating issue.*

5 *I mean it may be a black student and*  
6 *I've had situations in fact just yesterday*  
7 *afternoon there were a couple of students who were*  
8 *having a problem, they both happened to be black.*  
9 *We were there with the parent. There are*  
10 *incidents where it may be otherwise, but certainly*  
11 *there's not anything that I could point to that*  
12 *there would be lots of those or even enough so*  
13 *that I can say that there was that problem.*

14 *MR. SCALES: Let me make it a little*  
15 *clear what I was asking. Those are coming in on*  
16 *racially motivated issues and I think you've*  
17 *answered it, are they working with you on the*  
18 *standpoint of how do I make a transition to deal*  
19 *with this in terms of how do you get along with a*  
20 *white teacher?*

21 *MS. BERENT: Well, see I have students*  
22 *coming in and they say I'm having problems with*  
23 *this teacher. I don't really have people coming*



1        *in to me saying, you know, there's this white*  
2        *teacher or there's this black teacher or there's*  
3        *this Hispanic kid that I can't get along with. It*  
4        *doesn't come up that way. It's sort of as if you*  
5        *asked me, we have a particular database and it*  
6        *says how many percentage wise students at this*  
7        *school are African American and how many are*  
8        *Hispanic and how many are white and how many are*  
9        *Asian and then there's the other. If you asked me*  
10       *what my case load was percentage wise, I have know*  
11       *clue. I can talk to you about individual students*  
12       *and you know then if you ask me and said yes, I*  
13       *know this person and I will not think first I*  
14       *don't think of their color. I can probably come*  
15       *up with it, but that's not what the first thing is*  
16       *on my mind.*

17                *CHAIRPERSON LYON: Mr. Roberts, do you*  
18        *have a question?*

19                *MR. ROBERTS: He answered it.*

20                *CHAIRPERSON LYON: Okay, Mr. Ewing?*

21                *MR. EWING: You're the Union, part of the*  
22        *Union?*

23                *MS. BERENT: Vice President, yes.*

1           MR. EWING: *What are the non academic*  
2 *issues that might be race related that are of*  
3 *concern to the union?*

4           MS. BERENT: *One of issues, I don't know*  
5 *necessarily it may be teenage related is security*  
6 *and one of the things that we are constantly aware*  
7 *of getting students to class on time and making*  
8 *sure that the halls are clear so that students are*  
9 *where they belong and are learning and so that's a*  
10 *non academic issue. I guess it's not academic,*  
11 *ultimately it's academic because if they're not in*  
12 *the class, they aren't learning what they need to*  
13 *be. I'm not sure.*

14           MR. EWING: *The teacher's union has no*  
15 *discussion of issues that they felt might be race*  
16 *related?*

17           MS. BERENT: *Not specifically. I think*  
18 *that there are problems in the school that we talk*  
19 *about and often the union is dealing with things*  
20 *like actual working conditions of the teachers,*  
21 *benefits, things like that.*

22           MR. EWING: *But race-related?*

23           MS. BERENT: *When there aren't racial*

1 *problems that are jumping up and staring us in the*  
2 *face, we don't discuss them, no. We don't go out*  
3 *and say well let's talk about race today.*

4 *MR. EWING: When you say they aren't*  
5 *jumping up staring you in the face, they sort of*  
6 *just jumping knee length?*

7 *MS. BERENT: No, I don't think they do*  
8 *jump. I think that occasionally there are issues.*  
9 *For example, I can give you an example. A couple*  
10 *of years ago some of my Freshmen students said to*  
11 *me, Ms. Berens, there's one of our teachers who is*  
12 *prejudice and so I said well okay tell me about*  
13 *what happened. And they -- it was in some class*  
14 *where they felt that the white kids got better*  
15 *treatment and I said okay will you do this for me?*  
16 *Will you write down these incidents and I will*  
17 *take them to the dean and have the dean discuss*  
18 *these things with this teacher because I don't*  
19 *want you personally to get in trouble. That*  
20 *handled -- the situation got cleared up. I think*  
21 *it was a matter of perception rather than*  
22 *anything. I asked the students afterwards have*  
23 *things gotten better, they said yes, and I said*

1 really, you can tell me. They were my students  
2 then and I cared about how they felt about the  
3 class. They said no. Okay, now it's better now.  
4 So there are things that come up like that I don't  
5 know if that's union related. I suppose if it  
6 would have gone any further than that, if this  
7 teacher had been consistently acting in a racially  
8 motivated way that the union there would have been  
9 a grievance or there would have been some kind of  
10 action taken by the administration. The union  
11 would have gotten involved. But that did not  
12 happen.

13 MR. EWING: What level of training have  
14 teachers had in conflict resolution?

15 MS. BERENT: I think it depends on the  
16 teacher. There has not been a whole program of  
17 conflict resolution. I myself have been through a  
18 whole program, week long program, you know, like  
19 eight hours a day of conflict resolution. I've  
20 sat in with some students working on peer  
21 mediation so I'm aware of their techniques of  
22 conflict resolution. I don't know that -- I can't  
23 speak for other teachers. There's not been a

1        *program at the school.*

2                *MR. EWING: Okay. Finally is the*  
3        *district funding level or it's budget such that*  
4        *the quality, the level, and the equal access to*  
5        *the education is in any immediate or future*  
6        *jeopardy based upon the whole tax base being based*  
7        *on property?*

8                *MS. BERENT: Yes, it is in jeopardy. We*  
9        *tried to get a referendum passed and it failed.*  
10       *Right now we are working on working cash bonds and*  
11       *they raised the levy a little bit, but we keep*  
12       *getting dire predictions from the school Board*  
13       *that this won't last. And so I don't know what*  
14       *kind of facilities or what kind of people will go*  
15       *when the money starts to go.*

16               *MR. EWING: Is there a perception that*  
17       *race may have a factor in the defeat of the*  
18       *referendum?*

19               *MS. BERENT: Yes. If I ask myself*  
20       *students in the community, have they run into any*  
21       *problems as far as race goes, have they been*  
22       *stopped by the police, have they been harassed,*  
23       *they will all give you a story, almost uniformly*

1 *and it's a very honest story. Some of my highest*  
2 *level academic students who are beautiful people*  
3 *in every possible way have been stopped and*  
4 *accused and charged and told to get on their knees*  
5 *and stories that would bring tears to your eyes*  
6 *literally, and then I could ask them the same*  
7 *question, have you had experiences like that at*  
8 *Proviso and I would say without question all of*  
9 *them would say no.*

10 *MS. YANDLE: When Buzz, I don't know his*  
11 *name, when Buzz came here to do the article, what*  
12 *was the faculty's understanding, if you had an*  
13 *understanding of what he was going to be doing,*  
14 *what type of article did you understand he was*  
15 *doing?*

16 *MS. BERENT: He came to speak to us in*  
17 *an assembly and he said he wanted to show the*  
18 *heroics of teachers today in the kinds of*  
19 *situations they they face in the schools and in*  
20 *the school in the 20th Century. He didn't say I'm*  
21 *going to look for problems, I'm going to make this*  
22 *racial issue, he didn't say any of that. He had*  
23 *total free reign on what he wanted to write about;*

1       *however, that was the original intent as far as*  
2       *what he spoke to us of what he wanted to see was*  
3       *how teachers and students coped in a high school,*  
4       *in an urban suburban high school and the heroics*  
5       *of it.*

6                *MS. YANDLE: Did you ever get a sense*  
7       *before the article came out that helped changed*  
8       *the focus?*

9                *MS. BERENT: Not one bit, and I saw him*  
10       *almost everyday.*

11                *MS. YANDLE: And that was your*  
12       *understanding as well and specifically because you*  
13       *mentioned that you avoided him. Why?*

14                *MS. SCHLATTER: I have no idea exactly*  
15       *why I avoided him. I will have to tell you very*  
16       *honestly that there was nothing in his*  
17       *presentation that would have given me pause to do*  
18       *that. I know my fellow faculty members and I did*  
19       *know of some who spoke to him a great deal and so*  
20       *I was sure that they were very capable and did not*  
21       *think that I needed to necessarily and I guess I*  
22       *didn't find him necessarily overly friendly. I*  
23       *would see him in the halls and therefore, did not*

1        *seek him out. I would tend to adjust a bit*  
2        *besides the heroics. I happen to, I guess I find*  
3        *myself connected at three schools very closely.*  
4        *My husband has taught for over 25 years at*  
5        *Englewood on the south side of Chicago which is a*  
6        *racially isolated school. I have taught here and*  
7        *been here associated, not always taught here, but*  
8        *over a period of 22 years. Then my daughter, we*  
9        *were in Proviso township and we were moved, I mean*  
10       *literally moved out of the district. I guess we*  
11       *could have found something here, but with an acre*  
12       *of land I think it would have been a little*  
13       *difficult and DuPage Water Commission took our*  
14       *house in 1987 and so we now live in DuPage County*  
15       *and my daughter then ended up going to high school*  
16       *in Hinsdale Central and it seems to me that what I*  
17       *understood from Mr. Bussinger was that he was*  
18       *going to talk specifically to Proviso's situation.*  
19       *It's different from either Englewood or from*  
20       *Hinsdale Central. Hinsdale Central is a very*  
21       *suburban school and it's virtually all white,*  
22       *except for it's 15 percent Asian minority.*  
23       *Englewood, as I said, is racially isolated, it's*



1 *virtually all African American, not all of it's*  
2 *faculty of course is, but the student body is.*  
3 *Proviso is in between those two and we have a very*  
4 *rich mix. But that doesn't mean that we don't*  
5 *need to work together and I really thought that he*  
6 *was going to try to use us as an example and it*  
7 *really looks to me with this Commission here that*  
8 *we got a different kind of example out of what he*  
9 *said.*

10 *MR. PUGH: Where are all the white kids*  
11 *going to school that aren't going here? What*  
12 *school are they going to? What high school?*

13 *MS. SCHLATTER: Generally they go to the*  
14 *parochial Walter Luther is in the district, St.*  
15 *Joseph and Immaculate Heart of Mary. The catholic*  
16 *school, one all boys, Immaculate Conception.*

17 *MR. PUGH: They're all predominantly*  
18 *white?*

19 *MS. SCHLATTER: My understanding is they*  
20 *are not. I don't know data.*

21 *CHAIRPERSON LYON: I need to move on to*  
22 *the next panel.*

23 *Rosemary, real quick.*

1            *MS. BOMBELA: Are you concerned about*  
2 *the dropping white student population in this*  
3 *school and the fact that it's turning into more of*  
4 *a racially isolated school?*

5            *MS. SCHLATTER: Yes because I think the*  
6 *white students who do not come here do themselves*  
7 *a disservice.*

8            *MS. BERENT: That's exactly what I was*  
9 *going to say.*

10           *MS. SCHLATTER: I think that what they*  
11 *have available to themselves and by the way my*  
12 *daughter did very well at Hinsdale Central, but*  
13 *there were times she wished she had been here.*  
14 *Yes, there are some things that they got there,*  
15 *but there are also some things that she loved the*  
16 *diversity of this school, she went to Hillside up*  
17 *through seven years of school. Those people who*  
18 *chose to send their children elsewhere, if they*  
19 *think that they are getting a better education in*  
20 *the district are absolutely incorrect, in my*  
21 *opinion. There is no question in my mind that a*  
22 *student here can get the best education possible,*  
23 *certainly district wide, and why they would go*

1 *somewhere else, is there better discipline there?*  
2 *I'm sorry, I don't really think that we've let go*  
3 *of discipline here.*

4 *CHAIRPERSON LYON: I need to cut it off*  
5 *because we've got the others waiting. Thank you*  
6 *very much for your participation.*

7 *Next two panelists?*

8 *DR. MONTOYA: The next members we have*  
9 *is Ms. Rose Hampton who is a counselor as well as*  
10 *Mrs. Murphy, a very active parent of our*  
11 *community.*

12 *CHAIRPERSON LYON: I'll ask you to state*  
13 *your name and please spell your first and last?*

14 *MS. HAMPTON: My name is Rose Hampton,*  
15 *R-o-s-e H-a-m-p-t-o-n.*

16 *MS. MURPHY: Mrs. Mary Murphy, M-a-r-y,*  
17 *M-u-r-p-h-y. I'm a parent.*

18 *CHAIRPERSON LYON: Go ahead, Ms.*  
19 *Hampton.*

20 *ROSE HAMPTON*

21 *Okay, the only comment I wanted to*  
22 *make before you guys get to ask the questions is*  
23 *that I've been at Proviso approximately 14 years,*

1 well 12 years out of the 14 years I was in this  
2 building. I was here for four years as approved  
3 teacher, so I've seen the changes go through.  
4 I've seen the teachers change, I've seen the kids  
5 change. I'm not here as a counselor. The reason  
6 I'm here, I'm from St. Louis, I came to Proviso  
7 because I heard good things about Proviso when I  
8 was in college, so I always wanted to teach here,  
9 so I got my dream.

10 But the fact of the matter last year  
11 if you were going to ask me the question you're  
12 going to ask, you're probably going to get today.  
13 Now as a counselor I service about 400 students  
14 and it's cultural diverse. I love all the  
15 students, I believe the students all love me. I  
16 believe they feel they get justice when they come  
17 into that office. But when Buzz was here and I  
18 called him Buzz because he called me Rose, when he  
19 was here he asked me a question about racism and  
20 it was off the record and this is what I told him,  
21 and I'm going to tell you the same exact thing. I  
22 said, to be honest with you, I don't feel racism,  
23 but I feel people ignorant to the fact of multi

1     *culturalism and when we were going through the*  
2     *inservices and the school has tried to get*  
3     *teachers to go, people stonewalled, they didn't*  
4     *want to hear it, and we would go through the*  
5     *services and I was just saying if they open their*  
6     *minds, they would. Patty and I both took the*  
7     *personal day. My grandmother died, we were in an*  
8     *inservice. She didn't know I was going and I*  
9     *didn't know she was going. We were there trying*  
10    *to learn because I didn't know anything about*  
11    *Hispanics and I'm learning and I go to their*  
12    *houses and I try to find things out because I*  
13    *don't know anything about them. But the fact of*  
14    *the matter is I have to learn and I'm even taking*  
15    *Spanish and this is the honest to goodness truth,*  
16    *I'm learning to speak Spanish because I want to*  
17    *know. When we hold ourselves off we do these kids*  
18    *an injustice and I'm a Christian and I would not*  
19    *sit here and lie to you all because we do need*  
20    *somebody to help us get this stuff together. The*  
21    *teachers are good teachers here, you know, I would*  
22    *never say that. I've seen kids come here and*  
23    *don't know anything and leave here with a 25 on*

1     *the ACT. So they're good teachers here, but they*  
2     *don't and they won't learn unless they ask*  
3     *somebody for help and I'm here to say we need help*  
4     *and I'm going to be honest about it. I need help.*  
5     *I was raised in an all black neighborhood, all*  
6     *black schools. I never lived around white or*  
7     *Caucasian people or Asian people. I don't know*  
8     *anything about them, but when I came here, I had*  
9     *an open mind. I used to walk through these halls*  
10    *and speak to people and I still do today and they*  
11    *come to the mailboxes and they won't even open*  
12    *their mouths and you're telling me there's not a*  
13    *problem? I want to know why.*

14             *Another thing is kids can get*  
15    *quality education because we have good programs*  
16    *here. I mean after school, before school,*  
17    *whatever they need. There are teachers here that*  
18    *stay after school. Sometimes I don't leave this*  
19    *building until 10:00 o'clock at night. Parents*  
20    *come here and they find out and they get help, but*  
21    *we have to also face the facts that we do need*  
22    *help. This is a good school. I came from St.*  
23    *Louis to teach here and I happen to teach here and*

1 *I'm going to continue to teach here until we get*  
2 *it right. We can sit here and we can blame and we*  
3 *can make excuses, but the fact of matter is we*  
4 *have to do what's right by the kids. If not,*  
5 *we're in the wrong business, and that's the truth.*

6 *I've had my piece and I haven't said*  
7 *anything because I'm tired, I'm tired of coming*  
8 *here day after today and people walking around*  
9 *and ain't nothing happening and it's the kids*  
10 *come in my office sometime they're crying because*  
11 *they don't know what to do and I can't do anything*  
12 *for them. I said go home and tell your parents.*  
13 *Those are the people you should be telling and all*  
14 *I'm saying to you is whatever you find out and be*  
15 *honest, tell us what we need to do.*

16 *MARY MURPHY*

17 *I came here today as a parent. I*  
18 *have six children, three have graduated from*  
19 *Noviso, two are now attending, I have one in*  
20 *grade school. And I've come to know people like*  
21 *those. I think she's the greatest and there are a*  
22 *lot of people here who are wonderful teachers,*  
23 *counselors and faculty. I asked each of my kids*

1     *before I came here did you ever have racial*  
2     *problems, are you having one now? They have not.*  
3     *My son was in Mr. Patterson's class last year. He*  
4     *said what was in the newspapers was not what he*  
5     *saw in that classroom. They love Mr. Patterson,*  
6     *he treated them well. They got along with the*  
7     *black people. He said there were times when we*  
8     *kind of paired off because they had more in common*  
9     *with each other, but just didn't know each other*  
10    *that well, but we had not have a problem and they*  
11    *all felt very badly about the article when it came*  
12    *out.*

13                 *I come today not feeling like there*  
14    *is no problem, I believe that any school, any city*  
15    *is going to have problems. We are none of us*  
16    *perfect, but I believe that here at Proviso we*  
17    *have good people like Rose who are trying. We*  
18    *need more parents involved in cooperation. These*  
19    *teachers work with students as they come in. Now*  
20    *I'm not putting all the blame elsewhere, but if*  
21    *they did not learn something at home, these*  
22    *teachers are sometimes up against the wall. Now*  
23    *I'm talking about black, white, oriental, whatever*



1     *you want to say. Students come in this door and*  
2     *teachers are expected to work miracles. It's a*  
3     *cooperative efforts between parents, teachers and*  
4     *students and the community. I love Proviso West.*  
5     *My daughter turned down a scholarship to go to IHM*  
6     *to come to Proviso. I have a son who is a*  
7     *National Merit and Presidential Scholar winner,*  
8     *he's graduating from ISU this year in chemistry.*  
9     *All of my children have gotten a wonderful*  
10    *education here. I don't have complaints about the*  
11    *school. Yes, I believe it can be better and I*  
12    *want to roll up my sleeves and help.*

13            *CHAIRPERSON LYON: Thank you. Question*  
14    *from the panel? Staci?*

15            *MS. YANDLE: Ms. Hampton, you mentioned*  
16    *that if we had talked to you last year the*  
17    *statements you made last year would be different*  
18    *from the statements you made today. What would*  
19    *have been different and why?*

20            *MS. HAMPTON: Because I didn't see all*  
21    *the things that were happening because I was new*  
22    *as a counselor, so I was really just bogged down*  
23    *in my work and making sure I was meeting the needs*

1 of kids. So when the kids were making comments  
2 about things they felt, I kind of like said oh,  
3 oh, it's going to be, baby it will be all right.  
4 I would give them ways of handling it. But then  
5 at the same token this is a whole new year and the  
6 same things are coming back to me and I'm saying,  
7 wait a minute, those kids last year said this and  
8 I blew them off. I said baby it's going to get  
9 better. I just can't believe that's happening to  
10 you, not today, and then to this year when it's  
11 starting to happen all over again, this is a whole  
12 new year, I got a whole new different case load.  
13 Some of the same kids, but for the most part I've  
14 got a whole lot of kids I didn't even know and  
15 they're saying some of the same things and even  
16 I'm feeling a lot of the pressure too because I do  
17 tell the kids what's right and I will not lie to  
18 them and sometime I just tell them and I just have  
19 to tell them I even have to write a letter to a  
20 teacher to say according to the rules you know  
21 this is what it says and then I get little snares  
22 or people don't speak to me because they think  
23 I've said something to cause them distrust in the

1 *faculty against the students. I'm a child*  
2 *advocate and I need everybody to know that. If*  
3 *you think I'm going to tell you a lie and cover up*  
4 *for you, I'm sorry, you're an adult, you can*  
5 *handle it, okay?*

6 *MS. YANDLE: Thank you first, and also I*  
7 *think you said you've been here 12 years?*

8 *MS. HAMPTON: I've been in the building*  
9 *12 year, but I've only been working for the*  
10 *district eight year.*

11 *MS. YANDLE: Could you be more specific*  
12 *on the type of problems that you now realize*  
13 *exists and give us any examples?*

14 *MS. HAMPTON: The kids are immature,*  
15 *they're students, they're kids and we as adults*  
16 *sometimes want them to be adults. We want them to*  
17 *act like adults, we want them to talk like adults,*  
18 *and sometimes they say things they don't mean. I*  
19 *don't swear but sometimes kids get excited, they*  
20 *say don't curse, they say oh, I'm sorry. But the*  
21 *fact of the matter is when they're in classes and*  
22 *let me give you a good example, a kid came to the*  
23 *office with a pass in his hands and he says, Ms.*

1 Hampton I have a pass from my teacher and I need  
2 to ask you can I go to my locker. And I sat  
3 there, what did you just say? I need to ask  
4 you -- I said why would they send you to my office  
5 to ask me could you go? Why couldn't you just go?  
6 And see these are the things, it's like they put  
7 the responsibility off on someone else. Just say  
8 either you can go or you can't, that's simple to  
9 me. And when things are simple, I have a problem  
10 with it when you make it more than what it is.

