

**Hearing
before the
United States
Commission on Civil Rights**

HEARING HELD IN

**TAMPA,
FLORIDA**

MARCH 29-31, 1976

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U.S. COMMISSION ON CIVIL RIGHTS

The U.S. Commission on Civil Rights is a temporary, independent, bipartisan agency established by Congress in 1957 and directed to:

- Investigate complaints alleging that citizens are being deprived of their right to vote by reason of their race, color, religion, sex, or national origin, or by reason of fraudulent practices;
- Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution because of race, color, religion, sex, or national origin, or in the administration of justice;
- Appraise Federal laws and policies with respect to equal protection of the laws because of race, color, religion, sex, or national origin, or in the administration of justice;
- Serve as a national clearinghouse for information in respect to denials of equal protection of the laws because of race, color, religion, sex, or national origin;
- Submit reports, findings, and recommendations to the President and Congress.

MEMBERS OF THE COMMISSION

Arthur S. Flemming, *Chairman*
Stephen Horn, *Vice Chairman*
Frankie M. Freeman
Robert S. Rankin
Manuel Ruiz, Jr.
Murray Saltzman
John A. Buggs, *Staff Director*

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UNITED STATES COMMISSION ON CIVIL RIGHTS

Monday, March 29, 1976

The U.S. Commission on Civil Rights convened, pursuant to notice, at 12:00 p.m., in the Curtis Hixon Convention Hall, 600 Ashley Drive, Tampa, Florida, Arthur S. Flemming, Chairman, presiding.

PRESENT: Arthur S. Flemming, Chairman; Stephen Horn, Vice Chairman; Robert S. Rankin, Commissioner; Frankie M. Freeman, Commissioner; Manuel Ruiz, Commissioner. Murray Saltzman, Commissioner; John A. Buggs, Staff Director; Laurence Glick, Acting General Counsel; and staff counsel Donald M. Stocks, Mardon Walker, and Marvin Schwartz.

PROCEEDINGS

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

This Commission was created by Congress in 1957 in connection with the passage of the Civil Rights Act of 1957. It is a bipartisan commission. The members are appointed by the President and confirmed by the Senate.

The members of the Commission serve part time in this particular capacity. All have other duties and responsibilities. The day-to-day work of the Commission is carried on under the direction and leadership of the Staff Director, assisted by a professional staff.

Under the law, the Commission has the responsibility of identifying major issues in the civil rights area, conducting studies and holding public hearings relative to those issues. It also has the responsibility of performing an oversight function in relation to the Federal departments and agencies that are charged with the responsibility of implementing and enforcing civil rights law.

In the judgment of this Commission, the single most important issue confronting the Nation at the present time in the area of civil rights is the issue of desegregation. We feel that we must move forward in dealing with this issue if we are to move forward in the total area of civil rights. As a result, at the present time the Commission is devoting a good deal of time, attention, and a considerable portion of its

resources to determining just where we stand as a nation in this area of desegregation of our public school system.

This is the third public hearing that we have held recently in connection with the issue. A 5-day hearing was held in Boston, Mass., followed by a 3-day hearing in Denver, Colorado. In the month of June, we will conduct a hearing similar to this one in Louisville, Kentucky. In addition to this, the Commission, with the help and assistance of its State advisory committees such as the one here in Florida, is conducting 24 case studies. We are also contacting leaders in about 800 communities that have had some experiences with the issue of desegregation. We selected Tampa as a site for one of our public hearings because of the fact that this community has been operating under a desegregation plan for a considerable period of time.

As members of the Commission, we look forward to listening to the testimony that will be presented by the witnesses who have been subpoenaed to participate in the hearing. Under our rules, all witnesses participating in public hearings are subpoenaed, and all witnesses testify under oath.

At this time, I would like to recognize my colleague, Commissioner Frankie Freeman, who will acquaint you with the rules that will be followed in connection with the hearing.

COMMISSIONER FREEMAN. Thank you, Dr. Flemming.

At the outset, I should emphasize that the observations I'm about to make on the Commission's rules constitute nothing more than brief summaries of the significant provisions. The rules themselves should be consulted for a fuller understanding. Staff members will be available to answer questions which arise during the course of the hearing.

In outlining the procedures which will govern the hearing, I think it is important to explain briefly a special Commission procedure for testimony or evidence which may tend to defame, degrade, or intimidate any person. Section 102-E of our statute provides:

If the Commission determines that evidence or testimony at any hearing may tend to defame, degrade or incriminate any person, it shall receive such evidence or testimony in executive session. The Commission shall afford any person defamed, degraded or incriminated by such evidence or testimony an opportunity to appear and be heard in executive session with a reasonable number of additional witnesses requested by him before deciding to use such evidence or testimony.

When we use the term executive session, we mean a session in which only the Commissioners are present, in contrast to a session such as this one in which the public is invited to be present. In providing for an executive or closed session for testimony which may tend to defame, degrade, or incriminate any person, Congress clearly intended to give the fullest protection to individuals by affording them an opportunity to show why any testimony which might be damaging

to them should not be presented in public. Congress also wished to minimize damage to reputations as much as possible and to provide persons an opportunity to rebut unfounded charges before they were well publicized.

Therefore, the Commission, when appropriate, convenes in executive session prior to the receipt of anticipated defamatory testimony. Following the presentation of the testimony in executive session and any statement in opposition to it, the Commissioners review the significance of the testimony and the merit of the opposition to it. In the event we find the testimony to be of insufficient credibility or the opposition to it to be of sufficient merit, we may refuse to hear certain witnesses, even though those witnesses have been subpoenaed to testify in public session.

An executive session is the only portion of any hearing which is not open to the public.

The hearing which begins now is open to all, and the public is invited and urged to attend all of the open sessions. All persons who are scheduled to appear who live or work in Florida or within 50 miles of the hearing site have been subpoenaed by the Commission.

All testimony at the public sessions will be under oath and will be transcribed verbatim by the official reporter. Everyone who testifies or submits data or evidence is entitled to obtain a copy of the transcript on payment of costs. In addition, within 60 days after the close of the hearing, a person may ask to correct errors in the transcript of the hearing of his or her testimony. Such request will be granted only to make the transcript conform to testimony as presented at the hearing. All witnesses are entitled to be accompanied and advised by counsel. After the witness has been questioned by the Commission, counsel may subject his or her client to reasonable examination within the scope of the questions asked by the Commission. He or she also may make objections on the record and argue briefly the basis for such objections.

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

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

All witnesses have the right to submit statements prepared by themselves or others for inclusion in the record provided they are submitted within the time required by the rules. Any person who has not been subpoenaed may be permitted in the discretion of the Commission to submit a written statement at this public hearing. Such statement will

be reviewed by the members of the Commission and made a part of the record.

Witnesses at Commission hearings are protected by the provision of Title 18, U.S. Code, section 1505, which makes it a crime to threaten, intimidate, or injure witnesses on account of their attendance at Government proceedings. The Commission should be immediately informed of any allegations relating to possible intimidation of witnesses. Let me emphasize that we consider this to be a very serious matter, and we do all in our power to protect witnesses who appear at the hearing.

Copies of the rules which govern this hearing may be secured from a member of the Commission staff. Persons who have been subpoenaed have already been given their copies. Finally, I should point out that these rules were drafted with the intent of ensuring that Commission hearings be conducted in a fair and impartial manner. In many cases, the Commission has gone significantly beyond congressional requirements of providing safeguards for witnesses and other persons. We have done this in the belief that useful facts can be developed best in an atmosphere of calm and objectivity. We hope that such an atmosphere will prevail at this hearing.

With respect to the conduct of persons in this hearing room, the Commission wants to make clear that all orders by the Chairman must be obeyed. Failure by any person to obey an order by the Chairman or the Commissioner presiding in his absence will result in the exclusion of the individual from this hearing room and criminal prosecution by the U.S. attorney when required. The Federal marshals stationed in and around this hearing room have been thoroughly instructed by the Commission on hearing procedure and their orders are also to be obeyed.

This hearing will be in public session on today, Monday, Tuesday, and Wednesday of this week. Today's session will continue without recess until its conclusion at about 7:00 p.m. Tuesday's session will begin at 9:00 a.m. We will break for lunch for 12:00 to 1:00 p.m. and will recess at 6:00 p.m. On Wednesday, the final day of the hearing, the session will begin at 8:30 a.m., with a lunch break between—I'm sorry, with no lunch break.

Time will be set aside Wednesday afternoon for testimony from persons who have not been subpoenaed, but who wish to testify. As noted by Chairman Flemming, persons wishing to appear at the open session should be in contact with members of the Commission staff during this week. This hearing will conclude about 4:00 p.m. on Wednesday afternoon.

Thank you.

CHAIRMAN FLEMMING. Thank you, Commissioner Freeman.

At this time, I am very happy to recognize the Honorable William Poe, Mayor of Tampa, for welcoming remarks. We are very, very happy to have you with us.

STATEMENT OF WILLIAM POE, MAYOR, TAMPA, FLORIDA

MR. POE. Thank you, Mr. Chairman, members of the Commission, staff, ladies and gentlemen.

It is my privilege to welcome you to Tampa, and I do just that. We're delighted that you are here. We hope you have a very, very successful hearing.

We hope that you've had the opportunity to fly into our airport, which we feel is the best in the United States, if not the world. We hope that while you're here, you'll have the opportunity to visit many of our restaurants and recreational areas. We hope that while you're doing that, you'll stop by a little league field or youth baseball field. In Tampa, Florida, we have more youth baseball than any other place in the United States or the Western Hemisphere. We are very proud of that. We are very proud of our community. We placed second in the world last year and third in the world, had six teams in the world series. This is not a significant thing from a governmental standpoint, but we think it's indicative of the attitude of the people in Tampa and their helpfulness, one to the other.

We know that your goal is one of making our country a better place to live. We share that goal with you. We welcome you to our community. If we can be of any service in the city, we would be most happy to be so. On behalf of 300,000 citizens of the City of Tampa, we welcome you, we extend our love, and we wish you success.

Thank you, Mr. Chairman.

CHAIRMAN FLEMMING. Mr. Mayor, we deeply appreciate those words of welcome, and, as I indicated earlier, we are looking forward to the listening to the testimony that is going to be presented here relative to one of the major issues confronting our nation at the present time.

I didn't say at the beginning, but I might say at this point that, after we have held these public hearings, after we have conducted the case studies and obtained other evidence, we are going to weigh the evidence. Then in the month of August, we are going to present to the President and to the Congress a state of the Nation report on desegregation of our public school system.

I am confident that the testimony that we will be receiving here is going to be of tremendous help to us in evaluating the situation and in making recommendations to the President and to the Congress. We are delighted to be with you and thank you very much for coming here and extending these words of welcome.

MAYOR POE. Thank you, Mr. Chairman.

Please enjoy yourself, as well as the hard work that you are doing here. Thank you.

CHAIRMAN FLEMMING. Thank you very, very much.

At this point, I would like to recognize Mr. Ted Nichols, who is chairman of the Florida Advisory Committee to the U.S. Commission on Civil Rights.

STATEMENT OF TED NICHOLS, CHAIRMAN, FLORIDA ADVISORY COMMITTEE
TO THE U.S. COMMISSION ON CIVIL RIGHTS

CHAIRMAN FLEMMING. Mr. Nichols, we want to express to you and to your colleagues our appreciation for all of the help you have given us, and I am sure are going to continue to give us, as we seek to discharge the duties and responsibilities that have been assigned to us.

Mr. Nichols.

MR. NICHOLS. Thank you very much, Chairman Flemming, members of the Commission.

Ladies and gentlemen, a very noted constitutional authority, Dr. Robert McKay, referred to the three major problems facing this nation. He said the first was the acute decay of inner-city life. He said the second was the rapid rise in American crime. And he referred to the third as school desegregation. And it is the question of school desegregation that brings the Commission to Florida for the first time in its history since 1957, I believe, when the Commission first was authorized by the Congress of the United States of America.

In 1834, Hillsborough County was born and in the metropolitan area of Tampa-St. Petersburg, which is known throughout the world, as the Mayor mentioned—partly, Mr. Mayor, because of the airport, but also because of many other very progressive developments in the area—is the home of more than a million people. And it is very easy to recognize the significant impact of what happens in a school system affecting the lives of that many people in the history of our country.

So it is in this connection that on behalf of the members of the Florida State Advisory Committee—and these people have been in Tampa many times before; we know literally most of the people who have been involved in various community and official activities in this area—and on behalf, especially, of the hard-working subcommittee of the SAC, who found tremendous cooperation with the advance team that came and spent roughly 9 weeks prior to you coming, that I welcome you to Tampa, and I trust that the hearing will be as fruitful as it clearly should be based on the work that has been already done. And the members of the Florida State Advisory Committee genuinely look forward to the outcomes and to any further participation which the Commission may wish us to take in helping to further the objectives of school desegregation and quality education in the life of America and specifically in Hillsborough County.

Thank you very much.

CHAIRMAN FLEMMING. Thank you very much. We appreciate your being here and look forward to having further contact with you and your associates. Thanks very, very much.

At this time, I would like those who are going to serve as clerks and reporters to raise their right hand, so that they may be sworn.

[The clerks and reporters were sworn.]

CHAIRMAN FLEMMING. Counsel will call the first witness.

MR. GLICK. Mr. Chairman, before calling the first witness, I would like to introduce into the record the notice which was published in the *Federal Register*, as required by law, on February 1976 in which the Commission advised the public that it would hold this hearing. I would like that to be Exhibit No. 1.

CHAIRMAN FLEMMING. Without objection, that will be done.

[The document referred to was marked Exhibit No. 1 for identification and was received in evidence.]

MR. GLICK. Thank you.

As Exhibit 2, Mr. Chairman, I would like to introduce into the record a report which was prepared for the Commission entitled "Hillsborough County School Desegregation." This covers the history and the various roles played by different levels of government and demography in Hillsborough County. This will be Exhibit No. 2.

CHAIRMAN FLEMMING. Without objection, it will be entered in the record at this point.

[The document referred to was marked Exhibit No. 2 for identification and was received in evidence.]

MR. GLICK. The first witness, Mr. Chairman, will be a member of the Commission staff, Ms. Jessalyn Bullock, who will present a very short overview of the history of the school desegregation litigation in Hillsborough County.

[Ms. Jessalyn Bullock, staff member, U.S. Commission on Civil Rights, was sworn.]

STATEMENT OF JESSALYN BULLOCK, STAFF MEMBER, U.S. COMMISSION ON CIVIL RIGHTS

MR. GLICK. Will you please proceed with your summary, Ms. Bullock?

MS. BULLOCK. On December 12, 1958, a suit was filed by black parents in the U.S. District Court for the Middle District of Florida alleging that the Hillsborough County Board of Public Instruction, acting under color of State law, was pursuing a policy to operate the Hillsborough County school system on a racially-segregated basis in violation of the 14th amendment to the Constitution.

The complaint specifically alleged that 72 of the Hillsborough schools were limited to whites only and 18 schools were limited to blacks, who were often required to travel up to 10 miles to attend one of these schools. The name of the suit was *Mannings v. Board of Public Instruction of Hillsborough County, Florida*.

And, when it finally came to trial, the following facts were provided against the school board:

Prior to 1954 the system was operated on a completely segregated basis.

Prior to September of 1961 there was no change in the racial composition of any Hillsborough County school.

At the time of trial there were approximately 80,000 children enrolled in the 114 public schools of Hillsborough County; 20 were black schools and 94 were white.

And, finally, the pupil assignment law had been applied by the board as a means of effectively resisting desegregation of the school system.

The school board was ordered to submit to the court a desegregation plan that would remove the existing dual attendance zones and provide for the systemwide opening of all schools on a nonracial basis.

The plan which the board submitted proposed a year-by-year dissolution of the separate attendance areas beginning with the first grade; the plan, to begin with the 1963-64 school year, would be expanded each year to include the next higher grade. Specific school enrollment within the new single attendance areas, however, would be on a freedom-of-choice basis.

In 1968 plaintiffs returned to court, contending that the plan then in use had failed to desegregate the schools. There followed another series of court orders and proposed plans until in August 1969 the board filed the comprehensive plan which was adopted by the court.

This plan provided for the assignment of students in every school on the basis of geographic attendance areas beginning in the 1969-70 school year. It also provided for faculty desegregation, with the 50-50 ratio in schools where black students were in the majority and 90 percent white, 10 percent black in all schools where white students were in the majority. For the 1970-71 school year the ratio was to be approximately 82 percent white and 18 percent black throughout.

The Fifth Circuit Court of Appeals found the plan deficient, however, both in student assignments and to a degree in faculty and staff assignments. The court ordered the utilization of a variety of methods to desegregate the schools completely, including the use of a strict neighborhood assignment, pairing, and redrawing of school zone lines. To desegregate faculties and staffs, the court directed assignments in each school approximating the black-white teacher and staff ratios for the entire school system. The appeals court further ordered the district court to retain jurisdiction of the case until it was clear that State-imposed segregation had been completely removed.

On November 12, 1970, the board filed a report giving the racial composition of certain schools as of October 23, 1970. The report demonstrated the ineffectiveness of the August 1970 desegregation decrease and showed that board representatives to the district court and the court of appeals had been markedly inaccurate. Accordingly, in May 1971, taking note of the Supreme Court decision in *Swann v. Charlotte-Mecklenburg*, the district court reopened the case by its own motion.

In so doing the court concluded that the Hillsborough County school system was still segregated, prior plans having failed to abolish the dual school system. The court stated that the plans had failed because too much reliance had been placed on free choice; transfer provisions

other than majority-to-minority ones had been extremely liberal; and no attempt had been made to eliminate the black schools except by the addition of a few whites to the black school population.

Having made these findings, the court ordered the board to desegregate according to the following terms: No later than June 15, 1971, the school board was to file with the court a plan or plans for desegregating the Hillsborough County school system which would become effective with the beginning of the 1971-72 school year.

In accordance with the May 11 court order, the board filed a plan which the court concluded would result in the establishment of a unitary school system in Hillsborough County.

Under the 1971 plan which remains in effect today, most of the 89 elementary schools in the county desegregated by clustering. The previously majority-black schools became a sixth-grade center serving all sixth graders from the cluster schools. First- through fifth-grade students at the formerly black schools were distributed among the formerly white schools with the use of satellite zones. The 23 junior high schools and three junior-senior high schools were similarly integrated through clustering and satellite zoning. The white senior high schools retained their 10th- through 12th-grade structure. Black senior high schools were converted to different grade levels.

As before, the district court retained jurisdiction over the case. Although there have been subsequent legal proceedings, the plan just described has been in effect in the Hillsborough County school system for almost 5 years.

CHAIRMAN FLEMMING. Thank you very much, Ms. Bullock.

Counsel will call the next witness or witnesses.

MR. GLICK. Mr. Chairman, the next witnesses are W. Crosby Few, Esquire, who is the attorney for the Hillsborough County school board and Warren H. Dawson, Esquire, who represents the plaintiffs in the case *Mannings v. Board of Public Instruction*, school board of Hillsborough County. Gentlemen, will you step forward, please?

[Mr. Warren H. Dawson and W. Crosby Few were sworn.]

TESTIMONY OF W. CROSBY FEW AND WARREN H. DAWSON, ATTORNEYS

MR. GLICK. Gentlemen, for the record, would you please each state your name, address, and occupation?

MR. DAWSON. My name is Warren H. Dawson. I am an attorney in Hillsborough County. My address is 3556 North 29th Street, Tampa, Florida, Zip 33605.

MR. FEW. I am W. Crosby Few. I am an attorney. My address is 725 East Kennedy Boulevard, Tampa, Florida 33602.

MR. GLICK. Thank you, Mr. Few and Mr. Dawson.

I would like to begin by asking Mr. Dawson: How long you have been the attorney of record for the plaintiffs in the *Mannings* case?

MR. DAWSON. I have been the attorney of record in this case since 1973.

MR. GLICK. Since 1973. Thank you.

Mr. Dawson, you have represented—I mean, Mr. Few, you have represented the school board in this case since when?

MR. FEW. Since January of 1965.

MR. GLICK. January of 1965?

MR. FEW. Yes, sir.

MR. GLICK. I would like to ask both of you gentlemen, who I believe heard the summary that was read into the record of the history of the legislation by our staff member, if you would care to comment on whether we have gotten in fact the case accurately described. It is a mammoth case. I remember in the court's order of 1971 the judge indicated that the record then was 2 feet high if piled up. The case had been going on for so many years. Could I get from you each your perception of the history of this litigation?

MR. DAWSON. Mr. Glick, I would say that the report given by the previous witness generally tracks and sets forth an essential history of this case.

There are at least some minor matters that could be said that would make her report a bit more accurate. These are minor indeed. One, the lawsuit seeking to desegregate the public schools of Hillsborough County, that suit was filed on the 10th as opposed to the 12th of December of 1958.

Further, in the first witness' report, it was indicated by her that procedurally the order which entered the particular plan that the school system that this county is operating under to date, that is, the plan that was entered in '71, that this came about as a result of the court's own motion. That was not the case.

I believe at that time the previous plan was still under appeal in the Fifth Circuit and the activity of the court getting involved at that point to enter further orders pursuant to the development of the Supreme Court and the Fifth Circuit cases and other cases culminated in the issuance or, that is, adoption of the plan in 1971, rather than the court doing it by its own motion. It was essentially at the behest of the plaintiffs.

At least in those two regards the testimony by the previous witness, other than that, seems to me to be fairly accurate.

MR. GLICK. Thank you, Mr. Dawson.

Mr. Few, would you care to comment?

MR. FEW. The only comment I would have to make—as you all know, the record is very voluminous, and I think an accurate history of the chronology of the litigation is set forth in Judge Krenzman's May 11 order. In that part of it I think he went into great detail showing everything that had happened. This is a summary of his May 11 order.

The only comment I would make would be that the reporting, the statistics in 1970 that had been projected by the local school board was yet—to take into consideration the court had asked for those

figures as to the students that lived in those areas and who would be attending what schools. This was the first partial clustering plan, and the students didn't show up because it was only a partial plan. So our figures were not accurate as a result of the opening of school and the attendance. It was after the '71 order that the figures went according to projections when everyone was involved.

MR. GLICK. Thank you.

Is there anything you care to add to that issue, Mr. Dawson?

MR. DAWSON. Mr. Few and I discussed and it may very well be that he concluded correctly that the report given by the first witness suggested that, where she said that the information furnished by the board to the court proved later to be inaccurate, that that had to do possibly with the failure essentially of the assigned pupils to show up at the particular schools to which they were assigned.

I think, however, where—and some of this language was at least probably taken out of that 1971 order, May 11, and the question there was not so much that the necessary projections made by the board was inaccurate insofar as the failure of the board to give them proper figures; but, rather, inaccurate in terms of its projections as to the degree of school desegregation that would be accomplished by the proposed plan that they had offered. In other words, the board, of course, had no control over who would indeed show up.

But, as it turned out, it did not achieve the degree of school desegregation that had at least been suggested to the court that would be accomplished under that particular plan.

MR. GLICK. I would like to ask both counsel whether at any time since 1971 you have made any motion to ask the court to amend its order of May 1971.

Mr. Few?

MR. FEW. I would respond to that.

I think since '71 I have handled all the proceedings relative to the school board representation. Yes, we have made in accordance with the court order several reports which were required under the order and I don't think you're speaking of that. But we have had to modify attendance areas and so forth from the original plan because of a number of things—building of new schools, some slight changes in population in certain areas, so forth. These have been submitted by way of motion.

We opened the kindergartens. We wanted to know whether they would go into the plan on a neighborhood basis. We entered an order relative to that—reports of this nature. No hearings have been held. Certificates of service have been sent to opposing counsel, and on occasion they have filed objection. But the court's ruled on it on the record and entered orders accordingly.

MR. GLICK. Mr. Dawson?

MR. DAWSON. Well, in effect the plan has not been substantially modified. There have been various what I would term as minor modifi-

cations consistent with what has been suggested by Mr. Few. Those have, by and large, dealt with the matters he mentioned and with respect to certain transfer provisions under the plan allowing new policies and procedures for transferring for course offerings and the like. But by and large they have generally been minor modifications and have been on occasions either contested by the plaintiffs or joined in or stipulated to by the plaintiffs.

MR. GLICK. Thank you.

MR. Chairman, I have no further questions.

CHAIRMAN FLEMMING. Could I ask: Has the judge on his own initiative requested additional information or raised issues with the school board relative to the operation of the plan?

MR. FEW. On occasion, yes, sir, he has. If you want me to get into specifics—

CHAIRMAN FLEMMING. Just in a general way.

MR. FEW. Yes, we've asked for things, and he has responded by written order after seeking more information, asking us to justify it, and so on. But any change must go before the judge, and he wants detailed specific information I think as is evident by reading the record as to any change in this plan.

MR. DAWSON. Let me add to that. Maybe I might—it might have been my comment that suggested that you ask that particular question. I did not mean to suggest by my earlier comment that indeed the judge has not, I would regard on several occasions, on his own motion in terms of attempting to get a clearer idea of what was involved in order to make matters more effective. Indeed, in being diligent in applying the law in instances where the parties did not necessarily raise them, the court, I think, has been substantially diligent in ensuring that his rulings and the matters brought before him were done consistent not only with the particular claims of the parties at that particular moment, but also consistent with law as it was being applied around the country.

CHAIRMAN FLEMMING. Thank you.

MR. DAWSON. More particularly, that is true, of course, in terms of the particular judge to whom this case is presently assigned and has been assigned for the last 5 or 6 years.

CHAIRMAN FLEMMING. Do any other members of the Commission have questions?

COMMISSIONER RANKIN. I would like to ask about the future. Do you think the schools are going to continue to operate indefinitely under court order with modifications as one or the other of you ask for modifications? Is that going to be the procedure that is going to be followed during the next decade or so? That's just a matter of opinion, I recognize.

MR. FEW. I hesitate to comment on that for a number of reasons. It is a pending piece of litigation.

COMMISSIONER RANKIN. Would you comment, Mr. Dawson?

MR. DAWSON. Yes, I would very much like to comment to that, and the answer is affirmative to that. We contemplate, hope, and indeed would attempt to see to it that this case remains as it is, that is, under the continuing jurisdiction of the court for a substantial time into the future. In fact, so substantial that I cannot foresee at the moment any point in time where it would be appropriate that it not be under the continuing jurisdiction of the court.

We feel that this case is of the kind that sought to relieve a situation that had prevailed for 100 or so years and that although now it may seem that December 10 of 1958 may seem to be a long time away, given our sitting here in 1976, but we feel that the remedies and the continuing adjusting of those remedies to fit the situation need be under the continuing scrutiny of the court for a substantial time to come.

COMMISSIONER RANKIN. Thank you.

MR. FEW. Just in brief response to that, I think certainly in the foreseeable future it will remain under the jurisdiction of the court by virtue of the very nature of the plan which I am sure you will get into with Mr. Bing and Dr. Shelton at a later time. But by the nature of the plan itself—but ad infinitum, you know, I would hesitate to comment.

CHAIRMAN FLEMMING. Any other questions?

COMMISSIONER RUIZ. Would it be fair to say that the summary of the litigation as given by Miss Bullock was in substance correct and that the overview as given has now been corrected as to the minor matters that were pointed out by both of you gentlemen?

MR. FEW. With one exception, just having dealt with the litigation at the time. I would say, with the minor exception I pointed out to you about the inaccuracy of the reporting, but up until April 1971, when the *Swann v. Charlotte-Mecklenburg* decision was rendered, the Supreme Court had not really addressed itself to the large metropolitan area. The Fifth Circuit court of appeals cases and the other cases around the country primarily dealt with small school districts and large school districts were all in litigation up to that point.

I think the *Swann v. Charlotte-Mecklenburg* decision was in April. In May, Judge Krentzman entered his 42-page order which detailed the things out of the Charlotte-Mecklenburg case that we must do. My client immediately implemented the plan and that is where we are today.

COMMISSIONER RUIZ. With that observation, then, it is your feeling that the report as made is now corrected?

MR. FEW. Yes, sir.

COMMISSIONER RUIZ. Thank you.

CHAIRMAN FLEMMING. Thank you both very, very much.

Counsel will call the next witness.

MR. DAWSON. May I, Mr. Chairman—I had said to myself and I did not have any idea what questions would be asked and what matters

that you would want to deal with, and I had essentially said to myself that I had wanted to take, if I may, just a brief moment of personal privilege to place upon the record a matter regarding the litigation in this case.

This case was initiated by a local attorney who is no longer counsel of record in this case. I would like—I feel it appropriate that we do it at this time, that this record bear out the fact that a gentleman by the name of Francisco Rodriguez, who currently does not practice in this State at the moment, initiated this proceeding legally that brought us essentially to where we are now. I would like—I would not like for this record to go without noting his substantial performance in some very difficult times at a time when his work was—it seems to me he must have worked 24 hours a day as I look at that file and look at the many, many pleadings that he had to file during that time. For that reason I certainly appreciate the Chairman according me a right of personal privilege to record upon this record that we indeed are endeared to and are thankful for the efforts of Francisco Rodriguez, the attorney who initiated this action for the plaintiffs.

CHAIRMAN FLEMMING. Thank you. Thank you both very much. Counsel will call the next witnesses.

MR. GLICK. Continuing our interest in the history of the school desegregation process here in Hillsborough County, we are calling as our next witnesses persons who served on the Citizens Desegregation Committee back in 1971 and an assistant superintendent of the schools who was responsible for the efforts of designing the desegregation plan. These witnesses are Mr. E. L. Bing, assistant superintendent of schools; Ms. Adrienne Sundheim, who served as chairman of the elementary school subcommittee of the Citizens Desegregation Committee; Mr. Edward Davis, who served as the junior high school subcommittee chairman; and Mr. Frank Moody, who served as the senior high school subcommittee chairman. Will these witnesses please come forward and take their places?

[Mr. E. L. Bing, Ms. Adrienne Sundheim, Mr. Edward Davis, and Mr. Frank Moody were sworn.]

**TESTIMONY OF E.L. BING, ASSISTANT SUPERINTENDENT OF SCHOOLS;
ADRIANNE SUNDHEIM, CHAIRMAN, ELEMENTARY SCHOOL SUBCOMMITTEE
OF THE CITIZENS DESEGREGATION COMMITTEE; EDWARD DAVIS,
CHAIRMAN, JUNIOR HIGH SCHOOL SUBCOMMITTEE; AND FRANK MOODY,
CHAIRMAN, SENIOR HIGH SCHOOL SUBCOMMITTEE**

CHAIRMAN FLEMMING. We are very happy to have you with us.

MR. GLICK. Beginning with Mr. Bing, for the record, would each of you please state your name, address, and occupation?

MR. BING. My name is E. L. Bing. I am assistant superintendent with Hillsborough County school system. I live on Juvenile Home Road in the southeast section which is slightly east of Tampa.

MS. SUNDHEIM. I am Adrienne Sundheim. I am a group dynamics facilitator, and I live at 524 West Davis Boulevard, Tampa, 33606.

MR. DAVIS. I am Edward D. Davis, at the Central Life Insurance Company. I live at 3602 Lyndale Avenue, Tampa, 33610.

MR. MOODY. My name is Frank Moody. I am a banker. I live at 710 Pinedale Drive, Plant City, Florida, 33566.

MR. GLICK. Thank you. I'd like to begin questioning with Mr. Bing.

Mr. Bing, you've been in the Hillsborough County school system for many, many years. What position were you holding back in 1971 when the court order came down?

MR. BING. In 1971 I was director of special projects for the Hillsborough County school system.

MR. GLICK. Were you given a special assignment during the time the court order was expected, and would you describe that for us?

MR. BING. Yes, sir, I was recommended by the superintendent to the board and was charged by the board with the responsibility of studying desegregation and developing a plan for the desegregation of the Hillsborough County school system. I was given that assignment the last week in April of 1971.

MR. GLICK. It was your personal responsibility, then, for designing the plan?

MR. BING. Right.

MR. GLICK. Did you seek any help from experts from outside of Tampa or within Tampa?

MR. BING. Oh, yes. We brought in all kinds of consultants and sought consultation with other groups, the Florida Desegregation Center. We brought in the superintendent from Charlotte-Mecklenburg; the Florida Education Department; technical assistance from the Florida Education Department; a number of people from outside who had had experiences with desegregation.

MR. GLICK. Did you seek any help from any Federal agency?

MR. BING. Oh, yes. We brought in officials from HEW. We brought quite a few of those in. But the Deseg Center is funded by the Federal Government and the University of Miami. We brought those people in.

MR. GLICK. Now, Mr. Bing, during the process of developing the plan, a committee was formed; I think it numbered something like 150 citizens of Hillsborough County. The court order did not require the formation of this committee of citizens. Can you tell me why that committee was formed?

MR. BING. Yes, sir. As we looked around and studied other desegregation plans, it appeared to us that, if we in Hillsborough County were to come up with a plan that was going to really be effective and accepted by the public and had assurances or some built-in chances of success in terms of implementation, then we really needed to put the problem back where the problem really existed, that is, with the people because the schools belong to the people.

It was our feeling at that time since the schools belong to the people that the people should help resolve the problem. So it was part of the format of the plan for the strategies for coming up with the plan was to get some community involvement. At this particular time as we studied the court order, I think it was very clear that the court order was so overwhelming that there was strong dangers of something happening to the system of free public education in this county unless we took some kind of assurances to get this kind of involvement. This is why we came up with the idea of letting citizens, the people who the schools actually belonged to, become involved and help actually develop the plan that would be submitted to the board and then subsequently to the courts.

MR. GLICK. How did you select the individuals who were appointed to the committee?

MR. BING. We tried to get a cross-section of people: professional people, business people, bankers, lawyers, ministers, labor people, people from various walks of life, national welfare rights groups and NAACP, antibusing groups, as well as probusing groups—a complete cross-section of people from all walks of life.

Once we tried to come up with a list of these kind of people, then we tried to establish some kind of geographical representation where we would assure that all geographical areas within the district were represented on the committee. All colors, various ethnic backgrounds, various religious backgrounds—try to cover the whole thing to be sure that every segment had some representation on the committee.

MR. GLICK. Thank you, Mr. Bing.

Now I would like to turn to Ms. Sundheim, Mr. Davis, and Mr. Moody and, rather than just asking persons questions individually since we want to have a dialogue here on what took place, I'd like to ask you what your impressions were when you were chosen to be chair of a subcommittee and what you expected that your assignment and mission were here in respect to the school desegregation order.

Ms. Sundheim.

MS. SUNDHEIM. Well, I think my first feeling was the enormity of responsibility because, as Mr. Bing said, this was a massive court order and we were working with 130 schools. And it had to be done in, I believe, 5 weeks from beginning to end.

My first impression was almost fright of the responsibility. My second impression was that we had an opportunity to do something that we could be proud of and, if we all got in there and worked together, we could do it.

Then I think my third feeling was, feed me some information so I know what I am doing.

MR. GLICK. Did the information you felt needed come to you?

MS. SUNDHEIM. Yes, it was forthcoming very quickly.

MR. GLICK. You have been interested in school problems and issues before you came to this committee?

MS. SUNDHEIM. Yes, I have.

MR. GLICK. What was your involvement before?

MS. SUNDHEIM. Well, I guess as a parent; at that time I had three children in the public school system, two of whom have finished and are in college now. And I was extremely concerned about the system as a whole. I was concerned about what was going on in the entire country in the litigation of desegregation issues, and I was also one of the parents who lived in the area where we had a temporary court order of pairing of three schools the year before.

MR. GLICK. Did you find that pairing situation satisfactory from your own—

MS. SUNDHEIM. I would have to answer that two ways, sir. Individually, for my own child who was involved, it was extremely satisfactory. But on a larger level I found it was not satisfactory because, in my judgment, the outcome was not integrating two schools; it was resegregating—pardon me—six schools—it was resegregating six schools.

MR. GLICK. How do you—

MS. SUNDHEIM. Well, the temporary injunction was the three previously white schools and three previously black schools having grades one through six would pair. And the white school housed grades one through three; the black schools housed grades four through six for those two student bodies.

What happened in effect after several months is that all of the six schools involved became predominantly black schools, which meant you were taking children and transporting them from one predominantly black school to another predominantly black school because, well, we don't know exactly what the reasons are, but the projected number of the white students in that pairing area somehow or other did not show up.

MR. GLICK. Thank you. That is an interesting point and we might want to get back to that.

I'd like to turn to Mr. Davis and ask for his impressions and response when he was designated a chairman of a subcommittee and what you expected to come out of it.