11 MS. YANDLE: Are these just typical  
12 people personnel problems or is there a racial  
13 basis to this?

14 MS. HAMPTON: Right I, don't know because  
15 I didn't even ask the kid. When I get kids, I get  
16 kids. I don't care what color, I don't care what  
17 their last names are. I can just look at kids and  
18 if they tell me that they feel it's a problem, I  
19 always tell them maybe you're perceiving it wrong  
20 and then I tell them ways of dealing with it.  
21 Sometimes it works, but if it doesn't work, I tell  
22 them to go home and get their parents and that's  
23 exactly what I tell the kids because I can't go to

1 *fight for them because I wasn't there.*

2 *CHAIRPERSON LYON: Well your students are*  
3 *they primarily Freshmen, Sophomore, Junior,*  
4 *Seniors?*

5 *MS. HAMPTON: I have Freshmen, Sophomore,*  
6 *Juniors and Seniors because we have alphabetical.*

7 *CHAIRPERSON LYON: Now are the*  
8 *compliants coming from any particular class?*

9 *MS. HAMPTON: No, all of them and mostly*  
10 *not from my Freshmen because I have Freshmen*  
11 *counseling with them and I tell them things that*  
12 *are supposed to happen. I read this red book*  
13 *where all the rules are and I tell them what rules*  
14 *when their rights have been violated. I show them*  
15 *how to do that because I go through this red book*  
16 *which the school printed up. So if anything*  
17 *that's in that book that's being told wrong, they*  
18 *printed it. So I make sure the kids get it.*

19 *MR. EWING: Ms. Hampton, I'm a little*  
20 *disturbed and I've heard several people say today*  
21 *that it isn't racism, it isn't prejudice, it's*  
22 *ignorance and prejudice basically means to pre*  
23 *judge any act, information or facts which is a*

1 form of ignorance. But we do not overlook the  
2 term that's the prejudice can lead to acts of  
3 racial discrimination. And I've heard so many  
4 students say here today that do you see a need for  
5 the district to do more to sensitize students to  
6 what racial prejudice is? A greater recognition  
7 and appreciation of cultural and racial  
8 difference?

9 MS. HAMPTON: The school district does.  
10 We have inservices every year about the same thing  
11 we're talking about today, racism and prejudice,  
12 all those things. But the fact of the matter is,  
13 if you go to a meeting and you don't take the  
14 information in, what good has it done? Because  
15 I've been to several meetings, I've gone in the  
16 summer with some of the same people sitting in the  
17 audience today, so they've been exposed, now  
18 whether they choose to accept it is a different  
19 story.

20 MR. EWING: Okay.

21 CHAIRPERSON LYON: Any other questions  
22 from the panel?

23 Thank you very much for your

1       *comments.*

2               *DR. MONTROYA: The next individual we have*  
3       *Mr. Ambrose, Mr. Pat Ambrose.*

4               *CHAIRPERSON LYON: Good afternoon.*  
5       *Could you please state your names and spell your*  
6       *names, for the record, please?*

7               *MR. AMBROSE: Patrick Ambrose,*  
8       *P-a-t-r-i-c-k A-m-b-r-o-s-e.*

9               *MR. BATKA: Daniel Batka, D-a-n-i-e-l,*  
10       *B-a-t-k-a.*

11              *CHAIRPERSON LYON: Thank you. We'll*  
12       *start with Mr. Batka. Do you have comments to*  
13       *make at this time? We're here to discuss racial*  
14       *relations. Do you have any observations about*  
15       *this school and race relations?*

16              *DANIEL BATKA*

17              *In my six years that I've been here,*  
18       *I don't believe that there's been anything*  
19       *racially motivated than any type of obvious*  
20       *prejudice against any ethnic group since I've been*  
21       *here and I've been here six years.*

22              *CHAIRPERSON LYON: Mr. Ambrose?*

23              *PATRICK AMBROSE*

1                   *Just my second year, so I haven't*  
2                   *seen a whole lot, but kind of reiterate what he*  
3                   *said. I have not seen any obvious, blatant,*  
4                   *prejudice, discrimination upon any ethnic,*  
5                   *religious background by faculty and really by the*  
6                   *students either.*

7                   *CHAIRPERSON LYON: Questions from the*  
8                   *panel? Mr. Roberts?*

9                   *MR. ROBERTS: Did you read the article?*

10                  *MR. BATKA: Yes.*

11                  *MR. AMBROSE: Yes.*

12                  *MR. ROBERTS: What is your opinion about*  
13                  *it and what areas do you come in contact with the*  
14                  *students; that is are you a history teacher or*  
15                  *whatever, what department are you with?*

16                  *MR. BATKA: I'm in the physical*  
17                  *education, health education department. As far as*  
18                  *my reaction to the article, I wondered if the*  
19                  *person that was researching and writing the*  
20                  *article actually was at our high school truthfully*  
21                  *and honestly because I don't believe those things*  
22                  *have occurred here. I was very upset to read what*  
23                  *he had written. It was under our impression that*



1 he was doing another piece besides what he  
2 actually came up with.

3 MR. AMBROSE: I teach U.S. History and  
4 World History. I'm in the Social Studies  
5 Department. I read the article and I thought that  
6 he took Proviso and we were under the impression  
7 in the assembly he was supposed to write a piece  
8 about Proviso West as a typical high school and I  
9 think he took the racial part of Proviso, being  
10 the diversity and he smeared that. And like he  
11 said, I wondered if he was even here. Yea, that  
12 crossed my mind, but I think in my mind a huge  
13 picture of Proviso West, all that it could  
14 encompass, Proviso West from the extra curricular,  
15 all the classes, all the faculty, all the staff  
16 and he focused in on one small piece and he  
17 stretched that truth seems to me, to sell papers.  
18 It seemed to me like, wait a minute, he didn't say  
19 anything about really any other things, he just  
20 concentrated on that issue and this he might think  
21 that's a big issue, but I've never seen it as a  
22 big issue around here. That's means it seems to  
23 me I've been teaching here last year and I was

1       *here the whole year and he was here for such a*  
2       *small time and he didn't seem to see anything else*  
3       *and that's all he wrote about and he just*  
4       *concentrated on that. It seemed like he smeared*  
5       *it and stretched things, it was unimaginable, just*  
6       *to sell papers it seemed to me.*

7                *MS. PETERS: Mr. Batka, I'm sorry, I*  
8       *didn't hear you say what your position on the*  
9       *faculty is?*

10              *MR. BATKA: I'm a physical education,*  
11       *health education teacher at Proviso West. I've*  
12       *only taught health education I'm also the multi*  
13       *cultural club sponsor here in which we try to get*  
14       *all races together and not only celebrate our*  
15       *individual racial background, but also come*  
16       *together and celebrate our own oneness.*

17              *MS. PETERS: Is health education a*  
18       *classroom subject then?*

19              *MR. BATKA: Health education is a*  
20       *subject I do teach.*

21              *MS. PETERS: Classroom teacher?*

22              *MR. BATKA: Yes.*

23              *MS. PETERS: Well, I'll just ask is some*

1 *of the students indicated that in the classes*  
2 *there were racially incorrect statements made, not*  
3 *by instructors or teachers, but by other students.*  
4 *Are either of you aware of any of those in a*  
5 *classroom situation?*

6 *MR. BATKA: I'm not.*

7 *MS. PETERS: Mr. Ambrose?*

8 *MR. AMBROSE: Not that I can think of.*

9 *MS. PETERS: Thank you.*

10 *CHAIRPERSON LYON: Mr. Schwartzberg?*

11 *MR. SCHWARTZBERG: You, Mr. Batka, run*  
12 *the multi cultural club which is voluntary?*

13 *MR. BATKA: Yes.*

14 *MR. SCHWARTZBERG: To what extent would*  
15 *it be useful for this high school to broaden the*  
16 *requirements for multi cultural activities on the*  
17 *part of the greater percentage of high school*  
18 *population?*

19 *MR. BATKA: I believe the question you*  
20 *ask, why don't I get more people involved?*

21 *MR. SCHWARTZBERG: No, to what extent*  
22 *would it require more people to be involved in the*  
23 *kinds of things that your multi cultural club*

1       *does?*

2               *MR. BATKA: One, it's not a requirement*  
3       *to be in the club. It's all volunteer.*

4               *MR. SCHWARTZBERG: Would it be useful to*  
5       *make it a requirement in whole or in part?*

6               *MR. BATKA: With the problems of getting*  
7       *students to school because we do depend on public*  
8       *transportation, it's difficult for us to hold the*  
9       *meetings before school because that's when we do*  
10       *hold our meetings. Would it be beneficial, I*  
11       *believe so. Could we work it out to where we*  
12       *could actually meet as a multi cultural club*  
13       *within the school day, it's possible to get more*  
14       *students involved to celebrate not only your own*  
15       *ethnic background, but celebrate as the world as a*  
16       *whole as multi culturalism is to be set up. We*  
17       *visited other high schools will multi cultural*  
18       *programs, most of them are pretty more advanced*  
19       *than what we have here, but I think we have to*  
20       *crawl before we walk and run and our multi*  
21       *cultural club is in it's infancy right now.*

22               *MR. SCHWARTZBERG: 40, 50 years ago*  
23       *there was a requirement, much more broadly based*

1 at all high schools, they have back in those days  
2 were called brotherhood days, multi culturalism,  
3 but under any name, to what kinds of programs do  
4 you think would be useful, assuming that you were  
5 creating the world anew for high school?

6 MR. BATKA: I can't comment on something  
7 that's happened 50 years ago, I'm only 31 so I  
8 don't know what it was back when the multi  
9 cultural brotherhood actually started everything  
10 to be -- but as far as I, as what I would like to  
11 see here is that again I just must reiterate that  
12 we have to be able to keep our own ethnic history  
13 because to strip ourselves of where we actually  
14 have come from is a disservice nonetheless.  
15 However, we do I do think and one of the things  
16 that a lot of the students have brought up is they  
17 don't quite understand the different cultures,  
18 they don't quite understand where the African  
19 American population comes from and the European  
20 American population comes from and why some of the  
21 Hispanic population are a little bit more quiet  
22 and have a tendency to try to blend into the  
23 woodwork; whereas some of the African American,

1 *European American population will take a stance.*  
2 *I'm going to go out there and I'm going to be the*  
3 *voice. And I think that one of the things that we*  
4 *try to stress within the club is that this is not*  
5 *necessarily bad or but there is something of other*  
6 *people's culture that you must understand and not*  
7 *try to take it so personally.*

8 *MR. SCHWARTZBERG: One final question,*  
9 *if I may. It's my understanding for institute*  
10 *days those who wanted to participate in the World*  
11 *of Difference Program would do so. What extend*  
12 *would it be to make that a required matter for all*  
13 *teachers?*

14 *MR. BATKA: I would see only benefit*  
15 *from it. I participated in the World of*  
16 *Difference Conference. There was twelve sponsors*  
17 *plus we chose eight separate students to actually*  
18 *attend the World of Difference Conference, but*  
19 *again you have also other factions that don't*  
20 *believe that we should be trying to bring*  
21 *different cultures together. We should be able to*  
22 *keep them all separate, separatists and whatever,*  
23 *and when we actually went down to DePaul*

1        *University, there was a faction out there who*  
2        *berated and picketed and talked down to our*  
3        *students who were trying to come to one.*

4                *MR. SCHWARTZBERG: And do I gather that*  
5        *you would think a majority--*

6                *MR. BATKA: Yes.*

7                *MR. SCHWARTZBERG: The majority of the*  
8        *parents would accept that kind of programming if,*  
9        *in fact, it were required for all students?*

10               *MR. BATKA: I think it would be*  
11        *beneficial. I don't know if required would be the*  
12        *best word. I think you would get some staunch*  
13        *opposition if you try to make something a*  
14        *requirement that something that someone does not*  
15        *want to attend.*

16               *CHAIRPERSON LYON: Okay. Any questions*  
17        *from this side? Ms. Peters?*

18               *MS. PETERS: I have a question just on*  
19        *the procedure of the groups that meet. You're*  
20        *advisor to a group that meets not during school*  
21        *time, is that correct?*

22               *MR. BATKA: It's prior to school*  
23        *starting.*

1           MS. PETERS: *Do the other groups meet*  
2 *during school time?*

3           MR. BATKA: *Most of the clubs and*  
4 *organizations that I know of meet after school.*  
5 *There are only a few organizations, student*  
6 *council, that meet during the day and that's the*  
7 *4th hour.*

8           MS. PETERS: *Okay.*

9           MR. BATKA: *But all the rest are either*  
10 *before school or after school.*

11          MS. PETERS: *So all of them would have*  
12 *that same transportation problem?*

13          MR. BATKA: *Correct.*

14          MS. PETERS: *Thanks.*

15          CHAIRPERSON LYON: *Mr. Pugh?*

16          MR. PUGH: *Mr. Batka, do you have other*  
17 *colleagues in other high schools, do you think*  
18 *that from talking to them the discipline problem*  
19 *you have in this school are average or more*  
20 *difficult or less difficult?*

21          MR. BATKA: *I think the discipline*  
22 *problems here at Proviso West are encountered in*  
23 *any other high school that you go to. My wife*



1 *happens to be a counselor at another high school,*  
2 *predominantly white, and they have the same*  
3 *problems that we do, exact same problems. They*  
4 *have the same problems with gangs, they have the*  
5 *same problems with drugs. Proviso West isn't any*  
6 *different from any other high school that I know*  
7 *of in the state.*

8 *CHAIRPERSON LYON: Thank you.*

9 *Thank you very much. Next panelist?*

10 *DR. MONTROYA: Mr. Crawford, Assistant*  
11 *Superintendent for Proviso West Township.*

12 *CHAIRPERSON LYON: Would you please*  
13 *state your name, and spell it, forth record?*

14 *DALE CRAWFORD*

15 *Dale Crawford, C-r-a-w-f-o-r-d.*

16 *CHAIRPERSON LYON: And Dale is D-a-l-e?*

17 *MR. CRAWFORD: Yes, ma'am.*

18 *CHAIRPERSON LYON: Go ahead and give*  
19 *us your comments.*

20 *MR. CRAWFORD: Good evening, ladies and*  
21 *gentlemen, my name is Dale Crawford, I'm the*  
22 *Assistant Superintendent for Curriculum*  
23 *Instruction for Proviso Township High School. The*

1     *1994-95 school year marks the 28th year of my*  
2     *experience within the District. My first eight*  
3     *years were as a teacher of English here at Proviso*  
4     *West. In fact, at just about this time 28 years*  
5     *ago I began my student teaching experience in the*  
6     *English Department at Proviso West. And it was*  
7     *that initial teaching experience of which I was*  
8     *reminded this morning when I read in the Chicago*  
9     *Tribune article entitled: "Proviso West Focus of*  
10    *U.S. Racism Probe". An article in which in*  
11    *describing the committee's purpose, a committee*  
12    *spokesman was quoted as follows: The U.S.*  
13    *Commission's purpose is to look honestly and if*  
14    *there are problems to bring them out into the open*  
15    *and deal with them." There is language very*  
16    *reminiscent of Nathaniel Hawthorne's description*  
17    *in the novel, the Scarlett Letter. One of the*  
18    *first novels I taught in American literature 28*  
19    *years ago. Of the colony of Massachusetts during*  
20    *the 17th Century, a colony, to quote Hawthorne,*  
21    *"Wherein exists is dragged into the sunshine". In*  
22    *the motivation for this Committee's work is due in*  
23    *large part to the content of the article in the*

1     *May 29th, 1994 New York Times magazine on Proviso*  
2     *West, I find some very unfortunate irony in this*  
3     *morning's Tribune. For the reader of each of*  
4     *those pieces, the May New York Times piece and*  
5     *this morning's Chicago Tribune piece, unfamiliar*  
6     *with the day to day activity of Proviso West may*  
7     *draw conclusions about Proviso West which I think*  
8     *are very inaccurate. Conclusions drawn from a*  
9     *very broad generalizations, conclusions drawn from*  
10    *quotations for which a specific context is not*  
11    *established, and conclusions drawn from clear*  
12    *factual inaccuracies. If racism is defined as a*  
13    *belief that race is a primary determinant of human*  
14    *traits and capabilities, then I'm here to tell you*  
15    *that that belief is not rampant at Proviso West*  
16    *High School. That for at least 28 years of which*  
17    *I have knowledge, that belief has not been a part*  
18    *of the organizational practice of Proviso Township*  
19    *High Schools, either Proviso East or Proviso West,*  
20    *and that indeed Proviso's faculty and staff are*  
21    *committed to the belief that all students,*  
22    *regardless of their race, their ethnicity or their*  
23    *economic condition, can learn all that we or any*

1     *other educational organization can teach and that*  
2     *they can achieve at the highest levels that we can*  
3     *dream for them. If, however, people who use the*  
4     *term racism and assign it to organizations or to*  
5     *individuals or to practices mean in their use of*  
6     *that term that problems between and among*  
7     *individuals and/or groups occur occasionally or*  
8     *frequently as a result of not understanding the*  
9     *values that motivate individuals or groups from*  
10    *different background, and not knowing the*  
11    *appropriate strategies to employ when confronted*  
12    *with that lack of understanding, then I'm here to*  
13    *tell you that at Proviso Township High School such*  
14    *misunderstandings have occurred. I'm also here to*  
15    *tell you that through our instructional program*  
16    *for students, through our professional development*  
17    *program for staff we are and have been for many,*  
18    *many years attempting to address these*  
19    *misunderstandings. Our work in this area is far*  
20    *from complete. Our efforts to understand one*  
21    *another have fallen short as have these efforts in*  
22    *other high schools, businesses, churches and*  
23    *government agencies across this nation. And if*

1 *the front page of this morning's Tribune is*  
2 *accurate, other places in this world. Now I do*  
3 *not offer that statement as an excuse or as a*  
4 *rationalization, but as an unfortunate human*  
5 *reality. A reality that this school district has*  
6 *been attempting to address for 28 years at least*  
7 *to which I can speak. If my memory is accurate,*  
8 *it was in the Fall of 1970, a little earlier than*  
9 *we find ourselves in the current school year that*  
10 *I sat in this same little theater at a general*  
11 *faculty meeting of the Proviso West staff and*  
12 *listened to a Social Studies teacher present a new*  
13 *curriculum for a course that had been written the*  
14 *previous summer and in the Fall of 1970 that*  
15 *course was entitled Afro American History. At*  
16 *that time there were no African American students*  
17 *at Proviso West High School. There were few*  
18 *African American teachers. The course for awhile*  
19 *was a popular social studies elective that had*  
20 *been created in response to several needs.*  
21 *Certainly one of those was the need to garner a*  
22 *clearer understanding of the values and of the*  
23 *beliefs of diverse groups. I offer that anecdote,*

1 *ladies and gentlemen, as an indicator, at least*  
2 *from my perspective, of efforts that this district*  
3 *has made of issues and problems that this district*  
4 *has identified and has been working with for a*  
5 *long time. As I sit in this same little theater*  
6 *today in the fall of 1994, I realize that our*  
7 *progress as an organization in understanding our*  
8 *diversity has been slow. The progress; however*  
9 *has not stopped.*

10 *As I look at one of the other*  
11 *headlines on the front page of this morning's*  
12 *Tribune for Ulster Citizens No Break in Terror, I*  
13 *realize that my own relatives who live in northern*  
14 *Ireland the progress there as well has been slow.*  
15 *Thank you.*

16 *CHAIRPERSON LYON: Thank you. Questions?*  
17 *Mr. Ewing?*

18 *MR. EWING: You're the Director of*  
19 *Curriculum?*

20 *MR. CRAWFORD: Yes, sir.*

21 *MR. EWING: So when you say I know you've*  
22 *been here a long time, that you're most*  
23 *knowledgeable present involvement would be*

1 curriculum development to see that it meets the  
2 unique needs of that particular student?

3 MR. CRAWFORD: Yes, sir.

4 MR. EWING: Would you care to express  
5 your feelings or some of the unresolved racial  
6 challenges that this institution faces?

7 MR. CRAWFORD: Could you be a bit more  
8 specific? Within this context with this, within  
9 the context of our structural programs?

10 MR. EWING: Within the context of this  
11 being a community with almost 2,400 people in it.  
12 Things that are race related that are the goal,  
13 ultimate goal to reduce or to eliminate. You said  
14 you have an ongoing challenge.

15 MR. CRAWFORD: Yes, sir.

16 MR. EWING: So what kinds of things, can  
17 you give us examples?

18 MR. CRAWFORD: In terms of what we are  
19 doing?

20 MR. EWING: No, in terms of the kinds of  
21 issues that you're trying to attack, the  
22 techniques that you're using to eliminate --

23 MR. CRAWFORD: Let me say two or three

1 *things. We have spent a lot of time in the last*  
2 *several years I would say four or five years*  
3 *focusing our instructional programs and curriculum*  
4 *revision on the context of the future, the context*  
5 *of the 21st Century and what it is that our staff*  
6 *and faculty feel critical for students to be*  
7 *successful in that 21st Century. At the top of*  
8 *that list we have placed a clear understanding and*  
9 *ability to relate to diverse people within their*  
10 *school community, within the larger metropolitan*  
11 *community in which our young people live, and*  
12 *certainly within the ever shrinking global*  
13 *community within which they are going to have to*  
14 *work. To that end, to that end I can point to*  
15 *review of instructional materials, I can point to*  
16 *particular programs that we have developed, but*  
17 *our general charge and the issue that I think we*  
18 *have been trying to address for many years has*  
19 *been ways in which we can best prepare all of us;*  
20 *the students whom we serve, the colleagues with*  
21 *whom we work, to better understand what drives*  
22 *each and every one of us. That will permit us to*  
23 *live and work together in harmony, that will*



1 *permit us to be happy and successful citizens*  
2 *within this community.*

3 *MR. EWING: One other short question*  
4 *here. I'm sort of setback by the overwhelming*  
5 *reaction to the New York Times article, more*  
6 *recently the Chicago Tribune article and I see a*  
7 *potential danger in taking the kinds of defensive*  
8 *and denial stance. None of us here have no way of*  
9 *knowing to what degree there was truth in the*  
10 *articles because we were not present. We have*  
11 *only here reporting of individuals and things of*  
12 *that nature. But I think basically what I'm*  
13 *saying is I think what the challenge that this*  
14 *school faces, because there's a saying in*  
15 *advertising that you either create your own image*  
16 *or somebody else will do it for you or to you and*  
17 *for some reason the believability of these things*  
18 *seems to take hold in the actions of the district*  
19 *having an opposite image to that which has been*  
20 *presented, at least in the eyes of the public. So*  
21 *I think basically what I'm saying is that parents*  
22 *and students who hear these things, who have*  
23 *some -- who have an association with this school,*

1     *who already have some ideas that there are racial*  
2     *problems, these kinds of things are real enforced*  
3     *and most of the things that we have heard that are*  
4     *being done to kind of that counteract these are*  
5     *voluntary and everything that lives in a village*  
6     *of 2,400 students and 145 teachers and 150 non*  
7     *certified teachers should be required to be put*  
8     *into the vision or at least be exposed to*  
9     *indoctrination that this school administration is,*  
10    *and as long as you're not encompassing all of the*  
11    *players in the community, well then the*  
12    *continuation or the potential for continuation*  
13    *remains. Would you agree with that?*

14            *MR. CRAWFORD: I would agree with that.*  
15    *The only thing that I -- the only thing that I*  
16    *would respond to in terms of what I would guess I*  
17    *would sort of require training of our*  
18    *instructional staff and of our support staff.*  
19    *Indeed of our entire employee group was at the day*  
20    *training period at the very beginning of the*  
21    *school year which focused on the issues of*  
22    *cultural diversity. That was indeed required.*  
23    *That was indeed required for our entire employee*

1 *group, not just our certificated staff, but our*  
2 *non certificated staff as well.*

3 *MR. EWING: Students?*

4 *MR. CRAWFORD: No, sir. Students were*  
5 *not a part of that.*

6 *CHAIRPERSON LYON: Okay, Mr. Smith, a*  
7 *quick question?*

8 *DR. SMITH: I used to believe that*  
9 *California would show us the way in managing*  
10 *diversity until the riots a couple of years ago*  
11 *and I came away from that saying they didn't know*  
12 *any more about how to manage diversity than we do.*  
13 *I also come up with that conviction that there are*  
14 *settings out here who don't wish it to work,*  
15 *whether in this school or in any other community,*  
16 *they don't wish it to work, and some of those*  
17 *settings are in the press setting. My deep*  
18 *concern is that you carve out your own niches in*  
19 *trying to develop a system that helps us to make*  
20 *it work. You might be a model. That's not a*  
21 *question.*

22 *MR. PUGH: I do have a question. This*  
23 *two day seminar that you had this year, have you*

1 *had previous ones?*

2 *MR. CRAWFORD: Yes, sir we have. We*  
3 *have had relationships with the Illinois State*  
4 *Board of Education and the EEO office going back*  
5 *to the early 1970s, so we're talking about 20*  
6 *years off and on of training in cultural*  
7 *diversity.*

8 *MR. PUGH: In recent years?*

9 *MR. CRAWFORD: Yes, sir.*

10 *MR. PUGH: In recent years?*

11 *MR. CRAWFORD: Yes, sir.*

12 *CHAIRPERSON LYON: Thank you for your*  
13 *participation. Next?*

14 *Mr. Crawford, thank you very much*  
15 *for your testimony.*

16 *The next two panelists?*

17 *DR. MONTOYA: Joseph Beilner and Mr.*  
18 *Richard Ryan, and both of these gentlemen are*  
19 *parents.*

20 *CHAIRPERSON LYON: Could you give us your*  
21 *names and please spell your first and last names,*  
22 *for the Reporter?*

23 *MR. BEILNER: Yes and thank you. My*

1 name is Joseph D. Beilner, J-o-s-e-p-h, middle  
2 initial D. as in David, last name is spell B as in  
3 boy, e-i-l-n-e-r.

4 MR. RYAN: Richard Ryan, R-i-c-h-a-r-d  
5 R-y-a-n.

6 CHAIRPERSON LYON: Okay. We'll start  
7 with Mr. Beilner with regard to any comments you  
8 might have as with race relations.

9 JOSEPH D. BEILNER

10 Well I'm a parent, I'm also a vice  
11 president of the Proviso West Booster Club. I  
12 have a daughter that graduated from school two  
13 years ago, is a Sophomore at the University of  
14 Illinois in Champaign. I have also two daughters  
15 here, a senior and a sophomore. The gentleman  
16 that wrote the article from the SunTimes spent  
17 roughly two and a half hours at my home and spoke  
18 to all three of my daughters. My one daughter was  
19 home from school on break and my wife and myself.  
20 And basically talked about 15 percent of the  
21 concerns that are in every major high school in  
22 the United States, for that matter even throughout  
23 the world. Talked about 85 percent of the good

1 *programs that happen at the school, and I*  
2 *mentioned to him about the article that he wrote*  
3 *about a Texas football team and I said to him that*  
4 *article should be written about our high school*  
5 *football team in western Pennsylvania winning 56*  
6 *straight football games back in the early 60s, and*  
7 *I talked to him about the same type of high school*  
8 *that I came from, the same type of high school as*  
9 *Proviso West is right now and the big difference*  
10 *is that parental involvement is not here at this*  
11 *high school. Trying for the last three years on*  
12 *the Booster Club to get parental involvement to*  
13 *help out these kids. These are a good bunch of*  
14 *kids here and they are supported by some excellent*  
15 *faculty members from the Freelons, the Schneiders,*  
16 *the Schools, the Stelters, the Hermans, the*  
17 *Hamptons, the Pattersons, the Shalls, the*  
18 *Wassmans, the Wallaces, the Kozlowski's, the*  
19 *McCarthys. My daughters have benefitted from all*  
20 *these teachers and not -- I'm sorry if I missed*  
21 *anybody, but there's a lot of great opportunities*  
22 *here at this school and I gave my -- I talked to*  
23 *this particular gentleman and I'm almost like*

1 *Bobby Knight the basketball coach at the*  
2 *University of Indiana, I hate damn newspapers, I*  
3 *hate the media and looking at the article this*  
4 *morning. It pissed me off to see somebody write*  
5 *an article talking about racism, meanwhile in*  
6 *Westchester Elementary School District that feeds*  
7 *white students hear it's terrible, you know, and*  
8 *I'm coming to the school this evening and all the*  
9 *people at my work and I work with with an*  
10 *international company that I have worldwide*  
11 *connections with people from all races, colors and*  
12 *creeds and my background coming from a milling*  
13 *town in western Pennsylvania and the diverse type*  
14 *of environment that I grew up with enables me to*  
15 *do work in my workplace day in and day out with*  
16 *the love for my fellow man and to see this article*  
17 *come out about this gentleman is totally -- I*  
18 *tried to look him up saying where do you come from*  
19 *man? I don't understand where he came from. The*  
20 *newspapers, the journalist and the media they just*  
21 *take things out of context and how they set some*  
22 *of the kids up in this school, may I quote you on*  
23 *that, and the second part of the sentence, yea,*

1       *that's what they doted on, and the kids learned*  
2       *from that last year and it's unfortunate that some*  
3       *people people around our towns do not wake up to*  
4       *the value of education that they can receive here*  
5       *at this school.*

6                CHAIRPERSON LYON: *Thank you. Mr. Ryan?*

7                        RICHARD RYAN

8                        *I think if you start with the*  
9       *premise that racism, however you may want to*  
10       *define it as misunderstanding or ignorance exists*  
11       *generally in society, then it would be naive of*  
12       *us to assume in a multi cultural school such as*  
13       *Proviso West that it does not also exist. We have*  
14       *to accept that fact. Do I personally think that*  
15       *it's a predominant theme around here, no, I do*  
16       *not. Certainly there's going to be incidents*  
17       *amongst the students, between the faculty and*  
18       *between the faculty and the students to one degree*  
19       *or another, but I don't think it's an overriding*  
20       *theme. I don't think it's an overriding theme*  
21       *even if this was an all white school. Any time*  
22       *you get elements between people who do not know*  
23       *each other, there's going to be misunderstanding,*



1 *there's going to be ignorance on how each other*  
2 *think, react, their desires, their dislikes.*  
3 *That's, I think, typical of what may happen around*  
4 *here.*

5 *I like Mr. Beilner, I have a*  
6 *daughter here who is a senior. I have a daughter*  
7 *who graduated from this school, both of whom are*  
8 *very favorable to their education here. Have*  
9 *there been incidents that they've reported to me,*  
10 *certainly there have, but I don't think it's any*  
11 *different than what you would find at any other*  
12 *school, no matter what their racial make up. It's*  
13 *all human beings interacting with each other. To*  
14 *me this is a very good school I'm very proud of*  
15 *the fact that my children have gone here and*  
16 *received a top grade education. I think school*  
17 *gets a bad rap again from the media, both locally*  
18 *and nationally because of the ignorance of the*  
19 *facts. They never have been checked out around*  
20 *here. We talk amongst ourselves a lot because we*  
21 *are related, our family is. That most of the*  
22 *people in the area that rap Proviso West have*  
23 *never set foot in the school. They don't know*

1 *what this school is is like. They have no basis*  
2 *to make a criticism when they have no idea what*  
3 *happens. This isn't a pristine school, no, it's*  
4 *not, but no school is and some of the panelists*  
5 *have come up here before have related to you the*  
6 *same problems that exist here exist in every*  
7 *single high school, not only in this area, but in*  
8 *the state and in the country. The drugs, the*  
9 *guns, the gangs, they're all over, this is not*  
10 *unique to this school by any means.*

11 *I have not seen personally any overt*  
12 *acts of racism. I think the kids that go here,*  
13 *whether they be white, black, Hispanic, Asian, are*  
14 *the greatest kids I've seen anywhere. They're*  
15 *nice kids and I run into them because I've been*  
16 *involved in the Booster Club for three years now,*  
17 *so I see them all the time. I've been in*  
18 *classrooms, I've seen how they react. Sure you're*  
19 *going to get comments here and there from people.*  
20 *I mean this is going to happen. I mean there may*  
21 *be -- and it's not unidirection, it's not white to*  
22 *black or black to white, it comes from all sides*  
23 *and it meets right in the middle to everybody and*

1 *that's what's been misunderstood here is that you*  
2 *know you're not having one element bearing down on*  
3 *another. It's just a situation where everybody is*  
4 *reacting as human beings do. So that's the way I*  
5 *see it.*

6 *CHAIRPERSON LYON: Questions from the*  
7 *panel? Mr. Schwartzberg?*

8 *MR. SCHWARTZBERG: Mr. Ryan, let's start*  
9 *assumptions with everything that you said. Let's*  
10 *forget for a moment about this high school, that*  
11 *high school and the other high school. What are*  
12 *some of the things that could be done by this high*  
13 *school or perhaps any high school to deal with the*  
14 *reality of prejudice, the reality of prejudice in*  
15 *any high school of this sort as you see it looking*  
16 *at it from your advantage that may not yet be part*  
17 *of it?*

18 *MR. RYAN: The only real way to deal*  
19 *with racism, prejudice is by education. You have*  
20 *to let the kids know how other people live, act,*  
21 *react, what their desires, wants are, what their*  
22 *culture is all about. Because until you bridge*  
23 *that gap they're not going to understand each*

1     *other, and without understanding each other,*  
2     *you're never going to get rid of the differences*  
3     *that exist between them. Those differences are*  
4     *always going to be there. They have to be able to*  
5     *understand why they're there. So there has to be*  
6     *some sort of educational program that addresses*  
7     *those issues, otherwise they're never going to go*  
8     *away.*

9             *MR. EWING: Are you aware of any*  
10            *administrative response to staff as a result of*  
11            *the New York Times article?*

12            *MR. RYAN: Personally I am not. That*  
13            *doesn't mean there hasn't been, but I don't know.*

14            *MR. EWING: The next questions is, I know*  
15            *the media has taken a rap, but I'm not a protector*  
16            *of the media, but in fairness, would you believe*  
17            *it's fair, there's an admission that there are*  
18            *some inappropriate racial practices, but we've had*  
19            *several admissions that people believe that there*  
20            *is and some people say that they have seen them.*  
21            *Do you believe that in the context of the media,*  
22            *if she came here and wrote about all of the*  
23            *positive things and did her article and then I*

1       *came to look at racism in the school and wrote an*  
2       *article on the racism in the school, would you*  
3       *have any problems with that?*

4               *MR. RYAN: I'm not sure I understand the*  
5       *question.*

6               *MR. EWING: There are two different*  
7       *articles, one finds all of the good and positive*  
8       *things that are going on in the school and another*  
9       *article says well here's an area here that hasn't*  
10       *been examined, we have examined that area and*  
11       *wrote an article about racial practices and*  
12       *perceptions in Proviso West. Would you still have*  
13       *the same objection? Is it because of the lack of*  
14       *balance or is it because of the primary focus on*  
15       *race relations?*

16               *MR. RYAN: I think it's definitely the*  
17       *lack of balance. Too many times people that that*  
18       *examine areas, they come at it from one direction.*  
19       *You're not looking at a total picture.*

20               *CHAIRPERSON LYON: Mr. Roberts?*

21               *MR. ROBERTS: The community that you*  
22       *both live in, is it Westchester or Bellwood?*

23               *MR. RYAN: We both live in Westchester.*

1           *MR. PUGH: Just to follow up on the*  
2 *question about should the lessons that this school*  
3 *teaches children regarding racial diversity*  
4 *problems we're talking about today, that be extra*  
5 *curricular like football or should that be part of*  
6 *the school curriculum?*

7           *MR. RYAN: That's hard for me to say*  
8 *because I don't know what the mechanics of what*  
9 *curriculum versus extra curriculum may be with*  
10 *what this school can provide. Somewhere it should*  
11 *fit in. I'm not prepared to say that it should be*  
12 *a required course for everybody to take, but*  
13 *somehow the message has got to get though.*

14           *MR. PUGH: The reason I asked is you*  
15 *heard people that say we have programs that happen*  
16 *before school and they have the club which isn't a*  
17 *part of the program and I didn't hear much*  
18 *comment. Seems that obviously in a history course*  
19 *or a sociology course you have some information*  
20 *presented, probably not in the mathematics*  
21 *curriculum. I didn't hear any particular courses*  
22 *that had to do with the problem to change a school*  
23 *of changing racial composition for 25 years.*

1            *CHAIRPERSON LYON: Remember these are*  
2            *community members, not necessarily the focus of*  
3            *the school. I think Mr. Mathewson. I'm trying to*  
4            *go right down the table.*

5            *DR. SMITH: I sympathize with you in*  
6            *terms of media. I think you have to be very*  
7            *careful. I live in the City of Chicago. If you*  
8            *would depend on the media's interpretation, all*  
9            *young black males would be bums and I have an 18*  
10           *year old son who is just finished high school and*  
11           *is entered college. He wasn't a bum, but nobody*  
12           *writes about him. So we do have a reason to*  
13           *question the media. I think they do slant things*  
14           *and I don't think they take responsibility*  
15           *oftentimes for the things that they write, and I*  
16           *could get that off my chest.*

17           *MR. RYAN: If I could make a comment at*  
18           *this point. I think the media in this area is*  
19           *extremely biased against Proviso West, not*  
20           *withstanding any racial issues or prejudicial*  
21           *issues. If you look at the local newspapers,*  
22           *whether they be the Suburban Life, the Westchester*  
23           *News or whatever it happens to be, all the*

1 *articles you see in there are about other areas,*  
2 *other schools, and particularly the Suburban Life*  
3 *is extremely prejudice in favor of Lyons Township.*  
4 *That's all that they write about. You look in the*  
5 *sports page, all the news is about Lyons Township.*  
6 *You never see anything about Proviso West. So I'm*  
7 *not surprised about that.*

8 *MS. YANDLE: I have a follow up*  
9 *question. Dr. Smith has allowed me to follow up*  
10 *on his question with respect to the New York Times*  
11 *article and the media coverage that you've been*  
12 *talking to, I guess the question is why, why do*  
13 *you feel that Proviso West is getting this rap?*  
14 *Why?*

15 *MR. RYAN: I wish I knew. I really wish*  
16 *I knew because I believe in the school, always*  
17 *have. My brother in law's probably one of the two*  
18 *top supporters of the school in all respects and*  
19 *it baffles me why in the local media there's not*  
20 *more support for the community school. This is*  
21 *the basis for this community, whether it be for*  
22 *Westchester, Bellwood, Hillside, Burley or*  
23 *anything else, and people are too willing to sell*



1 *it out and the newspapers around here just buy*  
2 *right into that, and everytime you read about*  
3 *something --*

4 *MR. BEILNER: If we have something*  
5 *positive at the school, it's about 15 pages back*  
6 *in a little article.*

7 *MR. RYAN: If you see it at all.*

8 *MR. BEILNER: And if there's something*  
9 *wrong with another high school, example Nazareth*  
10 *High School -- I'm not downgrading the school, but*  
11 *about two weeks ago they had a beer party and*  
12 *about 45 kids were arrested. That's a little*  
13 *article in the back. If that would have been our*  
14 *high school, we would have been on the front page*  
15 *of the Suburban Life.*

16 *CHAIRPERSON LYON: Okay. Next question?*  
17 *Nancy Chen?*

18 *MS. CHEN: Well this is addressed to both*  
19 *of you. As we are aware, the parents play a very*  
20 *important role in shaping the children's attitude*  
21 *and I would, as you say prejudice, we could -- we*  
22 *have been talking, the teachers have been*  
23 *discussing the issues, the school administrators*

1       *and the students. We could round up the teachers*  
2       *for sensitivity training, we could round up the*  
3       *students for sensitivity training, do you have any*  
4       *suggestions that what can we do with the parents*  
5       *because I really believe that a lot of attitudes*  
6       *or prejudice are really being brought from home?*