MR. DAVIS. Well, I was impressed with the enormity of the situation, as my coworkers. I was also frustrated because of the shortness of time involved. I didn't feel that we had adequate time to go into it. Because of that we were—we had suggestions, a lot of suggestions from the school board that we had to follow through. I still don't feel that we had adequate time to give the consideration demanded to this problem.

MR. GLICK. Did you have meetings on a regular basis with other persons on your subcommittee?

MR. DAVIS. Oh, yes. We had, I think, a 2-day session in which we had about three or four sittings of the committee. The committee was comprised of around 35, 40 people.

MR. GLICK. Did you get any staff assistance from the school administration in terms of providing you with information and population statistics?

MR. DAVIS. Yes. They gave us background information.

MR. GLICK. Did you find that useful in your work?

MR. DAVIS. Yes, useful, but not adequate.

MR. GLICK. Not everything you feel that you needed?

MR. DAVIS. That's right.

MR. GLICK. Thank you, Mr. Davis.

Mr. Moody, would you offer us your views of what happened then in May of 1971 and how you participated and what you saw coming out of it?

MR. MOODY. We needed to make some plans as to how we would go about the desegregation. We thought this was the proper way to go about it. We have a great deal of respect for Mr. Bing, for the school authorities, and they were furnishing leadership and we of the committee could benefit by the information that they could develop and perhaps come up with a satisfactory or a reasonably satisfactory solution to the problem.

MR. GLICK. Do you think the process worked well?

MR. MOODY. Yes, I think it has worked reasonably well.

MR. GLICK. I would like to ask all of you to comment on the kind of coordination that existed between the various subcommittees. Obviously, a plan had to include all the components of elementary, junior high, and senior high school or it wouldn't work at all. What kind of communication was there between the various groups?

Ms. Sundheim?

MS. SUNDHEIM. In the beginning, as I recall, the entire committee of 130 met as a whole for, I believe, 2 days and received most of their information, plus a vocabulary that was new to many of the people on the committee and their goal orientation as to what they had to do and how long they had to do it. We then broke up for the next, I don't remember how many days, in sub—2-1/2 days, Mr. Bing reminds me—in subcommittees and worked constantly, I in my elementary, the other gentlemen in their subcommittees, and worked within our subcommittees to hear all types of various plans presented to our subcommittees and to come up with as many as we could.

After we came up with, I believe, our first choice and an alternate, we then reconvened together and each subcommittee presented their first choice and their alternate to the committee of the whole, which then eventually approved all of the first choices of all of the committees to be presented to the school board.

MR. GLICK. Was the preferred plan of the committee adopted by the board of education, school board?

MS. SUNDHEIM. Our elementary school was. I don't recall whether the first choice plan of both the junior high and senior high was.

MR. GLICK. Mr. Davis.

MR. DAVIS. No, the first choice of the junior high segment was not adopted. The board requested that we have three options. In our case they took the third option.

MR. GLICK. How did that differ from your preferred plan?

MR. DAVIS. Well, our preferred plan was that the junior high school remain seventh, eighth, and ninth grade, and that we use the clustering or satellite suggestion. But the school board accepted a seventh-grade center, then an eighth- and ninth-grade center, and that was our third choice as far as the panel was concerned.

MR. GLICK. Mr. Moody.

MR. MOODY. I would have to refer that to Mr. Bing. I don't recall.

MR. BING. You know, it all seems ancient history really and I'm going back and write it. But I think the problem we had in our meetings of the committee as a whole—I don't know, for the benefit of the Commission, I might need to say this—that we had two committees. We had a working committee which was comprised of staff members as well as lay people. And it was the task of this committee to come up with as many options or alternatives as we possibly could on how to meet the mandate of the court and come up with a—and have something to present to the big committee when it was called into session. So we must have met a total of at least 2 weeks prior to calling the big committee in session. If I might take just a moment to add to this?

MR. GLICK. Please do.

MR. BING. These sessions were open to the public. They were all held in the sunshine. We especially invited the media, PTA people. We also took a paid advertisement out in the newspapers and on radio to invite the public in to make any recommendations, present any options or alternatives that they might have.

When we had exhausted ourselves in terms of development of these options and costed them out to see the feasibility of implementation, it was at this point that we called the big committee together to present these various options.

Meanwhile, we had given to the members of the committee a lot of material in terms of the terminology, or, what do you mean by clustering, pairing, satellite zoning, and this type of thing; so we could talk the very first time we got there, we didn't have to spend a lot of time on terminology.

MR. GLICK. Is that what Mrs. Sundheim meant when she said a "new vocabulary"?

MR. BING. Right.

MS. SUNDHEIM. I have an advantage over the other two chairmen in that way because I was a member of the working committee also, so I can understand how they might have felt that their information was not quite enough when they had to step in and do their job.

MR. BING. We did have members of the lay public on that working committee. In Mr. Davis' charge, he was the chairman of the entire

committee—General Adams, I'm sorry, not Mr. Davis—in our charge to the committee in considering the various options we had to think about articulation—what elementary subcommittee selected had to tie in with the middle school or the junior high school and that had to tie in with the high school. I think this is where the breakdown was because at the junior high school level, as Mr. Davis states, their first choice was a geographic plan, period; which would allow for flight, both white flight as well as black flight with the geographic zoning plan; wherein the plans for the elementary subcommittee and plans for the senior high school committee was a combination of these various tools—clustering, satellite zoning, and this type of thing. So we had to have some cohesion here. This is why the first recommendation of the junior high school section was not selected.

MR. GLICK. Thank you, Mr. Bing.

So as the process took place, a plan was created and it was approved by the board of education?

MR. BING. Right.

MR. GLICK. What was the essential element? What was the plan attempting to achieve? Obviously, desegregation of the schools, but there had to be, some kind of numbers game had to be played, so to speak.

MR. BING. Well, I don't like to refer to it as a numbers game, but what the judge mandated in his court order was that the plan that would be most desirable to him would be one that reflected the racial composition of the community. So this is where the numbers came in.

The board, by the way, and we didn't provide them with an opportunity to have much input into development of these options, was pretty insistent that we be impartial. And they had come to the point, the board had come to the point that they were, I think they were tired of litigation and they wanted to get the thing over once and for all. And they were pretty insistent that we follow the judge's mandate. We did have an opportunity. So they insisted that we try to come up with a plan that provided for a racial balance.

I think this is one of the highlights of the plan. It provides racial balance, it eliminates white flight, black flight, and makes all the schools equal in terms of the 80-20 approximations.

MR. GLICK. And that plan is still in effect, though it has to be modified from time to time because of population shift?

MR. BING. Yes, we constantly set boundaries and observe the ratios within the schools. When one gets out of line, then all we do is modify the boundaries to make the adjustments to keep the ratio in balance as nearly as possible.

MR. GLICK. Is that equally true of the faculty of the schools?

MR. BING. Oh, yes, we constantly monitor that and maintain a 82-18 ratio, black and white. All of the faculties and administrative positions follow that same pattern of approximately 80-20.

MR. GLICK. I would like to ask Mr. Davis, in your work on the committee, and I am sure in conversations you have with other black mem-

bers of the committee, do you feel that the black members were satisfied with what finally emerged in terms of a plan?

MR. DAVIS. No, they were not. As you know, the black students are bused out of their neighborhood 10 of the 12 years involved, and the whites only bused from their neighborhood 2 years out of 12. The black people accept this because they prefer to—well, it is not painless, but they prefer to bear the pain, be bused out of their neighborhoods 10 out of 12 years to have a desegregated system. They feel that they are taking an unusual handicap in the situation, but they prefer to do this than to have segregated schools. They are not satisfied. They never have been satisfied.

MR. GLICK. Not satisfied with the plan, but they are satisfied that there is desegregation of the schools now?

MR. DAVIS. Yes.

MR. GLICK. Would that be a fair characterization?

MR. DAVIS. Yes, I think so.

MR. GLICK. Just one final question for any person could answer it; I suppose Mr. Bing. When did the committee go out of existence and was there any formal way in which the board of education recognized the work that the committee had done?

MR. BING. Well, the charge to the committee was completed with the submission of a proposed plan to the board. The board did recognize the tireless efforts of the committee in a regular board session.

I personally recommended that the committee stay intact to do some other things, but that particular charge was over at the completion of the work in terms of development of the plan.

MR. GLICK. So that would have been in June or July of 1971?

MR. BING. Yes. We submitted the plan to the judge on June 15, and I would say that ended the work of the committee at that particular time. I don't recall us having any other sessions after that, do you?

MS. SUNDHEIM. No.

MR. GLICK. Thank you. I appreciate the testimony you have all given and, Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Rankin.

COMMISSIONER RANKIN. I have listened to testimony in other cities and I have come to the conclusion that citizens' committees have contributed, probably more than any other one agency, to the success of the different plans that have worked out successfully. So your activity here only confirms this opinion that I already have in my mind. Thank you.

CHAIRMAN FLEMMING. Any other members of the Commission?

COMMISSIONER RUIZ. I have a question.

CHAIRMAN FLEMMING. Commissioner Ruiz.

COMMISSIONER RUIZ. Of Mrs. Sundheim. Was the quality of the black schools inferior to the quality of the white schools prior to desegregation?

MS. SUNDHEIM. In my observation, my opinion is, yes, it was.

COMMISSIONER RUIZ. It is my understanding that since desegregation there has been a considerable rise in the number of black students that have gone to college; is that correct?

Ms. SUNDHEIM. That's my understanding, yes.

COMMISSIONER RUIZ. I have also heard an opinion expressed that the quality of education has had to be sacrificed in excellence because of desegregation. Now, with relation to that, if you have heard that opinion, do you feel that this can be reconciled with what you've just stated, that more blacks are now going into college?

Ms. SUNDHEIM. Well, I could not agree with the statement that the quality of excellence has been, I forget what word you used, going down.

COMMISSIONER RUIZ. Has been lowered.

Ms. SUNDHEIM. Okay.

I would have to ask, in comparison to what? Because I think what we are trying to compare it with would depend on this school versus that school. I don't really think that the school system as a whole has suffered from desegregation in the quality of excellence.

COMMISSIONER RUIZ. Thank you.

COMMISSIONER SALTZMAN. To the contrary, would you as a panel be able to say that the quality of education over the last 5 years has been elevated in the Hillsborough County school system?

Mr. BING. I would like to speak to that point. The academic achievement in Hillsborough County has gone up. Now, we can't attribute it solely to desegregation. We will have to admit that some of these years, past 5 years, were years of prosperity in terms of financing of education in Hillsborough County. Prior to desegregation all of our students, both black and white, were below national norms. I think you will receive some future testimony that will attest that presently Hillsborough County students, both black and white, are at or above national norms. However, we do not attribute this solely to the desegregation process, although we have a feeling, I have a personal feeling, that a lot of it is attributable to the desegregation process.

COMMISSIONER SALTZMAN. Was the implementation of the desegregation plan carried out solely by school authorities, or was this citizens' committee in any way a vehicle for bringing about the implementation of a plan?

Mr. BING. Well, the citizens' committee in my estimation was the prime mover, and the acceptance, first, of the plan by the community, due to the caliber of people and kind of representation we had on the committee in terms of the grassroots and the kind of people and organizations that the membership represented, we think, had a very influential part in the successful implementation of the plan.

However, the actual physical implementation of the plan primarily was done by staff. I would like to point out, however, that it was done without the aid of the police department or military or militia or this type thing. We were fortunate enough and had foresight to include

some police officers and Sheriff Beard and some of the chiefs of police from the three municipalities in the district on the committee, so they were cognizant of everything that was going on.

COMMISSIONER SALTZMAN. Was there political leadership within the committee also?

MR. BING. Oh, yes, we had the mayor of Tampa, the mayor of Temple Terrace, and the mayor of Plant City all on the committee. The political structure was on the committee, labor.

COMMISSIONER SALTZMAN. Were there any new schools built in the Hillsborough County since 1971?

MR. BING. Yes, sir.

COMMISSIONER SALTZMAN. Were those schools located in accordance with the aim of desegregating the school system?

MR. BING. Well, the high school that was built since desegregation is Jefferson High School. It was purposely built, I guess you would call it, on the peripheral area between a black and white community, on the east side of the school is a black development, on the west side, south side are predominantly white developments. It was built and located to promote desegregation.

COMMISSIONER SALTZMAN. Thank you.

CHAIRMAN FLEMMING. Our Staff Director, John Buggs, has either a statement or a question that he would like to put forth.

MR. BUGGS. Thank you, Mr. Chairman. I do have a question. I think I want to precede it with a short statement. Mr. Bing mentioned something about ancient history. I want to follow along behind that.

I went down to Marion County, Florida, as a youngster I suppose, back in 1942 for the purpose of directing a private educational institution. I met there, I think one of the first persons I met was Mr. Edward Davis who had the year before or 2 years before lost his position as the principal of the public school in Marion County, Florida, the black public school, because he had the temerity to enter suit against the county for the equalization of black teachers' salaries with those of white teachers.

From that point on, I suppose I would have to say that my involvement in the field of civil rights is pretty much due to the influence of Mr. Davis during those 9 years that I spent in Florida. I knew perfectly well even before anyone ever told me that he was involved with the Tampa committee; I knew he had to be involved in the Tampa committee.

I would like to raise a question with him as to whether or not you see, Mr. Davis, any improvement in the life of black children in the State of Florida since 1942, and if so, has the process of school desegregation helped in any way?

MR. DAVIS. Yes, I see improvement, Mr. Buggs, and I think desegregation is a major factor. Bing says he is not sure what part it played, but I'm sure. And may I say this; that although we did not agree with the details of the desegregated plans, that the implementa-

tion, although it has been done by the school board and by the staff, I think the implementation has been sincere.

The only thing I said that Bing and those worked out a system wherein it wouldn't be hard to implement it because the whites going out of their neighborhoods only 2 years out of 12 was an easy job to sell. I think we ought to give the black people credit, that have to bus their little kids, especially 6-year-olds, out in the dark before day some 15 or 20 miles from their homes, their neighborhood. I think the black people along with the white people should be given credit for the success of the Hillsborough County system, but overall I think that it has been an improvement.

And to point out in regards to facilities, and of course, people have to have facilities in which to work, and although the sixth-grade centers, Mr. Bing, in previously black schools, those centers have been improved physically and naturally the environment motivates the teachers to do a better job. That's my feeling.

MR. BING. Mr. Chairman, may I say one thing?

We have to in the development of this plan develop some strategies and develop some compromises to sell to both communities, the black community as well as the white communities. I think we probably were the first metropolitan school district that kept all of its classrooms open, kept all of its schools open. We didn't close the first single school. We didn't even change the name of the schools. We still have Booker T. Washington, George Washington Carver, all those names, although 80 percent of the students are white and 80 percent of the faculty is white; we didn't change any names. We didn't change or close schools.

This is very difficult to explain, but in order to have white kids, in a school district that comprised 80 percent of the population, be bused as many years as the black students, then somebody needs to come forward with some money because, when we're talking about busing 80 percent of the white students, we're talking about busing better than 80,000 students. Presently, with the 80-20 arrangement we have, we bus 80 percent of the black kids and 20 percent of the white kids. But this is the most difficult thing to explain. We are busing the same numbers for desegregation purposes.

Eighty percent of the population in terms of—black population in terms of numbers is equivalent to 20 percent of the white population in terms of numbers. So roughly in this county, although we are busing approximately 60,000 youngsters, we are only busing 32,000 for desegregation purposes; 16,000 blacks and 16,000 whites for desegregation purposes, but in the county we bus 60,000. We were busing 37,000 kids to school, mostly white kids, prior to desegregation—37,000 before we ever started the desegregation process. So when you put that 37,000 plus the 16,000 for desegregation purposes, we still are busing many more whites than we are blacks, but not for the purpose of desegregation.

CHAIRMAN FLEMMING. Commissioner Freeman.

COMMISSIONER FREEMAN. I have a question for you, Mr. Moody. The other members of the panel have given their opinion as with respect to whether desegregation has affected the quality of education. I would like to know if you have a comment. In your opinion, has desegregation helped or hurt the quality of education in Hillsborough County?

MR. MOODY. It would be strictly opinion, Commissioner Freeman. It would be reports that others have given to me.

I believe that the level has been lowered slightly. I think that there are a number of things that enter into this, not only the desegregation problem, but the moral standards of the Nation have dropped. The teachers themselves, there are a number of things that are required of them, and they are not available to police the grounds, for example, as they were back when I was in school, which wasn't yesterday, of course.

We live in such a complicated world it's very difficult to have the same attention for our students, not only from the teachers, but from the community, the parents, the reports we get through the newspapers—we just live in a different world from what we were familiar with even 10 years ago.

COMMISSIONER FREEMAN. Mr. Moody, one of your responses brings to mind another question. You referred to what was happening back when you went to school. Back when you went to school, if you went to school in Florida, am I right in assuming that you were going to school under a strict policy of school segregation?

MR. MOODY. Yes, ma'am, certainly.

COMMISSIONER FREEMAN. That was the case when I went to school in Danville, Virginia, and that raises another question. That is that when there has been a change from a strict pattern of segregation to desegregation, that not only does the child have to be transported, in some instances, and where there is going to be desegregation of faculty, we have to recognize the need for training, human relations training we will say so that, because in some instances, in many instances in the past, one of the disadvantages was that there was no recognition of the value of diversity in that if there is—some of the black children have suffered in some instances where the white teacher did not recognize the value of diversity or even understand the culture. Could you comment on the extent to which there is human relations or has been human relations training of the faculty for the process of desegregation?

MR. MOODY. I don't know that I am qualified to speak to that particular subject, Commissioner Freeman. I would like to say that Mr. Bing and I were educated in the same community under the same schools. But as to the training of the teachers, I am not qualified to speak to that subject, if I understood your question.

COMMISSIONER FREEMAN. Mr. Bing.

MR. BING. Yes, I would like to speak to this. We were fortunate in Hillsborough County to receive a Federal grant the very first year we

implemented this particular plan. The top priority for the expenditure of those funds was the establishment of a human relations program, an extensive human relations program.

Basically, it comprised a central staff of highly trained people in human relations, interpersonal relationships, interaction, and this type of thing. The primary task of this central staff was to provide training for teachers, administrators, busdrivers, lunchroom workers, and everyone, getting them prepared to work with students from a different background, students with different learning styles, students with different value systems.

At the school centers themselves we had a team of human relations that was comprised of one professional and one nonprofessional. It was a biracial team. If the professional was white, then the nonprofessional had to be black. It was an interracial team that dealt with human relations, staff development activities, inservice training, not only for teachers and administrators, but we had, conducted services, training sessions for busdrivers, lunchroom workers, everybody on the school staff that would be dealing with the implementation of this plan.

COMMISSIONER FREEMAN. Did you encounter any problems with respect to differences in standards and administration of discipline?

MR. BING. Well, you have individual differences. We have a policy and procedures that are developed districtwide. When it comes to the actual application of those policies, naturally it is going to vary somewhat with individuals. But I think we've generally tried to pursue the implementation of our policies and procedures in an impartial and fair manner. Of course, some people say we don't, but we think we do.

COMMISSIONER FREEMAN. Are there any other comments on that?

MS. SUNDHEIM. I agree that we have tried, and we have made a noble attempt. But I think we have a great deal more work to do in this area, in my personal judgment, in human relations training for administrators and teachers in our school. I think it is the kind of thing that you can't ever stop trying.

MR. BING. Let me say one thing. You know desegregation is a physical process of moving and things. But integration is a long process of establishing attitudinal change. It's going to take some time to really, in any school district, to really integrate the schools, although we are on the move. We are past the desegregation phase of the moving things and people.

Now, in Hillsborough County we like to feel that we are moving towards integration now. That is the point of having each youngster feel that this is his school and he is not imposing himself on anyone, he's welcome, he takes pride in the school, he knows when he leaves every morning he's going to be treated fairly and impartial, he's going to get a chance to participate in all the activities—this type of thing. This is the process we are working on in this district now.

CHAIRMAN FLEMMING. Are Federal funds still available for human relations training?

MR. BING. Yes, sir, we have been fortunate in that each year; as you know we have to resubmit applications. Our application is in Atlanta now. It has received good ratings. The application basically applies for funds for refunding of our human relations programs, and our program is specifically designed to help the youngsters who are having academic difficulties as a result of the racial isolation.

CHAIRMAN FLEMMING. Mr. Bing, if I understood you correctly, earlier in your testimony you said that when the plan that was developed by the committee had been presented to the board, you or others recommended a continuation of the committee?

MR. BING. Right.

CHAIRMAN FLEMMING. And it is my understanding, then, that the board of education turned down that recommendation?

MR. BING. Well, I don't think actually they formally acted on it, it is just one of these things they didn't get around to. We had the process problem of implementing the plan.

May I take just a second to tell you what I had in mind? I think Mrs. Sundheim and maybe Mr. Moody and Mr. Davis are familiar with it; I did talk with the committee about it. That was the possibility, due to the fact of physical structure, the inner-city schools did not come up to the quality of the suburban schools. I thought that at this particular time, since we had such a strong, dynamic committee already together and jelled, that we should have moved towards a bond issue where we could have built about 10 elementary schools ringing the inner city in a peripheral fashion, not in the black community or white community, but would ring the inner city and make these schools more updated and convenient to everyone, both black and white. In addition to upgrading the structures and the facilities, we would have been able to cut the bus trips in half because the buses coming from suburbia wouldn't have to come quite so far, they would come to the peripheral area of the inner city. Maybe the kids wouldn't like that because they like to ride long distances.

But that was the purpose of trying to keep the committee together, was to consider the possibility of a bond issue that would build new schools within the inner city. Very few new schools, if ever, are built in inner cities.

CHAIRMAN FLEMMING. Is there any citizens' committee in existence at the present time related to desegregation comparable to the committee that devised the plan?

MR. BING. Well, we have a citizens' committee appointed by the board that deals in an advisory fashion to the board on school matters. And that is a subcommittee of that committee that is dealing specifically now, their charge goes like this, that they are to conduct a study, address the study to suspensions, expulsions and to actually determine if discrimination exists in the school district. That's their charge. It is a good cross-section of the community, black and white representation, all ethnic groups. It is a very reputable committee that is doing this. But I still liked our committee.

CHAIRMAN FLEMMING. In other words, I gather from what you just said that you still feel that a committee constituted in the way in which this committee was constituted could render a service in following up on some of the issues that have arisen as a result of desegregation and particularly the issues which confront you, as you've very well put it, in the area of integration because that is the stage you're at at the present time.

MR. BING. Right. I think the success we have had with the concept of community involvement has been so overwhelming that most of our practices at the staff level now follow that concept. For example, we are restudying secondary education now, and it's being done by a task force of lay people in combination with staff people and educators. In fact, the old administrator, superintendent's administrative staff now has involvement with people in management out in the field rather than the central office.

So it is the kind of involvement, all of our schools have advisory committees. This whole concept of involvement and trying to impress upon the community that schools belong to them; therefore, they should participate in the decisionmaking is what we are trying to do. All of this I think stems from the success that we had with this committee.

CHAIRMAN FLEMMING. I want to associate myself with the comments that my colleague, Commission Rankin, made earlier. As a result of the experiences that we've had in looking into the desegregation process, I think all of us are convinced of the fact that where you have the backing and the support of the kind of a committee that developed this plan for presentation to the board, you get constructive results. And we are very grateful to all four of you for being here and sharing with us your experiences because what you have said for the record I am confident will be very helpful to us in the development of our recommendations.

I am also confident that it will prove to be helpful to other communities that confront the kind of issues that you have confronted. I think not only the community but the Nation's indebted to all of you and your colleagues for the investment of time and energy that you put into the development of the plan. Thank you very much for being with us.

MR. BUGGS. Mr. Chairman, just one question, please.

Mr. Bing, you made a statement just now that was quite interesting. You said that the children did not mind long rides. Is that true of all the children, black and white? Or was that just sort of a figure of speech?

MR. BING. Well, I haven't found any youngsters, black or white, who resented the bus ride. I think most of the comments that you hear against busing come from us older people, parents, not from the youngsters.

My youngsters are bused. In fact, they are bused every year, 12 years, because of where I live. This is the only way to get to school. I live in the country. So that is the only way they could get there unless I take them, so they are bused 12 years and we have no complaint from my youngsters. They seem to enjoy it.

CHAIRMAN FLEMMING. Thank you very, very much. We appreciate it. Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, the next witnesses are persons who are active in the business community in Tampa, Hillsborough County, and also persons who have been interested in schools and school desegregation.

I would call Mr. W. Scott Christopher, who is the executive vice president of the Greater Tampa Chamber of Commerce; Mr. Robert Bishop, who is a stockbroker with Merrill, Lynch Inc.; and Mr. Victor Leavengood, who is the secretary-treasurer of the General Telephone Company here in town.

[Messrs. W. Scott Christopher, Robert Bishop, and Victor Leavengood were sworn.]

**TESTIMONY OF W. SCOTT CHRISTOPHER, EXECUTIVE VICE PRESIDENT,
GREATER TAMPA CHAMBER OF COMMERCE; ROBERT BISHOP,
STOCKBROKER, AND CHAIRMAN, EDUCATION COUNCIL, CHAMBER OF
COMMERCE; VICTOR LEAVENGOOD, SECRETARY-TREASURER OF THE
GENERAL TELEPHONE COMPANY, TAMPA, FLORIDA**

MR. GLICK. May I ask you each to state your name, address, and occupation for the record identification?

MR. CHRISTOPHER. W. Scott Christopher, executive vice president, Greater Tampa Chamber of Commerce, 801 East Kennedy, Tampa.

MR. BISHOP. I am J. Robert Bishop, 4305 Wooddale Road. I am a stockbroker in Tampa.

MR. LEAVENGOOD. Victor Leavengood, secretary and treasurer, General Telephone Company of Florida, 610 Morgan Street, Tampa, 33601.

MR. GLICK. Thank you, gentlemen. I would like to begin with Mr. Christopher.

I would like to ask you whether the chamber of commerce—dealing again back in the late sixties and in 1970—in dealing with the court order in 1971, whether the chamber of commerce took a position publicly with respect to the school desegregation situation?

MR. CHRISTOPHER. Yes; we did.

I think I might say in preface to that that the chamber of commerce and the business community was very sensitive to minority needs and had over the years in the early 1960s until the desegregation order by the court, had been very much involved in various educational programs partially financed by the business community to see if we couldn't do something to improve the educational alertness and ability of all of our citizens, in particular the minority groups.

While you did not ask me this, we did make some national headlines with a jointly-sponsored program in 1968 in which the Donner Foundation and Greater Tampa Chamber of Commerce entered into a contract, with each of us putting up about \$35,000, to carry out an experiment in reading which would provide for black male students a sufficient competency to be able to qualify for work in the Tampa Bay area.

It was a very unique program and it was successful. It allowed a student who could not read at better than the first-grade level in a matter of 8 weeks to read at the eighth-grade level. As a result of this, people who had been unemployable prior to that time have been able to apply for and to get and to hold jobs considerably above the level that they had been able to hold before that.

This was only one. The National Alliance of Businessmen had a very active chapter here very early in its campaign to find jobs for minority groups and individuals, and the chamber took a very active part in that.

So it was not unusual to have Mr. Bing call on the chamber for representation from the business community when in 1971 the citizens' committee to carry out the court order was formed. I was asked to serve and did.

I recall that first morning we met at 8:00 o'clock, I think it was, the Lato [phonetic] high school auditorium, to look around and see most of the fellows who were paying my salary also on the committee. They stayed; they came early and stayed late, realized that they were not specialists in education, and yet, when various options were outlined in a very succinct and expert fashion by Mr. Bing and the staff that had worked many weeks ahead of that, they entered into the job assigned with real enthusiasm.

We have a little saying in the Chamber of Commerce, "If you're on it and up on it, you are not down on it." I think maybe that was the rule that helped at least in part for the compromise, and I think we have to admit it was a compromise plan, which allowed it to succeed as well as it did.

One final thought in case you have another question, at the time the results of this citizens' committee was announced nationally, I received many telephone calls, letters, and wires from around the country asking what in the world Tampa did to comply with the Federal court order without the difficulty that apparently in their own communities they felt would ensue. The only thing I could say is that it was indeed a broad-based committee that tried as hard as it could to honestly evaluate the problem, to consider the alternatives, and then agree on a plan which we would back and would speak for and stand for, even though we realized that in certain areas perhaps it would not be universally accepted.

MR. GLICK. Do you think that the membership, by yourself and representing the chamber of commerce as a staff person and other

prominent members of the chamber, had an effect on the community, had an influence of a positive nature in the community?

MR. CHRISTOPHER. I think it did because here was the leadership of the community. I think you had the leadership of the black community, the labor community, the religious community, the business community. There was no compromise, I think, in the quality of the people asked to serve. So I think in the final analysis the credibility of the community is who's for it. When they looked around and saw people who were reputable citizens, whose integrity was pretty well understood and appreciated over the years, that the report moved forward without the nitpicking that could very well have come if a lesser group had developed various aspects of it.

MR. GLICK. Is that kind of interest on the part of the chamber in educational matters still currently going on, or is the chamber officially active right now?

MR. CHRISTOPHER. I would say we still are very active. They generally look to the business community, of course, and want to pass a bond issue. If the chamber endorses it—we represent about 4,000 business firms and individuals—I think it has a good bit to do with how the community responds.

Another gentleman here with us, Bob Bishop, is chairman of the education council this year of the chamber. He perhaps could speak from his own experience on that.

MR. GLICK. Thank you, Mr. Christopher. I am going to ask Mr. Bishop about that.

But I would like to turn to Mr. Leavengood and ask—well, before I ask, prefacing it, it's known that you are a member of the committee that was formed to come up with the desegregation plan. But, before you were appointed to that committee or asked to serve on it, Mr. Leavengood, had you had any involvement with the school system at all prior to that?

MR. LEAVENGOOD. Yes, sir, I had served on the United States Chamber of Commerce education committee approximately 3 or 4 years. I had been on the education committee of the Greater Tampa Chamber of Commerce. So I had an understanding.

I had also been involved in the community as the first person of the Tampa Economic Opportunity Council—better know locally as TEOC—which was the equal opportunity commission for this county, which is now the community action agency for this county. It has shifted its organizational structure. But for 2 years I served as president of the Tampa Economic Opportunity Council, from its formation through its first 2 years.

MR. GLICK. When you were appointed to the school desegregation committee—let's call it that—what did you expect to emerge from that? How did it operate? Were you satisfied with the way that it functioned?

MR. LEAVENGOOD. I expected for the community and the committee to adopt a program that would be acceptable to the Federal judge so that we could get on with the business of educating the children and operating the community. I considered the committee a vehicle to accomplish this. By "vehicle," I mean it was a means of endorsing action that had to be taken by the school board under court law and how were we to get the community to help plan it and certainly accept it with the least amount of problems to the community.

MR. GLICK. Do you think the committee was successful in its efforts?

MR. LEAVENGOOD. Yes, sir, it was successful in that respect.

MR. GLICK. Do you think, as was suggested earlier by another witness, that it might have been useful to maintain that committee in existence after the court accepted the plan?

MR. LEAVENGOOD. I feel that, like Mr. Christopher does, if you are in on the planning of a project and have the proper people committed to the project, basically you can sell the project to the total community, assuming it has no gigantic faults to it. I am sure that the school system with all its many problems in financing could effectively use more citizens' participation. I am not certain that a continuanced, on-going committee sometimes loses sight of its goal. I am always in favor of having a time limit for something to end and then form another committee and give it a new charge.

MR. GLICK. Thank you, Mr. Leavengood.

Mr. Bishop, you were a member, also, I believe, of the citizens' desegregation planning committee.

MR. BISHOP. No, I was not.

MR. GLICK. You were not. But you are, I think, the chairman of the chamber of commerce education subcommittee.

MR. BISHOP. That is correct.

MR. GLICK. What efforts is that committee undertaking now?

MR. BISHOP. May I phrase it this way: The school system has asked in the past, and hopefully in the future, for participation by the business community in various committees that are involved with the total school program, such as just recently we have been asked to participate in the budget-making for the next fiscal year for the school system; we have been on the inception of the citizens' advisory committee, and on this inception there were three members from the education or from the chamber committees that were on that committee. At present, there are two members from the chamber on that particular citizens' advisory committee.

Other than that, in time of need, the Hillsborough County school system has asked for input, and we recognize the importance of the school system to the community. We have offered our help in any way we could.

MR. GLICK. Do you think the fact that there are prominent business people who are interested in the school system because their children are enrolled or just because they are interested in education has a positive effect on the community as a whole?

MR. BISHOP. I would hope so, yes, sir.

MR. GLICK. How would you see that?

MR. BISHOP. First of all, I think the business community recognizes real quickly what schools mean to a community. If you were to try to bring a certain type of industry to this area, one of the first things someone from the outside would want to know is the school system—what is it like, is it a quality education system, is it a so-so education system, or is it a poor system? This has a lot to do with whether or not you're going to have a new stimulus to the community on the economic front. That would be the first thing that the business community would recognize.

Secondly, from a selfish standpoint, they have children—they want those children or students to proceed as well as they can in this school system.

MR. GLICK. So that simply by recognizing self-interest, you believe that business persons should be interested?

MR. BISHOP. That self-interest that I mentioned, of course, is for the good of the entire community. But looking at it from the business person's side of it, I think you can see what I'm saying, it is a good situation for the community.

MR. GLICK. Mr. Bishop, you mentioned that you were a member of the citizens' advisory committee to the board of education.

MR. BISHOP. Yes.

MR. GLICK. Could you describe for the Commissioners that organization? It is a statutorily-required committee; that's the one you are talking about, I believe.

MR. BISHOP. Yes. This is the one the State legislature has said that the counties in the State of Florida, school systems in the State of Florida, public schools, will have a citizens' advisory committee. That could be in the form of a citizens' advisory committee for each school, with perhaps a central focal committee, or as the case in Hillsborough County where you have I think it is 28—that may be the wrong figure—member committee that's made up of blacks, whites, minorities, if you will, and students from the high schools themselves.

This has been a committee that has been going now for—this will be the third year, I believe—yes, the third year this year. It started in March 3 years ago.

MR. GLICK. What role does it play?

MR. BISHOP. This group is concerned with all aspects of the Hillsborough County school system. We have the ability and the freedom to investigate, if you will, or look into anything that we wish in the school system. We are also given projects by the school board itself to look into. I think Mr. Bing mentioned one on the prior panel concerning the suspension problem.

MR. GLICK. Do you find recommendations the committee makes to the school board are accepted or are considered?

MR. BISHOP. I am sure they are considered. The school board is the final authority. They do not have to take our input, but I know in most cases they have listened to us and given it what thought needed to be given to it.

MR. GLICK. Do you think that this kind of a committee serves the same kind of function that the committee that dealt with the plan—and we discussed whether that should have been continued—does this citizens' committee perform that same function?

MR. BISHOP. I don't think this committee was developed for that particular purpose. I don't think this committee could serve that purpose, but it is not necessarily limited to that particular situation that came up at the time of desegregation. I think that was a charge that that particular committee had, and since that time you have a biracial committee and then you have a citizens' advisory committee to the entire school system. As I say, it seems to me you might be limiting yourself if you made that the only charge that the citizens' advisory committee had.

MR. GLICK. Thank you, Mr. Bishop.

Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING. Commissioner Saltzman.

COMMISSIONER SALTZMAN. Gentlemen, I wonder whether I could ask you to speculate as to the change for either the better or the worse of attitudes between the minority and majority communities in Hillsborough since the desegregation plan has been implemented.

MR. CHRISTOPHER. I will take a crack at that one. I think, as others have said before me, it fluctuates from time to time. Maybe it is the season of the year. But I wouldn't say that the desegregation plan has answered all of the problems that we have had here which stood in the way of quality education for everyone regardless of color or creed. But I think it's gone a long way. I think young people have been somewhat slow to sense that their elders really were trying to work in their best interest.

I think, furthermore, perhaps more important than anything else, very little progress is made when any segment of the community is throwing rocks at another segment. And I think what this plan has done is allowed this community, first of all, to become very much more aware of what our problems are and to plan not only financially but philosophically to try to solve those problems.

But I think we have bought some time, time which is now being used by our public school officials and our school board to budget, to assign faculty, and to do some other things within the internal administration of the school system, which hopefully will keep all of us moving forward in a progressive way.

I think in the main, people are getting a better education now than they did. I think we can see a far better, more effective education system in the future.