7               *MR. RYAN: That's a tough one because*  
8       *we're in the area where there's a great percentage*  
9       *of the student body come from single parent homes*  
10       *or broken homes or what have you and it's*  
11       *extremely difficult to get parents involved with*  
12       *their kids here and with any activities. We know,*  
13       *we face that all time with the Booster Club*  
14       *because their membership is abysmal. We can't*  
15       *get people involved. It's the same few people*  
16       *over and over and over again. Try as we might to*  
17       *get the parents to come out and participate in*  
18       *school activities, sports activities, we can't do*  
19       *it. Without dragging them out here, I don't know*  
20       *what we can really do.*

21               *CHAIRPERSON LYON: What is the racial mix*  
22       *of the Booster Club?*

23               *MR. RYAN: Well, the officers happen to*

1 *be all white. We've tried to pull people in,*  
2 *parents to get involved. We have a few, two black*  
3 *women come normally.*

4 *MR. BEILNER: J. B. Carr and Mary Smith*  
5 *and Mike Robinson. You can count on them. You*  
6 *can count on them, they're going to be there.*

7 *CHAIRPERSON LYON: One other question.*  
8 *If one of the minority students does very well,*  
9 *wins awards, has national recognition, statewide*  
10 *recognition, does the media give proper*  
11 *recognition to that?*

12 *MR. RYAN: Rarely, rarely and it's not*  
13 *limited to minorities or whoever it happens to be,*  
14 *it's generally the attention that's paid to this*  
15 *school is minimum.*

16 *MR. EWING: I'm a person who does studies*  
17 *of the levels of parental involvement. I would*  
18 *suggest that you recommend to the school district*  
19 *that it do a study -- they don't have to hire me,*  
20 *but they should do a study of what are the*  
21 *barriers to parent involvement? And in the last*  
22 *school district I did one it was 36 either real or*  
23 *imagined and these came through interviews with*

1 *parents as to why they did not participate more in*  
2 *school activities. And I'd also encourage you to*  
3 *support the passage of a bill that should be*  
4 *written in Illinois that would require that as a*  
5 *condition as part of the enrollment process that*  
6 *parent orientation is a part of that where a child*  
7 *cannot re-enroll in a school unless a parent comes*  
8 *to a required session of the orientation. Because*  
9 *after the elementary level parent involvement*  
10 *drops off.*

11 *MR. RYAN: One quick statement. I think*  
12 *that's a good idea, but some of the problems that*  
13 *we've run into here is that there's a requirement*  
14 *that parents come to pick up report cards and they*  
15 *come out and we have as much as 60 percent of the*  
16 *parents will not show up.*

17 *MR. EWING: It's not enforceable.*  
18 *There's a law and it's not enforceable.*

19 *CHAIRPERSON LYON: Thank you very much.*  
20 *Next two panelists?*

21 *DR. MONTROYA: We have two parents, Mrs.*  
22 *Carr and Mrs. Bennett.*

23 *CHAIRPERSON LYON: Each of you state*

1     *your name and please spell your first and last*  
2     *names?*

3             *MS. CARR: J. B. Carr, J. B. Carr,*  
4     *C-a-r-r.*

5             *MS. BENNETT: Janice Bennett,*  
6     *J-a-n-i-c-e B-e-n-n-e-t-t.*

7             *CHAIRPERSON LYON: Mrs. Carr, with*  
8     *regard to any opinions or observations you may*  
9     *have as to race relations here at Proviso West?*

10            *J. B. CARR*

11            *Well, I personally have not had any*  
12     *bad experiences, so I can only speak -- and my*  
13     *child hasn't related any experience that she has*  
14     *had as far as race is concerned. I'm active here*  
15     *at the school and I'm here for the sports events*  
16     *and for the parent/teacher conferences, the PTO.*  
17     *I work with the Booster Club, so I'm around the*  
18     *kids a lot. I work with the concession stands*  
19     *when the kids are loose and out in the open and*  
20     *from a parent's point of view, I have not seen any*  
21     *racial confrontations at all. I have heard that*  
22     *there are gangs that make their presence in the*  
23     *school. My child has not expressed any situations*

1 *with them, so as far as I'm concerned on a*  
2 *personal basis, most races that are here, we are*  
3 *multi cultural. They do as a whole get along well*  
4 *in and out of the classroom very good.*

5 *CHAIRPERSON LYON: Thank you.*

6 *JANICE BENNETT*

7 *I have not experienced any problems*  
8 *at this school. I can't say that -- my daughter*  
9 *did not attend this school the first year, she*  
10 *went to a Lutheran High School because I listened*  
11 *to what other people had to say instead of coming*  
12 *up here myself to see what the school was like.*  
13 *My daughter has been here since she was a*  
14 *sophomore and she has grown tremendously at this*  
15 *school.*

16 *I'm up here quite often. I'm in and*  
17 *out of the school at any given time. I talk to*  
18 *the students. I haven't had any problems with the*  
19 *students or the teachers. If I had a problem, I*  
20 *would go to the source and not listen to what*  
21 *other people say.*

22 *CHAIRPERSON LYON: Questions from the*  
23 *panel?*

1            *MS. YANDLE: Just from both of you, what*  
2            *was your reaction to the Times articles as*  
3            *parents?*

4            *MS. CARR: As again it was hearsay when*  
5            *I heard about -- I'm so busy following the*  
6            *children, when I heard about it, I asked my*  
7            *daughter her opinion since she's up here and she*  
8            *has contact with most of the teachers, she did not*  
9            *agree, she did not agree with how the article came*  
10           *about. So based on that, I did not form an*  
11           *opinion one way or the other whether what was*  
12           *alleged that Mr. -- what Buzz said. So in my*  
13           *opinion, it was another media newsletter and I*  
14           *teach my daughter to only believe half of what she*  
15           *reads if she's not there and she can't verify it,*  
16           *only believe half of what's in the newspaper.*

17           *MS. YANDLE: Before you answer the*  
18           *question, I want you to answer, but I notice that*  
19           *you were allegedly quoted and I just have to say*  
20           *allegedly because I don't know what --*

21           *MS. BENNETT: You can say alleged, I*  
22           *will tell you the truth.*

23           *MS. YANDLE: As far as giving me your*

1 reaction, I'm curious, was your quoted statement  
2 just an accurate relation of--

3 MS. BENNETT: No, it was not an accurate  
4 reflection what happened. In fact, I called him  
5 after the fact because I was very upset. We were  
6 so excited, we thought, oh a spread on the school,  
7 this is going to be great for the school. When we  
8 picked up the newspaper and I started reading it,  
9 I was hurt. I was very angry and I was really  
10 pissed off at Buzz. He came into my home and  
11 misrepresented himself. He sat at my dining room  
12 table, ate my cake, drank my coffee and he put a  
13 bunch of lies in the newspaper. I was pissed off  
14 because, okay you sitting here, we're having a  
15 conversation me and my daughter and him and my son  
16 was here. He takes one thing and puts it in the  
17 paper to make it misconstrue everything you say.  
18 So as far as what he said, his credibility was  
19 lost and the paper was not accurate. Of course  
20 you're going to have problems anywhere you go, in  
21 corporate America today. I don't care where you  
22 go, you will have problem, be you black, white,  
23 green, yellow, whatever you're going to have



1        *problems. For them to just concentrate on this*  
2        *school is wrong. I don't agree with.*

3                *And you made a statement about*  
4        *making a law to have the parents come in. I want*  
5        *you to try that, you see how many parents are out*  
6        *here right now? That's how many parents come up*  
7        *here all the time. If we could sell something*  
8        *like they sell that cocaine, I wish we could sell*  
9        *something to give to the parents to make them want*  
10       *to come up here and be involved in the school.*  
11       *Maybe we could get the referendum passed, we get*  
12       *some money. Tell you what, bring us some money in*  
13       *here and we'll have the best school in the world.*  
14       *You won't have the articles in the paper talking*  
15       *about we have race problems at Proviso, gangs at*  
16       *Proviso. You have gangs anywhere, they just don't*  
17       *tell you about the gangs in the other suburbs like*  
18       *at Lyons, you don't hear about that, you only hear*  
19       *about what's going on at Proviso and it's wrong.*  
20       *Excuse me, but that's what I am--*

21                *MR. EWING: Let me ask you two quick*  
22        *short questions. What would new money do?*

23                *MS. BENNETT: We could update the*

1 computer lab. My son was in a program this summer  
2 at Illinois Math and Science Academy that's a  
3 public high school. I mean they had everything in  
4 the world you could imagine for a child to learn.  
5 Why can't we do the same thing here? Why do you  
6 have to travel into Aurora for your child to get a  
7 good education? You can have the same thing in  
8 this neighborhood if we had the funds to do the  
9 same things that they're doing out there. That's  
10 what I'm saying.

11 MR. EWING: Then you're saying this  
12 district isn't keeping up in equal educational  
13 opportunities?

14 MS. BENNETT: I'm saying we don't have  
15 any money. We get the referendum passed, I'm not  
16 saying the district is not doing what they can do,  
17 I'm saying we have -- we don't have the money. If  
18 you have some money to give to the district, we'll  
19 do what we have to do in the District. I'm not  
20 saying everything is rosey gravy in the District  
21 office. Like I say, everything from the top down  
22 you're going to always have problems.

23 MR. EWING: Well, my other question is

1 *this. You talked to other parents and at*  
2 *sometimes do you, either of you have they*  
3 *expressed concern of a racial nature at this*  
4 *school?*

5 *MS. CARR: Most of the parents that I*  
6 *deal with have not expressed a concern of a racial*  
7 *nature.*

8 *MS. BENNETT: The only time they*  
9 *expressed concern about gangs, that's the only*  
10 *thing you hear about. You don't hear about race*  
11 *problems, you hear about gangs. That's what's*  
12 *going on today, gangs and drugs, gangs and drugs.*  
13 *That's all you hear about.*

14 *CHAIRPERSON LYON: With regard to*  
15 *parents, I believe in parental involvement. Do*  
16 *you you say we have very few parents here at most*  
17 *meetings, you have very few parents in attendance?*  
18 *Obviously you have some parents show up at a*  
19 *school board meeting hollering racism, do those*  
20 *parents come that ways in the paper today?*

21 *AUDIENCE MEMBER: One, one parent.*

22 *CHAIRPERSON LYON: One parent showed up*  
23 *and there were 21 students?*

1           *MS. BENNETT: Can I see the article?*

2           *CHAIRPERSON LYON: That was established,*  
3           *five -- excuse me, can I have order? Otherwise*  
4           *we'll just have the panelist. Thank you.*

5                     *We have five from West Proviso and I*  
6           *think the others came from East or wherever, okay.*  
7           *But it just said that parents several parents*  
8           *contended. Now are you saying that statement is*  
9           *incorrect?*

10           *AUDIENCE MEMBERS: Yes.*

11           *CHAIRPERSON LYON: I'm asking the panel*  
12           *members. Does everybody understand how that*  
13           *works? Okay, thank you.*

14           *MS. BENNETT: Can I read the articles so*  
15           *I can find out what you're talking about.*

16           *CHAIRPERSON LYON: Okay. It was an*  
17           *article that was in the Tribune. You may read it.*

18                     *Mr. Crawford referred to it.*

19           *MS. CARR: I can't read the small print*  
20           *because the article was about students expelled*  
21           *because of racism?*

22           *CHAIRPERSON LYON: No, they're saying*  
23           *several parents contended that they were expelled*

1 *because of racism. It said several parents. Are*  
2 *you saying that there's just one parent that*  
3 *showed up and made that allegation? You're more*  
4 *familiar with what's going on.*

5 *MS. BENNETT: I have no idea about this,*  
6 *but you're reading this article, it says 21*  
7 *students, all of them black. Who cares what color*  
8 *the students are? They were expelled. That's not*  
9 *even necessary. You talking about media.*

10 *CHAIRPERSON LYON: I'm just saying do*  
11 *those parents come to parent/teacher conferences?*

12 *MS. BENNETT: We don't know who the*  
13 *parent are.*

14 *CHAIRPERSON LYON: No, in general do you*  
15 *have parents come to parent/teacher conferences to*  
16 *make those allegations?*

17 *MS. CARR: You do have those parents*  
18 *come and may express that they feel that a*  
19 *decision was made or based on the race.*

20 *CHAIRPERSON LYON: How are those parents*  
21 *handled? What is the process by which they're*  
22 *talked to, dealt with, whatever?*

23 *MS. CARR: Well if they follow the chain*

1 *of command, I feel that from a personal experience*  
2 *that they are dealt fairly because if they have*  
3 *any questions, the assistant principal who is*  
4 *normally in charge of situations of that nature,*  
5 *if there's a problem and the assistant principal*  
6 *is confronted, then of course whatever the nature*  
7 *of the circumstances is I'm sure that they are*  
8 *given an answer, some type of response. Now*  
9 *whether they are happy with that response, because*  
10 *I have a child here who has been expelled for a*  
11 *situation and I did not feel that it was handled*  
12 *properly, not because of race, but just because of*  
13 *the rules in general.*

14 *CHAIRPERSON LYON: But there isn't*  
15 *necessarily a set process, people using and talk*  
16 *to the administration trying to resolve it.*

17 *MS. CARR: There's a set process. You*  
18 *have to follow the channel of command.*

19 *CHAIRPERSON LYON: Mr. Schwartzberg?*

20 *MR. SCHWARTZBERG: First, at the outset*  
21 *Mrs. Bennett, let me congratulate you not only on*  
22 *your daughter being the president of the Student*  
23 *Council, but in the way in which she conducted*

1 *herself today.*

2 *MS. BENNETT: Thank you.*

3 *MR. SCHWARTZBERG: We have been*  
4 *discussing, without a reporter present, an article*  
5 *which says many things. You have indicated that*  
6 *you feel that it was inaccurate as to --*

7 *MS. BENNETT: It was.*

8 *MR. SCHWARTZBERG: Look at what it says*  
9 *about you. I think it only says, if I recall,*  
10 *four things. First, that you are in and out of*  
11 *school and you pushed your daughter to succeed,*  
12 *which I assume is accurate. That the parents know*  
13 *that you're going to be pushing them, which I*  
14 *assume is accurate -- or the teachers know that*  
15 *and that you're concerned says the article. That*  
16 *if the white students leave that the loss of*  
17 *economics and clout threatens those who remain,*  
18 *and finally one other thing that your daughter*  
19 *indicates that she's aware that some white*  
20 *students are disgruntled. Of those items which,*  
21 *items are untrue?*

22 *MS. BENNETT: Those items were true. It*  
23 *was one item when we were talking, it said*

1 *something about black and white that I would kick*  
2 *somebody's butt.*

3 *MR. SCHWARTZBERG: No, what it says is*  
4 *she hasn't sold out to whitey says Janice Bennett,*  
5 *she sold out to her momma who will kick her butt.*  
6 *That's to say while she may have paraphrased you,*  
7 *but your daughter knows that you're sufficiently*  
8 *involved in this school that if that daughter*  
9 *doesn't work, you will be on her tail. That's not*  
10 *true?*

11 *MS. BENNETT: But it was another part*  
12 *that went with that statement. But it's not in a*  
13 *that article, okay?*

14 *MR. SCHWARTZBERG: The other portion*  
15 *that she says there is a different -- the only*  
16 *difference is color, your daughter, as high as she*  
17 *is, I don't see where you're saying that's*  
18 *inaccurate. Let me focus and then you can answer*  
19 *the whole of it.*

20 *MS. BENNETT: Just give me a straight*  
21 *point question so I can answer.*

22 *MR. SCHWARTZBERG: The straight pointed*  
23 *question is to what extent is the counterattack on*



1 *this article the result of discomfort and fear out*  
2 *of the thrust of the article and the fact that it*  
3 *focuses on only one portion of the school as*  
4 *opposed to inaccuracies on the things in which you*  
5 *personally are aware?*

6 *MS. BENNETT: Because when Buzz came out*  
7 *to talk about the school, he did not say it would*  
8 *be anything about race relations. He wanted find*  
9 *fine out about the school and how people there are*  
10 *doing, the positive things of the school. When we*  
11 *were talking, we were talking in general about*  
12 *parent participation in the school and what did we*  
13 *do to get parents involved in the school. What*  
14 *would happen if Westchester deannexed from the*  
15 *school and I told him I could care less what*  
16 *Westchester did because if I had Westchester's*  
17 *money, I would be right there also. So and I said*  
18 *that it will possibly happen that if the white*  
19 *student population left that it would be less*  
20 *focused on the black students in the school.*  
21 *That's what I said. That's what I said.*

22 *MR. SCHWARTZBERG: That's what he's*  
23 *saying.*

1            *MS. BENNETT: But there was other things*  
2            *that he left out of the article. What he built*  
3            *the article on race relations. What he told me*  
4            *the article was going to be about was not race*  
5            *relations. So he took words that people said, he*  
6            *made it into this whole big thing that we have*  
7            *race problems in the school. We don't have race*  
8            *problems in the school, we have money problems in*  
9            *the school, lack of.*

10           *CHAIRPERSON LYON: Let me ask Mr. Scales*  
11           *to go ahead.*

12           *MR. SCALES: I just want to ask you a*  
13           *couple of questions and I'll tell you where I'm*  
14           *going with it afterwards. Back to the parental*  
15           *involvement and Proviso West of typical PTA*  
16           *meetings, about how many minority parents do you*  
17           *think would be there? Is it something like this?*

18           *MS. BENNETT: Okay. Let me answer your*  
19           *question. We do not have minority parents, we*  
20           *have parents. I don't know, typical but it would*  
21           *be less of a ratio compared to maybe it's 50*  
22           *parents that come out to the school, but you're*  
23           *saying there would be a low turn out among*

1 *minority parent?*

2 *MS. BENNETT: Yes.*

3 *MR. SCALES: At least particular sports*  
4 *events is the turn out still low?*

5 *MS. BENNETT: I don't know. I don't*  
6 *like sports.*

7 *MS. CARR: I would disagree with that. I*  
8 *think that as far as turn out and minorities, well*  
9 *first of all you have a low participation overall,*  
10 *but I would say that there's a 50-50 balance in*  
11 *that few groups that do come out and as far as*  
12 *sports is concerned, probably about the same. You*  
13 *probably have more minorities come out for*  
14 *depending on what the sport is, basketball and*  
15 *football then you would soccer. Basically those*  
16 *two. And probably those other sports, golf and*  
17 *baseball you may have less of a minority because*  
18 *of the nature of the game and the minorities that*  
19 *participate in different sports.*

20 *MR. SCALES: I was asking that because*  
21 *I'm also among those that does a lot of work on*  
22 *multi cultural research and one of the things that*  
23 *I have noticed that happens with many high*

1 *schools, Proviso West included, is that there is a*  
2 *very marked decrease of minority parent*  
3 *involvement in academic things that happen at a*  
4 *school, high school for example, but there's a*  
5 *marked increase among minority parents in terms of*  
6 *the athletic events. Now why that happens, we*  
7 *don't know, yet we don't have a lot of background*  
8 *on that. But I guess what I'm saying is I think*  
9 *some of the things I'm hearing right now about*  
10 *what's happening with the PTA and things here at*  
11 *Proviso West still doesn't sound that much like*  
12 *other high schools.*

13 *MS. CARR: I think that's probably cause*  
14 *for sports. We have been brainwashed that if your*  
15 *child participates in sports and he or she is a*  
16 *good player, of course you see a scholarship*  
17 *coming, you see a scholarship coming on an*  
18 *academic basis, but a scholarship for sports you*  
19 *see coming much quicker up front before you would*  
20 *see one on an academic basis and basically kids*  
21 *that get that academic scholarship, they don't*  
22 *participate in any sports. They may be on the*  
23 *Glee Club and the Student Council and Chess Club*

1       *and no clubs of that nature, but they don't*  
2       *participate in sports. And because you have a*  
3       *large minority that gets a lot of scholarships*  
4       *from sports, I think that's why minorities tend to*  
5       *gear and participate more in that activity than*  
6       *they do when they say PTO. It's more of a job for*  
7       *them to come out because they have worked this*  
8       *normal thing, I'm tired.*

9               *MR. SCALES: One last question on the*  
10       *back to the PTO meetings. The person that cries*  
11       *racism, whether they're white or black, and this*  
12       *is just an assumption on your part because we're*  
13       *not going to name names, I don't want facts, does*  
14       *that appear to be a person that would come to all*  
15       *the PTO meeting or just when a situation?*

16               *MS. CARR: Probably just when a*  
17       *situation occurs.*

18               *MR. ROBERTS: This question is directed*  
19       *to both of you. The student population is 56*  
20       *percent black, 23 percent white. Teacher ratio is*  
21       *I think it's 12 percent black, how do you respond*  
22       *to that?*