COMMISSIONER SALTZMAN. Would you other gentlemen—let me clarify, if I might, and crystallize the question once more. Have intergroup relations in Hillsborough County been advanced in any measurable way, as far as you can see, since the institution of the desegregation of schools? That is, has it had an influence for other aspects of community life, bringing whites and blacks and other minority groups together with majority groups on any other levels? Has it contributed to the furthering of the desegregation of housing, of equal employment opportunities? Have there been other side effects of a positive nature?

MR. LEAVENGOOD. Commissioner Saltzman, I would make the comment that this community, since the desegregation order and over the past 5 or 6 years, have basically been able to handle their problems between the races, whatever problems. There has been greater employment among the minorities in the community. There has been, I think, acceptance of individuals of various races within the schools as you read the daily sports figures in the communities.

I think the school system is doing a better job, but that is not totally due to the desegregation order. That is due to the change in the method of financing school systems. It is changed into the political selection of the superintendent. It has changed in the development of better teaching staff due to the other two changes. That's my comment.

COMMISSIONER SALTZMAN. Mr. Bishop.

MR. BISHOP. To answer that, I feel very strongly that things have improved. Now, as to whether you pinpoint it all on that, I am not positive. I think things in general, overall, have improved as far as relationships are concerned between the races.

COMMISSIONER SALTZMAN. This is just one aspect?

MR. BISHOP. I think it is.

COMMISSIONER SALTZMAN. Thank you.

CHAIRMAN FLEMMING. Mrs. Freeman.

COMMISSIONER FREEMAN. Yes. I would like the members of the panel to comment from another point of view, that is from the standpoint of employment generally, and employment opportunities, and especially employment opportunities for minorities at the management, middle management and executive areas of the various businesses. This is particularly in relation to the fact that there has in the past been outward movement of black graduates from high schools because opportunities were not available to them in a particular community in the South, and I would like if you could tell me something about the employment practices of your businesses and the extent to which opportunities prevail.

MR. LEAVENGOOD. My corporation is regulated in interstate commerce and therefore falls under the EEOC. I believe we are under continual review or surveillance. I am not in the personnel field, so I make these statements as generalities. Approximately 17 to 20 percent of our employees are of minorities. I have seen to my personal knowledge

the change in attitude in the community that you now see minorities in more management positions. But as to exact numbers, since I do not review these numbers, I would hesitate to make a statement.

MR. BISHOP. I may make a comment. I am not in management, so I really can't give you any thoughts on the management proceedings or what have you. But from a national level, my firm has hired and is still hiring, of course, a great number of minorities in all forms and management levels, what-have-you.

MR. CHRISTOPHER. I think it specifically has increased, particularly on behalf of people that I come in contact with in the business community, a more aggressive recruitment of trying to search harder to find qualified persons for executive or middle-management positions, where before—by “before” I mean 8, 9 years ago—if you happened to hire a black, it was fine, he or she was qualified, but there was no great search to go out and find them. I think there is now.

I think there is a tremendous increase of inhouse training. The applicant comes out of the school program, the training program, whatever it is, that there is a new patience, a new willingness to work with that individual to help him integrate psychologically to a community that is perhaps strange to him so that he can succeed. I think that this is very much a part of the business community and its current philosophy in Tampa. I have seen this personally.

COMMISSIONER FREEMAN. My concern is because there is an interrelatedness between equal opportunity in education and equal opportunity in housing and equal opportunity in employment. I think that probably one of the implications of my question was not quite understood by you, Mr. Bishop, because even though you are not in personnel, you—all of you work in your companies and so probably you could just look around to tell my answer: How many black people really are in management? You wouldn't have to be in the personnel department to know whether any of your officials are black or Latins or not.

So the concern is that if the educational opportunities have improved, if the schools are better and if the students, the graduates, are qualified, then if they still encounter discrimination in employment, then we will have a counterproductive effect, and that was the point that I wanted to stress with you. Any further comment?

MR. BISHOP. I would comment on that. I think you are absolutely right. I think, in terms of what we had in the last 4 years, we are looking for hopefully more progress and we are seeing an awareness in that particular area. Again, I mistook the question; I did not catch what you were talking about. But I have seen signs of improvement in that area in the community.

COMMISSIONER FREEMAN. Thank you.

CHAIRMAN FLEMMING. Mr. Rankin.

COMMISSIONER RANKIN. Mr. Christopher, from your position, I know you have contact with other chambers of commerce over the State. Is

yours unique in its approach to this problem of integration and the desegregation of the schools, or do you think it is about the same as other chambers of commerce in Miami or Ocala or other cities in the State?

MR. CHRISTOPHER. I think in certain areas we have been little ahead of the group; in others we have dragged behind. I think Lakeland, for example, has gone considerably beyond what we have.

COMMISSIONER RANKIN. In what way?

MR. CHRISTOPHER. They have actually entered into contracts with the Federal Government and put on training programs.

Our role has not been one of becoming a trainer, but of encouraging our business-firm members to participate in training programs. We have participated in raising money locally so that various programs, training programs, could be financed. But we have not, as the Tampa Chamber of Commerce, ever had a manpower development contract. I think the reason mainly is that there have been other organizations already doing it, and we felt it would be a duplication. Our better role would be that, once the person has graduated from training, try to help him find a job, and that we've done.

COMMISSIONER RANKIN. What about Jacksonville?

MR. CHRISTOPHER. Jacksonville was one of the first, as I recall, to actually be a contractor with the manpower development organization.

COMMISSIONER RANKIN. Miami?

MR. CHRISTOPHER. I doubt if Miami did. I am not sure. I don't know about it from my own personal experience.

COMMISSIONER RANKIN. But you do take pardonable pride in what your chamber of commerce has done?

MR. CHRISTOPHER. Very much. And we are continuing to look for opportunities, actually.

COMMISSIONER RANKIN. I would like to follow that answer up. Do you offer your services or do they come to you and ask for your support and suggestions and opinions? The school board, I am talking about. Does the school board come to you or do you go to the school board?

MR. CHRISTOPHER. It is a rare week when somebody from that administration isn't over knocking on the door saying, "We need a little help." Maybe the fact that we have responded more often than not gives them reason to come.

We are very proud of this relationship. It is a good working relationship. I can't think of a thing—I guess Mr. Bishop, who is this year working very closely on a number of projects with the school board, would verify that, when Superintendent Shelton or any one of his associates or members of the board come to us, I think we can deliver the business community support.

COMMISSIONER RANKIN. You head the committee, do you, Mr. Bishop?

MR. BISHOP. That is correct, sir.

COMMISSIONER RANKIN. Do you have any trouble getting men to serve on that committee?

MR. BISHOP. Well, I think you also have trouble having enough, but do we have a good group that we have.

COMMISSIONER RANKIN. When you put the heat on them, they are willing to serve?

MR. BISHOP. Oh, yes, always.

CHAIRMAN FLEMMING. Mr. Bishop, in connection with the advisory council that you are serving on at the present time, looking back over the 3 years that I understand it has been operating, do you feel that, on balance, the council has been able to make the kind of input that has really influenced the evolution of policy on the part of the school board?

MR. BISHOP. Let me back up a minute and mention something else in here.

From the individual school standpoint—not going to the school board itself, but from the individual school—we have what we call an annual report of school progress. And each one of the individual schools make out its own school progress report. That covers things such as the condition of the school, the food that's served, the teaching and learning conditions in the classroom, the problem with vandalism, safety on the campus—many, many things that have to do with the entire operation of that particular school.

From personal experience from talking to other people on the committee, we have found that certain things may have been brought to the attention of principals at an individual school that perhaps they didn't think happened to be as important as other things, or perhaps they hadn't noticed. And we have seen results from the individual school side.

We have seen results, going down the road a little bit further to the school board itself, in certain areas that we have discussed. For instance, a year or so ago we had the problem with the Daylight Savings Time changing in the middle of the school year. We brought some input to the school board as to the time of opening and closing of schools due to the darkness problem that occurred.

The annual report, as I mentioned, will be in its third year this April, and hopefully we'll have some new information that will be of help to the board when it arrives in May and June.

CHAIRMAN FLEMMING. Going back to your earlier comment, do I understand that the council makes the evaluation at each school?

MR. BISHOP. The citizens' advisory committee makes up a questionnaire.

CHAIRMAN FLEMMING. Right.

MR. BISHOP. That questionnaire is sent to parents and given to a certain number of the students in that particular school. Then the composite picture of that school is presented to each parent, sent home to them, so that they have an idea of the progress made by their in-

dividual school during that school year. In it it is also given the grades—excuse me, not grades—the testing scores for the year and also the projects that have been completed in that particular school and the projects that are desired to be completed in the next year. As I say, it's an annual report, if you will, of the school.

CHAIRMAN FLEMMING. Is that composite picture of the school developed by the advisory council?

MR. BISHOP. Yes. The individual school puts the facts together.

CHAIRMAN FLEMMING. Yes, I appreciate that.

MR. BISHOP. Then we make a composite of those facts for the entire system.

CHAIRMAN FLEMMING. That leads me to ask: Do you have staff available to you as an advisory council?

MR. BISHOP. Yes, we do.

CHAIRMAN FLEMMING. Is that staff provided by the board of education?

MR. BISHOP. Provided by the school and board.

CHAIRMAN FLEMMING. How large a staff is it?

MR. BISHOP. Actually, it is the assistant to the superintendent and whoever else we need at that time; we can have him bring them to our meetings or bring their expertise to us.

CHAIRMAN FLEMMING. Is the council—does the council from time to time meet with the principal of a school and talk with him about or talk with her about the evaluation?

MR. BISHOP. No, we do not.

CHAIRMAN FLEMMING. In connection with the report that is brought together for each school, is some attention given to some of the issues that have arisen as a result of desegregation? Or let me put it more positively. Is some attention given to progress or lack of progress in the direction of integration of the particular school?

MR. BISHOP. Yes, there is. There are questions on, are relations better between minorities and majority, what-have-you. This type of question is listed in the questionnaire.

CHAIRMAN FLEMMING. Does that run to staff as well as the student body?

MR. BISHOP. That goes to staff, school board, everyone gets a copy in the system that would need a copy.

CHAIRMAN FLEMMING. Has the advisory council in the last year or two made any specific recommendations to the board of education related to the process of integration?

MR. BISHOP. Yes, they have.

CHAIRMAN FLEMMING. Could you give me an illustration?

MR. BISHOP. I was not on the committee, and I can say this was in the balance of the school system a year ago, and the particular recommendations were made to the school board at that time.

CHAIRMAN FLEMMING. What reception did those recommendations have from the school board?

MR. BISHOP. I think some of the things that were recommended, school suspension programs, more attention given to train principals and teachers, and what-have-you, and the school board itself took this under advisement. To my knowledge, I haven't seen anything come out of that as far as any particular, other than an acceptance of the report.

CHAIRMAN FLEMMING. What is the feeling of the advisory council as to the steps that have been taken by the school board to facilitate integration?

MR. BISHOP. Remember, again, the committee came along after the desegregation.

CHAIRMAN FLEMMING. Yes, right.

MR. BISHOP. And the committee since that time has worked on projects that are for the betterment of the entire school system. Sometimes some of the projects have nothing to do with the integration, if you will, such as air conditioning or structures or safety or what-have-you.

CHAIRMAN FLEMMING. Sure.

As I understand it, one of the issues to which you have addressed yourself is the issue of discipline.

MR. BISHOP. Yes.

CHAIRMAN FLEMMING. Are you in the process of looking at that now or have you looked at it and made some recommendations?

MR. BISHOP. The committee is working now on the suspension problem that is going on now, which of course comes somewhat out of that other discussion that went on a year ago. There is a continuing discussion in that particular area at this point.

CHAIRMAN FLEMMING. You haven't made any specific recommendations at the present time?

MR. BISHOP. No, we have not.

CHAIRMAN FLEMMING. May I say that I gathered from the testimony of all three members of the panel that you have the conviction that integration is working. You may have varying opinions as to the degree to which it is working at this point or that point or another point.

I gather from your testimony that one of the reasons why it is working is that certainly you as business leaders, joined undoubtedly by some of your colleagues, have made up your mind to do everything you can do to make it work. This is encouraging kind of testimony, not just in relation to this community, but as we take a look at the problem as a whole.

We appreciate very, very much your being with us and sharing with us your experiences and your insights on this matter. Thank you very, very much.

Counsel will call the next witness.

MR. GLICK. Mr. Chairman, the next witnesses are individuals who are associated with the print and the electronic news media. I would call Mr. Paul Hogan, managing editor of the *Tampa Tribune*; Hugh Smith, news director of WTVT-TV station; and Mr. Joseph Mannion, news director of WFLA-TV. Gentlemen—

VOICE. Mr. Chairman, if I am permitted, I would like to make a suggestion which is a practical one.

CHAIRMAN FLEMMING. Yes.

VOICE. Whenever there is going to be a public hearing, it should be held and conducted in the evening whereby most of the population that works during the day and the teachers, also, will obtain to this meeting and be informed of what's going on, and also have their input as citizens. Thank you for your kind attention.

CHAIRMAN FLEMMING. I think probably you were not here when the hearing opened and when my colleague, Commissioner Freeman, explained—and I'll repeat it now—that, if there are persons who have not been subpoenaed as witnesses who have views that they would like to express to this Commission, we will be very happy to listen to those views on Wednesday afternoon. But if you desire to do that, you should contact a member of our staff, indicate your desire to be heard, and arrangements will be made. Where should persons contact the staff?

VOICE. I am stressing the point that the meeting should be held in the evening, whereby most of the people that are working can attend. The way it is I am surprised only a few—the input of the people you want. After all, they are the ones that is concerned with education and everything concerning everything in our community. So therefore, I stress the point, and I implore of you, please, have this meeting held and conducted in the evening from 7:00 to 7:30 on. Thank you.

CHAIRMAN FLEMMING. I am sorry, but the Commission will be listening to over 100 witnesses, and we need to use the morning and the afternoon and well into the evening in order to listen to all the witnesses. But thank you very much for your suggestion.

[Messrs. Paul Hogan, Hugh Smith, and Joseph Mannion were sworn.]

TESTIMONY OF PAUL HOGAN, MANAGING EDITOR, TAMPA TRIBUNE; HUGH SMITH, NEWS DIRECTOR OF WTVT-TV; AND JOSEPH MANNION, NEWS DIRECTOR OF WFLA-TV

MR. GLICK. Gentlemen, will you each please identify yourselves by name, occupation, and address for the record?

MR. SMITH. Hugh Smith, news director of Channel 13, WTVT; business address, P.O. Box 22013, Tampa, 33622.

MR. HOGAN. Paul Hogan, managing editor of the *Tampa Tribune*; business address, P.O. Box 191, Tampa, 33601.

MR. MANNION. Joe Mannion, news director, Channel 8, WFLA-TV; P.O. Box 1410, 33601.

MR. GLICK. Gentlemen, as you are aware, our hearings are covering a broad cross-section of persons in the city of Tampa and Hillsborough County, all of whom have had some interest or involvement with school desegregation. In our hearings around the country, we have

been attempting to assess the impact that press and TV have had on public opinion and the manner in which they have covered the school desegregation issue. In some places, we have found the press has contributed very helpfully, very positively, to the process and in others, not so much.

What we are interested in this afternoon is getting your views of the mood of the community before the school desegregation order came down and to what extent you think the community was prepared to accept what appeared to be inevitable back in the winter of 1971, and how you reacted to it through your print and television media.

Can I begin with Mr. Mannion? Give us your assessment of what was going on.

MR. MANNION. Well, the mood before desegregation was one of some tension, but there was a feeling that we would get through it.

MR. GLICK. Were there any kinds of incidents of marches, demonstrations, that kind of thing?

MR. MANNION. No, I don't recall any.

MR. GLICK. Did your station take any position editorially, which is a matter of record, of course?

MR. MANNION. Yes. We had commentaries, and the theme of our commentaries was to keep a calm attitude. We gave particular notice to the phone number for the rumor control center and encouraged people to make use of that number.

MR. GLICK. Did you see any kind of public response in terms of calls to your station that would suggest that people were not happy with your position?

MR. MANNION. No. We had calls, of course, but they were mostly about the number and about more information; and we answered those calls as best as we could, then referred people again to this rumor control center.

MR. GLICK. We are going to have some testimony later on that will deal with that rumor control center, but could you give me your impression of what effect it had, describe what it is?

MR. MANNION. I think it had a very positive effect. It was able to give people an opportunity to get more information about what the situation was. As they became informed, the attitude of calmness and of facing this thing as something we were going to get through, I think it was a very effective thing.

MR. GLICK. Thank you, Mr. Mannion.

Mr. Hogan, could I turn to you with a similar line of questioning about how you would have assessed the community attitude back during the winter and fall of 1971 when it appeared that it would be only a matter of time until a court order would be issued. How did your paper respond to that editorially and in coverage?

MR. HOGAN. Editorially, which I can only tell you about, I am not involved with that; the paper generally supported the law as it came down, but did not support, I don't think, a mass busing program, so forth.

From a news standpoint, we managed—or tried and I think managed—to keep a pretty good eye on what was happening, keep the people pretty well informed. We had several years of rather extensive confusion—different plans and different methods of meeting the integration requirements.

I think that confusion—our job in the news media was to keep the information before the public. I think we were able to do that, and in a way that did not excite a lot of people. I think the emphasis was on communication rather than any point of view.

MR. GLICK. Do you remember whether there were any kinds of, oh, small newspapers of whatever kind that were publishing any inflammatory material back in that period?

MR. HOGAN. I'm sure there were, but I'm not aware of them. I don't keep up that close with the smaller ones around. But I do not recall too much excitable material. I think people in the communications business managed to keep a pretty good level head about it.

MR. GLICK. And you think this was effective in public response through what did come down?

MR. HOGAN. Well, we didn't have too much unrest.

When I say "too much," none is too much, or any is too much.

But we didn't have the kind of difficulties they have had in other places. There are many factors that led to that, but at the same time, I think the lack of excitability among the media contributed to the even-tempered approach to it.

MR. GLICK. Do you recall whether there were a great flood of letters to the editor, public communications of that nature, to the *Tribune* back in 1971?

MR. HOGAN. Yes, there was. A tremendous amount. Primarily, I think—and I am speaking here of really hearsay around the office—but I think the greatest majority of the mail we had had to do against bus-ing. But I do not believe that it was, it was a marked difference between that and any other side, but it was an issue that brought out a whole lot of communication from the public.

MR. GLICK. Thank you, Mr. Hogan.

Mr. Smith, could we have your comments along similar lines of how you would have assessed the public mood and what the response of your station was?

MR. SMITH. I would have to agree with Mr. Hogan and Mr. Mannion as to the mood of the community. It was generally tense. Not everybody agreed with the court orders. Insofar as channel 13 television is concerned, our station has broadcast a nightly editorial twice in the evening weeknights for many, many years, including the 13 years that I have been with the station, and we have devoted many editorials to this subject. I believe the Commission has copies of those in the record.

Our response to the Federal court orders at the time was that we did not agree with the theory behind crossbusing, of transporting large

groups of people out of their neighborhood, past schools they had been attending to another school, be they black or white, but that we understood that these were the court orders and they constituted the law of the land and, for desegregation to work, these laws and these court orders had to be obeyed.

As Mr. Hogan has indicated on the part of the *Tampa Tribune*, we got a lot of response in terms of phone calls, letters, and so on protesting this sort of thing. The editorial stance that we took was, as I have just indicated, that there had to be a way to work out the situation and that it could not be solved in the streets by the violent kinds of action. And that generally is how I would characterize what we did at the time.

MR. GLICK. Well, there wasn't any violence, or much to speak of. There were a few incidents in some of the high schools as history indicates, but there wasn't any marching in the street, and there wasn't any throwing stones at schoolbuses like we have seen other places around the country, and I am sure you are aware of it. What do you think the difference is? Why didn't this occur in Tampa if people were so very strongly opposed to this crossbusing? I would like to pose this question to all the witnesses.

MR. SMITH. I think there are perhaps two to three reasons for this, Mr. Glick. I think one of them is that Tampa, while it is a southern city, is not a southern city in the terms you normally associate with that term. There are people who are natives of this area; there are people who have moved here from many other parts of the country who have brought varying opinions, attitudes, philosophies in with them.

I think the news media editorially and in its news coverage helped to keep trouble from erupting, serious trouble. There were, as you indicated, problems at at least two schools I am aware of, but there were not the Boston, the Louisville type of situations. I think a large part of this—and I am not speaking out of false modesty—was due to the way the news media treated it. I think we tried to not call a situation a riot if in fact it was not a riot. I think all of those responsible for editorializing tried to get across the point that reasonable people can disagree, but disagree agreeably. I think these are two of the main reasons.

MR. GLICK. Mr. Hogan, could you comment on that?

MR. HOGAN. Well, we recently had a Presidential candidate who described Florida as not a Southern State and a national commentator on Mr. Smith's network said that is probably why it is so warm down here. But I think he is absolutely right in that respect.

I have a friend who out of deference to my own advancing age I will describe as a middle-age lawyer with a Latin surname. He remembers the time as a teenager in this city that he was barred from some of the recreational activities because of his Latin heritage. So Tampa is not a town to which segregation was a stranger or to which integra-

tion was a stranger because the Latin community had integrated itself into the society of Tampa. So I think that background helped tremendously.

I agree with Mr. Smith. I think the judicious—and I'll use that word—the "judicious" handling by all of the major means of communication contributed too.

MR. GLICK. Mr. Hogan, I would like you to express a comment in a personal capacity as a parent of a school child, which I understood from the information that has been passed on to me by staff, do you feel your child is getting good education now, and do you feel that the desegregation effort in 1971 which shifted so many children around had a bad effect on children?

MR. HOGAN. Yes and no. I think the level of education suffered for a period of time. I am not sure at the moment whether we have come back to the level that we were before. I think we probably have.

I think the things that have happened in the schools, especially the upper grades, high schools, has been to take the social side of school out of the school and into the private realm. I don't know that this is good.

I think there is—the society that forms between school kids is not the same as it was. I personally had to take two of my children out of public schools and put them into private schools back—well, let's see, he is a sophomore in high school now, and I think he was in the fourth or fifth grade at the time, whenever this was. I get the years mixed up. I did it because their education was suffering very badly. I put them back into the private [public] schools as the desegregation plan here began to take firmer foundation.

As I said, there were several plans put into operation, several methods of achieving the mix. As it took firmer hold and as things began to settle down, he went back to public schools and did very well.

I think that we are coming back, I think there is a problem in the halls of the school, in the classrooms, between the people. But I do not know and I cannot say that it is any greater than that difficulty that I encountered in an all-white high school in Georgia 30 years ago—has it been that long?

[Laughter.]

—that existed between people of different socioeconomic backgrounds and so forth. I can't say that it is any different than that.

MR. GLICK. Thank you, Mr. Hogan.

Mr. Mannion.

MR. MANNION. On what Mr. Hogan is saying, I would like to add another thought to that. A number of the black people that I have talked with, they tell me that they think the quality of their education has improved because of desegregation. Their schools had inferior facilities before, and that their quality has increased.

When Mr. Smith said a little earlier on the coverage of the news media in this market, and what Mr. Hogan said, I agree with. We, particularly in television news, are aware of the impact that a television camera has. When we would receive news of racial disturbance or trouble of any kind, we would sometimes park our news cars several blocks away and then walk on foot to the school. We tried not to participate or to do anything that would encourage the trouble that was there. We tried to be as unobtrusive as possible.

We carry this over, too, when we go back to our film editing bench, and when we would edit our film, aware of the fact that we put a premium on action shots in television news. We would try to also edit into our film students or other people involved who were not involved in any type of disturbance and be sure that our copy would indicate this, and we would try our best to counterbalance the effect of that action film.

I am not sure we always succeeded, because it is very difficult to overcome the dramatic film on television, the impact it has on the viewer, but we did try. I think that was part of the reason why it worked in this community.

I also want to agree very strongly with what Mr. Smith said about people moving into this area. That is true. Florida is, of course, the fastest growing State in the country; and we are getting a new influx of people all the time. I do think that that has to be part of the reason why we had the positive approach to integration here.

MR. GLICK. Thank you, Mr. Mannion.

I would also like to ask whether you can recall, Mr. Smith, also, whether any of the networks sent people for coverage of Tampa for national news purposes back in 1971, let's say, maybe when school opened in the fall of the '71-72 school year. Was it a national news item for the networks?

MR. SMITH. I don't recall any visit by CBS, no. I can't speak for the other network affiliates, but I don't recall that any people from CBS were here.

MR. MANNION. No, I don't recall either from NBC. We had a lot of confusion when the schools went onto the new plan, but we had very little unrest and violence, so it didn't seem to attract too much attention outside of this area.

MR. HOGAN. Let me make another point here, an answer that is responsive to several questions that have come out.

At the time the busing rulings came down, integration was not a stranger to Tampa. My children attended a school that had the proper school mix, according to the mix of the population at that time, because the character of the neighborhood was such.

So blacks and whites in school together was nothing new. It was in some schools, some areas; but in many others, it was not: I think that had a whole lot to do with the effect. And the rulings involved here did not have to do so much with integration, but hauling people back and forth.

MR. GLICK. In other words, the 1971 order wasn't the beginning of the whole thing? There had been some desegregation during the sixties under previous court orders?

MR. HOGAN. Absolutely.

MR. GLICK. Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING. Commissioner Freeman.

COMMISSIONER FREEMAN. I have no questions.

CHAIRMAN FLEMMING. Commissioner Saltzman.

COMMISSIONER SALTZMAN. Gentlemen, just for the record, I think in a sense you have developed some guidelines for the media which may be helpful in this whole hearing process to us in making recommendations to the media. May I review and would you add or clarify any of the recommendations I have gathered from you?

One, you said in covering the story that, in particular, the visual media has to be unobtrusive.

Two, that there is a careful use of language.

Three, that where there is an action film or picture, that there is some kind of counterbalance.

Do I understand by that that you imply showing some other good aspects rather than just the negative?

MR. MANNION. Show students who are not participating in a disturbance and indicate the numbers that are not.

COMMISSIONER SALTZMAN. I see. Are there any more specifics that you would add to that list?

MR. SMITH. I think that about covers it.

We have tried to be careful that we don't become part of the story. We report whatever story is there.

COMMISSIONER SALTZMAN. Thank you very much.

CHAIRMAN FLEMMING. Do any other members of the Commission have a question? Commissioner Rankin.

COMMISSIONER RANKIN. Mr. Hogan, do you get as many letters today about busing as you did back when it was started?

MR. HOGAN. Oh, no.

COMMISSIONER RANKIN. Governor Wallace was up in North Carolina a few days ago campaigning, and he said busing has ceased to be a political issue down south. Is that true?

MR. HOGAN. I think it has. I don't think the people like it any more than they did to start with, but I think they have accepted it as a way of life.

COMMISSIONER RANKIN. What makes the big difference between Tampa and Boston?

MR. HOGAN. I think there's two or three things.

Number one, we have gone into it piecemeal as far as neighborhoods go. I happen to live in the—I believe it is still the only neighborhood—seventh-grade school district in Tampa that is operated on a neighborhood basis. As I recall, we set it up with seventh-grade centers, two of them in the county where all seventh graders came

together. We were able to demonstrate that we had empty classrooms at our neighborhood junior high and that the neighborhood school mix was equal to the county school mix.

So we are back to that point. We had that. We had the background of Tampa with its Latin element having gone through this. On top of that, I think we have some rather level-headed people in Tampa—black, white, Latin, whatever. I think that helps tremendously. I'm not sure Boston is blessed that way. Spoken as a true southerner.

[Laughter.]

COMMISSIONER RANKIN. I am also from the South, too.

Mr. Mannion, I want to ask you a question. Has anybody ever said to you, concerning suspensions and the keeping and preserving of order in schools, that white teachers are unable to understand the black culture and black behavior?

MR. MANNION. Yes, I've had that. People have told me that. They think that some white teachers are unable to understand what they call the behavioral patterns, even the language of some black students, and that's part of the reason that—

COMMISSIONER RANKIN. Is that an individual teacher or is that because she's white?

MR. MANNION. No, I have had that from several teachers.

COMMISSIONER RANKIN. Could you say again why the white teacher can't do that?

MR. MANNION. I am not real sure. I've tried to understand that one myself, but I'm told that there is a failure on the part of some white teachers, that they misinterpret at times certain actions or even the language of young black male students. Just what they are talking about, I haven't really been able to find out. There seems to be a—they come from another culture, another type of background, and they are perhaps unwilling to talk.

COMMISSIONER RANKIN. Who would be able to explain that, do you think?

MR. MANNION. A sociologist, perhaps.

COMMISSIONER RANKIN. Well, I don't know about that. Since I am a political scientist—why, you see, we always take what the sociologists say with a grain of salt, don't you see?

Is the converse of that true? Is the black teacher unable to understand white culture and white behavior?

MR. MANNION. I haven't heard that. I haven't heard that.

COMMISSIONER RANKIN. Nobody's claimed that. But the other, isn't that a little unusual?

MR. MANNION. I think it is.

COMMISSIONER RANKIN. But it is hard to put your finger on, to identify why that's true; is that it?

MR. MANNION. Yes.

COMMISSIONER RANKIN. Could either of the other two answer that or do you have an opinion on it?

MR. SMITH. I've never heard the question asked, why can't a black faculty member or student understand the white culture? I have certainly heard the reverse. I think we all have.

COMMISSIONER SALTZMAN. Dr. Rankin, if I may interject myself, the minority is forced to acquaint themselves with the majority culture; the majority culture really is not interested nor does it see any relevance to becoming acquainted with the minority culture often.

MR. MANNION. This is not true of all white teachers; this is true of some white teachers.

CHAIRMAN FLEMMING. Have any of you covered in any way the human relations training programs that were inaugurated here and supported in part, at least, by Federal funds and, if so, as a result of covering those programs, do you have any feeling relative to their effectiveness?

MR. SMITH. I have not covered any of the training programs, no, sir.

MR. HOGAN. I can't speak to the effectiveness, no, sir.

CHAIRMAN FLEMMING. I am just interested, have you been aware of the fact that that type of program has been under way and supported at least in part by Federal funds?

MR. HOGAN. We don't intend to say we haven't covered it. It is the effectiveness we can't speak to.

CHAIRMAN FLEMMING. Okay. How has it been covered? I mean, how does that story that that's going on get out to the community as a whole—because it seems to me the fact that it is going on is on the positive side, as far as the life of a community is concerned? How does that message get out to the community, that this type of activity is under way?

MR. HOGAN. In our case, it's been a part of the overall coverage of the schools. We attempt to get the political side of schools, too, yes. But we also attempt to get into the classroom to talk about what is going on in the educational process, and that's a part of it. And that is part of what's happening in this whole thing, and it has just been a part of the normal flow.

MR. MANNION. It is difficult on an ordinary television newscast to cover a story like that other than to mention that indeed it is occurring. We need to cover it in talk shows, or we need to cover it in what we call documentaries. We haven't at Channel 8 done a documentary on that aspect of it. We, of course, have covered it as part of the regular news coverage, to mention the fact of it, but we haven't done anything more than that.

CHAIRMAN FLEMMING. The consumer, of course, as far as desegregation or integration programs, consumers are the students. Do you involve the students to a considerable degree in the coverage of what is going on in an effort to get their reactions, their responses to the activities of the last 4 years?

MR. MANNION. Yes, we do. And we—among other things, one of our reporters, who happens to be a black reporter, goes out to many of

the schools on career-day programs in the schools and talks to students and has been very successful in that regard.

MR. SMITH. Yes, we have sought out student opinions, and members of my staff, including myself, do speak to the schools on a regular basis through what is called the Serve organization.

CHAIRMAN FLEMMING. It's already been indicated, some of the testimony that we've received, that from time to time issues have arisen as to possible relocation of schools; that is, of older schools where it's become necessary to replace them or to make a considerable investment in their modernization. Have any of you in your editorial comments addressed yourself to that particular issue, and do you have any feeling as to whether or not, in dealing with that kind of an issue, the Federal Government could be of any help in terms of the local community?

What I have in mind—let me be specific. When I say “help,” I do mean financial help. I mean financial help in connection with construction. And if the Federal Government related its construction grants, let's say, to the possibility of a new school being located at a point that would contribute to desegregation and integration and also contribute to, thereby, to a lessening of the need for pupil transportation, could that prove to be helpful in the life of a community such as this?

MR. SMITH. Yes, we have editorially commented on the fact that what had been, for instance, a predominantly or all-black school, for instance, was now going to be desegregated, and a new school opened up—which, as a matter of fact, formed the basis for several of the editorials which our station did in 1971 relative to the Blake High School and the plans to build the new Jefferson High School.

Your second question is so complex, I don't think I want to try to answer it.

CHAIRMAN FLEMMING. Let me just—I was simply trying to indicate what I had in mind. It would be possible for the Federal Government to say to any community that is confronted with desegregation, “We'll help in the construction of a new school provided that that school is going to be located at a point where it will contribute to desegregation and contribute to a lessening of the need for pupil transportation.”

Now, if the Federal Government did that, offered that kind of an incentive, would it help a community in confronting that kind of an issue?

MR. SMITH. Mr. Chairman, inherent in your question is kind of a verbal double-edged sword. I think you might encounter some resistance initially to that sort of thing.

CHAIRMAN FLEMMING. That is what I was trying to bring out.

MR. SMITH. I think you would.

CHAIRMAN FLEMMING. In other words, it's the carrot instead of the stick, if you may want to use that particular expression.

But there is a lot of thinking going on in the country about whether or not positive steps can be taken to lessen the need for pupil trans-

portation, but that will contribute to desegregation and to integration of schools. This Commission is going to be called upon to make recommendations to the President and to the Congress. As we come into a community and are given the opportunity of learning about the experiences of the community, actually from time to time we may want to raise questions as to whether a particular course of action on the part of the Federal Government might be helpful.

But you are right. I mean, there are two aspects to that. Some would resent it; some might welcome it.

I don't know whether the others want to comment on that or not.

MR. MANNION. I think anything that would lessen the impact of busing, I find—and I think Paul indicated this a bit earlier—that busing out of one's neighborhood, whether it be black or white, is still not a generally accepted thing. So if anything can be done in that area, would probably be accepted by most people.

MR. HOGAN. I think our schools are located fairly strategically, and I don't think new schools are going to change residential patterns that much.

However, that one junior high school I talked about that has the seventh-grade mix—and I believe it is still the only one; I am not positive—is one that is in danger of being closed every year. It is old; it needs much repair. There is not any airconditioning. All that kind of thing. And in Florida, airconditioning is very vital, sir; it is not a frill.

CHAIRMAN FLEMMING. Right. It is what is called weatherization.

MR. HOGAN. That is right.

That school might be a logical recipient of some money just to keep it going. I am more interested in keeping it going because we want the total neighborhood and the neighborhood I live in. That is a part of it. I don't have any children going there anymore, but I do see that schools, churches, and everything make a total community, and that is what we are trying to achieve. There has been conversation about turning it into school board offices and things of that nature, just anything, because we did have vacant schoolrooms, people bused to other places. We've got them back now and I think the school's in pretty good use.

Those might be areas, but I do not believe that new schools would change residential patterns and create a racial mix where there is not a racial mix in the neighborhood.

CHAIRMAN FLEMMING. In some instances, there are situations where the location of a school could—it might be in an area where it would be much easier for students to go to that school—that is, on an integrated basis—than if it continues to be located where it is. That's the only thing that I had in mind. In other words, where it might be possible for people to walk or at least, if they do have to have transportation, for much shorter distances than is required because schools have been located in the past for other reasons. They haven't had in mind locating them in such a way as to contribute to desegregation or integration.

COMMISSIONER RUIZ. Mr. Chairman, I have a question.

CHAIRMAN FLEMMING. Mr. Ruiz.

COMMISSIONER RUIZ. No one up to now this morning has mentioned the Latin community, the Hispanics. Are they a nonentity? Are there any problems of integration? Has the media made reference to the problems of bilingualism and language problems?

I noticed, for example, that it was stated here that one Francisco Rodriguez was the original attorney in the court action presently pending, and that he had done a lot of work. I assume that he was a Latin.

Has the media taken note or been apprised or approached relative to Federal Government funding relating to language problems? This is an area no one has mentioned. Perhaps somebody might have a comment on that.

MR. SMITH. That fact, sir, has been taken note of in view of the fact that in our most recent election primary the ballot was a bilingual ballot, which is the first time that that has happened in my memory.