23               *MS. CARR: I hadn't really thought about*

1       *it. When I look at a teacher I'm looking at a*  
2       *person that's educating my child. Now that*  
3       *individual person, be it black, white, red or*  
4       *otherwise. If I feel that they are not giving my*  
5       *child the proper attention and not responding to*  
6       *me, if there is a problem, then I deal with that.*  
7       *I don't deal with them because they're white or*  
8       *because they're black. If they're not, in my*  
9       *opinion, doing what they should be doing in the*  
10      *educational field, then that's what I address,*  
11      *simple as that.*

12                *MR. ROBERTS: And you?*

13                *CHAIRPERSON LYON: I need to conclude*  
14      *this meeting at this point. We need to recess*  
15      *because we have a public session starting at 7:00*  
16      *p.m.. I want to thank the panelists for coming up*  
17      *and addressing us.*

18                    *(A dinner recess was taken.)*

19                    *(The meeting was reconvened at 7:50 p.m..)*

20                *CHAIRPERSON LYON: We're calling the*  
21      *evening forum to session. this meeting of the*  
22      *Illinois Advisory Committee to the U.S. Commission*  
23      *on Civil Rights shall come to order.*

1                    *For the benefit of those in the*  
2 *audience. I am Faye Lyon, I am the Chairperson of*  
3 *the Illinois Advisory Committee. We are here*  
4 *tonight to conduct a public forum on race*  
5 *relations and equal educational opportunities at*  
6 *Proviso West High School.*

7                    *The proceedings of this meeting are*  
8 *being recorded by a public stenographer.*  
9 *Information obtained at this forum will be*  
10 *presented to the U.S. Commission for its*  
11 *consideration.*

12                    *This is a public meeting open to the*  
13 *media and the general public. Members of the*  
14 *public are advised though that they are guests of*  
15 *Proviso West High School. The time allotted for*  
16 *each presentation will be five minutes and will be*  
17 *strictly adhered to. This will include a*  
18 *presentation by each participant, followed by*  
19 *questions from the committee members if time*  
20 *permits.*

21                    *Although some of the statements made*  
22 *may be controversial, we intend to ensure that*  
23 *invited participants do not defame or degrade any*

1 *person or organization. Any person or*  
2 *organization that feels defamed or degraded by*  
3 *statements made in these proceedings should*  
4 *contact our staff during the meeting so that an*  
5 *opportunity for response can be made.*

6 *I want to thank all of the*  
7 *participants for their willingness to share their*  
8 *views with the committee. It's the committee's*  
9 *hope that this dialogue and other such forums will*  
10 *lead to an improved climate of racial and ethnic*  
11 *tolerance in our nation.*

12 *Some of you were here during the*  
13 *afternoon session and I'm glad to see you back. I*  
14 *think that's important and if any of you who have*  
15 *just come in would like an opportunity to speak,*  
16 *you can see Peter Minarik is over here with his*  
17 *hand raised. I'm going to start with our first*  
18 *participant, Lester Grant. If you could come and*  
19 *have a seat at the table, please?*

20 *Would you please spell your name,*  
21 *for the record?*

22 *MR. GRANT: Lester, L-e-s-t-e-r, Grant,*  
23 *G-r-a-n-t.*



1           CHAIRPERSON LYON: Thank you.

2                   LESTER GRANT

3                   First off I would like to thank the  
4           Illinois Advisory Committee for dealing with the  
5           situation here at West. I find that West is not  
6           unique in this situation, it's a national and  
7           international problem. And as a human being we  
8           need to address the problem and be honest about  
9           what is happening with race relations. I think  
10          the community as a whole should be involved in  
11          making sure that West not only be an excellent  
12          school again, I contend that it's not that bad as  
13          it stands today. I happen to serve on one of the  
14          boards that send children over to West and I was  
15          highly insulted when I read and heard some of the  
16          comments that was made in the news media coming  
17          from even teachers here at West and I hope the  
18          individuals at West that made those statements  
19          have found himself another place to teacher where  
20          he feels comfortable and not interrupt and hinder  
21          African American and other students. The whole  
22          school, the whole school will suffer if we have  
23          cancers like that in the school that prevented

1 young people from getting an education.

2           As far as dealing with some of the  
3 communities, one of the communities that wants to  
4 go off on their own, I hope the citizens will  
5 consider what they are doing before they follow  
6 those guidelines in those footsteps in people that  
7 have taken them down the wrong path. I contends  
8 that we as citizens owe it to all of our  
9 children to see that they all get an education.  
10 And if you're going to live in this world today,  
11 you're going to have to deal with diversity or you  
12 will not be able to survive and prosper. Maybe  
13 survive, but that is probably all you'll be doing.  
14 And again, I want to thank the Commission for  
15 coming out and allowing citizens to talk about  
16 this issue and I hope people will look at it for  
17 what it's worth, that we need to be about the  
18 business of making sure as citizens that we do not  
19 put up any longer with racial attitude. We need  
20 to do an attitude adjustment so that we as parents  
21 can make sure that we're not passing on those  
22 stereotypes to our children and getting all these  
23 nonsense notions and ideas in the community having

1 *people against each other. We need to be working*  
2 *together to make sure that we all survive because*  
3 *we only have this one world that we know that we*  
4 *can live on today. If we destroy it, then we*  
5 *won't have any place to live. We destroy*  
6 *ourselves and I contend that if we continue down*  
7 *the road that we are going, we continue to shoot*  
8 *ourselves in the foot and we're injuring ourselves*  
9 *as well as other people, and again thank you.*

10 *CHAIRPERSON LYON: Mrs. Yandle?*

11 *MS. YANDLE: I have a two part question*  
12 *for Mr. Grant. First of all, could you just let*  
13 *us know whether or not you're a parent or a parent*  
14 *of a former student or just what is the nature of*  
15 *your contact with this particular institution; A,*  
16 *and then secondly, whether or not you do feel that*  
17 *there are problems in race relations or the equal*  
18 *opportunity for education along racial lines at*  
19 *this school, and if so, can you be more explicit*  
20 *about that?*

21 *MR. GRANT: Okay. I did have children*  
22 *that went to the school at West as well as*  
23 *District 88 and I again contend I still have*

1 *children here because they're all ours and we need*  
2 *to see to it that they're all getting the best*  
3 *education possible. As far as knowing of any*  
4 *particular incident as far as discrimination, I'm*  
5 *not aware of any. But looking at things*  
6 *realistically, you know that it's there. It's*  
7 *just observation, and I don't know I guess*  
8 *experience as a black person has taught me pretty*  
9 *much of an expert in institutions like that.*

10 *MS. YANDLE: And I'm just interested in*  
11 *your feeling, the basis that you have your*  
12 *feeling, what have you seen, what have you*  
13 *observed, if you can give us that information?*

14 *MR. GRANT: I've seen some changes in*  
15 *recent years, but not unlike corporate America in*  
16 *the remainder of the United States. When I look*  
17 *at the staff that's changing, some of the*  
18 *teachers, some staff are changing. So it's a*  
19 *school that's primarily of an African American,*  
20 *other minorities if you will, and the staff, the*  
21 *staff teachers are primarily white. And if I may*  
22 *add one of the things that I take issue with is*  
23 *that we're telling people that African Americans*

1       *and other minorities do not have the ability to*  
2       *learn or they again are somehow screwing up the*  
3       *process as they try to think and they're not able*  
4       *to learn and at the same time, without saying so*  
5       *we're saying white females cannot teach the*  
6       *various student body. Because what I get from the*  
7       *conversation that I've been hearing is that people*  
8       *say in the past they were able to teach because*  
9       *they were teaching white children and white*  
10       *children are being taught by a white teacher. If*  
11       *they could do it then, what is the problem now?*

12                *MS. YANDLE: You've had those type of*  
13       *conversations with teachers and that has come up?*

14                *MR. GRANT: Have I had this --*

15                *MS. YANDLE: That has come out with*  
16       *conversations that you have with teachers or have*  
17       *you overheard the conversation?*

18                *MR. GRANT: With different individuals*  
19       *and probably including teachers.*

20                *MR. YANDLE: Thank you.*

21                *CHAIRPERSON LYON: That's all the time we*  
22       *have for this speaker, but if we have more time, I*  
23       *can bring him back. We need to get through all of*

1 *the guest. The next guest we have is John*  
2 *Thompson.*

3 *CHAIRPERSON LYON: Mr. Thompson, would*  
4 *you please spell your full name, for the record?*

5 *MR. THOMPSON: J-o-h-n, T-h-o-m-p-s-o-n.*

6 *CHAIRPERSON LYON: Thank you. You can*  
7 *go ahead, sir.*

8 *JOHN THOMPSON*

9 *Okay. As you know, my name is John*  
10 *Thompson. I'm a former employee here. I have*  
11 *been an employee here for amost four years, but*  
12 *recently I had to resign. The nature of my*  
13 *resignation because of the racism that's occurring*  
14 *not only towards the students, but it's also going*  
15 *towards the staff. Preferably the treatment that*  
16 *the para professionals receive. I originally*  
17 *started working at West in the 1991 school year.*  
18 *I started off as a teacher's aide because I have*  
19 *two years of college under my belt already and I*  
20 *wanted to become a teacher specifically in the*  
21 *Special Ed Department because that was the*  
22 *Department I was working in. I was working under*  
23 *a Tracy Klein, K-l-e-i-n which I didn't experience*

1     *any racism there whatsoever, but due to the fact*  
2     *that assistant teachers or teacher's assistants*  
3     *only work 35 hours a week and there was no*  
4     *benefits, I had to make the change once a para*  
5     *professional position came open, I changed from a*  
6     *teacher's assistant to a para pro because we had*  
7     *benefits and we had an opportunity to have 40 plus*  
8     *other hours, plus work additional assignments,*  
9     *plus basketball games, football games, things of*  
10    *that nature. I had nothing but excellent progress*  
11    *reports when I was with the Special Ed Department*  
12    *and there you had to have extra special character*  
13    *because I was working with special kids, kids with*  
14    *learning disorders that they had behavioral*  
15    *disorder. But now I'm in the hallway as a para*  
16    *pro. I made the transition between the 92-93*  
17    *school year. I made the transition when a*  
18    *position became available. After that it seemed*  
19    *like I started getting all bad progress reports*  
20    *and this is not only addressing towards me, I'm*  
21    *going to bring up other issues as far as the*  
22    *school as well, but becoming a para pro that's*  
23    *when it really opened up my eyes because I was*

1     *able to walk the halls and see everything that's*  
2     *happening, things that the students would say,*  
3     *things that teachers would say. And a lot of*  
4     *things that I've heard and I've seen I didn't like*  
5     *and when I would address these issue, somehow*  
6     *these issues would just get drowned under the*  
7     *water and no one would ever do anything about*  
8     *them. They would say hey, I don't know we're*  
9     *going to work on it, we're going to do something*  
10    *but nothing happened.*

11                 *I admit I pushed a little hard at it*  
12    *sometimes because that's when I wanted to get*  
13    *down. When I originally took this job they told*  
14    *me you're young, I'm currently 27 years old,*  
15    *you're young. You can work with the kids, you can*  
16    *talk to them better. You can relate to them*  
17    *better. So I said okay that makes sense. But*  
18    *once I started relating to the kids and talking*  
19    *with the kids and preferably I didn't have any*  
20    *favorites, but since I am African American male I*  
21    *kind of help out the African American students and*  
22    *opened their eyes up to certain things. Meaning*  
23    *when things would go down or tell them well you*



1     *should do this, you should say that because if you*  
2     *continue to yell at your dean or whatever they're*  
3     *going to just basically write you up, give you*  
4     *more days than what you had to come in here. When*  
5     *I say days, that's the term suspension days and*  
6     *over the years I have seen a high number of*  
7     *basically just African American students there,*  
8     *the basic ones always getting suspended and I*  
9     *wonder why? From my knowledge of being in the*  
10    *hallways I will see students running to the door*  
11    *and West has a policy if you're not there, we're*  
12    *going to shut the door. But if you shut the door*  
13    *when the student gets right in front of the door*  
14    *when the bell rings, there's no way that student*  
15    *can learn. Now the student's hate to go to the*  
16    *cafeteria for the entire first period and waste*  
17    *their time. I don't think a parent sends their*  
18    *kids here for them to waste a period out of the*  
19    *day. Sure some of those students don't want to be*  
20    *in the class or they cut and they go to the*  
21    *cafeteria anyway, but it's a large majority of*  
22    *them that do want to be there, but they get turned*  
23    *away and I know there are teachers here that can*

1       *vouch for that. There are teachers that see that*  
2       *and students would actually go to other teachers*  
3       *and say could you get me in class? This teacher*  
4       *is not letting me in, he doesn't like me and*  
5       *things like that. And I don't understand if a*  
6       *student is running trying to make this class, why*  
7       *would you refuse them the right to have an*  
8       *education or get educated for their first period*  
9       *class, whether it be math learning or whatever the*  
10       *case may be.*

11               *And I'm going to briefly touch on a*  
12       *subject that happened with me that wasn't*  
13       *addressed to this day. Approximately a year ago*  
14       *there was an incident that occurred in the*  
15       *cafeteria. Me and another paraprofessional was*  
16       *there. About 20 students were searched, four or*  
17       *five of them were young ladies. The policy is you*  
18       *don't search anyone until there's a dean or*  
19       *someone of authority on the grounds or you have*  
20       *permission. There was no permission given to the*  
21       *police counselor that we currently have on staff.*  
22       *He asked me to assist him in the search, I*  
23       *refused. He continued on with the search. When*

1 he got to the females, the young ladies, he search  
2 them, searched their purses and everything. The  
3 policy is you have to have a female  
4 paraprofessional when you're searching females.  
5 There was no female paraprofessional there. There  
6 was one young man, he was an African American  
7 male, he refused to be searched, he expressed that  
8 to the police officer. He, you know, I don't know  
9 can you just profanity? He used profanity towards  
10 the students. Me myself I don't do that. I feel  
11 it was out of line. He used profanity, just  
12 cursed at the kids. The other para professional  
13 that was there heard it as well. So I went back  
14 to the staff to report this. Nobody did nothing.  
15 So what happened, a lot of students they went home  
16 told their parents, the parents called the school  
17 because let's face it, if you're a student and you  
18 go home, you say mom, dad I was searched  
19 wrongfully by this police officer at school. Me  
20 as a parent, I'm going to say well who was there?  
21 Who else saw this? They mentioned my name. They  
22 called the school asking to talk to me. I had a  
23 million messages in my mailbox. I proceeded to

1     *call the parents, which I was told I was wrong to*  
2     *call. I didn't even know half of the messages*  
3     *where they were coming from, but I called them*  
4     *back and they said to me well you were there and*  
5     *my son and daughter told me you were there when*  
6     *this search occurred and I said yes. Did the*  
7     *officer curse? Was the officer out of line? I*  
8     *said yes, he was all of this. The staff told me*  
9     *that I quote this, just don't worry about it,*  
10    *we'll take care of this. We'll handle this. Let*  
11    *us handle it. And I was like then they told me I*  
12    *was totally wrong for talking to the parent, for*  
13    *telling them anything. I don't see how I'm wrong.*  
14    *If I'm a paraprofessional, the second name on*  
15    *there says paraprofessional, I am a professional,*  
16    *so I know how to handle my job. So, therefore, if*  
17    *a parent approaches me with a problem, I should be*  
18    *able to respond. What good am I if I can't tell*  
19    *them what happened? If I'm the first person that*  
20    *they know or they see and they ask what I'm going*  
21    *to say, no, I don't know, ask a dean who doesn't*  
22    *even know this problem happened, even happened*  
23    *yet? The dean or whoever is in charge, they're*

1     *going to come to me and ask me what happened, but*  
2     *I feel due to the fact West is operated what I say*  
3     *they were going to whitewash it and make it*  
4     *something that it wasn't. But I saw it firsthand,*  
5     *so I wanted them to receive the information*  
6     *firsthand, that's how it happened.*

7             *And I've always been here throughout*  
8     *every meeting that every para pro had and we have*  
9     *with the para pros I always been the one, this is*  
10    *how I dress everybody, tis is how I dress when I*  
11    *first started at West. This is the image that I*  
12    *had of a para pro. The other para pros didn't*  
13    *have that image they were jeans, gym shoes, hat.*  
14    *The beginning of of this year I got tired of*  
15    *trying to fight the system, so I started wearing*  
16    *jeans and gym shoe. I saw nobody was going to*  
17    *work with me. I think you will respect a par*  
18    *professional more if you saw a man dressed like*  
19    *this versus a man dressed with gym shoes, jeans*  
20    *and a sweatshirt. But nothing never happened. To*  
21    *this day the para pros and the students that are*  
22    *here that are going to come up and talk, they wear*  
23    *jeans, gym shoes and that's acceptable.*

1            *CHAIRPERSON LYON: excuse me, Mr.*  
2            *Thompson, you have five minutes, so you've*  
3            *exhausted your five minutes. We may be calling*  
4            *other witnesses back up. Thank you for your*  
5            *comments.*

6            *The next individual will be Walter*  
7            *Sally.*

8            *Walter Sally, if you would spell*  
9            *your full name, for the record?*

10           *MR. SALLY: Walter, W-a-l-t-e-r Sally,*  
11           *S-a-l-l-y the 3rd.*

12           *CHAIRPERSON LYON: Thank you.*

13           *WALTER SALLY, III*

14           *I'm here, I was first of all let me*  
15           *state I too am glad for the opportunity to speak*  
16           *to you all. I'm glad to know someone is starting*  
17           *to listen. I was here in the beginning session*  
18           *and I heard all the hand-picked conversations that*  
19           *went on as to what does not and does occur here at*  
20           *Proviso West or even in the Proviso Township at*  
21           *large.*

22           *I call it hand-picked because not*  
23           *once did I for the time that I was here see an*

1 African American male, be it a parent, be it a  
2 staff member, be it a community figure. I saw  
3 African American females and I saw some of them  
4 get quite emotional, but I also heard one lady  
5 said that the article that I didn't even read, but  
6 once I kept hearing you all mentioning it, I asked  
7 somebody to let me see what's in the article. I  
8 heard here addressed about the things concerning  
9 the article and she first say that it was  
10 incorrect. I heard you, Mr. Schwartzberg had  
11 addressed here and ask her if the things that were  
12 mentioned were correct, and it was all giving her  
13 flowers and then I heard her say that part was  
14 correct, but the part about kicking someone's butt  
15 wasn't correct. Then I heard you read what it  
16 said about kicking someone's butt and it was her  
17 daughter saying that if I don't do right my mom's  
18 going to kick my butt. Then I heard her say well  
19 I still say that it was misquoted. Then I turned  
20 around and heard her say all I said while in the  
21 privacy of my home while mislead was that if all  
22 the white students move out that no money will be  
23 given towards the black students. Now if that's

1     *not racism, I done know what is. She admitted it*  
2     *while saying she wasn't admitting it. I heard Mr.*  
3     *Dale Crawford sit up here a man with whom I'm*  
4     *familiar by being a community figure both working*  
5     *as a para pro, as the young man fore stated and as*  
6     *a student in the Proviso Township, Mr. Dale*  
7     *Crawford's been here for some 29 years. I would*  
8     *like to see another African American anybody stand*  
9     *up and say they've been allowed to stay in the*  
10    *system that long. I've watched African American*  
11    *teachers, Rick King, Walt Williams, good role*  
12    *models, somebody to give African American students*  
13    *and any other students a good idea of what being*  
14    *an African American is all about get squeezed out*  
15    *by not allowing them to rise in the ranks of the*  
16    *school system. There's Cynthia Richardson, I just*  
17    *found out a very dear friend of mine is no longer*  
18    *teaching here and she was a beautiful women that*  
19    *could really get students involved, but because*  
20    *she sought a position that was in accordance with*  
21    *promoting her abilities, she was told that they*  
22    *weren't going to hire from the inside, so she's*  
23    *now at North Chicago. Eric King is in North*



1 Chicago. The very fact that this committee is  
2 here only when West is addressed with racism is  
3 racism at it's best. I have here a 1967 article  
4 from the Maywood Herald that racism has been alive  
5 in the Proviso Township some 27 years, but when it  
6 get to West, then the Commission is convened and  
7 we want to talk about it. It has bled for 27  
8 years and now that it's ensoaked and entrenched  
9 and now West is getting some of it, now we want to  
10 talk about it.