COMMISSIONER RUIZ. We now have bilingual ballots, or is that in preparation?

MR. SMITH. No, sir. We had them in the Florida primary.

COMMISSIONER RUIZ. That is now effective?

MR. SMITH. Yes, sir.

CHAIRMAN FLEMMING. Was that required under the amendments to the Voting Rights Act?

MR. SMITH. I believe it was, sir.

COMMISSIONER RUIZ. That is with respect to voting. With relation to education, has there been anything to do with relation to language, where a youngster has a transition to make from, let us say, the Spanish to the English, and where he doesn't comprehend the English language of instruction? With relation to these mixes, are there any things on the drawing boards that you are aware of concerning preventing an early dropout of this particular segment of the general population?

MR. SMITH. There have been some recent studies done because of the Vietnamese children problem, studies which will tell you how many languages there are represented in the school system. But I am not aware of any problems that there have been with Spanish children not being able to understand English. Now, anything is possible, but I am not aware of anything like that.

COMMISSIONER RUIZ. I ask the question because you say you are not aware of whether there are such problems. I come from the Southwest, I come from the city of Los Angeles, California, where there is this problem, very definitely. Youngsters coming out of a Spanish-speaking family, I imagine, are the same here. Perhaps it is an unrecognized problem. This is what I was trying to probe. Apparently, no one has been thinking about it.

MR. HOGAN. It is not a problem here, sir, because our Spanish culture is older here than, say, in Miami Beach, where it has evolved

since Castro. Ours is older and much more integrated in the community, and language is not that big a problem.

COMMISSIONER RUIZ. That may be the answer.

MR. HOGAN. As a matter of fact, a couple of years ago, I undertook a study of some—to some extent, to determine whether it would be beneficial to make my newspaper, as a business, to print some material in Spanish. I could not find that there is enough problem with the English language here to warrant it. I don't think it is a problem in the schools. The Latin community here has integrated itself into the community over the years so well that it is not, the language is not a problem.

COMMISSIONER RUIZ. Thank you.

CHAIRMAN FLEMMING. Commissioner Freeman.

COMMISSIONER FREEMAN. Gentlemen, I would like to ask you the same question that I asked the members of the business panel. This is a question concerning the employment opportunities. I would like if you would indicate to the Commission the number of black reporters which you have in your television station, employed in your industry.

MR. MANNION. On our staff there are 14 people in the newsroom and 2 of those people are blacks.

COMMISSIONER FREEMAN. Mr. Hogan?

MR. HOGAN. I had one black reporter. The NAACP hired him. Now I am training two more.

COMMISSIONER FREEMAN. What is the total number of employees?

MR. HOGAN. I have about 120 people.

COMMISSIONER FREEMAN. You have how many blacks?

MR. HOGAN. I am training two. Two are part-time employees, training.

COMMISSIONER FREEMAN. You have no full-time black reporters?

MR. HOGAN. I have no full time. I did until November when the NAACP hired my man.

COMMISSIONER FREEMAN. I could comment on that.

[Laughter.]

COMMISSIONER FREEMAN. Well, you don't suggest that this is a good record, do you?

MR. HOGAN. I don't suggest it is good, and I don't suggest it is bad either, because there has been no effort on my part one way or another. I look for good people. And the good people—as a matter of fact, very recently I went through every application I had over the last year, and I found one from a black person.

COMMISSIONER FREEMAN. Mr. Smith.

MR. SMITH. At the moment, our news staff numbers 23, 1 of whom is black and is a full-time reporter.

COMMISSIONER FREEMAN. Thank you.

CHAIRMAN FLEMMING. We are very grateful to you for coming here and sharing with us these insights because we all recognize the very major role that the media play in dealing with this very important

issue. Certainly, you have helped us develop a better understanding of the forces that have been working in such a way as to move the community and the county in the direction of a constructive solution to this major constitutional issue.

We thank you very, very much for your willingness to discuss editorial points of view on quite a number of issues related to the major issue. Thank you.

Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, the next witnesses are gentlemen all of whom represent religious organizations in the city of Tampa and Hillsborough County. They are the Reverend Robert Lyons, Father Laurence E. Higgins, Reverend A. Leon Lowry, and Rabbi Frank N. Sundheim. Assistant General Counsel Donald Stocks will question these witnesses.

[Reverend Robert Lyons, Father Laurence E. Higgins, Reverend A. Leon Lowry, and Rabbi Frank N. Sundheim were sworn.]

TESTIMONY OF ROBERT LYONS, PRESIDENT OF THE TAMPA MINISTERS ASSOCIATION AND PASTOR OF THE UNIVERSITY CHURCH OF GOD; LAURENCE E. HIGGINS, PASTOR OF ST. LAWRENCE CATHOLIC CHURCH; A. LEON LOWRY, PASTOR OF BEULAH BAPTIST INSTITUTIONAL CHURCH; AND FRANK N. SUNDHEIM, RABBI, SCHAARAI ZEDAK TEMPLE

CHAIRMAN FLEMMING. We are very happy to have you with us.

MR. STOCKS. Would you please state your name, address, and your occupation and religious affiliation for the record?

REV. LYONS. I am Bob Lyons, pastor of the University Church of God, 10948 Central Avenue, Tampa, Florida, 33612. I currently serve as president of the Tampa Ministers Association.

FR. HIGGINS. My name is Laurence Higgins. I am pastor of St. Lawrence Catholic Church and dean of Hillsborough Deanery, as far as the church is concerned.

REV. LOWRY. I am A. Leon Lowry, Sr., minister of the Beulah Baptist Church, 900 N. Delaware Ave., Tampa, 33606.

RABBI SUNDHEIM. I am Frank Sundheim, rabbi of Schaarai Zedak Congregation, 3303 Swan Avenue here in Tampa.

MR. STOCKS. The Commission is interested in obtaining testimony from religious leaders in the community about their involvement in desegregation, and I realize that each of you have had individual involvement in school desegregation in this community, and I want to start with asking each of you to speak to your particular individual involvement.

Reverend Lowry, I'd like you to describe to the Commission the involvement you have had in school desegregation in Hillsborough County beginning with your son.

REV. LOWRY. Thank you very much, Mr. Stocks.

Back in the days of integration of schools in Hillsborough County, my youngest son was the first black child to be admitted to the Hillsborough County public schools. At that particular time there was no problem, no flareups. That went rather smoothly. There were police officers on guard in the event there might have been some untoward action on the part of some, but happily there was no such experience. Of course, from that point on I encouraged other parents to seek to have their children admitted to schools, working with them along with Mr. Rodriguez.

MR. STOCKS. For the record, could you tell us what year that was?

REV. LOWRY. Let's see. I don't quite recall now. It has been so long ago, back somewhere I think in the fifties. I'm not too sure.

MR. STOCKS. Was it 1961?

REV. LOWRY. It could have been. Could have been.

MR. STOCKS. Have you had additional involvements more recently in school desegregation in this community?

REV. LOWRY. Yes. During the time of the busing, of course, there was a little unrest and, nothing too overt, some concern on the part of some in the white community and some disagreement with some in that segment of the community, but nothing of a violent nature encouraging people, except that procedure in order, as I saw it, to get equal educational opportunities and quality education for our children.

MR. STOCKS. What particular action did you take in your church as a religious leader in advising your church members about school desegregation?

REV. LOWRY. Well, this was a constant approach of mine almost every Sunday, so I suppose they didn't hear too much about heaven sometimes, but they heard quite a bit about what they should do as citizens and taking advantage of these opportunities. I made quite a point of it each and every Sunday, talking about the importance of education and of their involvement; talking with their children, talking about their behavior, their advice to their children, and so on.

MR. STOCKS. Did you serve in any, on any committees or do any specific task in school desegregation as it came about in 1971?

REV. LOWRY. I was on the commission on community relations. Of course, we had some input. That was the commission appointed by the mayor.

MR. STOCKS. That's the city commission?

REV. LOWRY. The city commission.

And we went back to the very early days of lunch counter desegregation and worked through all of that period on through school desegregation, on through to busing, trying to give guidance and direction.

MR. STOCKS. Thank you.

Reverend Lyons, how long have you been a minister in the Tampa area?

REV. LYONS. Mr. Stocks, I came here in 1968.

MR. STOCKS. Could you tell the Commissioners what involvement you have had in school desegregation in 1968 and up through 1971, including today as a minister?

REV. LYONS. As a minister and representing the ministerial association, we have not by and large according to our constitution taken that active a role. The basic constitution we have encourages fellowship, relationship among the churches, promoting items that are of a general nature.

As a father, I have a child now who is in a sixth-grade center and that child has been involved in the school situation integration-wise ever since she's been here. I have no major problems as far as her adjustment. She attends Potter School now and she shows no advancement or regression as far as being bused. That means getting up a little earlier in the morning, but that's one of the hazards of life.

MR. STOCKS. You indicated your affiliation with the Tampa Ministers Association. Are you an officer of that group?

REV. LYONS. I am presently serving as the president of the Tampa Ministers Association. I have been on the executive committee since about 1969.

MR. STOCKS. How many individual ministers belong to your association?

REV. LYONS. We have presently approximately 100 that are active. We have about 300 that are on our mailing list. But we usually show up with about 100 for our meeting.

MR. STOCKS. Does this include various denominations or is it all one?

REV. LYONS. Well, it includes various denominations. We do not include the Jewish community. We have several Catholics. But by and large the strength comes out of what we would term the evangelical circles—Methodist, Baptist, Presbyterian, etc.

MR. STOCKS. Did I hear you correctly? You said the ministers association did not take any action regarding school desegregation?

REV. LYONS. Not on a formal level such as a resolution, to my knowledge. Those ministers on a basic level of their churches, many of them were involved.

MR. STOCKS. Thank you.

Father Higgins, how long have you been in the Tampa area?

FR. HIGGINS. 1958. I have been here in Tampa since then.

MR. STOCKS. What position do you hold now?

FR. HIGGINS. I'm pastor of a church and I'm dean of Hillsborough Deanery, or Hillsborough County.

MR. STOCKS. Have you had any direct involvement as a Father in the Catholic Church in desegregation and would you care to tell us that?

FR. HIGGINS. Yes, in the sense that—letters to all the priests. Can I go through this very briefly?

MR. STOCKS. Sure.

FR. HIGGINS. First of all, there was a policy written on June 28, 1971, which was a diocesan policy from the diocese of St. Petersburg, concerning the admission of students into Catholic schools; and, of course, nobody was to be accepted that were trying to escape because of the question of desegregation or segregation, as the case may be.

And then there is also a statement which was voted on and put into effect on an affirmative action plan for the nondiscriminatory hiring of professional staff, which was signed by all the principals in the diocese of St. Petersburg, which includes the six counties here, which Hillsborough is one of them. Here the goals to be implemented in the following ways: to explore the possibilities of employing a larger ratio of minority professions within our schools, etc. I think you've got a copy of this too. If not, you can have this. There's no point in going through all the details, unless you'd like to read it.

The third thing was on July 16, 1971, I as dean sent to all the priests of Hillsborough County a policy on student admissions and on desegregation in which I asked them to speak from all the pulpits concerning this matter. And again, I think you have a copy of that also. If you want me to quote from it, you can ask me, Mr. Stocks.

MR. STOCKS. Father Higgins, can you tell us how many Catholic schools there are in Hillsborough County?

FR. HIGGINS. We have 13. And I think that it's well to point out that of the 13 there are 2 private schools. We make the distinction between a parochial school and a private school and we have one for special education. The school for special education is called Morning Star.

The two private schools are Jesuit and Holy Name Academy, and the rest of the schools are parochial schools. Let me try and define that for you. A parochial school is a school, for example, that is supported by the parish. When we get into the high school, we have a center high school called Tampa Catholic, which is supplemented by the parishes of Hillsborough County. Whereas in a private school they are not supplemented financially or any other way by the parishes.

MR. STOCKS. Are students admitted to these schools on the basis of race or is it open to students of all races?

FR. HIGGINS. It is open to all races. The question of the Academy and Jesuit, it is open to everybody the same as any other school. The policy there [inaudible]. But they have an intellectual standard, if you would like to say, whereby if you can pass the examination you can enter. It is certainly not a question of anything to do with race or nationality or anything of that—

MR. STOCKS. One more question, Fr. Higgins. Is it possible for you to provide the Commission with the number of students attending the various parochial and private schools in the county?

FR. HIGGINS. Yes. I can give you all that right here. The elementary schools—I can give you from 1970 to '75-76—but the number we have in the elementary schools in Hillsborough County at the moment is 5,741. Of that we have a total black enrollment of 354.

We have a decrease, we have decreased year by year, we are minus 3.8 percent and our black enrollment has increased 6.2 percent. So in all, our enrollment is going down; our black enrollment is going up. And in the secondary schools we have 2,368 and we have the same problem there.

MR. STOCKS. Did the enrollment in the Catholic school show an increase following the desegregation of the public schools in 1971?

FR. HIGGINS. The increase was very slight. The increase from '70-71 was a plus 1.6 percent, which is very, very small. Since that time we have steadily decreased.

MR. STOCKS. Do you attribute the lack of a substantial increase to the position the parish took on the schools and to the counseling and the letters sent out from your offices?

FR. HIGGINS. I think that we took a pretty strict stand, and we had to interview all the parents that were enrolling children in the schools to try and determine as far as possible that they were not leaving the school for that particular reason and coming into ours. Of course, I'm sure there are some that got through. Not everybody tells the truth, Mr. Stocks.

MR. STOCKS. Thank you.

Reverend Sundheim, would you relate to the Commission the extent of your experience with school desegregation?

RABBI SUNDHEIM. Here in Tampa I first got involved by rumor and implication because of my wife's activities, which you heard her testimony earlier. And with my congregation I was, of course, very vocal in trying to have them accept what was coming and to try to bring out to them the correctness of what was being done in order to bring about the educational aims of desegregation.

My other individual involvements in some cases were related to negative factors. There was an attempt by one of the private schools, that was coming into being when the desegregation ruling came, to use various religious institutions as their home bases. We were contacted by one. I resisted that verbally and in writing with my congregation, and they did not accept the possibility of having a private school located there.

In 1972, I believe it was, when there was a statewide referendum during the primary on busing, a group of us who were members of the, what is called the Clergy Dialogue, some of us up here are members of it, were involved. This is a very informal group. We don't even have a constitution. But it's a group that is sponsored by our local National Conference of Christians and Jews, and it was out of this particular group that we sponsored an advertisement in the local press supporting Governor Askew in his opposition to a referendum that would have put us against busing; and it was a rather large issue in Florida during that time, and about 35 or 40 of us were active in trying to beat down that amendment which, by the way, passed by an overwhelming majority of the voters of Florida. So we were actively involved and identified as we were doing that type of work.

MR. STOCKS. Is there any other organization of religious leaders in the Tampa or Hillsborough County community other than the ministers association and the Clergy Dialogue that you referred to?

RABBI SUNDHEIM. None that I know of.

MR. STOCKS. I want to ask each of you to respond to this, starting again with Reverend Lyons. In your judgment, do you feel that the religious leaders had any impact on the congregations regarding the individual members of that congregation and their decisions about school desegregation?

REV. LYONS. Mr. Stocks, I couldn't speak for each member of our association. I can speak for myself.

Along about this time in '72, '73, I had three blacks to apply for membership at the University Church of God and we accepted them. I would say, if I was guessing, in round figures 90 percent of my congregation accepted that fact. We had no problems handling it either spiritually or socially. I would say about 10 percent, which represented about three or four families, were quite vocal that the pastor had made a wrong decision. My experience was as a pastor to communicate with those people and indicate my position and what I felt like Christ's position would have been in relation to any minority groups.

We do have presently some Latins who are members of my congregation, who, by the way, do understand English probably better than what I do, but who have no problem as far as involvement and worship. So this is my expression. I could not speak for the others. Though, in the ministerial association we were integrated prior to this time, and several of the blacks and, of course, in my 8 years' experience, have served on the executive committee of the association.

MR. STOCKS. Rev. Lyons, have you ever had occasion to talk to members of your congregation about school desegregation specifically?

REV. LYONS. Not from a general platform. I have in a personal relationship inasmuch as I have a number of teachers who are constituents of our congregation.

MR. STOCKS. Father Higgins, do you feel that the letters and the statements that you asked members of the Catholic religious group to distribute from the pulpit had any impact on the congregation and how they responded to school desegregation?

FR. HIGGINS. I think—my parish, before we start, is predominantly Latin extraction with a large percentage of Cuban people. I spoke at all the masses concerning Governor Askew's referendum, in favor of it as published here. And I was amazed at the reception which was quite good. I was worried that perhaps it would be opposite to this.

And so, with the result it would lead me to believe that it had some impact, quite an impact I would say. Because I heard—usually you hear about the bad things—and I heard very, very little, only two people disagreed completely, which is quite small in comparison when we have 2,200 people at church in the summer.

So I would say judging from that that certainly there was an impact, a strong impact. But remember that way back in 1966 or '67, when it was a Diocese of St. Augustine, the edict had come right from the lead Archbishop Herleahy [phonetic] concerning the question of integration, so it was not something that was completely new. It was a policy that at least was established.

MR. STOCKS. Reverend Lowry, how would you assess the impact of your counseling and other activities on the members of your congregation?

REV. LOWRY. Our congregation is the oldest black Baptist group in the city of Tampa, 111 years old. There has been from the very outset an open-door policy. So it is not difficult to deal with our congregation on this matter of integration. There would possibly be two or three negative responses as I can recall in looking back. But on the whole I think it was acceptable and good.

MR. STOCKS. Thank you.

Rabbi Sundheim, in addition to the matter of the private school on your church property, could you assess the impact of your particular activities on your congregation and how it affected their attitudes, if at all, towards school desegregation?

RABBI SUNDHEIM. I don't think that there are very many people in my congregation who are for school desegregation. However, there was a good amount of defection, if you could call it that, to the private schools in the year and years since that time.

I have also been pleased by the fact that many people have said to me that whatever involvement I had was at least somewhat influential on them in sticking with what they considered to be the proper way [inaudible]—staying with the public school system.

MR. STOCKS. Thank you.

Mr. Chairman, I would like to introduce into the record as Exhibit No. 3 the copies of the documents that Father Higgins has which were sent to the members of the parish here in Hillsborough County regarding school desegregation.

CHAIRMAN FLEMMING. Without objection, that will be done.

[The documents referred to were marked Exhibit No. 3 for identification.]

MR. STOCKS. I have no further questions, Mr. Chairman.

CHAIRMAN FLEMMING. Did you have, did someone have a comment?

REV. LOWRY. Well, I'll reserve it until you're through, sir.

CHAIRMAN FLEMMING. I just had a series of questions that I'd like to raise, but I'd be very happy to recognize you at this point, Reverend Lowry.

REV. LOWRY. Well, it goes back to a previous question as to the inability of a large number of white teachers to relate to black students and the ability of black teachers to relate better to white students.

I think Mr. Saltzman kind of struck a note there. Black education, of course—let me put it this way, black people have been educated

mostly using white textbooks or textbooks written by white professors, white instructors, even though they might have gone to all-black schools. All of the psychology, etc., educational psychology, and the methods and what-have-you have been those until very, very recent years which have been written by whites. And so the exposure of blacks has been in that particular area. White teachers have not gone through the traumatic experiences that black people have gone through.

And there is in black people, we regret it, but a kind of historical, traditional remembrance of so many things which were done to them, and it is not easy for them to make the transfer. So sometimes the approach of some teachers makes it pretty difficult for them to relate to black students as positively as they ought. That would be my response to that observation or that question. I know that isn't all of it, but that's a part of it.

CHAIRMAN FLEMMING. Thank you very much.

Counsel, are we at some point going to have entered into the record the number of private schools that have come into existence since 1971 and their enrollment?

MR. STOCKS. Yes, we will.

CHAIRMAN FLEMMING. That will come later on?

MR. STOCKS. Yes.

CHAIRMAN FLEMMING. Okay.

I'd like to ask this question first of all. Is there anybody, religious body in Tampa or in the county, which represents various adjudicators and which is made up of both ministers or rabbis and laymen?

REV. LOWRY. None that I know of. The closest we could get to anything would be the TMA. That's as close as we can come to it, and that's not really what you're talking about.

CHAIRMAN FLEMMING. Really what I am asking is: Is there a body that might be referred to as a council of churches in Tampa or in the community?

REV. LYONS. Mr. Chairman?

CHAIRMAN FLEMMING. Yes.

REV. LYONS. I don't think that there is such a body existing where there is both clergy and laymen active. In the ministerial association we have from time to time projects which would involve both laity and clergy. For example, several years ago the Layden Ford Crusade, the possibility of Billy Graham and the years coming 1977-78. Those would involve at that specific point laity and clergy.

CHAIRMAN FLEMMING. Did the ministerial association at any point over, let's say from '68 down to the present time, consider the possibility of bringing together clergy and laymen for the purpose of exploring the constitutional and moral issues that are involved in desegregation in the implementation of the 14th amendment?

REV. LYONS. Mr. Chairman, I don't recall any occasion where we planned to bring clergy and laity together. We do have as a part of

our administrative structure a social concern committee. But all of that is constituting of clergy. And out of that subcommittee we try to funnel our social concern in action.

CHAIRMAN FLEMMING. Did the social concern committee at any point address itself to the issue of integration and did it make any recommendations to the full body and was any action taken by the full body on those recommendations?

REV. LYONS. Not to my knowledge, sir.

CHAIRMAN FLEMMING. When the social concerns group came together even on an informal basis, did they express concern about the kind of issues that the community and the county was confronting and consider whether or not as a body they should provide leadership?

REV. LYONS. Mr. Chairman, I think in response to your question I would answer like this: yes. There was the give and take in the membership at large as well as the social concern committee. There was no formal action taken.

But I think every minister in this community was concerned about how the parishioners that he served were going to respond to it. I recall in my own situation the early hours that the children had to get on the bus. I recall the accidents that we had involving the early hour before we shifted it back 30 minutes because of the darkness situation.

There was a lot of concern and talk, but as far as one-to-one relationship and how one minister might be approaching the problem which might be advantageous to another minister's approach, but as far as formal action, which you asked before, no, sir.

CHAIRMAN FLEMMING. In those discussions, were there discussions relative to the moral and constitutional issues that are involved in this overall issue?

REV. LYONS. Mr. Chairman, always ministers are concerned about those moral issues and yes, there was discussion. But to specify to you exactly what all of those moral involvements were I cannot do so today.

CHAIRMAN FLEMMING. But the body as a body did not consider taking action as a body and providing the county and the community with leadership as a body?

REV. LYONS. That's correct.

CHAIRMAN FLEMMING. Okay.

On this group that's called Clergy Dialogue, well, I guess I would address somewhat similar questions relative to the activity of that particular group.

RABBI SUNDHEIM. We were convened, Father [inaudible], Reverend Paul Heartsfield [phonetic], and myself—the three of us were the co-convenors of the dialogue—and though, as I say, we have no constitution or anything formally, I think this was one of the catalysts that got us together, and I don't think there were many members of the dialogue who did not have this type of concern; and I think just about everyone who's ever come to a meeting of the dialogue were among

the signers of the statement that appeared in the press, so that we were actively concerned with it and made it a major part of our agenda for a long time, yes.

CHAIRMAN FLEMMING. Did you as a group take action which would represent the convictions of the total group?

RABBI SUNDHEIM. My chronology is off. As I recall, the dialogue came into being after the desegregation rulings on the crossbusing and before the resolution that Governor Askew opposed, and it was at that point that we got active and were very much identified in the community with that particular role.

CHAIRMAN FLEMMING. Is this—

RABBI SUNDHEIM. It was in the newspaper advertisement that appeared the Sunday before the election.

CHAIRMAN FLEMMING. Is this an accurate summary then of the situation during this period when the discussion was taking place relative to the court order and during the period since when there has been implementation of the court order, leadership has been provided by individuals related to the religious community, but no leadership has been provided by a group representing a part or all of the religious community. Is that accurate?

REV. LOWRY. That would be accurate, yes.

CHAIRMAN FLEMMING. Let me ask, do you think that such leadership, group leadership, at various points in connection with the discussion of this issue would have made a constructive contribution to helping the citizens of the community face up to the implications of the issue from both a constitutional and moral point of view?

This is hindsight, I appreciate, and we've always got 20-20 vision on hindsight. But nevertheless, you've lived through this, all of you, and I really would like your views on that.

RABBI SUNDHEIM. Those of us who were in the original talking stages of convening the dialogue came to it to a great extent out of the questions you have asked and the disappointment we had had in the role of the clergy during the desegregation situation and the hearings and so forth. And as I said a moment ago, that I think was the catalyst that brought us together in the group. Father Higgins, Reverend Lowry were in it, so I think they would be able to—

CHAIRMAN FLEMMING. Maybe I ought to give just a little background on my question. We held public hearings in Boston on school desegregation last June. That was in between what is called up there phase I and phase II. And a panel of religious leaders from the community stated very frankly to us that in their judgment they had not as a group, or groups within the total group, exercised the kind of leadership that should have been exercised, and they said very frankly, as far as phase II was concerned, they were going to try to bring about a change. And the report from our State Advisory Committee would indicate that there was a shift.

And what we're trying to get at as a Commission are the issues that confront communities, how those issues are resolved, and what forces in the life of the community contribute to constructive solutions to those issues. And that's the reason for the question.

RABBI SUNDHEIM. I think we all felt that way, and there was among us—in certain cases religious institutions were being used in setting up alternate schools directly as a result of the desegregation, and it was felt by many of us in response to that, rather than because of what the advantages of private education may be or may not be, depending on how you feel about it.

Then some people were upset about what was even considered a negative as well as a passive role of some of the religious communities.

CHAIRMAN FLEMMING. Were any positions taken on that particular development by the religious leadership of the community?

RABBI SUNDHEIM. We were informal.

REV. LOWRY. We were just informal as the Rabbi has said. Some were opposed. Some were for it. There was quite a bit of conservatism. Not too many of us were liberal. I think there were more conservatives than there were liberals. And certainly we ought to have done exactly what you're suggesting, and I think it would have had a great impact on the community. I could hope in the future that could come together and take that kind of approach to it. That's a dream we have. And hopefully we will come to it.

CHAIRMAN FLEMMING. Father Higgins, do you want to comment?

FR. HIGGINS. I think that the very fact that at the particular time we're talking now about just prior to Governor Askew's straw vote, which was the Sunday before, I think there had been about 35 or 40, I don't remember exactly the number, of your different religious groups; that we all basically agreed upon that. That was a public act. Then we went into our own congregation—

CHAIRMAN FLEMMING. Could I just—in other words, prior to the vote on this referendum, 35 to 40 of the religious leaders from different parts of the religious community got together as a group, decided on—

FR. HIGGINS. We didn't get together as a group. We called each other on the phone.

[Laughter.]

CHAIRMAN FLEMMING. But you did one way or another reach agreement as to the attitude that you were going to take on that Sunday or Saturday or whatever the case might be?

RABBI SUNDHEIM. Yes. This was discussed and was planned on.

FR. HIGGINS. Then from that each one went back to his own congregation and expressed the views that were the right views, I hope.

CHAIRMAN FLEMMING. Is it your own feeling that that had a positive impact?

FR. HIGGINS. Definitely.

REV. LOWRY. Yes.

RABBI SUNDHEIM. Yes. I would say many people who may have even disagreed with the position felt it was the right position to have been taken even if they personally disagreed.

REV. LYONS. Mr. Chairman, let me respond to your initial question with two observations. First of all, I think ministers are probably like every other person in our society today. We react when we are forced to act. And hindsight always said, you know, we should have done more, and I would be the first to admit that. But it seems to be one of those occupational hazards, that is so true in life, that we spend most of our time reacting rather than taking the initiative.

The second observation that I would point out to you is the movement in society of the role of the clergy. I think it is a foregone conclusion that the clergy at one time stood at the very center of society as an authoritative figure. He no longer occupies that position. He struggles for that competitive relationship standing on the periphery of society raising his voice, trying to claim some attention, and this little fact may put us in a place where they are hesitant to respond.

CHAIRMAN FLEMMING. There is the role of the clergy, and then there is the role of the clergy plus the laymen within the religious community. And I'd just say, on the basis of my own observation, the organization representing the religious community which does contain within it both clergy and laymen oftentimes produces constructive results in terms of getting out on the cutting edge of an issue of this kind. Personally, I believe that the religious community belongs on the cutting edge of an issue of this kind.

Okay. Do other members of the Commission have a question?

COMMISSIONER RUIZ. I'd like to direct a question to Father Higgins. I noted your statement, Father, that a large proportion of Latins are members of your congregation. In the Diocese of St. Petersburg, are there any Latin priests?

FR. HIGGINS. Yes.

COMMISSIONER RUIZ. How many?

FR. HIGGINS. I would say we have at least 12.

COMMISSIONER RUIZ. About 12?

FR. HIGGINS. Yes, sir.

COMMISSIONER RUIZ. How many priests are there altogether?

FR. HIGGINS. In the diocese we have 252. That includes a college and religious institutions.

COMMISSIONER RUIZ. You have 12 out of 252?

FR. HIGGINS. Yes, but they're not all working in parishes. A lot of those men are teaching in college or high schools.

COMMISSIONER RUIZ. Out of those 12, how many are Hispanics?

FR. HIGGINS. I would say 10. The other two are Cuban.

COMMISSIONER RUIZ. Now, do you have any explanation of why there is such a little proportion of Latin priests who fail to become involved in seminaries from where our priests come?

FR. HIGGINS. I think that, let me just explain this—for example, we have religious orders here like the Redemptrists. Mostly all of them are Americans but speak Spanish. They spend a lot of their time in Latin America and also in Puerto Rico. And they have come back here and do speak Spanish. So there are quite a few, I can't tell you exactly the number, but there are quite a few of those men that do speak that dialect.

COMMISSIONER RUIZ. I understood that. But I was just wondering why the converse wasn't there. We have those that speak Spanish. We have priests that are imported and become members of our hierarchy, etc. But the explanation due to the testimony, of the fact that a great proportion of your parishioners are Latins; do you do any recruiting?

FR. HIGGINS. We are trying. I think there has been an increase in the number of Latin young men who're entering the priesthood—certainly in Miami and in our diocese in the last 5 or 6 years. And I think that until recently our Latin people were not very positive about entering the priesthood, Mr. Commissioner.

COMMISSIONER RUIZ. Well, I was wondering, given the long time residence that was testified to of the people who do speak Spanish and in addition to your testimony, if there was any affirmative action on the part of the church to bring those people in?

FR. HIGGINS. There is, yes.

COMMISSIONER RUIZ. There is a definite program?

FR. HIGGINS. Yes. We have, for example, say, in our parish, masses in Spanish. We have also got classes in Spanish; we have got instructions in Spanish; we have different cultural aspects offered in Spanish. We have, of course, advocating, trying to get vocations for the Spanish-speaking parishioners.

COMMISSIONER RUIZ. You mentioned a total of 12. How many of those have been brought in within the last 2 years?

FR. HIGGINS. Most of them have been here for, I don't know exactly the number of years, but many, many years.

COMMISSIONER RUIZ. Has there been anybody brought in as a priest within the last 2 or 3 years?

FR. HIGGINS. I would say about 3 or 4 of them.

COMMISSIONER RUIZ. However, there is an affirmative action program going on within the church?

FR. HIGGINS. Yes.

COMMISSIONER RUIZ. Thank you.

COMMISSIONER SALTZMAN. Gentlemen, for the record, I wonder whether you might be able to define briefly, each of you, the moral posture of your religious faith respecting desegregation and equality?

RABBI SUNDHEIM. How long do we have?

COMMISSIONER SALTZMAN. Briefly, I said.

[Laughter.]

RABBI SUNDHEIM. Briefly, but in detail.

I guess since we started it all out it goes back to the prophetic involvement which is both lay and sometimes trained in seeing human relationships and social concerns as one of the first laws of God and justice to all people as almost in the nature of God himself.

COMMISSIONER SALTZMAN. So it is a compelling imperative, moral imperative for man to strive to that kind of society in which equality prevails?

RABBI SUNDHEIM. I couldn't have said it better myself.

COMMISSIONER SALTZMAN. Thank you.

Reverend Lowry?

REV. LOWRY. Yes, Mr. Saltzman. I had just remarked to Rabbi Sundheim about Mr. Flemming's observation and the cutting-edge, and I have just said that the prophetic concern and their outreach and their social awareness, and social concern, their concept, social concepts for human beings, fair play, thoughts, concern for mankind is something we ought to be involved in and we ought to be out on the firing line. And so I preach, and so I involve myself.

COMMISSIONER SALTZMAN. Thank you.

Father Higgins?

FR. HIGGINS. I think it is a very—social justice is, I think, very, very important, maybe more important than many of the other things that we touch on. If we believe, as we do believe, that all men are created equal before God and that it is the soul that makes the difference, then neither excessive nationalism or racism, which have been the two great evils in history, should interfere with that. Of course, that's intellectualized to some extent. When we put that into practice it means this, that we really and truly believe and put into practice that all men are equal before God and before man.

COMMISSIONER SALTZMAN. And that means and carries over to the principle of the desegregation of the public schools?

FR. HIGGINS. Everything.

COMMISSIONER SALTZMAN. Thank you, sir.

Reverend Lyons?

REV. LYONS. Commissioner, I would respond in the following way: First of all, philosophically, I would approach it on a person-to-person basis regardless of what culture that individual is from, whether he be black or yellow, Latin American, or Chinese or what. I would see that individual as a person.

The second thing I would do would be to couple the love of God in the relationship. And when I say that that must be explored into the area that I am my neighbor's keeper, and that I have to live with him not only because I am there in an existence relationship, but because that's the way God designed me as a part of that fellowship.

COMMISSIONER SALTZMAN. That moral posture you have just defined then carries over to a compelling necessity with respect to the desegregation of the schools?

REV. LYONS. Correct.

COMMISSIONER SALTZMAN. Well, in other hearings, gentlemen, I have taken to task the business community, educational community, and I have never felt the need and I say it with some pride to point to the serious shortcoming of the religious community because the religious community themselves, the leaders, have seen the necessity of the clergypersons to be in the very forefront on the cutting edge and to exert the leadership. If the clergy, it seems to me, have lost the leadership, the moral and spiritual leadership which they once enjoyed, perhaps it's because they have lost the courage to exert that leadership.

In other communities in terms of Dr. Flemming's searching questions about involvement of lay as well as religious leadership, organizations have been formed. In my own State it is called the Indiana Interreligious Commission on Human Equality. It is a lay-clergy organization with a budget of over \$100,000 to seek to implement throughout the State the ideals that we all hold in common, that we all share deeply and committedly about equality and the religious community; there are, almost every religious adjudicator in the State is a member.

And I hope that my criticism is not taken in the wrong way. But I do think in this time of great crisis that the clergymen, the businessmen, the educator, be it whatever—we must take a more positive and constructive leadership role than to merely allow informal contacts to substitute for the organized, disciplined effort of working out the challenge to our society that is responsive to principally the religious impulse which clergymen represent and symbolize. And I do hope that some kind of effort to structure such a lay-clergy vehicle in this area, not only with respect to the problems of desegregation, but to the manifold problems that concern us in the areas of social justice. I appreciate your statements calling for that ideal and I think the effort must equal the rhetoric. Thank you, gentlemen.

RABBI SUNDHEIM. In former communities that I served where we had such situations and we as the clergy were on, as Reverend Lowry says, the cutting edge of it and were important factors in areas in '64 and '65 with some of the voting rights and other situations, and I think if we are going to reestablish our moral leadership it has to be done institutionally. I believe it was Reinhold Niebuhr who said something that the social impetus of the church outraged just as many consciences as the outrageous doctrines or problems, minds. And I think this is a very important thing for us to know.

CHAIRMAN FLEMMING. Could I ask a question which you, I think, possibly could answer yes or no, but you may want to qualify it. As a result of the experiences that the community and county has had over a period of the last 4 years with desegregation or integration, do you feel that it is a stronger community than it was prior to desegregation?

REV. LOWRY. I think I can safely say yes, Mr. Chairman. It has grown. I think it is stronger. I think there is more understanding. I sometimes get the feeling that, well, maybe it has been just tolerance. But I think it's more than that.

FR. HIGGINS. I agree with Reverend Lowry. I think that there has been a better understanding on both sides because when the children mix together in schools and hopefully we can pray together. If we can't pray together, there is not hope, I'll tell you. But I think we are getting to the stage where all of this is becoming a lot better. I think definitely I see it as a very positive step.