11 I also am concerned about the fact  
12 that it's over here. African Americans are the  
13 reason why racism is being propogandized all over  
14 the country. Now politicians jumping on the  
15 bandwagon because it get them African American  
16 votes. But the main body of African Americans in  
17 the Proviso Township exist at East, but it's been  
18 there for many years, but it's only when it starts  
19 being questioned over here is that they say well  
20 let's go check it out and see if it's real. It's  
21 been real all along and the people who sat up here  
22 saying that my children never came home, if it  
23 doesn't hit you like AIDS hits your own family,

1     *you don't think anybody in your family can catch*  
2     *AIDS. But we wait until it hits our own house,*  
3     *then we say it must exist. Well it's been*  
4     *existing and it's been thriving, as the article in*  
5     *the New York Times said. I think it was the new*  
6     *principal at the time, I forget his name, I don't*  
7     *have it before me right now, but me said, when I*  
8     *first came here he saw Proviso West from the*  
9     *expressway and it looked so serene, he said. But*  
10    *Once he got down into it, he found that the still*  
11    *waters he saw from a distance had a mean undertow.*  
12    *And it was racism. And he said bigotry was alive*  
13    *in that New York Times article. Being a former*  
14    *para pro, being a former student, being a minister*  
15    *in the community for fifteen years talking with*  
16    *students and teachers, watching it come and go I*  
17    *can tell you it's very much alive and the people*  
18    *who have been acting like ostriches with their*  
19    *head in the sand are not doing anything to help,*  
20    *but hurting. If you ignore a problem, it gets*  
21    *worse. If you face it, fight it and help do*  
22    *something about it, you can get ride of it. The*  
23    *problem is entrenched. Only what the new teachers*

1        *and I think some of teachers, I don't know be they*  
2        *African American males or Caucasian, the ones that*  
3        *are coming on the since I met one young lady just*  
4        *a few minutes ago for the first time, but by her*  
5        *spirit I can tell that she's what the young folks*  
6        *needs. But she's rare. The attitude of folks*  
7        *that Caucasians as brothers and sisters of this*  
8        *nation is that they're tired of blacks, they're*  
9        *tired of hearing about racism, they're tired of*  
10       *hearing about blacks being done wrong and this,*  
11       *that and the other, and I'm like if you're so*  
12       *tired, then get to working and help get rid of it.*  
13       *But to play like it don't exist means you're not*  
14       *as tired and you say.*

15                *CHAIRPERSON LYON: Thank you. You've*  
16        *exhausted your five minutes. But once again, if*  
17        *we have questions and there's time, we'd like for*  
18        *you to come back and talk some more.*

19                *The next speaker is Lucy Smith.*

20                *Could you spell your full name, for*  
21        *the record, please?*

22                        *LUCY SMITH*

23                        *My name is Lucy L-u-c-y S-m-i-t-h*

1            *CHAIRPERSON LYON: Thank you.*

2            *MS. SMITH: I didn't know to prepare*  
3 *something for today, so I'm just going to speak*  
4 *briefly about my feelings about Proviso West.*

5            *I have a son who is a senior here.*  
6 *I've been very involved in the PTO organization*  
7 *and I've been very happy with the education my son*  
8 *has received. He particularly chose to come to*  
9 *this school. We gave him an opportunity to go*  
10 *where he felt and he chose to come here. We*  
11 *looked at private schools and other public*  
12 *schools, but he wanted to come to Proviso and he*  
13 *wanted to be in a community that was multi*  
14 *cultural and learn about all different kinds of*  
15 *people there are in the world, and he has done*  
16 *that and he has friends of all different kinds.*

17            *As part of the PTO our organization*  
18 *is black and white group. We get along very well*  
19 *and we're looking to improve the school as best we*  
20 *can, and it seems like the past years I've been*  
21 *involved, half the time we spend trying to figure*  
22 *out how can we convince people that all the things*  
23 *that they say in the paper aren't true, they're*

1 *not what's happening here.*

2 *Now I don't see everything and there*  
3 *may be certainly incidents where things are wrong*  
4 *that are happening, I'm sure that does occur,*  
5 *you've got 2,400 students here and I don't know,*  
6 *200 teachers, whatever. I'm sure some of the*  
7 *students and some of the teachers do things that*  
8 *are wrong, but primarily I think this is a good*  
9 *school and the students like it. I don't know,*  
10 *like I say the PTO we just keep trying to go along*  
11 *and improve things the best way we can. But like*  
12 *I say, it seems like often we're just trying to*  
13 *defend all the time. It gets very tiring trying*  
14 *to defend the school all the time. But I really*  
15 *don't understand, you know why people think*  
16 *there's so much wrong here because I don't see it.*

17 *CHAIRPERSON LYON: Questions? Mr. Ewing?*

18 *MR. EWING: Has your organization, I know*  
19 *it's primary purpose is to promote the educational*  
20 *opportunity of the students by assisting the*  
21 *school, but you have heard these allegations,*  
22 *you've read the allegations and things of that*  
23 *nature, has your organization ever decided that it*

1     *should contact school administration and discover*  
2     *some ways in which the truth could be found? Like*  
3     *one of questions that I asked earlier today, were*  
4     *there any statistics kept on incidents where there*  
5     *was a claim of racial discrimination involved*  
6     *which would be a basis of saying at least there is*  
7     *reason to believe, so therefore someone should*  
8     *take a look into it. So, has your organization*  
9     *ever considered finding ways to look into the*  
10    *racial climate at this school or has it just*  
11    *accepted the word from people who say that there*  
12    *is versus the word of people who say that there*  
13    *isn't?*

14           *Well like I say, I think the parents on*  
15    *the PTO we all have children here so we of course*  
16    *hear what our children say and what they say to*  
17    *each other and we've discussed different things.*  
18    *I don't know that it's ever. That specific idea*  
19    *came up. Certainly we've had evening at the PTO*  
20    *general meeting where we've had speakers talk*  
21    *about different issues that affect the school and*  
22    *you know but I don't know exactly what you're*  
23    *saying. I don't know that we ever did it like*

1       *that.*

2               *MR. EWING: So in other words the*  
3       *allegation, an allegation of racial discrimination*  
4       *has never risen to a level of importance within*  
5       *the PTO to go any further?*

6               *MS. SMITH: Not that I recall.*

7               *MR. ROBERTS: What might I ask is the*  
8       *make up of the PTO?*

9               *MS. SMITH: It's the parent teacher*  
10       *organization.*

11               *MR. ROBERTS: Percentage wise?*

12               *MS. SMITH: Are you talking about the*  
13       *general membership?*

14               *MR. ROBERTS: The student body is 56*  
15       *percent black, the faculty is 90 percent white,*  
16       *what is the involvement of the PTO?*

17               *MS. SMITH: I don't know those*  
18       *statistics.*

19               *MR. ROBERTS: If you have a meeting,*  
20       *there's a hundred people there or if there are a*  
21       *hundred people there, is it nine whites and ten*  
22       *blacks or what?*

23               *MS. SMITH: Again, you're asking me to*

1       *come up with certainly it's a mixed group. I*  
2       *can't give you an exact, you know, I mean I don't*  
3       *count the people to know there's black and white.*  
4       *There's both. I can't say what the percentage is.*

5               *MR. SCHWARTZBERG: Is there any*  
6       *discussion or did you have any knowledge about;*  
7       *one hiring black teachers or; two hiring or*  
8       *retaining black para professionals at West?*

9               *MS. SMITH: I don't have any specific*  
10       *knowledge of that, no.*

11               *MR. SCALES: Are you just a member of*  
12       *the PTO or are you part of the executive body?*

13               *MS. SMITH: We have committees, we have*  
14       *several committees below. I'm not on the*  
15       *executive committee as such. I'm the academic*  
16       *chairperson for that sub committee.*

17               *MR. SCALES: Hopefully you should be*  
18       *familiar with this. Has PTO given this article*  
19       *that has come out and said all this about Proviso*  
20       *West? We've heard students say we've heard*  
21       *parents and faculty, has PTO come out with a stand*  
22       *and decided to do something about the article?*

23               *MS. SMITH: Let me just say this. The*



1       *basic attitude of the PTO about all the bad*  
2       *publicity is to say that we don't feel a lot of it*  
3       *deserves to be, you know, you give credence to*  
4       *something if you have to go and defend it and say*  
5       *that's not the truth. So a lot of times we didn't*  
6       *want to say those things and defend every time*  
7       *somebody says something outrageous. What one*  
8       *thing that PTO started was open house, PTO open*  
9       *house. We sponsored that once a year. We ask the*  
10       *community to come in and see our school. We think*  
11       *that's the way to promote it by showing them*  
12       *what's good that's going on. We have a lot of*  
13       *teacher participation, we have the classrooms*  
14       *open, we have student organizations represented*  
15       *and we tried to show off what Proviso West is.*  
16       *That's how we feel is the best way to combat some*  
17       *of these negative things is to show what's good*  
18       *about it.*

19                *CHAIRPERSON LYON: Thank you. That's all*  
20       *the time for questions. That's all the questions*  
21       *we have time for. Our next speaker is Carol*  
22       *Radkiewicz?*

23                *MS. RADKIEWICZ: I'll pass.*

1            *CHAIRPERSON LYON: Then our next speaker*  
2            *is Gene Belmonte.*

3            *For any new arrivals, if you want an*  
4            *opportunity to speak, you need to sign up at the*  
5            *registrar that's located at the back of the room*  
6            *on the right. Thank you.*

7            *If you would please spell your name*  
8            *for the Reporter?*

9            *MR. BELMONTE: Yes, G-e-n-e B as in boy,*  
10           *e-l-m-o-n-t-e.*

11           *CHAIRPERSON LYON: Thank you. You can*  
12           *proceed.*

13                            *GENE BELMONTE*

14           *I'm executive board member of the*  
15           *same PTO that Lucy Smith is a member of,*  
16           *fortunately or unfortunately. You have us back to*  
17           *back. My oldest son was a student from 1984 to*  
18           *1989 here at Proviso West. My younger son is*  
19           *currently a student now. I'm a former school*  
20           *board member, School District 92 and a half in*  
21           *Westchester, Illinois, a feeder district to this*  
22           *school district. I'm a PTO, PTA member there.*  
23           *Uniquely enough I'm also a former newspaper owner*

1     *and newspaper editor also of the Westchester News.*  
2     *Being familiar a bit with public relations in the*  
3     *newspaper business, I think your reaction to the*  
4     *New York Times article as many other people's*  
5     *reactions to it is I would say it's almost*  
6     *humorous, but it's actually more tragic than it is*  
7     *humorous really. You asked how and what the PTO*  
8     *or the school as a faculty or administration can*  
9     *do in combating the effects and the opinions*  
10    *generated from that article, and it's very*  
11    *difficult to fight a national powerhouse and a*  
12    *member of the media, a super media as the New York*  
13    *Times is, especially when the sensational aspects*  
14    *were such that it's just, you know, the article*  
15    *was inflammatory and the reactions to it*  
16    *unfortunately fan the flames on both ends of the*  
17    *spectrum; the racism as it is that racism does*  
18    *exist, both in the black and white community.*

19                 *So the fact that you're*  
20    *investigating racism at Proviso West I think is*  
21    *incredibly ironic. The reason that my sons go to*  
22    *school here, my older one went to school here, my*  
23    *current son does go to school here is because it's*

1     *a multi cultural institution. This is one of the*  
2     *few places in the western suburbs and in Chicago*  
3     *suburban area in which you can experience a multi*  
4     *cultural experience while going to high school.*  
5     *The majority of schools are tremendously black or*  
6     *tremendously white. The amount of integration*  
7     *within them, multi cultural opportunities are very*  
8     *limited in most suburban high schools in Chicago.*  
9     *The fact that you can experience that at Proviso*  
10    *West and I saw that as one of the values of it in*  
11    *addition to the obviously educational academic*  
12    *programs that are offered and the pluses on all*  
13    *sides, actually curriculas and faculties and that*  
14    *sort of thing. Putting them altogether creates a*  
15    *great experience for the student, and the fact*  
16    *that they have to defend themselves and to go*  
17    *through this I think is, if you'll pardon my*  
18    *expression, ironic because it's not void of*  
19    *problems that exist in all facets of american*  
20    *education in all areas way beyond my scope of*  
21    *understanding. But it's a place that works very*  
22    *hard at being good and fair to students and*  
23    *educating them and I just, I don't understand it.*

1 *I understand people who will continually tell me*  
2 *about what's wrong with this place, both from my*  
3 *own community and people who I've listened to*  
4 *tonight. I've listened to former disgruntled*  
5 *employees, I've listened to people that say yea it*  
6 *exist, I haven't seen it specifically, but it does*  
7 *exist spakes of Supreme Court and Pornography. I*  
8 *don't know what it is, but I know it when I see*  
9 *it. Fortunately this gentleman hadn't seen it*  
10 *either. I have not seen it and if you as a school*  
11 *board member, parents have very, very strong*  
12 *opinions about their schools, and I think if*  
13 *you're a member of the PTO and you're involved in*  
14 *organizations of the school and if you're a school*  
15 *board member, et cetera, et cetera, believe me*  
16 *problems exist and if they do in a tone of racism*  
17 *or any other problems parents will definitely*  
18 *sought over, I think they feel very strongly about*  
19 *it and rightfully they should as well. I don't*  
20 *know much more more to tell you accept I don't*  
21 *think it exists here to any degree that merits*  
22 *this kind of a treatment for them. Pardon me for*  
23 *being on the offensive, but I am.*

1           CHAIRPERSON LYON: *One question by Mr.*  
2 *Pugh?*

3           MR. PUGH: *As an editor when you see a*  
4 *headline like that on an article, the headline is*  
5 *We're All Racists Now.*

6           MR. BELMONTE: *I can see it from there.*

7           CHAIRPERSON LYON: *Is it possible that*  
8 *the public that anybody could like it on the basis*  
9 *of the headline? Would anybody say hey, that's a*  
10 *good article about them?*

11          MR. BELMONTE: *No, I think it's*  
12 *offensive.*

13          MR. PUGH: *Could it be the headline that*  
14 *people are objecting to as much or more than the*  
15 *contents?*

16          MR. BELMONTE: *I think, Mr. Pugh, that*  
17 *we're a nation of headline readers. Yes, we are.*

18          MR. PUGH: *But it's the headline isn't*  
19 *it? You read the article.*

20          MR. BELMONTE: *Yes, I did.*

21          MR. PUGH: *We've heard people say it's all*  
22 *false.*

23          MR. BELMONTE: *I don't think it's all*

1 *false.*

2 *MR. PUGH: Is it mostly true?*

3 *MR. BELMONTE: I wouldn't know to say,*  
4 *you know. I wouldn't put a percentage on it as to*  
5 *what's true and what's not true.*

6 *MR. PUGH: I don't mean to be*  
7 *argumentative, but I'm saying the headline*  
8 *doiminate the reaction of the article.*

9 *MR. BELMONTE: I think it's offensive*  
10 *and the contents of the article in proportion was*  
11 *offensive as well.*

12 *MR. EWING: I have this concern. I've*  
13 *heard nobody that we've heard from today*  
14 *absolutely makes a claim that there are not racist*  
15 *practices within this school or inappropriate*  
16 *racially motivated behavior. Nobody denies that.*  
17 *Everybody seems to take the position that it's*  
18 *consistent with the national average and therefore*  
19 *it's acceptable and it should not receive any*  
20 *special attention. If you were a victim of*  
21 *racism, it would be hard to say that you or any*  
22 *minority in numbers so therefore, you should*  
23 *accept this because it only rises to the level of*

1 *the national average. So do you have any thoughts*  
2 *on that?*

3 *MR. BELMONTE: Oh, I think your point is*  
4 *well-taken in that it definitely would be*  
5 *offensive to me if I was a victim of it and the*  
6 *point is this doesn't happen very often to people,*  
7 *but if it's happening to me, it would be real,*  
8 *real important. I would agree with your point.*  
9 *The fact that you exist and the fact that you're*  
10 *fighting racism in America I think is a terrific*  
11 *idea. I think you should fight it in the right*  
12 *places, that's all. I don't think this is one of*  
13 *them.*

14 *CHAIRPERSON LYON: We can call witnesses*  
15 *back up. We need to make sure we get through*  
16 *witnesses. I'm trying to stick close to that five*  
17 *minutes.*

18 *Latressa Hodges-Lumpkin, would you*  
19 *please spell your name for the record?*

20 *MS. LUMPKIN: Sure L-a-t-r-e-s-s-a*  
21 *H-o-d-g-e-s - L-u-m-p-k-i-n.*

22 *CHAIRPERSON LYON: Thank you. Please*  
23 *proceed.*



1                   LATRESSA HODGES-LUMPKIN

2                   *I'm vice president of the West*

3                   *Suburban Proviso Chapter of the NAACP. There were*  
4                   *a number of incidents and situations that*  
5                   *precipitated our contacting, well not both, but*  
6                   *all the U.S. Department of Justice, U.S.*  
7                   *Department of Education, as well as the Commission*  
8                   *on Civil Rights. And a lot of those calls did not*  
9                   *simply come from disgruntled employees, teachers,*  
10                  *parents, faculty members and also students reached*  
11                  *out to us over the past couple of years. So this*  
12                  *has been an incident. And let me also say this*  
13                  *that it's not germane to Proviso West but it's*  
14                  *indicative of Proviso West, East and the feeder*  
15                  *schools is where these problems are arising and*  
16                  *there would be more people here right now if it*  
17                  *were not for the hearing, public hearing for the*  
18                  *tax levy as well as the bond hearing across town*  
19                  *at Proviso East. That is why a number of parents*  
20                  *are not here who want to be here to testify, and*  
21                  *our president will be here tomorrow to testify*  
22                  *before the committee.*

23                  *Our position has been as we have*

1     *done research and whether we submitted a number of*  
2     *documentations to support this disciplinary*  
3     *tactics is not meted out fairly, expulsions. In*  
4     *fact, there was 21 this week, six here or five*  
5     *here at West, 16 over at East. Suspensions, be*  
6     *they at home or in school is not meted out fairly*  
7     *and we found that black and Latino students were*  
8     *disciplined much harshly for similar infractions*  
9     *than their white counterparts. We also are*  
10    *investigating and challenging through our legal*  
11    *defense fund the Westchester Northlake*  
12    *deannexation in which some of you are familiar*  
13    *with some of the articles and also the most to do*  
14    *to build a unit school which is K through 12 which*  
15    *would separate the tax base. We have advocated,*  
16    *we have reached out to the administrators, the*  
17    *superintendents and also teachers and principals*  
18    *of the schools and the school board most*  
19    *importantly as far as hiring, retaining, Latino*  
20    *Black, Asian and Native American teachers. Now,*  
21    *and not to disregard the faculty members, but*  
22    *we're more importantly concerned with the teachers*  
23    *because what we found time and time again is that*

1     *the "minorities" are hired either to teach p.e. or*  
2     *relegated to para professionals or to janitors,*  
3     *custodial workers and they're not in those*  
4     *classrooms. And so these are some of the things*  
5     *that we've been addressing and some of the people*  
6     *said okay it's inflaming. We have not looked to*  
7     *enflame any of the situations, but to address*  
8     *situations and correct them because if they're not*  
9     *addressed, they're not put on the table, they're*  
10    *not going to be corrected and that has not been*  
11    *the things I heard about the two day orientation.*  
12    *From what I've heard from some of the facult*  
13    *members and teachers who participated in this, it*  
14    *was treated like a joke and that it was not taught*  
15    *properly, that it was not implemented and teachers*  
16    *didn't come away with anything. And I kept*  
17    *hearing a lot of multi culturalism and those have*  
18    *not been the things that we're finding.*

19            *The student population and the*  
20    *faculty numbers may be multi cultural; however*  
21    *it's the "majority" culture that's being*  
22    *administered and taught those, not multi*  
23    *culturalism, and these are the standards and to*

1 *correct these instances, of our chapter of the*  
2 *NAACP and there are a number of issues, but I only*  
3 *had five minutes.*

4 *CHAIRPERSON LYON: Thank you. Why don't*  
5 *we talk to our next speaker and then we can come*  
6 *back?*

7 *MS. HODGES-LUMPKIN: I think he had a*  
8 *question.*

9 *MR. SCALES: I can come back to it.*

10 *CHAIRPERSON LYON: Our last speaker is*  
11 *Jeff Vandermolen.*

12 *JEFF VANDERMOLEN*

13 *I'm Jeff, J-e-f-f V-a-n-d-e-r-m-o-l-e-n*  
14 *and I'm a senior here at Proviso and I sat through*  
15 *the entire afternoon session so I just want to say*  
16 *I wanted to address the issue of the New York*  
17 *Times article. I happen to be editor in chief of*  
18 *the paper here at Proviso and the following month*  
19 *after the article came out I had my letter to the*  
20 *editor published in the New York Times because it*  
21 *pretty much disturbed me too to read that and I*  
22 *just want to say to Mr. Pugh about the headline*  
23 *that you were pointing out to Mr. Belmonte that We*