CHAIRMAN FLEMMING. Reverend Lyons?

REV. LYONS. I would say yes. I would also qualify it by saying I think we still have a long way to go.

CHAIRMAN FLEMMING. Thank you all very, very much. We appreciate it.

Counsel will call the next witnesses.

MR. STOCKS. Claud Anderson, Gilbert Lee Gentry.

[Messrs. Claud Anderson and Gilbert Lee Gentry were sworn.]

**TESTIMONY OF CLAUD ANDERSON, SPECIAL ASSISTANT TO THE GOVERNOR;
AND GILBERT LEE GENTRY, CHIEF, BUREAU OF FINANCE AND MANAGEMENT
SERVICES, FLORIDA STATE DEPARTMENT OF EDUCATION**

MR. STOCKS. Would you please state your name, address, and occupation for the record?

MR. ANDERSON. Claud Anderson, Tallahassee, Florida. I am the education advisor to Governor Reubin Askew.

MR. GENTRY. Gilbert Gentry, chief of the bureau of finance and business management, department of education, 1717 Old Fort Drive, Tallahassee.

MR. STOCKS. Mr. Anderson, would you delineate your responsibilities in the Governor's office with regard to educational matters?

MR. ANDERSON. My primary responsibility is to be the facilitator and coordinator for all educational issues, whether they are international, national, local, or statewide, and to handle the general operational procedures and assist him in developing policies and budget matters.

MR. STOCKS. Could you briefly describe the role that the Governor plays in setting educational policy in the State of Florida?

MR. ANDERSON. That's a very difficult question—I'll see if I can deal with it—because of the peculiar system and the structure of governance in Florida. But the Governor has a very limited role in education and statutorily, or regulatorily, it is simply to make—recommend a budget, and in rare circumstances of misfeasance and malfeasance and nonfeasance of office he can suspend a public school official; and in addition to that, he serves as the chairman for the State board of education, which is really the cabinet system which is a combination of seven elected individuals who run statewide and have their own political constituency, and the Governor only has one vote in that regard, which is equal to the department of agriculture in the other agency in the State.

MR. STOCKS. Thank you.

Mr. Gentry, could you explain in a little more detail the composition and operation of the State board of education?

MR. GENTRY. The State board of education consists of the Governor, Reubin Askew; Bruce Smathers, secretary of state; Robert Shevin, attorney general; Gerald Lewis, comptroller; Philip Ashler, treasurer; and Doyle Conner, commissioner of agriculture; with Ralph Turlington as the executive secretary, he being the commissioner of education.

This body meets on a regular basis. As a matter of fact, this group of people wear many hats on a Tuesday when the cabinet meets because there are many, many boards they are composed of.

But as far as the State board of education, it meets and establishes policy for the operations of the public schools. Most of our laws are written in general terms to be implemented by State board of education regulation. A State board of education regulation has the same force and impact as law.

MR. STOCKS. To what extent is there a division between the policymaking at the State level and the local control in the various county boards?

MR. GENTRY. We in Florida are extremely fortunate to have only 67 school districts—that is not true in many other States—and each county is a school district. The school board operates the local schools, has the control of them except for those regulations that are imposed by law or State board of education regulations. They are an autonomous group. The department of education serves mainly to help them facilitate their job, not as a regulator.

MR. STOCKS. As an example, does the State board of education specify the number of days a student must attend school?

MR. GENTRY. That is stated in law.

MR. STOCKS. Does the State control the curriculum of county school districts?

MR. GENTRY. The State does not control curriculum. It may establish minimum standards as to minimum courses that must be taken.

MR. STOCKS. Does the State provide financial assistance to the county school board?

MR. GENTRY. Very much so.

MR. STOCKS. Would you explain and describe the method of financing Florida schools both before and after the adoption of the equalization law?

MR. GENTRY. Actually, Florida has had an equalization law since 1947. The original law was called the minimum foundation program, and in 1973 we changed the law to—or the program to a degree which we now call the Florida Education Finance Program of 1973, I believe it is. The two are very similar.

The minimum foundation program was a State-local partnership in support of schools with a base, a minimum required effort, that the district must exert in taxation in order to participate in the program.

The new law is essentially the same thing, only that it is geared to full-time equivalent students rather than teaching units, a teaching unit being a teacher and 27 kids. It is a little more finite and discrete counting of kids by program and program area.

MR. STOCKS. What were the reasons, to your knowledge, for changing the financing methods in the State of Florida?

MR. GENTRY. It was a result of 2 years of—the Governor's Citizens Committee was in existence for 2 years, and they made a detailed study of all the various funding patterns throughout the Nation. I was privileged to travel with that committee during the entire 2 years that they were in existence, as was Dr. Anderson.

We found that there are differences in the costs of delivering certain types of programs, particularly when you get into areas like exceptional education, where you have very small numbers to be dealt with, ratio, pupil-teacher. Vocational courses tend to run more expensive than others.

What we have is an array of vocational programs, exceptional child, and the rest are called basic, and each is weighted, weighted in relation to cost of delivering the services.

MR. STOCKS. Was the intent of the equalization law to assure that each student throughout the State received the same amount of State money for public education?

MR. GENTRY. The intent of both the minimum foundation program and the Florida Educational Finance Program was to provide as near as possible equal opportunity, yes, sir.

MR. STOCKS. Does the State of Florida provide funds for the transportation of students to public schools, and if so, for what reasons?

MR. GENTRY. The State of Florida has traditionally provided funds for the transportation of pupils long before we ever heard of desegregation.

MR. STOCKS. What is the criteria that is required by law in order for a student to be eligible for that transportation?

MR. GENTRY. Normally, a student must live at least 2 miles from the school. Less than 2 miles, there are not funds provided, except in the exceptionally hazardous situations, and we do have some of those. If he lives more than 2 miles, he is entitled to be transported. If he can't be transported on a schoolbus, he can even be hauled in a private vehicle if that is necessary.

MR. STOCKS. Thank you.

Mr. Anderson, as one of the Governor's advisors on education in the State of Florida, how do you assess the school desegregation in the State of Florida? Would you consider it a success, or would you delineate some problems if you see any?

MR. ANDERSON. In the very strict definition of desegregation, I think it has been an overwhelming success. Again, if you are talking about the definition of moving around bodies and eliminating certain kinds of physical structures, I have no problems with that. But if you are

talking about some of the vast array of second generational problems that have arisen since that time, I think it is a disaster.

MR. STOCKS. Would you care to elaborate on that?

MR. ANDERSON. I think at this point, certainly, there is a general apathy that is reigning from the Federal level down, at this point wherein no one seems to be very much interested in yesterday's issue and the problems associated with desegregation or integration. And so what we find is a very sophisticated form of a denial and deprivation beginning to arise, that are much more sophisticated. The mere fact that the governments, local and statewide, is no longer focused on this is a matter of concern; they are going pretty much unattended.

MR. STOCKS. What kinds of denial and deprivations?

MR. ANDERSON. Well, let me give you an instance now. Last week we approved before the—at least for the Governor's consideration, the new monies coming down under Title IV, where at one time one of the major focuses of that was for desegregation and the issues arising and being generated by desegregation, and after contacting the local and regional and national offices, it seems like the major emphasis now is being placed on sex discrimination. And looking at the tally sheet, again for what most of the counties are interested in dealing with at the local levels, I found that the predominant number of inquiries and requests for assistance was focusing on sex discrimination.

We found also that there have been a massive number of student suspensions in the State; there are a massive number of black kids, minority kids, winding up in special education classes. We find there is a sort of a massive elimination of the physical structure of black schools. At one point in time approximately 52 percent of all the black schools in the State of Florida had been closed down or phased out or converted over to round houses, school centers, warehouses. We have also found there has been a broad elimination or disappearance of black teachers, black educators and gym teachers, etc. And we find also that when you start looking at the broad number of kids who were nonpromotees at the general time—I think last year something like approximately 57 percent of all the nonpromotees were blacks or minorities. And those are some of the kinds of things that I would consider to be second generational, sophisticated ways of continuing or noninvolvement on the part of some of the public officials at both the local level and the national and the State level with the problems arising from desegregation.

MR. STOCKS. Thank you.

Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING. Can I ask either Mr. Gentry or Mr. Anderson whether or not over a period, let me say, in the last 5 years, any resolutions have been introduced at meetings of the board of education dealing with statewide policy as far as desegregation is concerned?

MR. GENTRY. I can't say that I recall any.

CHAIRMAN FLEMMING. Would there be anything standing in the way of the board of education of the State taking a position?

MR. GENTRY. There would be nothing standing in the way of the board of education taking a position. I think the fact that the governance of the school system is basically vested in the local school board, it's a little bit apart from it.

CHAIRMAN FLEMMING. But still, considering their setup, the board could have exercised leadership, let me put it that way, in the form of a resolution?

MR. GENTRY. Yes.

CHAIRMAN FLEMMING. You referred to the new funding system as a system that is designed to promote equal opportunity?

MR. GENTRY. Yes, sir.

CHAIRMAN FLEMMING. Would that provide the board of education with the opportunity of linking up the distribution of those funds with the issue of desegregation?

MR. GENTRY. I believe that the way our statutes are written it is strictly a formula for the allocation of money and not necessarily a policy.

CHAIRMAN FLEMMING. In other words, guidelines are not issued to the school districts when they receive the funds?

MR. GENTRY. Only as the law requires.

CHAIRMAN FLEMMING. And the law does not deal with policy issues, educational policy issues, but purely with a formula connected with the allocation of the funds?

MR. GENTRY. The law, as far as the formula is concerned, only deals with money. However, there are many policy issues that the State board must decide.

CHAIRMAN FLEMMING. In connection with the way in which those funds are used?

MR. GENTRY. The way the schools are operated, yes, sir.

CHAIRMAN FLEMMING. Yes. Well, I think I'll go back to an earlier question then. If that is the case, couldn't the board include in its guidelines, or whatever term might be used, some specifications relative to desegregation?

MR. GENTRY. I am sure they could, yes, sir.

CHAIRMAN FLEMMING. But as far as you know, that has not been considered?

MR. GENTRY. No, sir.

CHAIRMAN FLEMMING. I am very much interested, Mr. Anderson, in your comment on the Title IV guidelines. I have been working with those. Have you got new guidelines that in effect say, downgrade the utilization of these funds for the purpose of dealing with discrimination on the basis of race? I appreciate your comment that you probably seem to be a little bit overwhelmed at the moment on sex discrimination, particularly Title IX and so on. But what I am getting at is, I mean, whether or not really something has come out of Washington or out of a regional office which discourages the use of these funds for the purpose of dealing with racial discrimination.

MR. ANDERSON. No, sir. I have not seen anything of that nature in writing. It is very difficult to get your fingers on. What they have indicated to me is that it should be based on the needs of the local counties as they see them, based on their requests as to how those monies should be utilized. And, invariably, when the counties submit their request and they are given a preference between focusing on the major issues of racial desegregation as versus sex discrimination, apparently, it tends that sexual discrimination is a much more powerful issue. So a predominant number would rather focus on training and retraining staff and providing funds for that area. And that makes it much more difficult to deal with. And I know the question you're asking, but, no, sir. I have never received anything in writing to that effect.

CHAIRMAN FLEMMING. Let me stay with that particular point. In effect, you are told that you should give consideration to the priorities that are established by the counties?

MR. ANDERSON. Yes, sir.

CHAIRMAN FLEMMING. But, under the regulations and guidelines, is the State still in a position where it could in effect take issue with the priorities suggested by the county and substitute to some extent its own judgment as to what the priorities should be?

MR. ANDERSON. I think so. Again, being that they are Federal monies—according to the guidelines, what he explained to me again, is that the local counties determine based on their own needs how they like to utilize those funds. And we seem to be basically a conduit for them. We write them off and sign them off, and make it possible for them to receive those funds.

But, I think in answer to your question, that yes, the State board of education, if they were collectively to take a firm stand and say to their executive director, "I understand what the guidelines are saying. They're very nebulously written and ambiguous. But I think that you have some kind of a moral obligation." Yes, I think they could do that if they wish to.

CHAIRMAN FLEMMING. Okay. That's what I was interested in. Commissioner Rankin?

COMMISSIONER RANKIN. Mr. Gentry and Mr. Anderson, has the State, your board, or the Governor ever set up any guidelines or made any statement regarding busing?

MR. GENTRY. It became an issue in the straw ballot which was mentioned in previous testimony.

Basically, I think the Governor and the other members of the cabinet tried to not make the water turbulent by making strong pronouncements during the crisis season when desegregation was a real—busing, rather, was a real hot issue. Generally speaking, we had over the years a commissioner or State superintendent, as it used to be called, the three men that I have served under, and that's 35 years, all have been pretty level-headed people who did not make a crisis situation.

COMMISSIONER RANKIN. I couldn't say they just washed their hands of it?

MR. GENTRY. No, sir. They did not wash their hands of it. They met time and again with the superintendents.

COMMISSIONER RANKIN. But they made no statement?

MR. GENTRY. They did not make public pronouncements in general.

MR. ANDERSON. Was that question aimed specifically at the board of education or at the Governor?

COMMISSIONER RANKIN. Both; in his case, at the board; in your case, the Governor.

MR. ANDERSON. As you are probably aware of the fact that Governor is about the only politician in the country, black or white, who campaigned for 3 solid months for busing; even though there were all kinds of pronouncements he never would survive in politics. And I think for the simple fact he understood the problem pretty well.

COMMISSIONER RANKIN. But were you author of the statement that busing is a growing problem in the State today? Haven't you said that?

MR. ANDERSON. No.

COMMISSIONER RANKIN. You never said that?

MR. ANDERSON. No.

COMMISSIONER RANKIN. I don't know where I got that statement. Maybe you made it, Mr. Gentry?

MR. GENTRY. No sir, I didn't. It's not a growing problem. As a matter of fact, the only complaints that I get on busing is lack of State financing.

COMMISSIONER RANKIN. You get that? All right.

MR. GENTRY. I hear that.

COMMISSIONER RANKIN. Well, can't you help there a little bit?

MR. GENTRY. Yes, sir. I drop a nickel in now and then.

COMMISSIONER RANKIN. What's your definition of a nickel?

MR. GENTRY. No—I was just joking.

COMMISSIONER RANKIN. I know, but have you given any to help any more?

MR. GENTRY. Our formula for paying for transporting pupils is in the neighborhood of about \$38 million, I believe, close to that statewide; State funding.

COMMISSIONER RANKIN. Mr. Anderson, I asked this question a few witnesses ago, that where Mr. Wallace came to our State and said busing has ceased to be an issue down South.

MR. ANDERSON. Mr. Wallace said that?

COMMISSIONER RANKIN. Yes. He said that in North Carolina.

MR. ANDERSON. Well, let me revert back—

COMMISSIONER RANKIN. Are you surprised at that?

MR. ANDERSON. No, I am not. Because the issue up North is much different.

COMMISSIONER RANKIN. North Carolina is not too far north.

[Laughter.]

MR. ANDERSON. My home is North Carolina.

I think the situation is much different. The reason busing might not be a central issue here as it is in the North, because you don't have the large congregations of people in the ghetto situations in the South as you do in the North. The migration and succession patterns in the South are vastly different from what they are in the North. So you don't have the very rigid forms of residential segregation. The North might permit you to have integration along the lines of social, educational, and employment, but they have very firm guidelines set up in regards to housing conditions. But in the South we might have some very firm guidelines and restrictions with regards to employment, education, and social, but you've always had access to each other in housing. And I think that when the South develops to a point in time where you begin to develop a large cadre of suburbs around large metropolitan areas, you'll find your minority groups being concentrated in those areas. You're going to get some of the similar problems that are now visiting the North.

COMMISSIONER RANKIN. We're already getting them in some areas.

MR. ANDERSON. Right. I think right now the South is running about 10 years behind the North. But I imagine in 10 years the South is going to have the problem that the North has now. The stagnation of racial problems. I would consider them to be suffering from integration shock presently.

COMMISSIONER RANKIN. I think we can avoid it.

MR. ANDERSON. I think we can if we get some more national leadership as well as local leadership on this problem and don't let it just go to rest.

COMMISSIONER RANKIN. That's what I think.

MR. ANDERSON. I agree with you.

CHAIRMAN FLEMMING. Essentially, you said, the Governor was campaigning for 3 months on the issue for desegregation and integration?

MR. ANDERSON. Yes, sir. But, keep in mind also, he had a lot of people campaigning locally that were opposed to desegregation in the legislature.

CHAIRMAN FLEMMING. Commissioner Ruiz or Commissioner Saltzman?

COMMISSIONER RUIZ. Mr. Anderson, I notice that you related that busing had been an overwhelming success when it came to moving bodies around, but that second generation problems had arisen relating to sophisticated ways which have developed to neutralize this careful logistics that has been formulated for purposes of the movement of bodies. Our Chairman has made reference to perhaps how this could be controlled by top State policy, and now I will get down to the local school. More specifically, let's get down to the local school boards.

If there is an acceptable racial mix between whites and blacks, as you have indicated, with the overwhelming success thought, and if the local schoolteachers—schools have teachers and administrators that teach the same children, I am curious to know how the discrimination

works within the classroom because it would apply equally to the white that the teacher is teaching and to the black that the teacher is teaching. How do you explain that?

MR. ANDERSON. You mean beyond the fact that you have mixed them physically?

COMMISSIONER RUIZ. Beyond the fact that you've mixed them physically. Now we've got to the correct racial mix. We have got the same teacher, and in this particular racial mix you have the black student and you have the white student. Now, how does this work out where there is discrimination involving the black student but not the white student that's in the same classroom?

MR. ANDERSON. Let me give you a couple instances of that then. Let me apply that and suggest that maybe that might serve as a generalization for the system, period.

In some of your more remote counties, for instance, where they are pretty much unaccustomed to dealing with black kids—and blacks have a totally different behavior pattern and a cultural style that some of them are quite unaccustomed to because they never made that much close physical contact with black kids.

A black child comes into the school and first of all he is very apprehensive about being there. Secondly, the teacher then makes certain kinds of statements that are negative in context to the child. For instance, in one county I can think about, in a remote county, the black kids were told, for instance, not to comb their hair in school because they don't want certain kinds of hair particles falling around. Then this is teacher discrimination, at that particular place.

COMMISSIONER RUIZ. How, with respect to funding could that be eliminated; by what manner?

MR. ANDERSON. Funding, I am not really sure. That gets to be rather complicated.

But let me give you another instance; maybe we can relate it that way. Let's take student suspensions and expulsions, for instance. We find that whenever confrontations develop, whether student-teacher basis or student-administrator basis or student-student basis, the black child wound up in most cases receiving a much more severe penalty. For instance, it wound up being suspensions or expulsions from school. In some cases just blanket suspensions. I've seen as many as 70 kids been suspended at one time, or all the black kids in the entire school being suspended—where the principal just went on the box and said, "All the black kids in the school go home, you're suspended for 10 days."

COMMISSIONER RUIZ. In other words, there is no teacher expectation with relation to those particular black students, and, therefore, they are downgraded within the school by the instructor; is that—

MR. ANDERSON. I think not maybe so much overtly. I think that there is just a basic lack of familiarity with some of the problems of black children, and the easiest way of dealing with it is simply to remove them from your presence.

COMMISSIONER RUIZ. Now, what is being done to correct that problem, if anything?

MR. ANDERSON. Okay, then, that relates to your funding. I think if we were to build, for instance, alternative school situations into the funding itself—which means these kids have an alternative regardless as to who's at fault, or why he's not learning, or what the problem is in school—that he has an alternative place where he can go acquire a decent educational opportunity. So, if we were to provide into the educational funding itself some kind of support for alternative school situations.

COMMISSIONER RUIZ. Now, is that under way with respect to Federal funds, or no?

MR. ANDERSON. Not as I know of.

COMMISSIONER RUIZ. Is there anything being done with relation to that specific problem; has that been called to the attention of the Governor and the State authorities specifically?

MR. ANDERSON. Yes. Senator Bob Graham who is the chairman for the education committee in the senate, we have discussed this at length, and last year we were beginning to touch on this, and this year I am going to try to revisit that issue wherein those individuals who are having difficulty adjusting with the desegregation process will have an alternative.

COMMISSIONER RUIZ. Up until now you're just on the discussion stage then? Thank you.

MR. ANDERSON. Yes.

CHAIRMAN FLEMMING. We appreciate your being with us, giving us this picture as far as the operation or the dealing with the issue at the State level is concerned. Thank you very much.

MR. ANDERSON. Thank you.

MR. GENTRY. Thank you.

CHAIRMAN FLEMMING. Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, the next witnesses are present and former political leaders and office holders in Tampa. They will include Mr. Ellsworth Simmons, formerly the Chairman of the Hillsborough County Commission; William Poe, Mayor of Tampa; and Richard Greco, former Mayor of Tampa.

We were to have had Elizabeth Castor, the present chairman of the county commission, this afternoon. But Mrs. Castor called and asked if she could be excused until tomorrow morning because of some pressing negotiations she has over the phosphate mining issue, which is apparently something very major here in Hillsborough. So we will hear Mrs. Castor the first thing tomorrow morning.

Will Mayor Poe and Mr. Greco and Mr. Simmons come forward, please?

Mr. Chairman, there has been a little change in schedule because Mrs. Castor is apparently on her way over to the hearing. So, with your permission, I will call as our next witnesses, Sheriff Beard and

Chief of Police Otero. And then we will take the county and city officials next.

CHAIRMAN FLEMMING. If that is satisfactory to the members of the panel that was called earlier, why we'll proceed that way.

[Mr. Malcolm Beard and Mr. Charles Otero were sworn.]

**TESTIMONY OF MALCOLM BEARD, SHERIFF, HILLSBOROUGH COUNTY, FLA.,
AND CHARLES OTERO, CHIEF OF POLICE, TAMPA, FLA.**

MR. GLICK. Would you please each identify yourself by name, occupation, and business address for the record?

MR. BEARD. I am Sheriff Malcolm Beard, Post Office Box 3371, Zip 33601.

MR. OTERO. Charles Otero; address, 1710 Tampa Street, Tampa, Florida.

MR. GLICK. And you are the chief of police?

MR. OTERO. I am the chief of police, yes.

MR. GLICK. Sheriff Beard, we have been discussing throughout our hearings—and I know you've been present and heard some of the testimony—what happened back in 1971 here in the community when the court issued its blanket school desegregation order. You were sheriff then at that time also.

Sheriff, can you tell us what kind of planning you undertook and what kind of communications you had with the public officials and school board officials at that time to prepare?

MR. BEARD. Well, the school board under the leadership of Mr. Bing had a workshop which I was involved in. And mainly to let us in law enforcement know what the plan was to be. We, in turn, our responsibility, of course, would be to keep law and order in the event we had a problem.

We were prepared for any problem, hopefully we would be prepared for any that might occur. Fortunately, we didn't have any problems to speak of. I think that probably law enforcement contributed to this situation, to some degree.

I feel that we had a good relationship with the boys and girls in the school. We have a number of crime prevention type programs, and I have a junior deputy program here in all the elementary schools, the sixth-grade level for the last 11 years. We have over 11,000 boys and girls in that program.

I think that that and the other programs that law enforcement had, with the city police department and the sheriff's office, and participated in involving with the cooperation of the school system, certainly contributed to the fact that we could relate to these young people.

There have been several instances when a situation could have gotten out of hand. We had a real low key approach to it. We would try to be inconspicuous. We had some areas that we thought we

might—that a problem might occur, and there we had manpower, but they were not conspicuous. They were not on the scene. They were away from there. But they were available. We had some people in some schools—again, they were concealed away from the people.

We felt that perhaps, showing power or strength, that we would become a part of the problem or create a problem. That has been our experience dealing with this type of situation.

MR. GLICK. So you feel that the low profile approach for law enforcement agencies was the most effective thing you could have done back then, let's say in the first day of school, in the fall of 1971?

MR. BEARD. Yes. And the individuals we sent to the schools—the schools that we were told that possibly there could be some kind of a rumble—the people we sent there were those people who had been going to the schools, and most of them were the non-law-enforcement-looking people. They had on the blazers rather than the regular uniform. They were police and community relations type people, the crime prevention people. And they knew most of the boys and girls, or most of the boys and girls knew them at least.

MR. GLICK. There were disturbances at a couple of schools, as I understand it, high schools out in the county. How did you deal with those?

MR. BEARD. We had a situation, as I recall, one in particular, over at Plant City High School during this period. They had some problems. The first day they got a little out of hand. Our people were called and we went there. We had great cooperation out of the school system.

The next morning the school, at the time for school to commence, the buses arrived. We had many of the top school officials there—Mr. Warton and Mr. Bing and other people. I was there, Major Hanrick [phonetic] from my office in charge of the crime prevention section. And, again, we didn't have any police power there. They were away from there. They were less than a minute away, concealed from the scene.

I found that we were very acceptable to the kids. As a matter of fact, one young man—I think I mentioned this to you—he came off the bus. He was obviously a leader. He was a black kid. He was a football player, and they were following him. And he walked up to me and put his arm around me and I put my arm around him and he told me to go back to Tampa, that they were not going to have any trouble that day.

So that is what I did. And we didn't have any trouble. They went to school and the thing was all over with. It could have gotten out of hand.

I think it is a matter of the parents and the teachers and the school officials and the boys and girls themselves. I think they had—I think some of the parents had maybe kept some of them home the first day. But after that everything was normal again.

MR. GLICK. Sheriff, does your department receive any funds from the Law Enforcement Assistance Administration? Do you have any grants?

MR. BEARD. We have grants. We have received a lot of grants over the years. We have received our share, I'm sure.

MR. GLICK. Have you used any of that money for training purposes of your officers for crowd control and that kind of thing?

MR. BEARD. Yes. We've participated in many training programs. As a matter of fact, just today I had people off on training programs today, one in Quantico and one in New Orleans. I've gone myself to many seminars and workshops and training programs. They were related to these types of problems we had back in those days.

MR. GLICK. Would it be your recommendation, in a situation like Hillsborough County, the low profile of law enforcement agencies is most effective?

MR. BEARD. I think maybe a long-range program and being able to relate to young people—I really think these boys and girls want to like us in law enforcement. All we have to do is give them a reason to. And that is the way we try to operate here.

We try to—as a matter of fact, in the preschool age, we have programs in preschool and then the kindergarten and elementary schools and probably the area that we have the least in, and probably needs some more in, is the junior high school area. But today in this county I don't think that you would find the young people—they look upon us as their friends. I believe that.

MR. GLICK. Thank you, Sheriff.

Chief Otero, I know that you were not chief of the Tampa police department back in 1971, but you were a senior officer. Were you aware of any contingency planning that the department had done in preparation for the opening of school, let's say, in the fall of 1971?

MR. OTERO. Yes, sir, I was. As deputy chief of administration I was involved to a degree in some of the same programs and meetings that Sheriff Malcolm Beard just mentioned.

In any type of a plan I think the bases for a plan are beyond that of preparing to meet a situation as it develops. I think that our planning included doing those things that would be necessary to identify problems before they really became major problems; and, in cooperation and coordinating it with many of our fine citizens that are involved and our community leaders, we were able to avoid problems before they really became problems.

I think that this is one of the main reasons, along with the fact that whenever there was a possibility of a problem we kept this low profile. We didn't have a show of force. It wasn't intended. We did everything we could to minimize the confrontation or avoid any show of force or anything that would further aggravate the problem.

This low profile, this willingness to sit down and talk these problems over with whoever the leaders may be—whether they represented a

group of major proportions or a very small group, they all had an interest. And I think that when you sit down with these people and you talk about your problems and their problems, you oftentimes don't really have a problem. When people are willing to resolve problems, they generally can get resolved.

MR. GLICK. Chief, how would you characterize the relationships between the city police department and the minority community here in Tampa?

MR. OTERO. I think we have a very healthy relationship with the community. That is not to say that it cannot be improved. We're constantly trying to improve it, and I think that this is happening every day. But I personally feel that today not only with the City of Tampa but with the county, I think that the community, the minority community, and the police departments and the sheriff's office, are the best that they have ever had.

MR. GLICK. Is there some kind of process through which complaints of private citizens, whether minority or majority group, are handled in the police department? Is there a citizens' review board or anything of that nature?

MR. OTERO. We do not have a citizens' review board as such. I have established an international affairs unit within the police department that is charged with the responsibility of investigating all complaints filed by citizens in this community. This unit is headed by a lieutenant. He has as a subordinate a detective. They work under my supervision and report directly to me.

MR. GLICK. And, has that been a satisfactory situation? Have the citizens been generally satisfied with the operation?

MR. OTERO. I think so, yes.

MR. GLICK. Chief, there is a program of the inschool officers, officers stationed in the junior high schools. They are called specialists or school resource officers. It is my understanding that this program is supported directly by the city as a special funding item. Would you describe that to us, please?

MR. OTERO. Yes. This program is designed again to improve the image of law enforcement officers with those youngsters that are in school, to have an opportunity to have contact with these people on a non—well, I am searching for a word—well, where you are not acting under the authority which you have in dealing with problems.

We try to identify potential delinquent behavior, and we try to deal with it before it really becomes a problem. We don't only limit it to the schools. But we go into the social environment or even the family life of these youngsters to see if we can determine causes of behavior.

I think that law enforcement personnel for many years have been dealing with treating behavior, and really we didn't feel like causes of behavior were within our responsibility. I think that before we can actually successfully deal with behavior, we have to have some understanding of what is causing the behavior. Unless we direct our efforts towards the causes, the behavior is going to continue to reoccur.

MR. GLICK. Thank you, Chief.

I would like to ask one final question of yourself and of Sheriff Beard, and that is, there was undoubtedly a lot of opposition in the white community and perhaps some also in the black community to all of the pupil transportation that was made necessary by the plan. Yet there wasn't any kind of violent behavior by the adult population as we have seen in other cities. To what would you attribute the absence of that kind of mob, violent behavior here in Tampa and Hillborough County?

MR. OTERO. I think it is something that just doesn't happen all of a sudden. The general attitude and those actions that have been taken in the past with similar problems. I think that the community was well aware of the fact that our role to define—our role as law enforcement officers is simple, to promote tranquility, to protect life and property. But in doing this, of course, you enforce the law and you enforce it equally, justly, and fairly.

Once you have established this reputation, that this is how you are going to deal with a law violator, regardless of his social position or standing in the community, if he violates a law, you are going to deal with him regardless and in the same manner, and you are going to be fair and impartial, this tends to carry over into any other situation that is similarly related. I think that this was a well-founded attitude or understanding of this community as to how law enforcement would react to people who, for whatever reason, did not want to live by the law, the law of the land.

MR. GLICK. Sheriff Beard?

MR. BEARD. I think it speaks well for the county that the people of the county—the way they conducted themselves.

We had a few incidents that could have gotten out of hand. They were a little ticklish, so to speak. We managed to talk it out. We didn't overreact. However, we were prepared to act and to use whatever force was necessary to put the ugly thing down.

We had some experience here several years before with things that got out of hand for 2 or 3 days, a riot, a race-riot-type thing, and we handled that very well. No one got killed. No one got hurt. And it was nasty for several days.

I think that experience and the fact that—as the chief suggested, I think we had respect from the people. We would do our jobs and we would do it properly, and we would respond to it immediately if it was necessary, and we would stand around and [not] let the thing get completely out of hand before we moved in to do whatever we had to do.

But I think through training and good, level-headed deputy sheriffs, the ones that work under me, and I think of a couple incidents out in the county over the busing, where some mothers and some people were pretty uptight and, through a little talk and a little letting people blow off a little steam and get it out of their system and a little reason-

ing, we managed to move things along and get over this situation, I think, pretty gracefully.

MR. GLICK. Thank you very much, Sheriff, and Chief Otero.

Mr. Chairman, I have no further questions at this time.

COMMISSIONER RANKIN. Could I say generally speaking, then, law enforcement has not been unduly complicated by desegregation in the county or the city? Is that fair?

MR. BEARD. I think that is a fair statement, yes, sir.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. Gentlemen, could you tell me how many men in your respective forces, in the minority makeup of those forces?

MR. BEARD. Well, I have been hearing talk about the Latin and Spaniards as minorities. We don't consider them minorities around here. I have got—I wouldn't even know how many to tell you I have in my department, my people, who are Spanish-surnamed people.

Now, we have a very much shortage as far as black people are concerned, and this is a matter of the fact that they are not applying for the positions. We're under civil service and we have the sheriff's office. I also operate the board of criminal justice, which is the penal side of corrections, and we have about 20 correctional officers out of some 400, some 200, 264. And we only have 12 police personnel or sheriff's office personnel out of 406.

COMMISSIONER SALTZMAN. There is a total of 406 personnel?

MR. BEARD. Right. And we've had our recruiting teams go over the State to the universities in an attempt to attract qualified people just to come take the examination.

I think this thing is probably about to change. I think I am seeing a change; I'm seeing some people who are showing some interest, and I think very shortly we will probably be getting some qualified applicants. The examination—if they were failing the examination, then you have to look at that as perhaps being a problem. But they are not even applying for it.

COMMISSIONER SALTZMAN. How many women do you have, sir?

MR. BEARD. Women? I have 19 sworn deputies. I have many women in the department.

COMMISSIONER SALTZMAN. Would it be possible for you to submit a breakdown of your personnel for us to enter it into the record?

MR. BEARD. I will be happy to, yes. I don't have those statistics with me, but I'd be happy to furnish that to you.

COMMISSIONER SALTZMAN. We would appreciate that.

MR. BEARD. Yes, I would.

COMMISSIONER SALTZMAN. Chief Otero, how many do you have in total personnel and could you break that down?

MR. OTERO. Sworn personnel is somewhere around 655, with an additional 150, or somewhere in that neighborhood, civilian support personnel.

COMMISSIONER SALTZMAN. And how many blacks and women?

MR. OTERO. Well, 2 years ago we had 2 policewomen. Today we have somewhere in the 20s. Many of these are blacks.

We do, like the sheriff has previously stated, we don't have as many blacks on our force as we would like to have. We have made a sincere effort to recruit blacks. We have gone as far as Bethune Cook Junior College in Daytona, and I am very optimistic that in the near future, we are presently, and I think it's going to increase. We are attracting more black applicants to our force.

COMMISSIONER SALTZMAN. Would you also, sir, be able to submit specific data on this?

MR. OTERO. Certainly.

COMMISSIONER SALTZMAN. I would appreciate that.

CHAIRMAN FLEMMING. Okay. Thank you very, very much.

COMMISSIONER RUIZ. Just a minute. I have another question. Chief Otero, I assume that there were some segments of the community that opposed desegregation. Did the Latin community offer any opposition to desegregation?

MR. OTERO. To say any, this is very broad. I don't think that there was enough resistance if there was any that was noticeable.

COMMISSIONER RUIZ. Do you feel that because the Latin community had in the past experienced similar prejudices that it had a good understanding, generally speaking, and sympathized with the plight of the black person?

MR. OTERO. I think that when you have had the opportunity to experience something, you have a better understanding of it. I think that I could relate much easier to someone passing a kidney stone than my wife giving birth because I know what it is to pass a kidney stone. If this is what you are asking, yes.

COMMISSIONER RUIZ. Yes, that's all.

CHAIRMAN FLEMMING. I might say that previous hearings, in hearings in other communities, we have always had a panel of those who are involved in law enforcement. There have been a great many more questions addressed to the members of the panel than have been addressed to you. And the reason is that it's clear that a good job was done in this area during this critical period. We appreciate your coming in and sharing with us your experiences. Thank you very much.

MR. BEARD. Thank you, Mr. Chairman.

MR. OTERO. Thank you, Mr. Chairman.

CHAIRMAN FLEMMING. Counsel?

MR. GLICK. Mr. Chairman, our next witnesses will be as we had previously scheduled, Mrs. Elizabeth Castor, the Chairman of the Hillsborough County Commission, Mr. Ellsworth Simmons, former chairman of the county commission, Mr. William Poe, Mayor of Tampa and Mr. Richard Greco, formerly Mayor of Tampa.

[Mrs. Elizabeth Castor, Mr. Ellsworth Simmons, Mr. William Poe, and Mr. Richard Greco were sworn.]