1        *Are All Racist now, I just want to say that the*  
2        *young lady that was quoted as saying that in the*  
3        *article I'm a very good friend of hers and we had*  
4        *a meeting on our staff meeting in our paper the*  
5        *month after, actually the next day after that came*  
6        *out and we all came to the conclusion that none of*  
7        *the people quoted in the article were called back*  
8        *to have their quotations checked, even Mr.*  
9        *Patterson who was quoted later on in the article,*  
10       *and I know for a fact that the young lady that was*  
11       *quoted for the headline was not called back. So*  
12       *she was totally misquoted and her quotes are taken*  
13       *out of context. So that was totally wrong. And*  
14       *that's pretty much what I wanted to point out to*  
15       *you.*

16                *CHAIRPERSON LYON: Thank you. Any*  
17        *questions from the panel?*

18                *MR. SCHWARTZBERG: You indicated that*  
19        *the quotations were taken out of context. Are you*  
20        *saying that people deny that they have said it or*  
21        *that they didn't like the content?*

22                *MR. VANDERMOLEN: They said it, but it*  
23        *was totally ought of context. She did not just*

1 *say out of nowhere say we're all racists now.*

2 *MR. SCHWARTZBERG: What did she say?*

3 *MR. VANDERMOLEN: It escapes me exactly*  
4 *what she said, but in a way she did say people*  
5 *become racists after becoming here for awhile.*  
6 *But she didn't say exactly that we're all racists*  
7 *now.*

8 *MR. SCHWARTZBERG: Isn't that really the*  
9 *context that the article points out?*

10 *MR. VANDERMOLEN: I didn't say it, so I*  
11 *don't know exactly. I wasn't there when he was*  
12 *interviewing her, but that's not it. It was taken*  
13 *out of context is all I want to say.*

14 *MR. SCHWARTZBERG: You're saying that*  
15 *she's saying it's out of context. You're saying*  
16 *saying it's out of context, but then in*  
17 *paraphrasing it you're saying much the same thing.*  
18 *In what way was it out of context?*

19 *MR. VANDERMOLEN: I'm sorry, but I*  
20 *wasn't there to hear exactly what she said, but I*  
21 *know for a fact that that's not her direct words*  
22 *because she did not have her quotations checked*  
23 *and called back from Mr. Bissenger.*

1           MR. SCHWAWTZBERG: *And you're saying you*  
2 *think because there wasn't a recheck that was the*  
3 *problem?*

4           MR. VANDERMOLEN: *Exactly, yea. He*  
5 *turned her words all around. She may have said*  
6 *those words, but not altogether in one like*  
7 *complete sentence. But he turned it all around*  
8 *and made it seem like she said that.*

9           MR. SCHWARTZBERG: *I think it's*  
10 *important to try to get this very clear. You*  
11 *indicated that in your conversation with her that*  
12 *what she really said that after people have been*  
13 *here awhile they became racists. Is that really*  
14 *what you mean to say or are you going to tell me*  
15 *that if I call you back tomorrow you're going to*  
16 *say you didn't mean to say that?*

17           MR. VANDERMOLEN: *I'm sorry, but I just*  
18 *wanted to say that I don't get what you're getting*  
19 *at, but I know what you're trying to say, but I'm*  
20 *trying to make the point that that was totally*  
21 *misquoted.*

22           CHAIRPERSON LYON: *Mr. Ewing?*

23           MR. EWING: *You're the editor of the*

1 school newspaper?

2 MR. VANDERMOLEN: Yes, sir and the young  
3 lady that was quoted is my co-editor.

4 CHAIRPERSON LYON: Has your newspaper  
5 found it of value to devote some of it's weekly or  
6 monthly space to any issues that are perceived to  
7 be racial by members of the student body?

8 MR. VANDERMOLEN: Pretty much, yea. We  
9 are constantly coming up with ideas dealing with  
10 respect of students to each other and the way  
11 students treat each other. We commonly, it's like  
12 a monthly occurrence that we basically center on  
13 how students need to realize how they don't  
14 respect each other and how like they're so  
15 ignorant that they need to realize what they're  
16 doing wrong and that's one of our main like topics  
17 that we constantly talk about.

18 MR. EWING: One quick follow up to that.  
19 You used the term ignorant which we heard a lot  
20 today and I sort of noticed a pattern among  
21 students not to use the word racism, not to use  
22 the word prejudice, not to use the word  
23 discrimination, but to use the word ignorant. Is



1 *that something that's prevalent among certain age*  
2 *groups now to define inappropriate racism, racial*  
3 *behavior as ignorant behavior?*

4 *MR. VANDERMOLEN: That's what I feel,*  
5 *yea. I feel it isn't racism, it's all ignorance.*

6 *MS. YANDLE: Sort of a follow up on what*  
7 *you were asking, you were asked at the other end*  
8 *of the table. Believe me I'm not trying to*  
9 *confuse you, I'm just trying to get an*  
10 *understanding here about the headline and the*  
11 *young lady who was quoted. I thought I heard you*  
12 *say that it was your understanding that what she*  
13 *sort of said was once everybody has been here for*  
14 *awhile they sort of become racists, and if that's*  
15 *not correct, then I'm not going to attribute that*  
16 *to you. But do you agree with that statement?*

17 *MR. VANDERMOLEN: No, not at all and I*  
18 *don't think anyone that read the article had any*  
19 *agreement with it either and neither did she after*  
20 *reading it.*

21 *MS. YANDLE: Had any agreement with*  
22 *what?*

23 *MR. VANDERMOLEN: That exact quote that*

1        *we're all racists now.*

2            *MS. YANDLE: I wasn't talking about the*  
3 *exact quote, I was talking about the idea that*  
4 *once when you've been here -- I thought that's*  
5 *what I heard you say that she meant, and whether*  
6 *she meant that or not, I'm just asking you is that*  
7 *something that you feel?*

8            *MR. VANDERMOLEN: No, not at all.*

9            *MS. YANDLE: Is that after people have*  
10 *been here for awhile they get this sense of*  
11 *there's a feeling of racism?*

12           *MR. VANDERMOLEN: Some people do get*  
13 *that way, but there are other people who go the*  
14 *exact opposite way because I know I went the exact*  
15 *opposite way. I came here with total prejudice*  
16 *against African Americans, but by at least my*  
17 *Sophomore year I have a total turn around.*

18           *CHAIRPERSON LYON: Do you have a copy of*  
19 *the letter that you wrote to the editor?*

20           *MR. VANDERMOLEN: Yes, but not with me.*

21           *CHAIRPERSON LYON: Could you provide that*  
22 *if we provide you with a business card?*

23           *MR. VANDERMOLEN: Sure.*

1           CHAIRPERSON LYON: Thank you.

2           I need to move on to the next  
3 speaker, Reneta Schultz.

4           Could you please spell your full  
5 name for the record?

6           RENATE SCHULZ

7           R-e-n-a-t-e S-c-h-u-l-z.

8           CHAIRPERSON LYON: Thank you.

9           There is one lady here said about  
10 expellings that the black students seem to be  
11 expelled or they are more sensored sharply than  
12 the whites. Well I read in today's paper that we  
13 get to our house Proviso West that touching is  
14 considered assault and maybe the young students  
15 don't know that touching somebody is considered a  
16 legal assault and maybe the teachers should tell  
17 all the -- every new class that comes in that they  
18 should not touch each other because that's called  
19 assault. I don't believe should be too much to  
20 the right or too much to the left, too strict here  
21 or too lax there. A school works best in the  
22 middle and we must not be extreme and but maybe  
23 the students don't know that they are not supposed

1       to touch somebody.

2                   My daughter she was grabbed by a  
3 boy, happened to be a black boy, you know, but  
4 she's muscular, she pushed him against the wall  
5 and he said oh, I didn't know she was that strong.  
6 So nothing bad came out of it. My daughter wasn't  
7 expelled and he wasn't expelled. But see maybe  
8 students, young students don't know they're not  
9 supposed to touch each other. They're not  
10 supposed to. So my other daughter she's out of  
11 school now at that time her hair was still quite  
12 blond and long and some students, black students  
13 tried to sort of touch it a little bit. Now I  
14 don't know what's so special about it, but white  
15 students never touch her or kid her or anything  
16 and maybe the kids just should be told not to  
17 touch somebody because that's not proper. That's  
18 all I have to say.

19                   CHAIRPERSON LYON: Thank you. Any  
20 questions from the panel? Very good, thank you so  
21 much.

22                   Before we ask any more questions, I  
23 do want to let all of our participants and those

1 *sitting out in the audience know that any*  
2 *comments, any written comments that you would like*  
3 *to submit that would be attached to the report and*  
4 *they can be sent to Peter Minarik M-i-n-a-r-i-k at*  
5 *the U.S. Commission on Civil Rights, Midwestern*  
6 *Region Xerox Center, Suite 410, 55 West Monroe*  
7 *Street, Chicago, Illinois, 60603 and those*  
8 *comments would be attached.*

9 *AUDIENCE MEMBER: Would you repeat that?*

10 *MR. MINARIK: I'll hand them a business*  
11 *card.*

12 *CHAIRPERSON LYON: If you'll go to the*  
13 *back, he'll give you a business card.*

14 *We have some time left and so for*  
15 *our panelist who want to ask questions.*

16 *Why don't we bring them forward, but*  
17 *then let's ask all of our questions of a that*  
18 *person so that they don't have to come back up.*

19 *MS. YANDLE: I'd like to see Mr. Grant.*

20 *CHAIRPERSON LYON: So some of the*  
21 *speakers if you could come and sit in the front*  
22 *row, it would be nice. You would be somewhat*  
23 *close.*

1            *CHAIRPERSON LYON: Thank you very much*  
2            *for your cooperation.*

3            *MS. YANDLE: Mr. Grant, this is just a*  
4            *point for clarification. Mr. Grant, earlier you*  
5            *at least I believe you stated you were on a board*  
6            *that makes the decisions to send students to*  
7            *Proviso West and I didn't know what Board is that*  
8            *and what does the Board do?*

9            *MR. GRANT: It's District 88. We do not*  
10           *make the decision. The decision is already made*  
11           *that it be the feeder school to Proviso West. All*  
12           *of our students if they don't go to private*  
13           *school, go to West.*

14           *CHAIRPERSON LYON: Any other questions of*  
15           *Mr. Grant then?*

16           *Connie Peters?*

17           *MS. PETERS: Yes. Mr. Grant, two*  
18           *questions for clarification. If you please, you*  
19           *mentioned that you have had children who attended*  
20           *Proviso West in the past, is that correct?*

21           *MR. GRANT: Yes.*

22           *MS. PETERS: And you also made a couple*  
23           *of, quoted from a couple of ideas, one was that*

1     *you've heard it said at Proviso West, correct me*  
2     *if I misunderstood you please. Did you say that*  
3     *you had heard it said at Proviso West that black*  
4     *students cannot learn?*

5             *MR. GRANT: There were people that*  
6     *indicated that -- I read articles in the newspaper*  
7     *that the students at West and particularly he*  
8     *mentioned I believe District 88 were sending over*  
9     *children that were not prepared to do the work*  
10    *once they got here and for that reason I believe*  
11    *there was a Westchester person that was speaking*  
12    *that they wanted to do their unit school or what*  
13    *have you.*

14            *MS. PETERS: So what would I understand*  
15    *it correctly, if I understand you to say that*  
16    *there was a quote from someone who might have*  
17    *something to do with Proviso either as a board*  
18    *member of a feeder school?*

19            *MR. GRANT: Certainly, citizens.*

20            *MS. PETERS: It wasn't staff here at*  
21    *Proviso West?*

22            *MR. GRANT: It wasn't a staff at Proviso*  
23    *West.*

1            *MS. PETERS: And then one other*  
2            *statement. You mentioned having heard and that*  
3            *was that white females cannot teach?*

4            *MR. GRANT: What?*

5            *MS. PETERS: Did I misunderstand?*

6            *MR. GRANT: What I said was based on the*  
7            *comments that were made, I would infer from that*  
8            *that since the majority of the teachers at both*  
9            *District 88 and Proviso West are white, that*  
10           *they're telling white individuals that they can't*  
11           *teach a multi cultural society.*

12           *MS. PETERS: I understand that. If what*  
13           *is being sent are students not prepared to*  
14           *continue their learning, then they weren't*  
15           *properly taught. That was your context, is that*  
16           *correct?*

17           *MR. GRANT: Restate it. I don't want to*  
18           *buy into something --*

19           *MS. PETERS: That if they were not*  
20           *prepared to learn fully that perhaps they had not*  
21           *been properly taught.*

22           *MR. GRANT: Yes.*

23           *MS. PETERS: Okay.*



1           MR. GRANT: *You do understand now?*

2           MS. PETERS: *I think so and I thank you*  
3 *very much for clarifying.*

4           MR. GRANT: *If you don't, you can always*  
5 *get in touch with me and I'll go over it long*  
6 *enough to get you to understand.*

7           CHAIRPERSON LYON: *I have a question.*  
8 *When you learned or read that students were not*  
9 *being educated in a manner sufficient to move on,*  
10 *what steps did you take to investigate that fact?*

11          MR. GRANT: *To investigate? I didn't*  
12 *want to waste my time investigating it. I know*  
13 *these things are happening. What I started doing*  
14 *was on the board I talked with my counterparts*  
15 *there and we're working on some things to see to*  
16 *it that these kinds of things won't be happening*  
17 *in the future because what we maintain is that*  
18 *we're going to have students coming out of this*  
19 *District 88 that are excellent students. We don't*  
20 *believe that any student cannot learn; black,*  
21 *white, green or gold, it doesn't matter. If the*  
22 *student is taught properly and the people that are*  
23 *teaching care about those students and let them*

1 know that they care about them and the students  
2 feel that they are cared for, that's an  
3 environment for learning and they will learn and  
4 they can learn. And if we put forth the effort  
5 and make sure that our administrators and our  
6 school district, getting the word out that we want  
7 these children taught well, not accept any  
8 excuses. We pay you to do the job, we expect the  
9 job to be done.

10 CHAIRPERSON LYON: Excuse me but I still  
11 want to know your basis. You said you know, I  
12 want to know how you know. That's a conclusion.  
13 What premise are you relying on in making that  
14 conclusion?

15 MR. GRANT: Restate the question. I  
16 want to make sure I fully understand it.

17 CHAIRPERSON LYON: Okay. You said that  
18 the students aren't being taught, they're not  
19 getting the education necessary to move on, how do  
20 you know that? Are you there testing them, have  
21 you compared those tests with other school  
22 districts? How do you come to that? Are you just  
23 relying on, solely on a newspaper article?

1           *MR. GRANT: I hope I didn't say that.*  
2           *Any statements should have been if they are not*  
3           *being taught, which I contend that they are good*  
4           *teachers out there that are doing their job, I*  
5           *also said that there are bad teachers out there*  
6           *that are not doing their job, and we want--*

7           *CHAIRPERSON LYON: So you don't know,*  
8           *cannot verify imperically that students are not*  
9           *getting the education or that they are getting the*  
10          *education they need to move out of the system?*

11          *MR. GRANT: I look at test scores, but I*  
12          *don't want to stand here and talk about the test*  
13          *scores as a basis for being able -- the fact that*  
14          *I rely on to make this statement. Being an*  
15          *observer of what's going on in the district, I'm*  
16          *aware of some of the things that are happening,*  
17          *some of the students could be doing a better job*  
18          *if they were using maybe newer techniques or other*  
19          *techniques to get the students to learn. And*  
20          *again that's one of the things that in our*  
21          *district we're working on. We're having meetings*  
22          *to do some planning that we can have our*  
23          *administrators to put some policies in place to*

1       *correct anything that needs correcting and to*  
2       *ensure that they improve upon the things that*  
3       *they're doing well that are having a positive*  
4       *impact on our students.*

5                *CHAIRPERSON LYON: How do you know that?*  
6       *How can you tell which are having positive impact*  
7       *and which is having a negative impact?*

8                *MR. GRANT: Again, we're still working*  
9       *with our district. We are asking them to give us*  
10       *reports, to give us measurements. That's been one*  
11       *of the things that a new board member, and what I*  
12       *say since I'm on the board and a couple of other*  
13       *people, it's a new board, we're looking for new*  
14       *things, new procedures to ensure that things are*  
15       *going well in the district. We don't want to wait*  
16       *until everyone is taken the test and we find out*  
17       *oh my God, they didn't do too well. I want to*  
18       *know and we want to know the third month into the*  
19       *school year what is happening with those children.*  
20       *If there are problems, get them corrected, and*  
21       *when the test time comes, they're going to do*  
22       *better.*

23                *CHAIRPERSON LYON: Okay.*

1            *MS. YANDLE: I guess the first thing I*  
2            *would say and make a statement to Ms. Lumpkin and*  
3            *just, I would encourage you and or we would*  
4            *encourage you, you mentioned some of the students*  
5            *and some of the research that the NAACP has done,*  
6            *if you guys would send us some of that*  
7            *information?*

8            *MS. LUMPKIN: Ms. Constance has it. We*  
9            *sent them shipments of stuff.*

10           *MS. YANDLE: Number 2, I would address*  
11           *this to any and all of the panel members. It*  
12           *seems like all day, to the extent that anyone has*  
13           *stepped forward and even indicated that yes there*  
14           *may be some problems with race relations between*  
15           *students, among students and teachers or vice*  
16           *versa or that there may be some instances that*  
17           *indicates there are unequal opportunities again to*  
18           *the degree that people have even indicated that*  
19           *might be a problem, no one has been able to cite*  
20           *any specifics and basically what I've been hearing*  
21           *is, yes there's racism here and it's just been*  
22           *real vague and general and I'm simply saying to*  
23           *any of these panel members that are here tonight,*

1 *if there are specific examples that you can point*  
2 *us to, if you can give us any details of any*  
3 *situations which you feel have been racially*  
4 *motivated incidents, indicative of problems with*  
5 *racial relations or that minority students are not*  
6 *getting an equal opportunity and education. I*  
7 *mean I understand how things have been brought to*  
8 *this point, but like I said, we've been here many*  
9 *hours, I've not heard any specifics and if there's*  
10 *anybody that has any, please come forward.*

11 *CHAIRPERSON LYON: Mr. Ewing?*

12 *MR. EWING: Well, first of all, I think*  
13 *Ms. Yandle, that's a question --*

14 *CHAIRPERSON LYON: I want to finish Mr.*  
15 *Grant first. I was hoping --*

16 *MS. YANDLE: I thought we had finished.*

17 *MR. EWING: I think we sort of addressed*  
18 *her invitation because there are privacy laws that*  
19 *prohibit the release of information about students*  
20 *that is contained in student records.*

21 *MS. YANDLE: I'm not asking for names,*  
22 *I'm asking for examples.*

23 *MR. EWING: I'm talking about even more*

1        *than that is that if the source of the information*  
2        *is from the student records, you have to have a*  
3        *release from the parents.*

4                *MR. YANDLE: Mr. Ewing, I know you are*  
5        *well aware I'm well aware of those privacy laws*  
6        *and I think you know what I'm asking. We've sat*  
7        *here all day and all we've heard, yes racism*  
8        *exists. I'm not talking about violating any*  
9        *privacy laws, I'm not talking about violating*  
10       *anybody's rights to privacy. I'm saying how does*  
11       *it exist -- in what ways does it exist, that's*  
12       *what I'm asking?*

13               *MR. EWING: I think there were specific*  
14       *things about unequal --*

15               *MS. YANDLE: Mr. Ewing, you and I are*  
16       *not going to debate this. I'm simply asking--*

17               *MR. EWING: I have a concern who can give*  
18       *me any information on what alternatives is*  
19       *available to students once they have been*  
20       *suspended or expelled from school.*

21               *CHAIRPERSON LYON: Excuse me, Mr. Ewing,*  
22       *she did have a question. I interrupted your*  
23       *question because I thought you had a question of*

1 *Mr. Grant, so let's go back to the order. So Ms.*  
2 *Yandle, has a question before these group of*  
3 *panelists.*

4 *CHAIRPERSON LYON: Anyone who can*  
5 *respond?*

6 *MS. LUMPKIN: We've submitted*  
7 *documentation where people have actually faculty*  
8 *members have gone and was ruled in their favor*  
9 *from EEOC and Human Rights. As far the faculty*  
10 *members, tomorrow you will have parents who have*  
11 *students here who will tell you in detail the*  
12 *situations that they've had in reference and give*  
13 *details and they will be speaking on behalf of*  
14 *their children who are students here. So where*  
15 *I'm not at liberty to discuss particular kid's*  
16 *situations, however certain things like simple*  
17 *fighting, kids being expelled and there is no --*  
18 *when a child is expelled, it's on their record and*  
19 *they cannot go into another system. So what that*  
20 *leaves is that child to hang out on the street*  
21 *corners causing havoc in the community. When they*  
22 *are withdrawn, they have the option of going into*  
23 *another school district; however that is at cost*



1     *to the parents. So you're talking about kids who*  
2     *are sitting in, whether it be first period or*  
3     *sitting in 180 over at Proviso East, not receiving*  
4     *anykind of structure for an hour or so or possibly*  
5     *all day where those kids are not learning*  
6     *anything. And if what the numbers have meted out,*  
7     *even with the state report card as far as what the*  
8     *reading scores are, what the math scores are,*  
9     *those things are documented and we've publicized*  
10    *those.*

11            *CHAIRPERSON LYON: One other thing. This*  
12    *is a discussion of Proviso West. Proviso East*  
13    *isn't here, so I'd like to keep the discussion to*  
14    *Proviso West. And now we have to move to Mr.*  
15    *Ewing's question which he has.*

16            *MR. PUGH: Can we conclude on one point?*  
17    *Would the information you're talking about be made*  
18    *a part of the record here?*

19            *MS. LUMPKIN: I do believe so because we*  
20    *did submit it. Those things have been submitted*  
21    *prior to.*

22            *MR. PUGH: So it will be submitted*  
23    *tomorrow? I haven't seen it.*

1            *MS. LUMPKIN: I would have to ask Peter*  
2            *or Constance if that would go into the record*  
3            *because also because of our investigation that*  
4            *we've also gone to the media, the local media and*  
5            *they've printed stories, teachers making flippant*  
6            *remarks, jungle bunny statements, those kinds of*  
7            *things that the kids have been called. Also I'll*  
8            *tell you this that because of the number of*  
9            *situations here at Proviso West, it precipitated*  
10           *the founding of a multi cultural class and also I*  
11           *just found out that that class takes plays in the*  
12           *morning when most students cannot get here to*  
13           *participate and it has not gone in the direction*  
14           *that it was initially established to do.*

15           *MR. PUGH: But those will be in the*  
16           *record you submit tomorrow?*

17           *MS. LUMPKIN: It's already been*  
18           *submitted. I'm sorry, do you want extra*  
19           *documentation? I don't know if Peter and*  
20           *Constance are going to share those things with*  
21           *you.*

22           *MR. PUGH: I don't know.*

23           *MS. LUMPKIN: I don't know what we have*

1 do, if I need to resubmit it. If I do, it's not a  
2 problem.