TESTIMONY OF ELIZABETH CASTOR, CHAIRMAN, HILLSBOROUGH COUNTY COMMISSION; ELLSWORTH SIMMONS, FORMER CHAIRMAN, HILLSBOROUGH COUNTY COMMISSION; WILLIAM POE, MAYOR OF TAMPA; AND RICHARD GRECO, FORMER MAYOR OF TAMPA

MR. GLICK. Beginning with Mrs. Castor, would you please each identify yourselves by name, occupation, and address for the record?

MS. CASTOR. I am Betty Castor, a member of the Hillsborough County Commission and this year, chairman. I live at 3020 Semara Drive in Hillsborough County.

MR. SIMMONS. I am Ellsworth Simmons, vice president of services, Tampa Electric Company, 308 2nd. St., S. West Ruskin.

MAYOR POE. William F. Poe, mayor of the city of Tampa, home address, 70 Ladoga.

MR. GRECO. My name is Dick Greco. I am vice president of the Edward J. Dibodlo Corp. out of Youngstown, Ohio. My home address is 112 Adoga, Tampa.

MR. GLICK. Thank you. I would like to begin with Mr. Simmons and ask Mr. Simmons whether you were a public official in 1971 when the district court issued its desegregation order?

MR. SIMMONS. Yes, sir.

MR. GLICK. What position did you hold, Mr. Simmons?

MR. SIMMONS. Chairman of the board of the county commission, Hillsborough County.

MR. GLICK. At the time the court issued its desegregation order, did the county commissioners take any special cognizance of that?

MR. SIMMONS. No.

MR. GLICK. Did the county commission believe that was something which would have an effect on civic life in the community and, therefore, something that they had to be aware of?

MR. SIMMONS. The board of county commissioners, not being responsible for the school system, did not participate in any direct way except to cooperate with the school board, the school officials, and those people responsible for carrying it out.

MR. GLICK. Were you a member of the school desegregation committee, the planning group that dealt with the plans for desegregation?

MR. SIMMONS. I was a member of a large committee that was appointed by the school board. I was asked to serve by the school board on the committee.

MR. GLICK. And you were there in your official capacity, I assume, as chairman of the county commission?

MR. SIMMONS. I do not really recall in what capacity I was there.

MR. GLICK. Now, Mr. Greco, I would like to run through same kind of question—in 1971, you were then mayor of the city of Tampa?

MR. GRECO. Yes, I was.

MR. GLICK. When the court order came down, did this have some significance for you in your capacity as mayor then? Did you feel that was something the city had to be aware of and take some responsibilities for?

MR. GRECO. I think the city was aware of it. But I don't think we took the responsibility in that the school board is elected, just like the mayor of the city of Tampa is elected or the county commissioners, and we normally let them do their own thing type of situation. However, we were cognizant of it with the police department in any way we could help. However, we did not take an active part, no, sir.

MR. GLICK. Did you have any conferences or meetings with the then chief of police with respect to what action should be prepared for or taken?

MR. GRECO. I think the chief of police and some of the school people got together on a couple of occasions. I don't recall exactly. And I recall I talked to them on a number of occasions in the event any problems should or would occur, which was not an unusual thing; we did that on many, many occasions prior to school desegregation.

MR. GLICK. Did you make any statements yourself with respect to the school desegregation in terms of advising the citizens to accept it, or did you take any public stand at all?

MR. GRECO. I took a public stand in putting my two daughters in a private institution.

MR. GLICK. Can you tell us why you did that?

MR. GRECO. Yes, sir. Because they had some threats on their lives, which was quite normal for a person in public life. But it concerned us relative to our daughters. Some people calling the house and thought the mayor's office had something to do with starting the busing situation and we felt it was in our family's best interest. That's why.

MR. GLICK. Do your daughters still attend private school?

MR. GRECO. One does, one doesn't. And my son was in public school during the entire time. But I felt he was older and had already been there.

And incidentally, both daughters attended a public institution that was integrated to the degree they were trying to get to. So it had nothing to do with integration. I think that's in the best interest of certainly young people, of living with those that they are going to grow up with. But under the circumstances, with the many problems that occurred at my house, I felt that was in the best interest. I did not explain that fully at the time because it wasn't anybody's business.

MR. GLICK. But it was really that the threats were because of your being in the position of mayor?

MR. GRECO. Because of the one or two or three people who perhaps don't understand or didn't know, were calling the house, and saying, you know—"We're going to harm your daughters if in fact this goes through."—thinking that we prompted the action. Again, that was probably a handful of people, but it was enough to where I was concerned with it and so was my wife, and we felt that was the best thing to do. My son did remain in public school.

MR. GLICK. Thank you, Mr. Greco.

Mayor Poe, the school board is an independent political unit from the city, but yet the city, of course, is responsible for many other aspects of life, public life. And I wonder whether you can tell us whether you as mayor have played any role currently in the school and the educational system? Does the city itself deal with the schools? Does it provide any assistance to the school system?

MAYOR POE. Yes, in the sense that we cooperate and coordinate on various projects. We do not have anything to do with the internal affairs of the school system. We feel they are elected and they are perfectly capable of handling that area of education. As a relation to education per se, I would say not. As it relates to collateral problems such as streets, sidewalks, transportation, things of that nature, we coordinate with the school board and cooperate recreationally and otherwise. But as a matter of policy within the framework of dealing with education, the city of Tampa does not interject itself, nor in my opinion should we.

MR. GLICK. The city has no budgetary or fiscal responsibility for the schools?

MAYOR POE. No.

MR. GLICK. But—

MAYOR POE. We do, we have loaned assistance on preschool programs and other things, principally Federal programs, Federal funds that come into the city. We have funded and matched funds on certain educational projects on behalf of the school system at their request. But again, that was a cooperative affair and not anything that we were required to do. Nor is the school system, to my knowledge, required to do anything specifically in relation to the city.

MR. GLICK. Can you give me some idea of what kind of projects there were that you allocated some Federal funds for?

MAYOR POE. Yes. We have an early learning preschool program where we used our funds as matching funds on Federal grants to create this program. There have been several of that nature where we have participated as a funding source for the school system where they otherwise could not afford the project.

MR. GLICK. Chief Otero, who testified just before you, indicated that the city had provided funds for the program of keeping officers in junior high schools. Why did you feel that that was a necessary program?

MAYOR POE. I didn't feel that was a program that was directly, should be funded by the school system as such. We felt that the atmosphere within the city of Tampa would be better off if our young people were familiar with and hopefully friendly with our police officers within the city. So we made the basic decision that it would be beneficial in many areas, including crime prevention, to city government to provide police officers within the schools.

We think that the short term history of that is positive. We felt it was a crime prevention program and that the school system cooperated with us in allowing us to use their premises to deal with

the subject matter. So we are very, very pleased with that program at this time, although it is only approximately 6 months old.

MR. GLICK. Thank you, Mayor Poe.

Mrs. Castor, how long have you been on the county commission?

MS. CASTOR. About 2-1/2 years.

MR. GLICK. And the chairman is a rotating position?

MS. CASTOR. That's correct.

MR. GLICK. One isn't elected to the chairman?

MS. CASTOR. No, only by one's colleagues.

MR. GLICK. I see. Thank you.

MS. CASTOR. And I had some difficulty getting there.

[Laughter.]

MR. GLICK. Surely you're not the first woman to be chairman of the county commission?

MS. CASTOR. Surely I am.

MR. GLICK. Oh, you are? Okay. I had a suspicion that might be the case.

Mrs. Castor, the school system is a countywide system, not just restricted to the city of Tampa, and obviously there must be some relationship between the county as a governmental unit and the school system. The funding is entirely separate, of course, but the county must have some responsibility. Could you describe that for us?

MS. CASTOR. Well, we have little direct responsibility over the internal affairs of the school system. We indirectly have some responsibility to house some of the administrative officers of the school system. We are also the recipient through our community action agency, which is the board of county commissioners wearing another hat, we are responsible for receiving some funds like Head Start funds and passing them on to the school system to administer. We also cooperate on some programs to a small degree. But we really have relatively little contact with the schools.

MR. GLICK. Have you seen any change in housing patterns since the desegregation order that's now 5 years ago? Do you think there has been any drift of whites and blacks in different directions because of that or related to it?

MS. CASTOR. There have been some drifts of blacks into neighborhoods which were formerly white. But there certainly has not been any discernible degree of integration in neighborhoods that I could say was a result of the school integration.

MR. GLICK. Would you say there has been any exodus from the county of families which you could attribute to the school desegregation?

MS. CASTOR. No. Not that I have any direct knowledge of.

MR. GLICK. Thank you, Mrs. Castor.

Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING. Commissioner Rankin?

COMMISSIONER RANKIN. Mr. Poe and Mr. Greco, did any other cities in Florida, have they approached you to find out how you handled the situation here, or are they at all interested in finding out how well you have done here?

MR. GRECO. At the time I don't recall anyone calling, Mr. Rankin. I think a lot of what happened was basically because people got along here for years. We had a number of problems that occurred because people read about them. They were occurring around the country, and they occurred here.

As I told some of your staff people, when we had the first riots here if people were setting out to hurt each other, they certainly could have. But that wasn't the intent. It was just something that happened, maybe spontaneously. One or two people started by breaking a window. It wasn't a hate-type situation, in my opinion, ever, in Tampa. And, a great many people did a lot by themselves; and collectively, the school system did, the city did, the county did. But people did not dislike each other in Tampa.

COMMISSIONER RANKIN. Do you think you have done better here than other areas in Florida?

MR. GRECO. I think we've done better than other areas all over the country. But I think it's basically because we've lived together for a long time. You have a number of minorities in Tampa for many, many years. We get along pretty well down here. A lot of people didn't like the busing situation, but they were not going to do anything about it particularly.

In my case, as I explained a while ago, I had no idea when people were calling my house what was going to happen. When we were sitting in on meetings of what we were going to do, it made it a little uncomfortable at home. But a lot of people did a lot of things for many years.

You're asking about how many blacks or minorities we have in the police departments, fire departments, this type of thing—when I took over as mayor, you haven't asked me this question, but, I hired a black secretary and tried to do it without fanfare. We had the first black fireman in the State of Florida, the first black attorney in the State of Florida working for the city. I personally went to school groups almost on a daily basis, made a number of speeches, went into people's homes. We tried to hire—Mr. Saltzman had a question—more blacks. Many of them did not want to be policemen. It was hard to get whites. It was hard to get anybody at the time. People did not want to come down there.

It is changing around slowly. But this hate situation I don't think really existed to any great degree and certainly doesn't now in this city. And I think if something were distasteful to *X* number of people, they might not like it, and they may be vocal, but they wouldn't do anything about it in Tampa.

COMMISSIONER RANKIN. I think it's an interesting point. Mayor Poe, do you have anything you want to add to his statement?

MAYOR POE. My answer would be no, in dealing with school desegregation. I had absolutely nothing to do with it. It was not in the public light. I did have a recent situation where a particular law enforcement problem moved from one city to another city throughout, well, it really happened throughout the South. And no one—I didn't ask anyone what they did and they haven't asked me what we did. So I think it is an interesting thing that we don't ask each other except perhaps at conventions.

COMMISSIONER RANKIN. Mrs. Castor, you used to live in New Jersey?

MS. CASTOR. Yes.

COMMISSIONER RANKIN. Have you ever compared the situation here with the situation in New Jersey?

MS. CASTOR. Yes.

COMMISSIONER RANKIN. All right. Tell me about it. How does Tampa come out with your comparison?

MS. CASTOR. Tampa comes out with very high marks. Of course, we had a very complex problem of school districts, many, many school districts of varying sizes. I can only say the countywide school system, really I think permits a county as large as Hillsborough County to do some things which couldn't possibly have been done in places like Durham and other situations. But I must say I think one of the really strong points that we're all proud of in this community is the way that our school board and administration decided they had a job to do and they didn't mess around. They got to work and they did it, and they remained consistent in their views and there was very good support from people in the media in this community.

COMMISSIONER RANKIN. Thank you very much.

MS. CASTOR. Thank you.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. I don't mean to argue with success, but quite the contrary, to praise the success that has been achieved here in Hillsborough County. But in other hearings we have seen where the city administration, other public officials, have taken a negative posture to the decisions coming from the court with respect to school desegregation and it has been our opinion that this helped to inflame the situation. As I gather from what you have been telling me, you have—the city administration basically has been neutral with respect to the county administration, has taken a neutral posture, really didn't get involved. What we are trying to identify is: Why is Tampa so successful? And if you could help us in that, I would appreciate it.

MR. GRECO. I think really the credit has to go, as Mrs. Castor just said, to the school board. That was their responsibility. It was a tough problem. And they got in there and did their job, and I think that you would have to say that the city and the county and everyone else was somewhat neutral in the problem because it wasn't our realm of responsibility.

By the same token, I think a lot of it has to do with just the way the people are here. And you probably will find out more by just walking down the street. You smile at anybody in Tampa and they'll smile back and say "How are you"? And it doesn't matter what part of town you're in. That has something to do with it. It's an attitude that prevails, which is somewhat different than New Jersey and some of the other places where I have to travel occasionally.

MS. CASTOR. I didn't mean to infer that people in New Jersey aren't friendly.

[Laughter.]

MR. GRECO. Well, that just happened to come up, that's all.

MAYOR POE. In dealing with that same subject, I think there is credibility to the position that through neutrality—if that's a term we care to use; I don't think that indicates a lack of interest—but, through that position, I think you don't have people standing on the street corner trying to make headlines and being inflammatory, the public officials particularly. As a private citizen, I observed that from Mr. Simmons and Mr. Greco, and from the school board and others. And I think it dealt with a basic calmness where nobody was trying to make a political issue out of what at that time I don't think was a particularly popular situation. And everybody kept their mouths shut pretty well and went about their business trying to establish good relations. Let the school board handle it. It was their ballgame.

COMMISSIONER SALTZMAN. So if I may pursue that because here I think there is a positive act: the political community refrained from making the decision a political football. Is that what—

MAYOR POE. That would be my observation as a private citizen looking at the people who held those positions at that time. I don't recall anyone who tried to make an issue of it or tried to improve their political position, either positive or negative in relation to it. They said it was the school board's problem; it was a community problem. The community would react with community services at that time and that the school board would handle it and they did.

COMMISSIONER SALTZMAN. The unwillingness to make the issue a political football in contrast to what happened, let's say, in Boston, where the political community, some members rather, of the political community did pick the issue up and in effect inflamed the community. Do you think your posture is far more beneficial; that is, the refusal of the political community to enter into the arena by seeking personal advancement through the issue?

MAYOR POE. As a private citizen I agree with your proposition, that the folks who held those jobs at the time did a fine job of not stirring problems and not creating inflammatory situations.

COMMISSIONER SALTZMAN. Just one final remark. Mayor Poe, you welcomed us. I must say I have been very warmly welcomed. I got a nice sun tan. I can hardly walk. Thank you very much. It's delightful. I love your beaches too.

MAYOR POE. Thank you. And I didn't say it this morning but, we do appreciate the staff and Commission being here, and economic times are not the greatest—please spend all the money you can while you're here.

[Laughter.]

CHAIRMAN FLEMMING. Thank you all very, very much for sharing your insights with us.

Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, the next witnesses are representatives of the Classroom Teachers Association of Hillsborough County. They are Robert Martinez, Sam Rosales, and Mogul Dupree. Mr. Stocks will question these witnesses.

[Mr. Robert Martinez, Mr. Sam Rosales, and Mrs. Mogul Dupree were sworn.]

TESTIMONY OF SAM ROSALES, EXECUTIVE DIRECTOR, CLASSROOM TEACHERS ASSOCIATION; ROBERT MARTINEZ, FORMER EXECUTIVE DIRECTOR; AND MOGUL DUPREE, FLOOR MEMBER

MR. STOCKS. Would you each state your name, your address, and your occupation for the record, please?

MR. MARTINEZ. Robert Martinez, 4647 San Jose, [phonetic], president of the CTA.

MR. STOCKS. What was your position in '71, Mr. Martinez?

MR. MARTINEZ. Executive director of the Hillsborough Classroom Teachers Association.

MS. DUPREE. I am Mogul W. Dupree, 1114 Gray Street, Tampa, 33607. I am employed as a teacher in the elementary school, Delmaybre [phonetic], 1501 South Lois Avenue, 33609.

MR. STOCKS. Are you a member of the CTA?

MS. DUPREE. I am.

MR. STOCKS. Do you hold a position in that organization?

MS. DUPREE. I am a floor member.

MR. ROSALES. Sam Rosales, business address, 4505 M Rome, Tampa, Florida. I am presently executive director of the organization.

MR. STOCKS. Mr. Martinez, you were the executive director of the CTA in 1971; would you briefly describe for the Commissioner the creation and the organizational structure of the CTA when it began?

MR. MARTINEZ. Basically, it was founded in 1921 and it went through a good number of changes. But the change I guess that was the most meaningful, and the one that is still with us today, took place in 1964 when major changes in its constitution and direction of the organization was instituted. As a result of that, instead of it being sort of a travelogue kind of organization that dealt with social matters, it became an economic organization, one concerned with the well-being of the teaching profession, and directed its energy and its funds toward those goals. And therefore, implementation of those goals began in early '65 after this transition took place in '64.

MR. STOCKS. When did the CTA become the sole bargaining unit for the teachers in Hillsborough County?

MR. MARTINEZ. It first was recognized as a bargaining agent with two other organizations in January of 1967. Then by statute and by mergers and by a number of other things, I believe it was 1971 that it received exclusivity under law by virtue of it being majority, recognizing that we only represented those who did not have the rank of administrator or supervisor.

MR. STOCKS. So in 1971 the CTA was the teachers' association in Hillsborough County. Would you briefly describe what roles the CTA played in the process of school desegregation in Hillsborough County in '71?

MR. MARTINEZ. Are you referring to student desegregation or staff desegregation?

MR. STOCKS. Why don't we start with staff desegregation, since it is a teachers' association?

MR. MARTINEZ. The staff desegregation, I guess, was a three-part endeavor. The first part is, I guess you could call, freedom of choice, where teachers were urged and encouraged to volunteer to teach in a school where they were of the minority race. That is, a white teacher going to a predominately black school and a black teacher going to a predominately white school.

MR. STOCKS. What year was this?

MR. MARTINEZ. This was in the late sixties.

There were some changes of personnel. There were black teachers that volunteered in white schools, and there were some white teachers that volunteered for black schools. But I don't have records any longer on this. I am recalling from memory.

I think most of the integration, however, of staff at that time came as a result of vacancies where new teachers seeking employment accepted employment where the vacancies were, regardless of which race they might be.

Phase 2, as I recall it, was desegregation of staff where those schools that were predominantly black, 50 percent of the black staff was chosen to be transferred to schools where they would be of the minority race, and those vacancies were to be filled by white teachers. Most of the white teachers going to those schools came as a result of new employment, since at that time the job market was wide open, there was a lot of turnover, and chances are the black teachers were absorbed into predominately white schools not by virtue of transferring a white teacher, but simply that there was a vacancy there. In many cases, the white teachers that went into the black schools were new teachers to the school system.

MR. STOCKS. What was the third stage of this?

MR. MARTINEZ. The third stage was one where there was a freezing of employment—in the spring of '71, I believe, but I may be wrong on the date—where it was done on an objective scale. It was deter-

mined—the staff was to be broken up by the percentage they represented in the community. If they made up 14 percent in junior high school, then 14 percent of the teachers in every junior high school should be black. And if it was the same percentage in high, the same thing.

So what occurred at that point is that teachers with the least seniority in the black secondary schools by subject, and in the elementary school, again by primary or intermediate, were chosen on a seniority basis; and they would exchange with similar teachers who were white in a predominantly white school, so that it was an equal exchange of positions—a true, I guess, integration pattern where there was very little or no arbitrary decision to be made. It was simply on years experience.

Then there was a committee that was to deal with hardships. That is, an exchange took place where a teacher lived maybe in southwest Hillsborough and was assigned to northeast Hillsborough. It was a long distance to travel and this teacher could appeal to the committee for a transfer to improve their position. But essentially, it was an objective means of doing it. And personally, I felt it was much better than the previous effort where it was more of an arbitrary means of selecting the teachers.

MR. STOCKS. Thank you.

Mrs. Dupree, would you tell us the criteria, as you recall it, that was used in the '68 and the '69, that's stages 1 and stages 2, of desegregation, as you understand it?

MS. DUPREE. I agree in principle with what Mr. Martinez has said, and that in '68 and '69, to begin with, it was on a voluntary basis. Then in '70, a certain number of teachers, as the vacancies occurred—if it were in a predominantly black school, the new white teacher was placed and vice versa. That is phases 1 and 2.

MR. STOCKS. Was there a time when the teachers from the black schools were transferred in order to provide teachers—or desegregation among the teachers in the white schools?

MS. DUPREE. Yes. In 1971, we referred to it sort of as a change, a change of the whole fruit basket.

MR. STOCKS. What criteria was used to determine whether a teacher was transferred at that time?

MS. DUPREE. If you were in grades 1 through 5, I mean, if your assignment in 19—in the spring of 1971 was primary, one through three, then you transferred to a school to make up this composition on a percentage basis to a school to occupy that same position, not necessarily grade one if you taught grade one. But if there was a vacancy you had to take it, what the principal decided was the best position to take in the primary school. And then one through five—I mean four and five likewise. Then if you were teaching in the sixth grade, then you had to go to a sixth-grade center, unless you had some hardship or there was special permission.

MR. STOCKS. Was there a stage in the desegregation of the teachers where the black teachers were transferred in large numbers from the schools and the white principals were able to select or shop around for black teachers?

MS. DUPREE. Yes, in the very early stages, in the first phase of the desegregation process, you were sort of encouraged to volunteer to go.

MR. STOCKS. Encouraged to volunteer?

MS. DUPREE. Yes.

MR. STOCKS. Do you think that this was a fair process in terms of equitable treatment for both black teachers and white teachers?

MS. DUPREE. Well, let's say I feel sort of like the person, the six persons who went to see the elephant.

MR. STOCK. How is that?

MS. DUPREE. Each person came away with his own opinion and truthful in his thinking. And for those who thought it was fair it was, and for those who did not think so, it was not.

MR. STOCKS. Thank you.

MR. MARTINEZ. Could you describe the role that the CTA played in the desegregation of the schools, now, dealing with the students in 1971?

MR. MARTINEZ. I personally was asked to serve on a committee which consisted mainly of school administrators, some PTA personnel, and there may have been a couple of teachers. I don't recall that exactly. And the purpose of that group was to develop or explore different plans that would be presented to a large committee of lay citizens, of which I was also a member upon request of the superintendent, to be on the committee or the school board.

A small committee reviewed the plans; pairing had been attempted at one time; all kinds of busing arrangements were discussed. And by the process of elimination, the existing plan became the plan of the committee. Which was using sixth- and seventh-grade centers.

The plan was then presented to the large committee and I forget the number now, but it might have been 100 that was on that committee or thereabouts; and they received the plan, and as I recall, the committee also presented, not in great detail, but did mention other possibilities. But went in great detail, but did mention other possibilities. But went in great detail into the one that was being recommended, which was the one finally adopted.

MR. STOCKS. In your opinion, was the CTA adequately represented in the development of the desegregation plan?

MR. MARTINEZ. Yes, at the time, and Mr. Rosales will have to speak for the present. It was our opinion that whomever the organization put on a committee, this person was a spokesman for the organization, and we never operated that we necessarily needed to have numbers.

Obviously, we felt that a minority report was needed. We issued it either in writing or publicly or both. But it was our feeling that if we were to avoid tremendous white flight, that you had to come up with

a system where it didn't matter where you moved to; at some point in the plan you had to be involved in that transportation that called for integration.

So we felt that any kind of gerrymandering or any kind of system where you would pair schools had met with failure, not only here but elsewhere, and that this kind of plan would be the only one that probably would work and hold the students in the public schools.

MR. STOCKS. Thank you.

MR. ROSALES, you are the present executive director of the CTA?

MR. ROSALES. Correct.

MR. STOCKS. Could you describe briefly the structure of that organization and the number of members, particularly delineating the leadership positions?

MR. ROSALES. Our leadership is composed of an executive board, which contains three officers, president, vice president and a secretary-treasurer. We have a board of directors who are just elected by district numbers and numbers representing nothing except simply for purposes of establishment of races for people to run in.

We have a chairman and a vice chairman of our representative council, which is something like, you might say, a house of representatives, representing every school. And that body elects two people to also sit on the board and that comprises basically our board of directors, with the one added stipulation that, if at any time, based on the elections that come out of this process, there are not two black members on that board, that members will be appointed by the president with the consent of the representative council to bring that number at all times up to two black members of our board.

MR. STOCKS. Thank you. Has the CTA been involved—and this is a question for Mr. Rosales, and the other two witnesses may also respond—have they been involved at all in representing individual teachers and charges of incompetency since 1971?

MR. ROSALES. Yes.

MR. STOCKS. Have those charges increased in number?

MR. ROSALES. It is difficult for me to speak to whether they have increased or not, not knowing the past. I would say that the number has been relative to incompetency when we are talking about people—that would be for tenured teachers?

MR. STOCKS. Right.

MR. ROSALES. Fourth-year experience or more. We have about one or two people in that category per year. I don't know whether that reflects an increase or approximately the same number. That is what I have experienced.

MR. STOCKS. Mr. Martinez?

MR. MARTINEZ. There has been an increase, but I am not sure that you could say it was totally due to any staff desegregation. Obviously, as the number of teachers grew in number against the availability of the positions, as the collective bargaining posture of the school district

and the organization became more established, the process of filing grievances or complaints by both parties increased in its sophistication. Then, there was an effort, I believe, to some degree by the school district, to perhaps seek out those whom they thought were not competent, while in years gone by, because of the tremendous shortage of teachers, perhaps the district did not pursue those as readily as they do now. So I think some of it is economic and not necessarily having to do with racial—

MR. STOCKS. Do you think any of it is related to school desegregation?

MR. MARTINEZ. I would think that from time to time it could well be.

Now, in all honesty, I represented teachers who—at one school I believe it was a black principal filing charges against five teachers, white teachers, and I also represented a good number of black teachers who had white principals. To what I could attribute each one having to do with racial bias, I am not sure. In some cases we prevailed, and in some we didn't.

MR. STOCKS. Is it reasonable to conclude that at least some of the increase in charges is a result of desegregation along with other factors?

MR. MARTINEZ. I would suspect that if, I guess, you went back and looked at it carefully that you could find that some of it could be attributed to perhaps a principal of the opposite race feeling that performance by the person they brought the charges against was not up to their expectations. I don't believe this was running prevalent at all, and I do believe that in almost every case it was one of competency and not one of race.

MR. STOCKS. Thank you. Mr. Rosales, how many teachers are there who are members of the CTA right now?

MR. ROSALES. An approximate figure would be 4,400 out of 5,688 eligible.

MR. STOCKS. Do you have an idea how many black teachers there are out of that 5,600?

MR. ROSALES. I really don't know. We keep records by school. We keep records by years of experience that they have been with us, but we don't keep any records as far as black versus white.

MR. STOCKS. How do you determine whether or not the school board is complying with the court order to desegregate in proportion to the number of blacks in the community and whites in the community, that is, to desegregate the faculty?

MR. ROSALES. Should a specific question come to us, then we will check on it based on that individual school. It's not exactly uncommon, for example, because of ratios, that we have teachers calling us of either race saying, "I wasn't hired because they said they needed one of the other race." And when that type of a question comes, we go to the personnel department, check on the records in that school,

and inquire into the ratio in that specific school. But we wait for the item to come to us as opposed to having either the manpower or the time to keep a constant check on that question regarding 140 sites.

MR. STOCKS. Thank you.

Mrs. Dupree, as a black member of the CTA for some time and as an officer, would you say that the CTA has adequately represented black teachers as well as adequately represented white teachers in disputes with the school board or with their principals?

MS. DUPREE. I would say if a person is a member of the CTA, there is no question, no doubt in my mind that CTA would come to the rescue of that person and hope that that person is always exonerated, yes. I think that we have been fair.

MR. STOCKS. Either Mrs. Dupree or Mr. Rosales, could you tell me what other activities regarding school desegregation or discrimination that the CTA has been involved with?

MR. ROSALES. If I could specifically in an effort to try and maintain what the court has ordered, which was a question a minute ago, in our negotiations we have attempted to set up procedures to guarantee that the ratio will be maintained and under what conditions transfers will take place.

There is the problem which we get into, especially now, given the situation that exists as far as the lack of mobility where somebody has to leave a specific school maybe because there are fewer students, and when the choices are made as to who will leave, one of the principal criteria, of course, is seniority. But another one has to do with the race of the individual involved and whether that person is leaving or not leaving, what effect it will have upon the ratio of the teachers that remain in that school. So we have attempted over the years to negotiate a policy which would account for that and would be strictly then a policy decision rather than a decision that either the administration would want to make or that we would want them to make. In that way hopefully, it would be strictly impartial.

MR. STOCKS. Mrs. Dupree, did you have—

MS. DUPREE. Yes. I think that has been very well done. And I can cite an instance where there were two black teachers hired the same year, and it came down to the fact that they had equal ratings as far as doing their work was concerned and the roles that they were playing. But it was finally decided that the person who had to move or had to stay was—signed his contract 2 weeks before the other did and it just came down to that fine point of seniority.

MR. STOCKS. One more question.

MS. DUPREE. There is one other thing that I would like to say with regard to this competency of teachers and the involvement of CTA. I think that one of the things that has happened as a result of desegregation, which was not necessarily ours, but which we can take the credit for, the stereotyped idea that Negro teachers were inferior is rapidly disappearing.

MR. STOCKS. Very good.

One more question for Mr. Rosales. Do I understand that the ratio of black teachers to white teachers is determined on a school-by-school basis rather than across the board in the total teacher population?

MR. ROSALES. As Bob mentioned earlier, it is based on the ratio within that area. In other words, if in the elementary school, the ratio of students is 80-20, then the attempt is made to whatever degree possible—people can't be split—to maintain the teacher ratio at 80-20. On the other hand, if in high school the ratio is 14-86—right, I was trying to get some quick mathematics there, as I was counting—then, the attempt is made to maintain that ratio. So it is on a level basis, and then within each school the same ratio is maintained.

MR. STOCKS. Thank you. I have no further questions, Mr. Chairman.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. No, thank you.

CHAIRMAN FLEMMING. Could I ask just one question? Has anyone gone to court alleging discrimination on the basis of race? When I say anyone, any teacher or prospective teacher, alleging discrimination on the basis of race that you are aware of?

MR. MARTINEZ. No, while I had the position I had been requested by teachers of both races to have the organization file such suits. And of course, in the early days I think what you want to do is avoid as much controversy as you can on a plan that apparently is meeting with general success, and we did not file such lawsuits.

CHAIRMAN FLEMMING. Well, I want to thank all three members of the panel for being here and making these contributions to our understanding of the situation. Thank you very much.

MR. MARTINEZ. Thank you.

CHAIRMAN FLEMMING. Counsel will call the next witnesses.

MR. STOCKS. The next panel consists of officers and former officers of the PTA: Hilda Hampton, Katie Keene, and Rilla Mae Bell.

[Mrs. Hilda Hampton, Mrs. Katie Keene, and Mrs. Rilla Mae Bell were sworn.]

**TESTIMONY OF HILDA HAMPTON, PRESIDENT, HILLSBOROUGH COUNTY
COUNCIL OF PTAS; KATIE KEENE, FORMER PRESIDENT; AND RILLA MAE
BELL, THIRD VICE PRESIDENT**

MR. STOCKS. Starting with Mrs. Keene, would you please state your name, your address, and your occupation and the number of years you have been a resident of the Tampa area?

MS. KEENE. My name is Katie Keene. I am a housewife, and my address is 2133 Carrol Gardens Lane, in Tampa, 33612, and I am a lifetime resident of Tampa.

MS. BELL. My name is Rilla Mae Bell, 2102 North Grady Avenue, and I have been in Tampa for about 32 years.

Ms. HAMPTON. My name is Hilda Hampton. I live in the Brandon area in Hillsborough County at 117 Garden Lake Road. I have resided in Hillsborough County about 22 years and the Brandon area about 12 years.

Mr. STOCKS. Mrs. Keene, did you hold a countywide office in the PTA and, if so, at what period of time?

Ms. KEENE. Yes, at the time we formed the desegregation, the total desegregation plan, I was first vice president of the county council of PTAs, and prior to that I was a local unit president. At that time, my particular school was desegregated. After that, I was president of the county council of PTAs and I'm now Region 8 president for the Florida Congress of PTA's.

Mr. STOCKS. Thank you. During your tenure as an officer and member of the PTA, were the PTAs always desegregated? That is, were there white and black parents in the same association?

Ms. KEENE. No. In 1968 we had two congresses in the State. We had the Florida Colored Congress of Parents and Teachers and the Florida Congress of Parents and Teachers. In 1968 the two were merged.

Mr. STOCKS. What led the Parent-Teachers Association to go through with the merger? What factors entered into that?

Ms. KEENE. Well, we had good leadership both at the national and the State level, and they saw a need for the desegregation of the congresses and began to bring about this kind of change. It began at the national level and came to the State level; and, by the time we got to the county level or the district level, we had been pretty much informed about PTA philosophy and what our role during desegregation should be.

Mr. STOCKS. What was the position of the Hillsborough County PTA with regard to desegregation in 1971?

Ms. KEENE. In 1971, we served on the desegregation committee, the committee of 100. We had about eight people on that committee. We helped formulate the plan and, after it had been accepted by the court, then we took a positive position about being a positive influence in implementing the plan.

Mr. STOCKS. What specific things did you do as an organization to indicate to the community your positive position?

Ms. KEENE. We issued a statement that we would work to help implement the plan. We released this to the newspaper, to the news media. We set up a town forum at the courthouse during the summer months and entertained any questions that the community might have just to inform the community about what would happen. We did not entertain philosophical questions about whether busing was right, wrong, or indifferent. But we did try to give out any information that we could.

Now, at the State level we had what we called a human relations chairman. She had started out as the intercongress chairman, and it

evolved to a human relations position. So that by the time our schools were desegregated, we had guidelines and implemented human relations chairmen at the county level and at the local school level.

We had workshops and seminars. We had four large countywide seminars, during the years; in the beginning, you know, where are we now and you know, where are we going? And that kind of thing. So we then worked with our local units and asked each of them to implement a human relations chairman to work within their school for the sake of the children and to bring about better parent understanding.

MR. STOCKS. Do you still have human relations personnel in the PTA?

MS. KEENE. Yes.

MR. STOCKS. Are they still doing the same thing?

MS. KEENE. Their role has changed somewhat. It is more now just a role of people working together and looking at student discipline and trying to make parents better parents no matter what color they are.

MR. STOCKS. Thank you.

Mrs. Hampton, you are a current officer in the PTA. Would you tell us what office you hold?

MS. HAMPTON. I am now president of Hillsborough County council.

MR. STOCKS. How many members are in the Hillsborough County PTA? Do you have any idea?

MS. HAMPTON. Let's see, right now our membership total will be done through the State at the end of this month. So we are a little off. We have roughly 70 units throughout the county of local units that participate on the council level. Five of those, five of each, five come from each school from those 70 units. Does that give you a rough idea?

MR. STOCKS. Well, let me ask you do you have PTAs in every elementary and secondary school in the county?

MS. HAMPTON. No, unfortunately, we don't. But we are trying to change that.

MR. STOCKS. About what percentage of the schools would you say you have organized PTAs in?

MS. HAMPTON. All right. Your elementary are very strong. This is where parents find it very easy to participate. We get to secondary level and our sixth- and seventh-grade centers, and we unfortunately have dropout parents. We are much stronger in the senior high level.

I believe we are at—about 7 out of 10 high schools roughly all have PTSAs, this is Parent-Teacher-Student Association. In the sixth- and seventh-grade centers—I had made a note which I have lost here in my papers—I believe we had like maybe 6 out of 14, not quite half. So we really needed to do better in that age group.

MR. STOCKS. How about the black parent participation in the PTA? Do you have a large number of blacks participating or a representative number based on the population in the community?

MS. HAMPTON. On our council level we have 10 blacks on our board. We have approximately 80 members on the council board. We have in the schools—we don't keep a breakdown of black and white parents. We just are interested in the parents.

I do feel like there is a drop, though, in all parent participation in that middle school level, but I don't have a percentage figure. I couldn't get it from Saturday when I talked with you. Our records were in the school.

MR. STOCKS. All right.

Mrs. Bell, in your opinion as an active PTA person, do the black parents participate at the same level that the white parents participate in activities?

MS. BELL. No, they do not. They do not.