3 I'll resubmit it.

4 CHAIRPERSON LYON: But we do not agree  
5 that the multi cultural class was a step in the  
6 right direction?

7 MS. LUMPKIN: Oh, no. What it was  
8 initially set to do was to have people to open up  
9 the forum to the kids so that they could interact  
10 with one another and also get rid of the  
11 stereotypes that they have about one another;  
12 however, just relegating it onto one to one class  
13 and not having all of the students or the majority  
14 of the students participate, it fails in reaching  
15 it's goal because the teachers also need to  
16 participate in a intensive multi cultural training  
17 session.

18 CHAIRPERSON LYON: And how have you  
19 discussed this concern with her at Proviso West?

20 MS. LUMPKIN: Well, we went to the top  
21 to the superintendent, Superintendent Everly.

22 CHAIRPERSON LYON: What was his  
23 response?

1            *MS. LUMPKIN: And also those school*  
2            *boards, we would like to move on that. There have*  
3            *been some things in place; however after talking*  
4            *to the people in charge of the even people who*  
5            *initiated even those goals have fallen by the*  
6            *wayside that people dropped off, students dropped*  
7            *off. They were frustrated. Administrators*  
8            *dropped off. They were frustrated.*

9            *CHAIRPERSON LYON: But I mean but they*  
10           *did try to proceed?*

11           *MS. LUMPKIN: Those that with the*  
12           *intentions and the goals were highly noble,*  
13           *however that has not been the case.*

14           *CHAIRPERSON LYON: Has there been a*  
15           *discussion as to what was the frustration why it*  
16           *dropped over and trying to remedy it.*

17           *MS. LUMPKIN: Yes.*

18           *CHAIRPERSON LYON: And you tried to*  
19           *remedy it and it still didn't fly?*

20           *MS. LUMPKIN: No, the administrators*  
21           *that were handling it did try to handle it and*  
22           *take care of it. However, they just left it alone*  
23           *in frustration and now it's being handled by*

1 *someone else, and the people who participate said*  
2 *it's not doing what it's supposed to do. It's not*  
3 *doing what we brought it together to do.*

4 *CHAIRPERSON LYON: What was the*  
5 *frustration? Why wasn't it doing what it was*  
6 *supposed to do?*

7 *MS. LUMPKIN: One, there was a lack of*  
8 *support from the school in and of itself. Also*  
9 *not opening it up to everyone who needed because*  
10 *everyone needed to participate in it at school and*  
11 *that and because the time structure where it*  
12 *should have been part of the daily curriculum or*  
13 *taken place during the day, it happened at an*  
14 *inconvenient time for most students to even*  
15 *participate because they had to get here on their*  
16 *own devices early in the morning.*

17 *MR. SCALES: I need some clarification*  
18 *here because it depends upon how you answer this,*  
19 *it creates another problem for me. This multi*  
20 *cultural is it's a class or a club?*

21 *MS. LUMPKIN: It's a club.*

22 *MR. SCALES: It's a club not a class?*

23 *MS. LUMPKIN: Where it needs to be a*

1        *class because if it was a class--*

2                *MR. SCALES: Then my next question is*  
3 *going to be if it's a class, why is it taught by a*  
4 *P.E. instructor?*

5                *MS. LUMPKIN: It's a club, but it needs*  
6 *to be a class.*

7                *CHAIRPERSON LYON: Mr. Ewing, you had a*  
8 *question on the floor?*

9                *MR. EWING: I think she answered it.*

10               *MS. PETERS: For just a little bit more*  
11 *clarification please, when you went to the*  
12 *principal you went straight to the top?*

13               *MS. LUMPKIN: I went to Superintendent*  
14 *Eversley, right.*

15               *MS. PETERS: You went to the*  
16 *superintendent in an effort to try to get this*  
17 *multi cultural Club into a class, part of the*  
18 *curriculum?*

19               *MS. LUMPKIN: No, the multi cultural*  
20 *club was already established. We had been pushing*  
21 *not only Superintendent Everly, but his*  
22 *predecessor to establish a class or a session,*  
23 *even if it was a one day event so that everyone*

1       *could participate in it. So we've been working on*  
2       *this for the past three years. Then we went to*  
3       *the school board and we made our feelings known*  
4       *there what we felt needed to be done because of*  
5       *the number of situations that were coming about,*  
6       *not only the fights, but also the conflicts*  
7       *between the teachers and students saying*  
8       *similar -- kids were saying that well we know all*  
9       *of you guys watch Cosby or we know all of you guys*  
10      *do X, X, and X because the kids were feeling that*  
11      *this is because I'm black all being told that some*  
12      *of the feelings they were saying was we don't feel*  
13      *like we're even there. They act like they're*  
14      *babysitting. They don't teach us, they don't do,*  
15      *and you will hear some of those things from*  
16      *parents who will be here tomorrow because I've had*  
17      *parents come to us who it's been an ongoing*  
18      *problem, even a parent whose child has been here*  
19      *for four years that this has been a continuous*  
20      *thing.*

21                *MS. PETERS: And the results of your*  
22      *talking to both the school board and the*  
23      *superintendent, I'm not sure I heard the answer to*

1 Ms. Lyons?

2 MS. LUMPKIN: *It's been very slow moving.*

3 MS. PETERS: *You didn't get a negative*  
4 *response, you just--*

5 MS. LUMPKIN: *We were told something to*  
6 *appease us; however after we started pushing*  
7 *harder and letting them know that this is not just*  
8 *something that we're going to let go away, that we*  
9 *we are -- we felt very adamant about the hiring of*  
10 *more "minority" teachers and I hate that term*  
11 *because minority conveys inferiority, not only on*  
12 *the "superior" majority population, but also on*  
13 *those students themselves, and that is, so I hate*  
14 *that term. But those were the things that we were*  
15 *dealing with and are dealing with. But once we*  
16 *made it known that we've reached out beyond our*  
17 *sphere, then we started getting more action. When*  
18 *it became known that we had contacted the United*  
19 *States Commission on Civil Rights and the other*  
20 *citizen entities, then we started getting some*  
21 *jumping.*

22 MS. PETERS: *Thank you for that*  
23 *clarification.*



1            *CHAIRPERSON LYON: Are there any other*  
2            *questions of panelists?*

3            *MR SCALES: I still have questions for*  
4            *Ms. Hodges-Lumpkin and then if we have time, I'd*  
5            *like to go back to Mr. Sally. But you mentioned*  
6            *or at least implied or indicated that some of the*  
7            *problems with Proviso West is in hiring, potential*  
8            *promotions, yet we've heard an African American*  
9            *faculty member say there aren't enough African*  
10           *Americans in the pipeline to do this. I'd be*  
11           *interested in your response. What are you--*

12           *MS. HODGES-LUMPKIN: We took those*  
13           *concerns to the Board because it starts in the*  
14           *entry level and I asked them of course what we*  
15           *would get is the pat answer, we can't find any*  
16           *qualified folks. But yet and still we turn around*  
17           *we have teachers who live in the community who*  
18           *same well I applied here, but they're teaching*  
19           *over at Oak Park River Forest now because they*  
20           *were not hired in 209, and it all starts with the*  
21           *hiring process that these good teachers who live*  
22           *here, pay taxes here, went to school here are*  
23           *teaching in other school districts because they*

1        *were not hired here.*

2                    *So it all starts at entry level.*

3        *They have to bring them in and they are not doing*  
4        *that and they are not effectively recruiting them*  
5        *either.*

6                    *CHAIRPERSON LYON: Have you ever asked*  
7        *them why? Have you given them names?*

8                    *MS. HODGES-LUMPKIN: Of course,*  
9        *definitely.*

10                   *CHAIRPERSON LYON: And by name, what was*  
11        *their reason?*

12                   *MS. HODGES-LUMPKIN: We will look into*  
13        *it, but in the interim where it's taking them to*  
14        *look into it, it's their particular Mrs. or Mr. X*  
15        *is working outside of the district or teachers who*  
16        *opted out and said well I'm fed up, I'm through,*  
17        *I'm tired of banging my head against the brick*  
18        *wall caused me to go into other districts to*  
19        *teach. It's not worth the frustration. It's not*  
20        *worth the cold shoulder. And there is the other*  
21        *thing we've gotten retaliation among faculty*  
22        *members and that's from custodians on up the*  
23        *retaliation that when they spoke out, they*

1       *received the cold shoulders from their fellow*  
2       *colleagues, and that precipitated them exiting*  
3       *from the district.*

4               *MR. SCALES: From either you or Mr.*  
5       *Thompson or Mr. Sally, do you think this may also*  
6       *be a reason why what you're telling us tonight*  
7       *does not jive with what the students told us this*  
8       *afternoon?*

9               *MR. SALLY: In terms of what?*

10              *MR. SCALES: Well, each of you have made*  
11       *reference with regard to certain issues that have*  
12       *occurred, yet when the student said well like I*  
13       *heard it, but they couldn't tell you what. But I*  
14       *saw some things, but it didn't concern me. They*  
15       *wouldn't tell us incidents like, for example that*  
16       *the incident with security, things of that nature.*  
17       *Why is it they wouldn't tell you this?*

18              *MR. THOMPSON: I think they're not*  
19       *getting the students who were involved in the*  
20       *incident. They aren't getting the students who*  
21       *are going to know.*

22              *MR. LUMPKIN: Also, I think first among*  
23       *the students I wasn't here to hear some of, but to*

1 *have children, and these are children, sit before*  
2 *you with tears in their eyes telling how they got*  
3 *ganged up on by a number of students or because*  
4 *they felt that things that were said to them to*  
5 *demean them to humiliate them, to have them sit*  
6 *before you with tears in their eyes to have their*  
7 *parents say well go ahead and tell. And the whole*  
8 *thing is because they have not, again anything*  
9 *happen, well we'll look into it or no one was*  
10 *around to witness those kinds of things that*  
11 *happen, that they feel it's a moot point.*

12 *MR. SALLY: I just want to say in*  
13 *reference to the question that you just asked, I*  
14 *myself I have been groomed by circumstances and*  
15 *experiences to not mind being ostracized for just*  
16 *the same reason that she spoke of. I have filed a*  
17 *discrimination suit against Proviso Township in*  
18 *1987, in 1990. The Department of Human Rights*  
19 *ruled substantial evidence that there was*  
20 *discrimination has occurred in my favor, but*  
21 *because I'm one of the ones that don't mind*  
22 *speaking out because I'm not paid to shut up, I*  
23 *don't belong to a clique, I don't belong to an*

1        *organization that can get their funds cut, I don't*  
2        *belong to none of them, I'm not supported by them,*  
3        *I'm not made to stand by them. I'm stood from*  
4        *within by my convictions. I've been blackballed.*  
5        *I couldn't even get a job here and anywhere in*  
6        *these district's feeder schools or District 209*  
7        *after that employment. But I'm working out in*  
8        *District 204 or I can go work in District 205 and*  
9        *so folks won't speak up.*

10                *I was looking around to see where*  
11        *everybody was at and I know why they're not here,*  
12        *because nobody wants to be blackballed. Nobody*  
13        *wants to be rejected because rejection on any*  
14        *level hurts and there's enough stuff hurting and*  
15        *rejection is another hurt that folks don't want to*  
16        *have to deal with. I've been sustained by a*  
17        *higher power, so rejection on a lower power don't*  
18        *bother me.*

19                *CHAIRPERSON LYON: Okay. I now have to*  
20        *break for rebuttal from Dr. Montoya.*

21                *DR. MONTOYA: Thank you very much for*  
22        *giving me this opportunity for the rebuttal.*

23                *The only reason why I've decided to*

1     *come forth now at this point, even though I had*  
2     *not planned to is because I'm sitting in the*  
3     *audience deeply disturbed and why am I disturbed*  
4     *is because from the audience that I have heard we*  
5     *have concentrations on individuals that; number*  
6     *one, I've heard a disgruntled employee, number*  
7     *two, I've heard individuals that are referring to*  
8     *incidents that are not relative to Proviso West*  
9     *High School but to Proviso East. The reason why I*  
10    *hesitated in coming forth is because I don't want*  
11    *to sound that I'm comparing Proviso East to*  
12    *Proviso West. That is not my intent. However, my*  
13    *assumption was that the Commission is here for the*  
14    *sole purpose of discussing racial relations*  
15    *relative to Proviso West High School, not to the*  
16    *community, not to the world, not to Proviso East*  
17    *High School. And the comments I've heard tonight*  
18    *are not relative to Proviso West High School, just*  
19    *for the record. I also want to say for the young*  
20    *lady from the NAACP is the fact that homework*  
21    *needs to be done in regard to her comments*  
22    *regarding the lack of employment of African*  
23    *American males; particularly the fact that they*

1        *are only hired as para professionals and not as*  
2        *staff members. Number one today we heard an*  
3        *African American staff member, he's specifically*  
4        *stated that one of the reasons why African*  
5        *American males were not hired is because they were*  
6        *not available, they were not coming out of the*  
7        *college and applying for these positions and that*  
8        *we actively recruited him for two years and*  
9        *convinced him to come to Proviso West to return to*  
10       *the school and to help us and to teach here. We*  
11       *wanted him here. We sought him out.*

12                *So in terms of the record there, we*  
13        *can only hire from what applications that we have.*  
14        *In terms of staff members, it's within the state's*  
15        *control as to who is certified or who is not*  
16        *certified, and we follow those guidelines and we*  
17        *go by those applications.*

18                *MS. LUMPKIN: If I can rebut that*  
19        *please? When I'm saying they are relevant, I'm*  
20        *not saying they are not hired by the majority*  
21        *because I know there are black male teachers in*  
22        *the system, that is not what that statement meant.*  
23        *I'm saying for the most part when you look at the*

1 *numbers, even by the state school report card that*  
2 *the majority of the black men that are hired are*  
3 *custodians, para pros and P.E. teachers. That is*  
4 *what the statement was, not that there weren't*  
5 *any. That was not the statement.*

6 *CHAIRPERSON LYON: I'm not going to*  
7 *entertain a discussion here, you know. One thing*  
8 *that everybody needs to understand is that today*  
9 *we heard a positive report. We know the world*  
10 *just isn't that perfect or that positive. There's*  
11 *always another side of the story, whether you*  
12 *think they're right or you think that this school*  
13 *is right, we're just here to make sure everybody*  
14 *has had an opportunity to speak and all of this*  
15 *information will be sent to the U.S. Commission*  
16 *and there it will be reviewed and taken into*  
17 *consideration.*

18 *But you know part of cultural*  
19 *diversity is listening and respecting everybody's*  
20 *views, recognizing that all of us may not have*  
21 *20-20 vision and perception of what's going on and*  
22 *maybe if we all put down the defenses a little and*  
23 *I realize Proviso West is under a lot of stress*



1 *because after all they've received national*  
2 *attention, I'm not sure it was worthy or not, but*  
3 *I can appreciate those feelings. That this forum*  
4 *was not meant to inflame this issue, we just want*  
5 *to make sure there's open dialogue and that will*  
6 *be sent on to D.C.. I really have to dismiss so*  
7 *we can restart again --*

8 *MR. SALLY: I just want to ask you a*  
9 *question and I need this for my clarification. If*  
10 *the superintendent is the governing or the board*  
11 *is the governing body of both East and West, how*  
12 *do you expect to separate the racism from one and*  
13 *the other if the same people are governing both?*

14 *CHAIRPERSON LYON: Listen, we were given*  
15 *a mandate and our mandate was Proviso West itself.*

16 *MR. SALLY: So the mandate is off?*

17 *CHAIRPERSON LYON: There are*  
18 *circumstantial evidence there, but we want to deal*  
19 *with issues specifically dealing with West.*

20 *MR. SALLY: Okay.*

21 *MR. PUGH: Can I ask a question for*  
22 *clarification purposes to the principal?*

23 *CHAIRPERSON LYON: Yes, sir.*

1            *MR. PUGH: Did you mean to say that John*  
2 *Thompson recently resigned was not at Proviso*  
3 *West?*

4            *DR. MONTOYA: No, sir. John Thompson*  
5 *has worked at Proviso West and he recently*  
6 *resigned.*

7            *MR. PUGH: Do you hire the teachers who*  
8 *teach here or does the school board hire the*  
9 *teachers?*

10           *DR. MONTOYA: Ultimately the school*  
11 *board upon the recommendation of various*  
12 *administrators.*

13           *MR. EWING: I would like a clarification*  
14 *myself. I notice that it's been said that Proviso*  
15 *East should not be mentioned, but I think it's*  
16 *appropriate that if students come to this school*  
17 *on the first day there's nothing wrong with*  
18 *talking about their readiness, based upon where*  
19 *they came from.*

20           *MR. SALLY: They're back and forth. They*  
21 *have classes between the two buildings.*

22           *MR. ROBERTS: They're both high schools.*

23           *CHAIRPERSON ROGERS: I'm going to recess*

1        *this and we will reconvene tomorrow afternoon.*

2            *(The meeting was recessed at 9:15 p.m..)*

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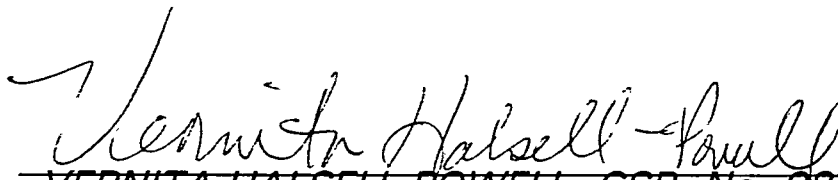
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1                   C E R T I F I C A T I O N  
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4                   I, VERNITA HALSELL-POWELL, a  
5                   Certified Shorthand Reporter and Notary Public  
6                   within and for the County of Cook, State of  
7                   Illinois, hereby certify that I reported in  
8                   shorthand the testimony given at the  
9                   above-entitled cause, and state that this is a  
10                  true and accurate transcription of my shorthand  
11                  notes so taken as aforesaid.

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17                    
18                  ~~VERNITA HALSELL-POWELL, CSR. No. 084-001831~~  
19  
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