MR. STOCKS. Mrs. Hampton, is the PTA now taking any activity to encourage or to increase the membership of black parents in the organization?

MS. HAMPTON. Just recently, one thing that we were real pleased with that we have just completed in February was a conference on parenting and this was aimed at all parents, and our human relations gal in the school system was my chairman for this conference. We made extended efforts to get more of the minority parents involved because we felt like this was such a valuable program to them. We had a very good turnout that day, probably around 150 people. For a conference in the daytime, this is a good percentage.

At the end of April, we are aiming at another town meeting at concerns in education, and this, of course, again, is for all parents. And we hope they will come and share with us the concerns they have and how they feel like we could be working better for all children.

MR. STOCKS. Thank you.

Mrs. Bell, would you briefly describe for the Commission in the record your activities in PTA in Hillsborough County and the extent of them?

MS. BELL. I have been with the PTA about 25 years, and presently now I am Jefferson area vice president for the Hillsborough County council, student aid chairman at Jefferson High School.

MR. STOCKS. Thank you. Do you have children in the public schools here?

MS. BELL. No, I do not. I don't have any children in any of the schools.

MR. STOCKS. But you still remain active in the PTA?

MS. BELL. Yes very much so. I am concerned about all children.

MR. STOCKS. In your opinion as a participant with some experience in the PTA, has the black parent been able to have any impact on the decisions of the PTA since desegregation occurred?

MS. BELL. Well, I would say no, because they are not attending the meetings like they should. I don't know if it is because of their children are going to—in so many directions or what. But they are not attending the meetings.

MR. STOCKS. What generally, in your opinion, is the attitude of the black parent towards PTA participation?

MS. BELL. Well, I'll tell you one excuse that some of them are making, that the whites are taking over. But what I believe really, that we are sitting back and handing it over.

MR. STOCKS. Thank you.

Mrs. Keene, do you have children in the public school system in Hillsborough County?

MS. KEENE. No, I don't.

MR. STOCKS. But you still remain active in the PTA?

MS. KEENE. Yes, I do.

MR. STOCKS. How about you, Mrs. Hampton?

MS. HAMPTON. I have children in three different school levels, so I think I'll remain active for a very long time to come.

[Laughter.]

MR. STOCKS. Let me ask a question which I'd like a response from each of you. And we'll start with Mrs. Keene.

How did desegregation affect children in the public school system and what do you see as its effect on black and white children today in Hillsborough County?

MS. KEENE. Educationally, I didn't see any difference in my children's programs at school. They continued in the same way that they were going. In the matter of a liberal education and an education for life, my children received the very best. They learned to recognize people as people and had it not been a direct personal contact they never would have. They learned that they did not like some blacks, and they also learned that they liked some blacks a great deal, the same as they were with whites. My child's favorite teacher in high school was her black Spanish teacher. They're still friends. And without the forced desegregation, she never would have had this experience. And this part of their life and their living would have been completely neglected. I think it was a very rewarding experience for my children.

MR. STOCKS. Mrs. Bell?

MS. BELL. Okay, the impact on the black community I would say, at first, we were bitter and we were hurt by the closing of our two black schools. So that played a very important part at that particular time with us. There were protests and everything else going on because they disagreed with our black children being bused 10 years of their school life and the whites only 2.

MR. STOCKS. Is that opinion still prevalent in the black community today?

MS. BELL. No. I think they have accepted it right now. Nothing better.

MR. STOCKS. Mrs. Hampton, what impact do you see that desegregation had upon children in the school system, both black and white?

MS. HAMPTON. Educationwise?

MR. STOCKS. Yes.

Ms. HAMPTON. I really feel like the concentration that we were able to achieve in our sixth- and seventh-grade centers was a great benefit because, as you know, when a little seventh grader goes into an eighth- and ninth-grade school, he is low man on the totem pole. But at your seventh-grade centers, and by the same token the sixth, they are all at one emotional level more or less, and I feel like this was a great achievement for—on the part of both students. It gave them, you know, quite a step ahead.

MR. STOCKS. We have heard in the community that the sixth- and seventh-grade centers, which are different schools, which means the child is in the school for only 1 year, have not been able to develop effective parent-teacher associations in those schools. What do you view that problem stemming from?

Ms. HAMPTON. I think we do have some, of course, that have very good PTAs and PTSAs in the sixth- and seventh-grade centers. But they are in the minority.

I think one of the greatest problems is the transportation and getting the parents informed. Our centers are so large, and unfortunately we work on such a terrible budget that to mail out to the parents—and you cannot rely on the sixth and seventh graders to take home a note like you can one through five. So reaching the parents and letting them know what is going on is one of the handicaps, and this may be one of our great problems communicating.

And then, of course, the fact that a lot of parents do not have transportation to get possibly to—because my son right now is in a center that it takes me approximately 20 minutes to drive to from Brandon into Fortieth Street. So I'm sure the parents that don't have transportation, maybe this is certainly one of the reasons they are not participating.

MR. STOCKS. Since the sixth- and seventh-grade center is a somewhat unique concept—I don't know of its existing in other school districts—what is your opinion as PTA officers of the educational value of this particular approach to education having separate schools for the sixth grade and separate schools for the seventh grade? Mrs. Keene?

Ms. KEENE. The contact that I had with people who attended the sixth- and seventh-grade centers was that they found it exciting. The school system used this as a catalyst to revamp the curriculum, and they do things in those schools that are even more exciting than they do in the other schools.

The parent participation there, it is a real opportunity for the parent to cop out. They say we are only in the sixth-grade school one year and we're only in the seventh-grade school one year, and so we won't become involved in that school. But I think that through the several years here they have realized the folly of this. And this year we have reactivated already three sixth- and seventh-grade centers. They are beginning to come back just as everything is beginning to fall in place again.

But, educationally, I think it was one of the most exciting things, and if we were, tried to dismantle it this time, we would have community opposition from dismantling the sixth- and seventh-grade centers.

MR. STOCKS. Mrs. Bell, what is your opinion of the sixth- and seventh-grade centers?

MS. BELL. I agree with Mrs. Keene. I agree that they are fantastic really. They are learning. You know, more advantages because usually they are working with the same age level in these schools, and it is just real good, I think.

MR. STOCKS. Mrs. Hampton, would you concur in that?

MS. HAMPTON. Yes, I do. Because, as I say, I still have one in the seventh-grade center, and I recently had another one there and this was the approach. It's more, say, specified to that particular age group, and I think it is just a great improvement.

MR. STOCKS. Is it a fair conclusion to draw that the Parents-Teachers Association has no problems with the desegregation plan in Hillsborough County?

MS. HAMPTON. Only transportation and mailing. That's my big hang-up right now.

MR. STOCKS. Mrs. Bell?

MS. BELL. We don't have any problems. The county council, in general, I don't think have any problems.

MR. STOCKS. Mrs. Keene?

MS. KEENE. As I said, we didn't have any problems. From the beginning—I'd be less than honest— in the beginning, the leadership at that time, Mrs. Dot Aret [phonetic] was the president of the council, and the leadership at the county level took a very positive stand about desegregation; and I think that this infiltrated the local units and problems began to work themselves out.

At this time, they do talk a great deal about being concerned because they don't have more black parent involvement. We talk about it and we feel there are still some things we still have not done, and we constantly look at it and say what can we do now to get more interaction between the black and white community at the PTA.

MR. STOCKS. Thank you.

Mrs. Hampton, as the current officer in the PTA, I understand that the county PTA has taken a position on the discipline issue in the school. Would you state for the record what that position is?

MS. HAMPTON. Are you referring to the statement that didn't all get printed?

MR. STOCKS. All right.

MS. HAMPTON. All right. We do, of course, believe so much in prevention. And when we were, you know, following the articles when they were making reports to the public, one of the things that came out was the fact about the discipline problems in the school. And we made a statement from our council board and it seems like instead of the whole thing coming out, part of it did.

So our response—and if I may share it with you—I'd like for you to hear the whole thing and then I have brought you the copy as you asked. It begins—for those of you who read the *Tribune* headline OPTA Supports Bias Report,⁰ we would share the statement with you so that you can see what they didn't print. It would seem that negative accents sell more papers because it could have read OPTA Supports Discipline and Parent Responsibility.⁰

FLORIDA PTA, the advocate for *all children* regardless of race, creed or ethnic background, has been speaking to a better relationship between home, school, church and community for years. You must go back to the basic fact that parents are still the key to many problems. *All parents* have the *responsibility* to encourage the *child* to do *his best*. *When he does*, teachers will certainly respond with *their* best. If these three goals are used every day, the educational process would certainly be more effective.

Parent-Teacher does agree that if a child is truant, in-school suspension would be more productive than out of school suspension, but in-school suspension does not give the student the right to further disrupt efforts. Parent-Teacher has put into priority this year training for beginning teachers in classroom discipline.

We would hope that all agencies truly concerned with better education, better citizenship would indeed cooperate and communicate, and honestly apply the golden rule, 'do unto others as you would have them do unto you.'

MR. STOCKS. Thank you.

Mr. Chairman, I would like permission to introduce a statement into the record as an exhibit.

CHAIRMAN FLEMMING. Without objection, it will be entered as Exhibit No. 6.

MR. STOCKS. Thank you.

[The document referred to was marked Exhibit No. 6 for identification and received in evidence.]

MR. STOCKS. One final question for each of you. Could you describe the activities of the PTA as ongoing now affecting school desegregation and any new activities you have planned for your organization?

MS. HAMPTON. All right. Our plan is to—repeat that again.

MR. STOCKS. All right. Any current activities you have that are ongoing regarding desegregation and any plans for additional activities regarding desegregation that the organization has.

MS. HAMPTON. All right. I spoke a moment ago about the town meeting. This was done back in 1967 under another council president by the name of Marion Rogers, whom I am sure you have met or will meet. We still feel like there is a great need for communication with all agencies, whether it's black, white, Latin, Vietnamese, Chinese, or whatever. And we happen to have, I believe, about seven different

groups in our school system at present. So we feel like we do, indeed, need to reach out to more parents because, if we don't communicate for children, we just don't feel like anyone else will.

MR. STOCKS. Do either of the other members of the panel wish to make a comment on that?

MS. KEENE. I would like to comment, I guess, about the trend we saw happening at the Florida congress level. There was a general feeling that we did not need a human relations chairman anymore, that we had already done the job. And those of us in the counties that feel that we have done a better job than anyone else felt very strongly that this chairmanship should be retained. As we feel very strongly at the county council level, that we should retain a human relations chairman because now that we have accomplished the desegregation of the schools, we feel like we have a great job to do now in accomplishing the integration of the schools so that the people are truly integrated and not just desegregated.

MR. STOCKS. Mrs. Bell?

MS. BELL. Yes, I would like to say something. I am very concerned about the percentage that is now serving in our Hillsborough County council. Usually we should reach out, as Mrs. Hampton has stated. But I am wondering now what is going to happen. We have 10 blacks on our Hillsborough County board, but I am interested now in a human relation type thing to bring others in because they don't like for me to refer to it as black and white. So usually, as a rule, I say "Would you please bring some darker complexioned people in?"

[Laughter.]

MR. STOCKS. Thank you.

Mr. Chairman. I have no further questions at this time.

CHAIRMAN FLEMMING. We have received testimony earlier relative to an investment in human relations training, some of that being Federal funds, some of that being local funds. And earlier witnesses have described the groups of persons that have had the opportunity of participating in this human relations training. Has any effort been made to involve the Parent-Teachers' Associations in this human relations training on the part of the school system?

MRS. KEENE. Heavens, yes. We have worked hand in glove with them from the very beginning. It has been invaluable experience for all of us.

And in retrospect, you know, just the conversations you hear around the community—I heard someone comment recently that wasn't it a shame that all the community didn't have the PTA background in human relations, that it certainly would be a better community if they had. And I would say that a great deal of our background came directly from the federally-funded programs that we had here in human relations, and we just can't say enough for the program and for what they did for our community.

CHAIRMAN FLEMMING. Those programs are continuing?

MRS. KEENE. At a declining rate.

CHAIRMAN FLEMMING. That is declining in terms of funds available or in terms of participation on the part of persons?

MRS. KEENE. Funds available.

CHAIRMAN FLEMMING. Right. Do you have a problem of persuading parents to participate in these training programs?

MRS. KEENE. We have a problem persuading parents to participate in anything if their children are not on the program.

[Laughter.]

MRS. KEENE. But we are not above having their children sing, if we can get them there, and then by dissemination give them some good information. That is not above our dignity.

CHAIRMAN FLEMMING. As I have listened to your testimony, the testimony on the part of all three members of the panel, I have reached the conclusion that as an organization you are very supportive of the plan that was developed by the committee and that was accepted by the board. I recognize there are some reservations relative to certain aspects of the plan. Mrs. Bell has identified some reservations which have been identified for us earlier. But I still have the feeling that as an organization you are supportive of the plan that is now being implemented. Is that an accurate conclusion? All three of you subscribe to that?

MRS. KEENE. Yes.

MRS. HAMPTON. Yes.

MRS. BELL. Yes.

CHAIRMAN FLEMMING. Okay. Commissioner Saltzman?

COMMISSIONER SALTZMAN. Just to follow up on Dr. Flemming's summary, can I say that desegregation has influenced interracial attitudes and the quality of education in a positive manner from the point of view of all of you?

MRS. KEENE. Yes.

MRS. BELL. Yes.

MRS. HAMPTON. Yes.

COMMISSIONER SALTZMAN. Thank you.

CHAIRMAN FLEMMING. Commissioner Ruiz?

COMMISSIONER RUIZ. No questions.

COMMISSIONER RANKIN. I'd like to ask a question. In parent-teachers association, what part does the male parent play?

MRS. HAMPTON. We have a lot of males on our board. They're terrific.

COMMISSIONER RANKIN. What is your definition of a lot? Have you ever had a male officer?

MRS. HAMPTON. Oh, yes. In fact, if I had not had a budget chairman this year that was a former CPA, I am sure that we wouldn't be in nearly as good condition as we are. As I say, we operate on low funds.

COMMISSIONER RANKIN. So you are really proud of the male participation?

MRS. HAMPTON. Oh, absolutely. There wouldn't be a parent-teacher without both parents. So we're just delighted to have both of them.

COMMISSIONER RANKIN. When do you think you're going to get one elected president?

MRS. HAMPTON. Of what? We have local unit presidents.

MRS. KEENE. On the council level?

COMMISSIONER RANKIN. Yes.

MRS. HAMPTON. We'll tell the nominating committee next year; they might look around and see.

COMMISSIONER RANKIN. As a male, don't you see, I am supporting the male applicant.

MRS. HAMPTON. They may not have time for all those morning meetings.

CHAIRMAN FLEMMING. Do you ever try to get grandparents involved?

MRS. HAMPTON. Oh, yes.

CHAIRMAN FLEMMING. Good. Commissioner Freeman?

COMMISSIONER FREEMAN. I have no questions.

CHAIRMAN FLEMMING. Thank you very, very much. And we are very encouraged by your positive approach.

Counsel will call the next witnesses.

MR. STOCKS. The next witnesses are representatives from institutions of higher education in the Hillsborough County area: Dr. M. Cecil Mackey, Dr. Morton S. Shanberg, Dr. Waldo Widell, and Dr. Samuel Brick.

[Drs. M. Cecil Mackey, Morton S. Shanberg, Waldo Widell, and Samuel Brick were sworn.]

TESTIMONY OF M. CECIL MACKEY, PRESIDENT, UNIVERSITY OF SOUTH FLORIDA; MORTON S. SHANBERG, PRESIDENT, HILLSBOROUGH COMMUNITY COLLEGE; WALDO WIDELL, CHAIRMAN, DIVISION OF EDUCATION, UNIVERSITY OF TAMPA; AND SAMUEL BRICK, PROFESSOR OF EDUCATION, UNIVERSITY OF TAMPA

MR. STOCKS. Would each of you, starting with Dr. Brick, please state your name, your address, and your occupation for the record?

DR. BRICK. I am Sam Brick. My address is 8313 Fountain Avenue, Tampa. I am a professor of education at the University of Tampa.

MR. STOCKS. Dr. Widell.

DR. WIDELL. Waldo R. Widell, 7312 Sunshine Circle, Tampa; I'm chairman of the division of education and director of the graduate program in education, University of Tampa.

DR. MACKEY. Cecil Mackey, 10410 Butea Place, Tampa; president of the University of South Florida.

DR. SHANBERG. Morton Shanberg, 11619 Carolwood Drive, and I am president of Hillsborough Community College.

MR. STOCKS. Starting with Dr. Shanberg, would you briefly describe for the Commission Hillsborough Community College in terms of its age, the scope of its program, and also tell us then what role the school played in school desegregation in 1971 and since in Hillsborough County?

DR. SHANBERG. Hillsborough Community College is in its eighth year of operation. We are a public, comprehensive, community college. At the present time we have three major campuses and one satellite center. We have approximately 12,359 students head count. Our educational program consists of noncredit community service courses, career education programs, as well as a college-transfer program. Most of these courses are of a post-secondary-education nature, although we do run some remedial and guidance studies courses.

The college, to the best of my recollection, did not play any official part in the efforts that were undertaken as a part of the desegregation program. However, I am certain many staff members, but I couldn't tell you which ones, did participate on various committees throughout the county.

MR. STOCKS. How long have you been the president of Hillsborough College?

DR. SHANBERG. Since 1970.

MR. STOCKS. Thank you.

Dr. Mackey, how long have you been the president of the University of South Florida?

DR. MACKEY. A little over 5 years.

MR. STOCKS. Would you briefly describe your institution, its age, and what role it played in school desegregation?

DR. MACKEY. Yes, sir, the University of South Florida is a State university, approximately 24,000 students, four campuses, the largest of which is in Tampa. The others are in St. Petersburg, Sarasota, and Fort Myers. We have a full range of undergraduate and graduate programs and a medical center. The university was founded in 1956 by the legislature, took in students in 1961, has grown very rapidly since. It was the first State university in Florida consciously located in an urban area.

The university as an institution did not play a direct role in the desegregation of the Hillsborough County school system. There were members of our faculty who advised and consulted with the school system, but that was on an individual basis rather than on a basis of the institution itself having been approached. We did conduct through the department of social foundations in the college of education a desegregation workshop for teachers in the summer 6 years ago, but that was a departmental activity instituted by the college rather than a result of a program developed in specific response to the Hillsborough County school system.

MR. STOCKS. Thank You.

Dr. Widell, would you please first tell us how long you have been at the University of Tampa?

DR. WIDELL. I came to Tampa July 1, 1975.

MR. STOCKS. All right. I am going to ask Dr. Brick to tell us how long he's been here; then I think I'll let him have the responsibility of describing briefly the University of Tampa and specifically the school of education.

DR. BRICK. I arrived in August 1968. Our university has approximately 2,000 students, perhaps a little smaller in our undergraduate. We have a graduate program in education and in business administration. The two together will have 200 to 250 students enrolled at the present. That is a new program; it's only been in operation for 2 years. The university was founded in 1931 and is what would generally be called a liberal arts college, although it is called the University of Tampa. It's more closely related to what we call a small liberal arts college.

Our division of education processes approximately 20 to 25 percent of all the students that plan to teach in some area; this includes secondary majors; English, social studies, math, and the elementary education majors. And, we have, in 1971, at our peak, we had approximately 200 what we call interns or student teachers in the field in their senior year. At present we are down to about 75 or 80, but the master's program has increased. Next to the University of South Florida, our entire university is smaller than their college of education, so that gives you a little perspective on size here.

MR. STOCKS. Thank you.

Dr. Shanberg, does the Hillsborough Community College have any relationship or ongoing program that involves the Hillsborough County public schools and, if so, what is it?

DR. SHANBERG. A number of years ago we signed what we call an articulation of agreement with both the Hillsborough County public schools and the University of South Florida. Basically, our objective was to make it possible for students at any one of the three institutions to proceed at their own rate of learning, to take courses at another institution, and this would include high school students as well as students from USF attending HCC or from HCC attending USF or the board of public instruction. I think we have done, probably pioneered quite a bit in breaking down the bureaucratic barriers between the institutions to make it possible for students to move freely back and forth.

MR. STOCKS. Do you have any other relationship with the public school system at all?

DR. SHANBERG. No. Prior to 1968 we were a part—we weren't, but the community colleges in Florida were a part of the public school system. July 1, 1968, a law went into effect which separated community colleges from public school systems.

MR. STOCKS. Thank you.

Dr. Mackey, I realize that the University of South Florida is a large institution, but could you delineate for the record and for the Commission the relationships that the University of South Florida has with the Hillsborough County school system?

DR. MACKEY. Dr. Shanberg mentioned a very important one. We are a part of that agreement. Our relationships extend perhaps a little farther than those of Hillsborough Community College.

We have a program of early admissions where high school students can enter the university early or can register in both institutions, public schools and the university. We operate within the new legislative context developing teacher-education centers, where the legislature has funded local school boards, and with those funds they can approach universities or other institutions to provide inservice training for their teachers. We do that for a 12-county area, and I believe so far all of the established teacher centers have chosen to ally themselves with us. So there is a continuing relationship with the school boards through the teacher-education centers.

There is also an organization of superintendents which meets with our education faculty, school superintendents from our 12-county service area for education and continuing education. And so there is a continuing relationship, exchange of ideas and joint program development, through that entity, the South Florida Educational Planning Association I believe is the name. Those are the principal continuing contacts we have.

MR. STOCKS. Does the school of education provide student teachers for the county education system?

DR. MACKAY. Yes, I am sorry, I should have included that. The University of South Florida provides the largest share of student teachers of any institution in the State, approximately 21 percent of all student teachers in the State of Florida are from USF.

In Hillsborough County we provide approximately 95 percent of the interns through two programs. One, the traditional 6 weeks' intern experience; another through a system we call the continuous intern experience, where a student will be in the public school for as much as three quarters every day for a large part of the morning. Some students have even gone more than three quarters with that.

In neighboring counties we supply as much as 95 percent to some and 70 or more percent for several counties in central Florida. So we have a very extensive relationship. Over 25 percent of the teachers now teaching in Hillsborough County have degrees from the University of South Florida, and they hire between 200 and 300 of our graduates each year and have for the past 5 years.

MR. STOCKS. Thank you.

DR. WIDELL, what relationships does the graduate department of education at the University of Tampa have with the Hillsborough county school system?

DR. WIDELL. The graduate program as such?

MR. STOCKS. Yes.

DR. WIDELL. The graduate program serves, of course, through the MED, the master of education program, those people who are teachers. Our program is set up in the evening. We teach all of our courses in the evening so that the teacher does not have to quit his job to seek a higher degree. We have people driving from approximately 100 miles away for work on the master's program. And, so we

come in contact with the teachers of Hillsborough County to that extent.

MR. STOCKS. Either Dr. Widell or Dr. Brick, does the undergraduate program have any specific input or relationships with the county school system?

DR. WIDELL. First of all, I think it is, in our internship or student teaching—we call it internship; other people might call it student teaching; it is the basic undergraduate experience—is a 15-semester-hour experience in the public schools for the entire semester. We feel that the student being in the field for the entire semester, taking 15 semester hours, therefore not doing anything else back on campus, being in that school from the first thing in the morning until last thing at night and being involved in the programs of that school gives them a close experience with the students and teachers in Hillsborough County.

MR. STOCKS. Thank you.

Dr. Mackey, and this question will also be addressed to Dr. Widell and Dr. Brick, since you both include in your universities teacher-education components, do you provide students who are preparing to be teachers to teach in a multicultural situation and, if so, what kinds of courses do you provide for students?

DR. MACKEY. We are not specific in that preparation. Other States in the United States such as Wisconsin and Minnesota are specific to that point, in requiring certain subjects, generally termed human relations. It operates the same as the State of Florida requiring the teaching of reading from all persons who are going to teach. So that extent, because there is not that State requirement, we do not have a specific course to address itself to the background of various peoples in the United States and their contribution to this culture and examining your own feelings relative to that.

We do in our teacher preparation have the certification requirements, introduction to education in which we can have units in that particular course discussing this sort of thing. But there is no specific course as such.

MR. STOCKS. Dr. Mackey, do the students who are preparing to be teachers at the University of South Florida get any training in multicultural experience that would help them deal with students from races and cultures other than their own?

DR. MACKEY. Very little in the formal curriculum is aimed at that particular objective, Mr. Stocks. I feel personally that this is one of the most serious shortcomings of the curriculum in teacher education, not just at the University of South Florida, but perhaps in a majority of institutions in this State now.

I find that perhaps the most recurrent theme of comments made to me at alumni associations throughout our system of alumni chapters comes from graduates of our college of education, particularly young white females who have ended up teaching in urban settings. They feel

that they are totally inadequately prepared for dealing with the nature of the student mix that they find. I have discussed this with our students, with some of the faculty of our college, with the dean, with the academic vice president. As you may know, presidents have relatively little influence on curriculum in universities, so it's not a direct matter that a president can change.

But I feel that it causes serious problems. I think that many of the people are simply unprepared for the environment within which they are expected to move, that our curriculum should include at least a strong elective program, probably required courses, at least one, maybe more, in subject matter dealing with the nature of the background, the behavioral patterns, the cultural and ethical considerations of the students they will be teaching. We don't do it and I am very concerned about it.

MR. STOCKS. Dr. Brick.

DR. BRICK. I certainly agree with that on the basis of some parts of the country and a few years ago. However, at present we do not have any all-white, middle-class suburban schools in this county as of the last 4 or 5 years. Now, I do not feel that a list of separate courses is essential in this. I think that it can be handled in any of the courses and should be handled in all of them. The real world of the public schools, who's there, what's going on, what is the situation. It needs to be studied, thought about, problem-solving experience.

And then the next step is to go out and get in it. Our people go out and observe, and the schools here are all very much alike now. They do their observations and aide work. They are at least partially prepared before they do that, and then they go out for this rather intensive and lengthy internship student-teaching experience. I don't think in the last—almost all our our people are placed in Hillsborough County. And most of those who aren't will be across the river in Pinellas where the situation is almost identical. And I think in this situation where we are, it would be rather difficult not to get pretty familiar with a lot of things that you would have missed a few years ago.

MR. STOCKS. Thank you.

Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Freeman.

COMMISSIONER FREEMAN. I would like to pursue the question from the standpoint of employment. I would like to know if each of you will state for the record the number of black faculty members which you have in positions of professors and assistant professors, beginning with Dr. Shanberg.

DR. SHANBERG. I can't do that, Commissioner Freeman, because I didn't bring those figures with me. And I really don't know them off the top of my head. We do have an affirmative action EEOC plan which does provide that data and I'd be pleased to send the Commission that data tomorrow, if you would like.

COMMISSIONER FREEMAN. We would like to get it tomorrow then. You're the president of the college. Do you know how many employees, how many members are on your faculty?

DR. SHANBERG. We have approximately, over 1,200 full- and part-time employees.

COMMISSIONER FREEMAN. 1,200 full- and part-time employees.

DR. SHANBERG. Approximately.

COMMISSIONER FREEMAN. Would you supply for the Commission the breakdown as to race and sex of your faculty members?

DR. SHANBERG. I'd be pleased to.

COMMISSIONER FREEMAN. The next would be the breakdown with respect to your student bodies.

DR. SHANBERG. I was asked that question in advance and I brought that data with me.

COMMISSIONER FREEMAN. Would you give it to us, please?

DR. SHANBERG. Okay. We have 12,359 head count registered as of the fall 1975 term, that is credit and noncredit. Of that, 10,521 students are in our credit program; 1,838 are in our noncredit program.

The breakdown of credit minority-group students is Asian or Pacific Islander, 26; American Indian or Alaskan native, 10; black non-Hispanic, 1,312; Hispanic origin, 385—and I seriously doubt the validity of that figure; I think many of our Hispanic students do not fill out that portion of the form purposely because they resent it—foreign students, 139; total credit minority students, 1,872. In the noncredit program we have 184 students black; Spanish surname, 275.

You might also be interested in noting that our average student age is approximately 30 and that we at the present time have approximately four students who are registered as part-time students for every one full-time student.

COMMISSIONER FREEMAN. Dr. Mackey.

DR. MACKEY. We have approximately 1,000 faculty members and well over 1,500 staff members. I do not have the mix of the faculty and staff by race and sex. I can supply it to the Commission by tomorrow; if you would like, I will do so.

COMMISSIONER FREEMAN. Yes.

DR. MACKEY. I will also provide you with precise figures on our student body.

Generally speaking, the student body is about 52 percent male, 48 percent female, and about 5 percent black and other minorities, with black being the majority of the 5 percent. The vast majority.

COMMISSIONER FREEMAN. Dr. Widell.

DR. WIDELL. We do not have any black faculty. We have about 80 faculty total and about 5 percent of our students are black.

COMMISSIONER FREEMAN. Dr. Brick.

DR. BRICK. Same institution, it's approximately—

COMMISSIONER FREEMAN. I asked this question because earlier in your testimony I believe each of you indicated that you had quite an

extensive involvement relating to teacher training. Well, one of the best ways that there can be training is, of course, by the process of life, of living. If, of course, your faculties do not reflect the multiracial society, then it is difficult, it will continue to be difficult for you to be able to communicate a knowledge that is not held or is not known because of, again, the concern here is with the perception that the teacher has.

The other concern that I have is that you have indicated that there was very little leadership given by the universities to the Hillsborough County because you did not, I believe maybe some of you differed, perceive this as the role of the university. Yet, in another instance I believe one of the professors indicated that there had been efforts at pioneering in one aspect of curriculum. And, what I would like to have you comment on is if you could review this to see the role of the university in perhaps recommending not only to the community, but to the legislature, certain things that ought to be done to change the society. Dr. Shanberg.

DR. SHANBERG. First of all I'd like to go back to something that you said earlier. We are a multicultural institution. You will see this in the composition of the student body; you will see this in the composition of the staff. I don't believe that we parallel 100 percent percentages out in the community, but it has certainly been reflected in the programs that the college has and the college has felt the need to offer.

I don't believe that any college can hope to participate in every single major event which takes place in a community and which provides leadership in the community. I think there are many times when a college is not asked to participate that it takes the position of saying, we are not going to force ourselves on the situation. But this doesn't mean that staff members who would not be in the community because of the college do not participate. The college, in essence, participates in anything but a legal fashion.

As far as programs and the role of college, I think the college has a very strong responsibility in providing educational opportunities, and I think we have attempted to meet this in some of the programs that we are offering and that we have pioneered the development of. For example, we do offer black culture programs. We do offer courses in Spanish as a second language.

COMMISSIONER FREEMAN. May I ask you this: Do you offer the black culture programs to the white students?

DR. SHANBERG. Yes, ma'am. We offer no courses on a segregated basis. The college did not open that way, it has never been that way, and as far as I personally am concerned never will be as long as I am around.

We offer individualized instruction programs starting with very basic mathematics, reading, English, where students can enter these programs at their own rate of speed, master the course of study at their own rate of speed, and we have developed curricula to the point where

approximately 80 percent of a degree can be attained in many fields. Not 100 percent because there is an awful lot of work that goes into this type of curricula development, where students can attain almost 80 percent of a degree in many areas. We have offered special programs designed to meet the psychological as well as the educational needs of many of our minority-group students, and our faculty I believe has been quite creative.

If you're going to be in town for a while I would like nothing better than to take you on a tour of one of our campuses because I think you might appreciate as I do some of the hard work that's gone into the development of some of these programs—perhaps you will brag about us in other parts of the country.

COMMISSIONER FREEMAN. Dr. Mackey.

DR. MACKEY. The University of South Florida, like the Hillsborough Community College, has a number of academic programs that deal with issues affecting all aspects of society and our culture. We have an Afro-American studies program that is open to both blacks and whites. We have other programs that accomplish much the same objective.

The desegregation of Hillsborough County public schools began under court order before I came here as president. So I was not associated with the university at the time that the planning was underway for that. It began shortly after I got here. As I indicated, the university did not have a direct role in that. That seems appropriate to me. The public school system did not ask the university to perform in that role. I did not view the university as a social action agency. I view it as an academic institution established to train people in analyzing problems and searching for solutions based on their interests in general after they leave the university. Our faculty engage in research on programs of their choosing. The university as an institution does not channel nor does it direct individual faculty members or groups of faculty members to undertake research in particular areas.

We will at the request of outside agencies make an attempt to find and encourage faculty members who are qualified to do research in a legitimate area relating to their academic specialty, and we have done that on many occasions. But I would not consider it a proper role for the university to marshal its resources to bring them to bear on direct problems in the community, either in a statewide basis or in the local community. That use of the resources primarily as a result of historic geographic location does not seem to me to comport with the purpose of the university nor with the intent of the legislature in establishing it or the other universities in Florida. But the availability of our faculty resources and our student resources for research, for contract and grant projects, and the use of our students in graduate work, as graduate assistants and in volunteer roles, is widespread and highly productive to the local community.

COMMISSIONER FREEMAN. The point that I was making is that I was concerned about the statement that you had made about a member, a former student who had gone out to teach and who did not feel qualified. It seems that perhaps the university is missing a point by not recognizing that it can provide the educational resources, the research, if it doesn't do it in a vacuum, but if that student had courses in black studies, had had an opportunity to participate in inservice teaching and with a faculty that was inclusive as to race and sex, that she would have been better prepared.

DR. MACKEY. Those things would in fact have helped and I have, as I think I indicated, made a strong effort to get our college of education to reexamine its curriculum and its training program to ensure that those things don't happen. In many of the school systems, even those that are seemingly rather fully integrated, the tracking in the public schools is such that the instruction itself and the exposure of practice teachers does not provide them this kind of exposure. That is a serious error. It is possible, not just at our institution, but at many, for a practice teacher to go through the system, including practice teaching, and perhaps never have a conversation with a black person. I consider that to be highly unfortunate.

COMMISSIONER FREEMAN. That's what I am saying. Of course, it would help if that person were black, herself or himself. But your statement indicates that the person will be white.

DR. MACKEY. I was speaking of whites. We have many blacks in our college of education in both the undergraduate and the graduate level.

CHAIRMAN FLEMMING. Go ahead, Dr. Brick.

DR. BRICK. We have a very small faculty, only six or seven full-time members in our actual teaching area. We have more than that in the division. But it is very small. Faculty members rarely leave. They usually leave by retirement. So there are very few teaching positions open as a rule, and expansion isn't going on.

What I am leading to is two things. One is to my knowledge we have not had a member of a minority group even apply for a position in our division, haven't even received an application. Now, to help take care of the situation you mention, almost all of our small faculty, if they miss—they may miss a semester occasionally, but practically all of us spend one-fourth of our time in the field, in the public schools, working with our student teachers, working with the white and black and any other minority-group situation that's there, and although we may not be members of a minority group, we get pretty well acquainted with opinions, ideas, the situation, what exists. I do feel that we can in a way help educate our students in this direction.

It isn't quite as real, I agree. But we are all out there quite a bit. So we get acquainted and we teach our classes. We are having a seminar on two topics this Thursday night in a class. One is this whole business of integration, equality of education. It is a basic foundations course. And we are going into the last half of the period, going into teacher strikes, cause and cure of such things as that.

And I'll get back to the comment. We try to make it real and keep up to date on the situation. They do go out into the public schools, and if they're in Hillsborough County they're going to run into just about most of the situations that you can find anyplace.

CHAIRMAN FLEMMING. I'd like to ask Dr. Mackey and Dr. Shanberg this question: Do you have a fairly extensive summer program open to administrators and teachers in this particular area?

DR. MACKEY. We have a very extensive summer program operated by our college of education. It is aimed primarily at graduate work for teachers. And we have many teachers from Hillsborough County and neighboring counties who come and take advantage of that.

The curriculum itself does not include subjects which deal in large measure with the matters we have been discussing. Our social foundations department does have some of this subject matter in some of their courses and currently has under review some considerations for expanding the amount of such subject matter. But the curriculum itself is fairly limited.

CHAIRMAN FLEMMING. Does the law here require teachers to go to summer sessions for additional training?

DR. MACKEY. Yes, there is a requirement for periodic academic work for recertification.

CHAIRMAN FLEMMING. Does it require administrators to do the same thing?

DR. MACKEY. I am sorry, I can't answer that. I don't know, sir.

CHAIRMAN FLEMMING. Do you want to give us the picture as far as you are concerned? Then I want to ask a question.

DR. SHANBERG. We are a 2-year college. Although the law does permit persons who are interested in upgrading their certificate to take courses at community colleges, I personally have felt that with the college of education, as extensively developed as it is at South Florida, and with the growth rate we have experienced over 8 years, that this was one of the things we could put on a lower priority list. Consequently, we have done very little in the way of encouraging teachers or administrators to come to us, and we do refer them to South Florida for summer study.

CHAIRMAN FLEMMING. I, of course, appreciate the comments that Dr. Mackey has made relative to the difficulties presidents encounter when they try to bring about a change in curriculum. Dr. Rankin here might take issue with me on that. But what was running through my mind, considering the situation that exists here—and I suspect in other counties that are within the service area of your university—was whether or not it would be possible to introduce during the summer special institutes designed to close this gap that you have identified as you talked with your graduates, and as I am sure many people have identified in many parts of the country.

What I am constantly thinking about are today's children and young people, and because they are in classrooms with teachers who have not

had the benefit of this kind of training, they themselves are going to miss something that's very significant. I was just wondering whether it might not be possible for a university that does serve a good many of the teachers, and hopefully some of the administrators, during the summer to inject into the summer program, say, special institutes designed to try to close this gap, because sometimes you can do those things easier than you can affect the curriculum during the regular academic year.

DR. MACKEY. I think that might be a sound approach. In Florida, as I understand the requirements for recertification, there are virtually no limits on what a person can take. So they are not channeled by the State requirements. That leads to some interesting results. It would certainly make it possible for them to take such seminars. The practice seems to be that they gravitate perhaps to some areas you might not think would be the highest priority. And you cannot require them to go into certain areas. But I think that would have significant possibilities.

CHAIRMAN FLEMMING. Like Commissioner Freeman, I was thinking of the young woman that you were talking to. She recognizes a need. I suspect that there are a fair percentage of the teachers who have gone out into these situations who recognize their lack of preparation, who are frustrated because they cannot deal with certain situations that confront them, and that really would get excited about and welcome an opportunity to close that gap in their own preparation as they come back into a summer program.

DR. MACKEY. One of the problems, if you wait until after the first year, you have lost a lot of them. I think 1 year is enough to convince many of the entering teachers that they are not going to teach their second year. That doesn't mean that we shouldn't be doing that in the summers for those who continue, but the level of, the turnover rate is, I think, discouragingly high for people who teach only 1 or 2 years, having decided that almost anything is better than teaching in the public schools. It appears to me from conversations with teachers of all ages that that is increasingly an attitude that we must contend with.

CHAIRMAN FLEMMING. Yet, on the other hand, you are, I assume, along with others, now finding it difficult to place teachers because of an oversupply.

MR. MACKEY. Yes. It is more difficult than it was. Fortunately for our graduates, we are still able to do well.

CHAIRMAN FLEMMING. You are still in pretty good shape?

DR. MACKEY. Quite competitive, I think.

CHAIRMAN FLEMMING. Dr. Widell, did you want to comment?

DR. WIDELL. I would just like to say that I think that running through the conversations here has been sort of the indication that we can generally address ourselves to this problem. I don't think you will—I don't think we can until it becomes specific.

I think if you look—I come from the State of Wisconsin, University of Wisconsin, La Crosse, where in Wisconsin, 3 hours, 3 credit hours are required of human relations training. In Minnesota, 6 hours. Until you've had or taught such a course, until you've addressed yourself to those specific problems, you tend to think that it can be taken care of within the course structure that you presently have. But until you see some of those programs operating and see some of the results and some of the teachers coming out of them and their own changes in their own classroom, you don't really understand it. I think that the necessity for this in the State of Florida is now.

CHAIRMAN FLEMMING. I might say, if Commissioner Horn were here—unfortunately he couldn't be here today—he would underline what you have just said; namely, his own conviction that the courses not only have to be made available—I am now talking about the regular academic year—but some requirements have to be injected into the picture if we are really going to get the maximum result.

All I was doing was suggesting that it takes a little while in a State like this to get that requirement on the books, to get a change in the curriculum, and so on. But, in the meantime, there are young teachers out here who feel the need for additional help, and conceivably some special devices could be used in order to give them that help in the interim period. Dr. Mackey?

DR. MACKEY. I think the absence of preparation along these lines has another serious consequence in the schools. As a result of the absence of such training, it is my personal feeling that many of the teachers confronted with unfamiliar situations become intimidated and over a period of years that has been one of the factors which has led to differences in standards of discipline, of breakdown in the structure, and other things. Even on our campus where confrontation is rare compared to what it is in the public schools, I have had many of our black students say to me when I meet with them, as I do fairly regularly, that they are convinced that the majority of university faculty members are intimidated by black students.

First, most of them are inexperienced or frightened by the fact that they are there. They don't know what to make of having them in the class. Second, on a one-to-one basis, if a student is arguing about a grade, they sense fear and intimidation, and they have said openly in meetings where we had representatives of the student press there that, if three or four black students go to argue with the grade with the teacher, it is very likely to get changed. That's a common expectation. They don't really like that. They don't believe that that is an appropriate way for the system to respond because they know it is a reflection of things that are basically wrong.

Well, if that takes place at the university level where the students themselves are more mature and approach problems on a more mature basis, and where the faculty are more accustomed to dealing with some of these things, you know what has to exist in the public schools.

The age of the teacher is considerably lower, the experience far less, and the restraint of the student, in using the pressure of whatever force can be brought to bear, much different.

So I am persuaded in my own mind that the lack of familiarity with the circumstances that the teacher is likely to encounter, the lack of training, has been a serious factor in what has come about and what I see not only as an administrator, but as a parent in the public schools.

CHAIRMAN FLEMMING. Dr. Shanberg?

DR. SHANBERG. Dr. Flemming, I'd like to suggest to the Commission something which may sound contradictory, yet I hope it is not. I hope that you won't fall into the same trap that many of us in education, including—I shouldn't say including yourself; I know you are an educator, but you may not have—fell into back in the fifties and sixties of thinking that education is going to cure all the ills of our society. It's not.

By the same token, I hope you'll take a very close look at community colleges and at their representation in the large numbers of other vitally important segments of our society. When you talk about summer institutes, for example, we have, for example, 400 law enforcement officers attending the college. We have vast segments of this community's population represented at the college. I think these are people who would be very interested in any type of assistance that could be rendered.

They are also parents, and they extend out of education into the community. They are not just confined to the education community. I think if the efforts are going to be successful, it is going to take widespread efforts of that nature, and I sincerely become just a little dismayed when I detect that education can solve all the ills of our society. It can contribute, but it can't.

CHAIRMAN FLEMMING. Well, Dr. Shanberg, I certainly concur in your statement that it cannot solve all of the ills of our society. But I also, growing out of my own experiences, am convinced that the bureaucracies in our educational system operate in such a way as to make it very, very difficult for the educational system to identify needs that confront society and to move in and make the kind of contribution that would be possible for them to make if they didn't persist, oftentimes, in staying with the status quo. Dr. Mackey's comments about his identification of a need and of his inability up to the moment to convince the powers that be within his institution that they should move to meet that need is one illustration of it.

It seems to me that this country is moving and is going to continue to move in the direction of the implementation of the constitutional rights that children and young people have for a desegregated education. That, in turn, creates needs as far as the training of teachers are concerned. I would hope that our educational institutions could respond not 10 years from now, but quickly and immediately to dealing with those particular needs.

Now, I concur wholeheartedly with your evaluation of the contributions that the community college system can make to responding to some of these needs and responding to them quickly. My full-time occupation is as Commissioner on Aging, and I feel that the community colleges of the country have responded to our educational needs in the field of aging in terms of training people who are in the field at the present time and in getting other persons ready more rapidly, more quickly than any other aspect of our post-secondary education. I attribute that to the fact that many community colleges, because they are community colleges, because they come out of the grassroots of the community, are responsive to the needs of the community.

It seems to me that the community college does have the opportunity of providing positive leadership in closing some of these gaps that need to be closed if people are to be able to operate within a desegregated or integrated educational system in the proper way. So I agree with you completely as to the fact that the community college oftentimes can respond and respond quickly. And I certainly hope it will respond in this particular area. I know, certainly, that education doesn't have all the answers. But education oftentimes is not making the contributions that it is capable of making to helping society resolve some of the problems that confront it. I think what we've been talking about here in terms of the gap that Dr. Mackey has very effectively identified is illustrative of it.

DR. SHANBERG. We are in concurrence, Dr. Flemming. I would also hope that you would give us consideration on funding some of these because we need some money to put some of these programs into effect.

CHAIRMAN FLEMMING. Well, in the field of aging, we have a program which is designed to make it possible for you to get some funding by working through the State agency on aging in Florida. They have funds.

DR. SHANBERG. We do work with you on that one. I am speaking about this problem.

CHAIRMAN FLEMMING. Okay. Well, the same thing applies. We don't happen to be in a operating position in this particular instance as a Commission, but certainly we are prepared to make the kind of recommendations that hopefully would lead to your getting that kind of help and assistance.

Commissioner Ruiz?

COMMISSIONER RUIZ. Yes. To any member of the panel. One panelist referred to ethnic identification by Spanish surname, even though not identifiable as to race. The unanswered question is mentioned by Dr. Shanberg—and I am a little bit curious to know with relation to our Cuban arrivals, 95 percent of whom have Spanish surnames, whether any one of you have noticed any perceptible number from this group who are beginning to enter courses which will develop future teachers.

DR. SHANBERG. I can't speak to future teachers. That Spanish course that I gave the gentleman over there with the enrollment figures is designed primarily for people who are new to the country, who do not speak English and who are of Spanish origin. English as a second language is designed for people from other nationalities. I don't know how many of them are interested in entering teaching at this stage of the game.

COMMISSIONER RUIZ. It might be a little too early yet, I assume.

DR. SHANBERG. Yes, sir.

COMMISSIONER RUIZ. But I was just wondering whether any one of you had noticed that at all because apparently they are very energetic, they are getting into commerce and they are getting into politics, and I was just wondering whether they were getting into teaching in any fashion.

DR. MACKEY. We have not seen it at our institution to the degree that we would notice it or be aware of it specifically.

COMMISSIONER RUIZ. How about you, Mr. Widell?

DR. WIDELL. No.

COMMISSIONER RUIZ. And Mr. Brick?

DR. BRICK. No.

COMMISSIONER RUIZ. Very well. Thank you.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. No, thank you.

CHAIRMAN FLEMMING. Thank you very much for coming this late in the day and talking with us about what we feel and what I am sure you feel are very, very important issues. Thanks very much.

This hearing is in recess until 9:00 o'clock tomorrow morning.

Tuesday Session, March 30, 1976

CHAIRMAN FLEMMING. Counsel will call the first witness.

MR. GLICK. Mr. Chairman, this morning we will begin the hearing with a group of administrators of the public schools of Hillsborough County. We have Dr. Raymond O. Shelton, superintendent of the county public schools; Mr. E.L. Bing, who testified yesterday, who is the assistant superintendent for supportive services. Frank M. Farmer is assistant superintendent for instruction, and Mr. Paul R. Wharton, assistant superintendent for administration.

Gentlemen, except Mr. Bing who has already been sworn in, could I ask you to stand so the Chairman may swear you, please?

[Dr. Raymond O. Shelton, Mr. Frank M. Farmer, and Mr. Paul R. Wharton were sworn.]

TESTIMONY OF RAYMOND O. SHELTON, SUPERINTENDENT, HILLSBOROUGH COUNTY PUBLIC SCHOOLS; E. L. BING, ASSISTANT SUPERINTENDENT FOR SUPPORTIVE SERVICE; FRANK M. FARMER, ASSISTANT SUPERINTENDENT FOR INSTRUCTION; AND PAUL R. WHARTON, ASSISTANT SUPERINTENDENT FOR ADMINISTRATION

MR. GLICK. Gentlemen, for our record, beginning with Dr. Shelton, would you please identify yourself by your name, occupation, and business address?

DR. SHELTON. I am Raymond O. Shelton, superintendent of schools, Hillsborough County, P.O. Box 3408, Tampa, Florida, second floor of the courthouse here in Tampa.

MR. BING. E.L. Bing, assistant superintendent for supportive services, 707 East Columbus Drive, 33602.

MR. FARMER. My name is Frank M. Farmer, assistant superintendent for instruction. My mailing address is the Courthouse, P.O. Box 3408, 33601.

MR. WHARTON. I am Paul Wharton, assistant superintendent for administration. My address is 2508 Prospect Road, Tampa, Florida.

MR. GLICK. Thank you. Gentlemen, as you know, we are making inquiry into the school desegregation situation and the history of it going back to 1971 and before. Then we are coming up to the present and discussing the situation in the schools as it is now. I would like to begin with Dr. Shelton, first by establishing how long you have been superintendent here in Hillsborough County, Dr. Shelton.

DR. SHELTON. I came here in July of 1967.

MR. GLICK. You had had previous administrative experience in other States, I assume.

DR. SHELTON. Yes. Prior to that I was in Omaha, Nebraska, for 7 years. I was assistant [inaudible] of schools for the business services there. Before that I was the superintendent of schools in the State of Iowa for 4 years, and before that I was a teacher and principal for 5 years.

MR. GLICK. Dr. Shelton, when you came to Hillsborough County and for the next few years, what was there in the way of desegregated schools? There was some transition period in the late sixties. Can you give us an idea of what the situation was before 1971?

DR. SHELTON. Well, it was basically—we were following, of course, all the laws that were applicable at that time. I think, basically, when I came into the county, we were under a freedom-of-choice situation, had been some moves in that direction, and that's about all. Each year, when the court order would be changed and modified and we would try to change to meet with that. But it stayed, basically, a freedom of choice and boundary changes up with the year previous to the complete desegregation when we got into some pairing.

I think there were one or two schools who were paired the year prior to that, and our staff had been completely desegregated 1 year before the complete desegregation. In the east part of the county, the

Plant City area, the secondary schools had been completely desegregated 1 year prior to 1971.

MR. GLICK. So there was a history of some desegregation in Hillsborough County. Would you describe it as a very complete desegregation pattern prior to 1971?

DR. SHELTON. Nothing compared to what we have now, no. I think we were as desegregated as any other school district at that time.

MR. GLICK. In Florida?

DR. SHELTON. Yes.

As I said, I left Omaha, Nebraska, in 1967. When I got to Tampa, Florida, Hillsborough County, I found the schools here were more desegregated at that time than were the schools in Omaha, Nebraska, I had left at that time. But we have made considerable movement prior to 1971, and of course made great movement since that time. I think Omaha is about the same as it was at the time I left there in 1967.

MR. GLICK. Dr. Shelton, in the winter of 1970, it became pretty obvious that the court was going to undertake some further order which would require more desegregation in the schools. Did you take any efforts or undertake any steps to prepare for that during that winter?

DR. SHELTON. Yes, we did. We were in court, plaintiffs were asking for further relief. Our court—the judge, the Fifth District court at that time did not rule on our order. The longer he did not rule, the more we became convinced that he was waiting to see what would happen in the *Swann* case, I believe, coming out of Charlotte-Mecklenburg, was going to the Supreme Court at that time.

The staff discussed it for quite a period of time, as it began to get late after the first of the year in '71. We felt that, if we were to get an order that would be large in scope or similar to the Charlotte-Mecklenburg Plan the year before, that we ought to be planning before we got that order. So we sat down and thought about it and decided that probably—we guessed that the Supreme Court would uphold the Charlotte-Mecklenburg plan. If they did uphold that plan, that we probably would get the same kind of an order from our court here, so we started taking the steps to do that.

And one of the first things we did, we got together with—Mr. Bing and I discussed it. He at that time was a director of Federal programs and was completely paid by Federal funds. We felt—and I did go to the board then and recommend that he be relieved of those duties as director of Federal services one-half time, and we pick up that half of his salary, and that other half of his time would be devoted to developing a plan for desegregation.

We did that prior to our court order, so we did begin to plan, and Mr. Bing, from that point, came up with some ideas. We discussed them, and finally decided the best way would be to get a large group of the community, cross-section together, and look at our order if we did get it, and help make these plans, along with our staff that began working prior to the court order to develop all the backup materials,

all the maps and charts and demographic data of one kind or another, to try to have that ready so we could go to the large committee. That was done basically prior to the court order in May, and of course we were ready to go when we did get that order.

MR. GLICK. So as I understand it, you had the idea for the citizens' committee before the court order actually came down?

DR. SHELTON. As I recall, that's true. Now, Mr. Bing maybe can refresh my memory, but it was some months, I think, before that time, about that time.

MR. GLICK. Is that the way you remember it, Mr. Bing?

MR. BING. Well, it was 2 weeks prior to the May 11 court order, the date we received the court order, that we came up with the idea of the citizens' committee, that format, that approach to it. But as Dr. Shelton has pointed out, we had begun developing spot maps and gathering statistics and this kind of thing prior to the actual receiving the court order on May 11.

MR. GLICK. Then, Dr. Shelton, when the court issued its order, and you had that committee established, I assume that you assigned a considerable number of staff to work on the plan?

DR. SHELTON. Yes, we had at least, I think, 25 of our staff people involved in various committees, and they worked very, very hard and long hours day and night, developing all the various alternatives, curriculum alternatives, the busing plans, the mapping, and all that sort of thing. I would guess at least 25 of our staff devoted pretty much full time for a matter of a month to the plan, I believe.

MR. GLICK. So the actual process of preparing the plan covered a period of approximately 3 months, would you say, from the time you anticipated the court's order until the plan was actually prepared?

DR. SHELTON. I think that would be a pretty good time frame. The first part of that was not as much activity. The activity became very frantic at the last month or so, but we had been doing some work prior to that.

MR. GLICK. Did you go out looking for any outside experts to give some help on that? Mr. Bing mentioned that yesterday.

DR. SHELTON. Yes, we did. We were ordered to do so. I think we would have done so in any event, to try to lend some credibility to what we were doing.

We invited—Dr. William Self, I believe, with Charlotte-Mecklenburg, the superintendent—we invited him to spend a day with the staff discussing what they had gone through, what planning that they had done, what mistakes they made, and what he could tell us what to avoid.

We also consulted what was then called, I believe the Miami Desegregation Center. Dr. Gordon Foster and some of his staff spent, I think, several weeks with us working with us night and day just as a staff person. I think they developed a plan as well, which was presented then to the committees.

The committees finally developed about three alternate plans for elementary, for junior high, and senior high. They wanted to get three, maybe some of them just got two plans. These alternate plans were finally presented to the board; and the board in open hearing, then, finally modified those to some extent and adopted the total plan.

MR. GLICK. Dr. Shelton, I am sure it was obvious that the implementation of the desegregation plan was going to be expensive in terms of operating expenses. Where did the money come from? Did you seek Federal or State funds to assist in the process? I have said sometimes that whatever success we may have had—and that's up to people to determine; I always invite them to come in and look for themselves—

DR. SHELTON. It is because we tried to anticipate everything that could happen.

Very early, before we even got the final court order, Mr. Bing and I had been in Washington, D.C., at a conference. While we were there, we collared as many high officials as we could—one of them was Dr. Sidney Marland, U.S. Commissioner of Education, I think that is the term—and said that we were getting involved. We felt that if he would work with us and whatever discretionary funds he maybe could find, if could make those available to us, we thought we could do a lot of study that would help a lot of the people that would go through the same situation.

We didn't get any, but I wrote him following that, I think early in July or late in June, a very extensive letter outlining what I thought we would need to do our job here and indicating that, if we could get their assistance, that we could document, study, and test, have a lot of information available for anybody else that might go through this later on. I think that this gave us a foot in the door.

We talked to Dr. [Herman] Goldberg at that time, and when we went back to Washington again and spent time with him. So what was then, the Emergency School Assistance Program it was called, the ESAP program was first developed, we were in line, and we just took the letter I had and made it into a plan and submitted it, asked them for assistance in quite a number of areas. I believe we requested \$10 million to do the job here. That was a little bit too much. But we did get, I believe, \$2,225,000 in emergency assistance money at that time which were a lifesaver, which was extremely helpful, particularly in the human relations program, our tutorial programs, our various curriculum components of that.

We got no money for busing; we got no money to do the shifting of students back and forth, the moving of equipment, the changing of buildings, this sort of thing. It came from local funds.

We had also tried to anticipate the need for buses. We added about 25,000 students to our transportation program at that time. We knew we could not do it with the buses we had, so, again, we tried to anticipate; and we had gone out and contacted all of the companies, I guess, in the world.

Mr. [inaudible] will probably tell you about it. I'm getting into his testimony later.

And we located schoolbuses throughout the country that would be available. We had written the specifications; we'd bid it and done this all quietly so as to not indicate to anybody that we were anticipating that we were going to do this crossbusing, but we were ready in case we were going to do it. The minute we got our order and the plan was accepted, we entered the order for the buses. We purchased 125, I believe, additional schoolbuses at that time.

We borrowed, we just went to the banks. There is a provision in Florida law which permits us to borrow money on a 1-year basis, but then we can extend that loan for 3 more years. It's really a 4-year loan. So we borrowed a million dollars to purchase schoolbuses and paid it back over a 4-year period of time; those buses were delivered and were in operation as of the opening of school year that year and we were able to start getting the youngsters to their new assignments on time.

MR. GLICK. So that Federal money was of great assistance to you and the State money that came through?

DR. SHELTON. I just don't think there is any way we can indicate to you how much assistance it was; it was immeasurable assistance. It was very traumatic. Everybody worked very hard. We had a great staff that did everything in the world to try to make the system work, but I think it would have been very, very difficult to do it without those monies. Of course, we would have liked to have the money to pay for those buses, too, but of course that was prohibited by the law at that time and still is, as I understand it.

MR. GLICK. Thank you, Dr. Shelton.

I would like to turn to Mr. Bing for a minute. We heard some testimony from you yesterday, from other people, about the actual plan itself, but I want to explore a little bit further into that.

One thing people have discussed at some length with us is that there were two black high schools, or predominantly black high schools, and those were closed and turned into facilities, as I understand it, that are now junior high schools. Can you indicate to us why those particular buildings were transformed from high schools rather than being integrated as high schools, they were taken out of the high school picture and made junior high school centers, Mr. Bing?

MR. BING. Yes, sir. Well, we had studied in all kinds of ways to keep those schools as high schools by coming up with a geographic zoning pattern that would put sufficient numbers of white youngsters in those schools. In fact, Dr. Foster's plan from the University of Miami primarily centered on keeping those two schools in as high schools. But it was very difficult to come up with a satisfactory geographic zone that would adequately do this.

Another fear we had at that particular time was that we couldn't stabilize it once we did it. We couldn't enforce it once we did it, because

it was simple for parents to move their children and register their children in the name of relatives that lived elsewhere out of that particular zone. We had tried this previously and it had not worked, and we thought it was futile to attempt it again because evidence not only here locally but throughout the country is that geographic zoning as such won't work. So in order to ensure that we didn't have this kind of thing, there was no other alternative but to phase them out as high schools.

I think it would have been a disaster to try to keep them in as high schools.

Secondly, there was no question in our minds, as we looked at these other high schools, these schools were inferior in terms of facilities. They just did not have the facilities that a good, comprehensive high school needed. One of the fears of the majority population would be to send their kids to school that was inherently inferior.

So all of these things coupled together caused us to decide to phase them out as high schools.

DR. SHELTON. Could I say two things?

MR. GLICK. Yes, please, Dr. Shelton.

DR. SHELTON. The mathematics of it made it very difficult to begin with. There were 1,000 pupils in Middleton Senior High School, which was the former black school. And it was constructed for about 1,000 pupils. To have it an 80-20, black-white meant that we could leave 200 of the black youngsters in the area. We'd have to transport 800 of the black youngsters someplace else and bring 800 of the white youngsters in. So mathematically it would have been very difficult to do that.

Mr. Bing talked about inferior schools. A school of 1,000, we feel, cannot offer the kind of a broad program that we need. Most of our high schools in this county are 2,000 to 3,000. With a high school of 1,000 it was very difficult to do that.

Now the, Middleton High School at that time, is a new, completely airconditioned, completely well-equipped building; and it was at that time. As far as the facility itself is concerned, it was not inferior. Blake High School is a very fine physical facility. But they were small schools and yet the breadth of programs and the size of facilities and the vocational shop and that sort of thing—we just could not do it in a school that size. At this time there are only about 500 black pupils left in the Blake High School, so again we would have a numbers problem as far as that was concerned.

MR. GLICK. You mean it was underutilized as a high school?

DR. SHELTON. Yes.

MR. GLICK. Mr. Bing, the court order did not specify any particular ratio. As I recall, it only said there should not be any school that was 50 percent or more black. Why did the plan come up with the 80-20 percent ratio?

MR. BING. If you have read the court order, the judge stated that the plan that would be most acceptable to him would be one that reflected those ratios.

Yes, we had a choice of just dismantling the black schools, all schools that had 49 percent or more black youngsters. But then again, we would have been going through yearly with the same problems as we had the previous 10 or 12 years of coming back with additional court orders because we would have been out of compliance.

Just the dismantling of the black schools wouldn't have solved the problem. So we thought we could come up with a plan that would resolve the problem once and for all, which would be much better than doing a piecemeal thing of dismantling just the all-black schools.

DR. SHELTON. As a matter of fact, the altered plans that were presented to the board allowed for some variation in the ratio. Some of the white schools, and very far distant, some of the ratios were down to 3 and 4 percent, and some were a little higher.

But when our school board finally took a look at the plan, they sent it back and said that we wanted everybody to share equally as much as they could. So our board indicated to go even farther than our committee had come up with and they did try to make every school as close to 80-20 as they possibly could. Somebody at that time jokingly and facetiously, but, I guess, very truly, said that everybody ought to have a piece of the action and that way everybody would be treated equally.

MR. GLICK. Thank you, Dr. Shelton. It is my understanding that there is an annual reshuffling to make certain that that ratio is maintained, although it is not in all schools exactly those figures, but that is the effort that's made.

DR. SHELTON. We look at them each year and if a school gets over 50 percent black, the court has ordered us to do it. We try to, if it's possible, to shuffle it, to try keep the ratio close to 80-20, we do do it. It is not any requirement, but we try to look at it just as a matter of good management.

MR. GLICK. Well, we'll go into that further with some subsequent witness.

Mr. Farmer, I would like to turn to you now and ask, as superintendent for curriculum, did you find it was necessary and appropriate to make any changes in the curriculum throughout the school system back in 1971 when it was obvious that the court was going to order desegregation of the schools?

MR. FARMER. We felt—in our sixth- and seventh- grade centers, obviously this was a new concept for us. Therefore, we had to take a real good look. I think the Commissioners are aware of the fact that we did end up as an adopted plan to have sixth-grade centers with sixth-grade youngsters and seventh-grade centers with all seventh-grade youngsters.

Therefore, we had to go into an indepth study of the type of curriculum we were going to have in a one-grade school. We did analyze the programs that were offered at the previously all-black high schools to be sure we were matching those program offerings in the schools to which they would be assigned. I think, the only one that I can remember is black history was a course that offered in the all-black high schools that we did transfer into the other high schools in the county.

The eighth- and ninth-grade programs remained basically the same as so did the one through five program. We do have a county curriculum, and we have county adoption of textbooks; those changes were minimal.

MR. GLICK. Mr. Farmer, as a professional educator and a person experienced in curriculum design, if you had a choice unimpeded by any other factors, would you pick this sixth-grade center as an educational device; would you utilize that?

MR. FARMER. Probably not. Our first efforts as we went into—as Dr. Shelton pointed out, we spent many long hours and nights trying to come up with a plan that was more acceptable from a quality education viewpoint. I would have probably had preferred a middle school concept of more than one grade in a school. However, as we recognized that it became impossible, and we gave up on that concept because of facilities and transportation problems.

However, analysis of a sixth-grade center and a seventh-grade center—I feel like there are many benefits from such a center that we did not recognize at the time, but by moving in that direction we found out that there are some good things about it and some excellent educational benefits from such a concept.

MR. GLICK. Could you detail those for us?

MR. FARMER. Let me give you an example. Start with the seventh-grade centers. Generally, our seventh-grade centers were developed in the inner-city area that were formerly all-black junior high schools. Now, these schools were fine facilities, and they were complete facilities for physical education, industrial arts, home economics, science, and so forth.

In a seven through nine center, when you had your seventh, eighth, and ninth graders all together, the opportunities for seventh graders to take advantage of these facilities were minimal. For example, usually your eighth-and ninth-grade students were in the shops and the art classrooms and the band programs. Now, when we had an all seventh-grade center, we found out that we maintained these facilities, maintained the teachers, so we ended up in our seventh-grade centers with as many as three or four instrumental music classes. Our choral classes were complete; the students got the advantage of working in the offices that previously was restricted to ninth graders, worked in the libraries, assistants, and things of this nature.

Also, it's our feeling that a transition from elementary to junior high school, sometimes having the older, more sophisticated youth in the

school is a detriment as well as some benefits coming from their leadership.

MR. GLICK. So, although you would not necessarily prefer the sixth-grade center concept, you find that it does have some advantages?

MR. FARMER. I think it has some real great advantages.

MR. GLICK. Mr. Farmer, would you give us your assessment of the effect that the desegregation of the schools at Hillsborough County, the complete desegregation, has had on the quality of the education that we see here in the county now in terms of the success of the black children and the white children in the schools?

MR. FARMER. I've tried to do some type of analysis. We have not gone into a sophisticated research. However, from my experience as a professional educator in the 25 years I have been in the business, I feel like that the desegregation of the schools in this county has benefited all students, not only the black students but the white students.

Our test scores are going up and have continued to go up. It is awfully difficult and I would be the last one to try to extrapolate all variables and say it was just because of desegregation. We have put more money into the schools, we have gotten more assistance, and we've gone—we are spending something in the neighborhood of \$600,000 a year in teacher training.

So all these things put together, the desegregation has certainly not hindered either the black or white students' progress, and I feel like it has done a great deal for the black student.

DR. SHELTON. Is it permissible for me to make a comment?

MR. GLICK. Please do, any of the witnesses.

DR. SHELTON. I would agree with what Mr. Farmer says. I think our programs and county tests will show we are moving up as far as test scores and those things are concerned. One of the things I requested of the Federal Government was help to do research before and afterwards. We didn't get money for that. That's one thing that came out of it. So we don't have the kind of test results that we could have had before and after.

We think we have made great progress instructionally in the county. Now, whether or not desegregation has aided that or whether we would have made more progress without it, I really can't say, but indications are that we have a better program of instruction now than we had before. We revamped our elementary program as far as time allocations, as far as the testing program, as far as the class sizes. We put more money in grades K-3, and we have developed an extensive summer school program, so it is hard to say whether any of our progress is as a result of desegregation or whether desegregation has impeded—I just don't think I can say. Of course, I respect Mr. Farmer's opinion even more than mine, but I think that is basically what he said too.

MR. FARMER. I might also indicate that some of the myths or some of the fears the public had when we went into desegregation that it would water down the curriculum, that the students who were performing well would not perform as well because of curriculum changes. This last year we went into a very exhaustive study with the University of South Florida to determine the number of students in our school system and how they were doing at the university level.

We have analyzed our college board scores, and we found out through this cooperative effort that our students go into the university system better prepared, make better grades when they are there than students in their counterparts. As the college board scores across the Nation are going down, ours are going up and we are above the national average on those students who took the test, not only nationally, but certainly—yes, nationally as well as regionally. So we feel like that we have—our program has improved, I think, considerably in the last few years.

MR. GLICK. Well, that's a process that would have gone on even if there wasn't any desegregation, I assume.

MR. FARMER. That is the point that I was trying to make. It would be hard to isolate that one variable from, I think, a quality program that we have been trying to develop.

DR. SHELTON. But, apparently, it has not been a great hindrance.

MR. FARMER. That's the point.

MR. GLICK. Mr. Farmer, in addition to the racial desegregation that took place in 1971 and continues now, there has also been a greater socioeconomic background mix in the schools. Do you think that has any impact on the educational process?

MR. FARMER. Yes, I think it has. It is my feeling—and Mr. Bing and I, as we went into the study of what would be best, we tried deliberately in many cases to take the students from the most disadvantaged and give them an opportunity to be with the most socioeconomic advantaged students. For example, our feeling was that you get more benefits if the students who have the least are with the students who have the most. In other words, you take—if your racial mix is between very low economic white students and low economic black students, the benefits are not as great as if you make that mix differently. This is what we try to do and I think the success image of the students—they get a broader base as they analyze their future. I think it has some real benefits.

MR. GLICK. Thank you.

There is one issue that has been raised to us as we have done this investigation. That is that, while the schools are desegregated, they are not necessarily integrated inside the school plant because there are, if not a formalized tracking system, there are different levels of classes like an advanced math or average math or whatever they are called. How do you observe that?

MR. FARMER. Let me give you an example. As I said before, we did an exhaustive study before we developed our sixth- and seventh-grade centers, as I said before. Our concept was instead of trying to put these students in a homogeneous group and self-contained classrooms, we went through a team concept in all sixth- and seventh-grade centers, and we would assign 120 students heterogeneously to four teachers with a team leader.

These four teachers had complete control of time, students, and the adopted curriculum. Therefore, it gave them the opportunity to work with students in small groups with basic skills deficiency, but they belonged to part of the total team. So we had a racial balance within the team. So we assured ourselves that there would be 20 percent black students in each of the teams.

And, in the secondary program, both black and white students, as they go further into the curriculum, they more or less themselves give themselves into the programs to which they would have an interest or where they would have reached success.

We did, as we have in the State, increase the number of counselors in the secondary schools. We have added occupational specialists in the secondary schools to try to get the—to have more opportunities for students to make right decisions as to their future educational goals and what programs that they would be most successful in.

We have not made a deliberate effort in the last 2 years to ensure that a student, that we would have a 20 percent black ratio in advanced physics, for example. We encourage the students to have an opportunity to take these courses, but we do not require it at this point in time.

MR. BING. May I point out here that the evidence shows that the first year of desegregation in advanced classes—the second year we did have some advanced classes that were predominately white. We might have had some that was, that were all white. But each year the percentage of blacks in advanced classes increased. I think this is a result of integrated education and the academic improvement in black youngsters.

I don't think in our last survey we have any, regardless how advanced they are. If they are, there are very, very few all-white classes now. I guess what I am really saying is that the academic achievement of black youngsters has improved to the point that they are pursuing advanced courses much more readily than they did 5 years ago.

DR. SHELTON. I'd like to make one point. In the directions we developed—and Mr. Wharton can go into it—we had a handbook about that thick for teachers and administrators coming back to school that fall. One of the things that was mandated was that no class within any school or any situation would be more than 50 percent black. Some of them might have been all white or one or two or a very few, but we indicated that you could not have any all-black classes within a school situation. So we mandated that along with the compete desegregation between schools.

MR. GLICK. Is that rule still in effect, Dr. Shelton?

DR. SHELTON. Yes.

MR. GLICK. Thank you. Thank you, Mr. Farmer.

I'd like to turn to Mr. Wharton who, as assistant superintendent for administration, must have had a tremendous job to do back in 1971 while this desegregation was going on. There were the problems with schools which, allegedly, in black neighborhoods, which were inferior in physical plant; if that is correct, were any measures taken to improve those physical plants when the desegregation order went into effect?

MR. WHARTON. I can think of individual schools where extensive work was done with reference to maintenance. I think that we still had the same maintenance procedure we had had in the past. I was not in charge of maintenance in the school system.

The question has been asked was there more maintenance in some schools than there was in others. I am really not in a position to say that there was prior to my coming to the county office of assistant superintendent. After that time I feel like the maintenance in all the schools was relatively the same if requested by the principal and it was considered needed. Now, I can think of one school where there was quite a bit to do about the maintenance in that particular school and I think it was run down. It was an elementary school, Carver School; and we went in there and did a great deal of maintenance prior to integrating that school, the summer prior to integration.

MR. GLICK. Were the same level of operating funds available to the principals of the black schools as the white schools?

MR. WHARTON. Are you referring to maintenance?

MR. GLICK. Operating funds in terms of salaries, number of teachers.

MR. WHARTON. Yes.

MR. GLICK. Purchases for library books and those kinds of things?

MR. WHARTON. Yes, I cannot think of one exception that I know of that was made with giving the all-white schools the edge over the black schools, that I know of.

MR. GLICK. That would be equally true of maintenance funds?

MR. WHARTON. I assume so, and I am sure that is right, although I had nothing to do with the maintenance problems.

DR. SHELTON. Let me comment and say very, very emphatically that every school and every youngster in this county was treated the same from the first day I have been in this county. There was no discrimination, no dividing up of funds relative to the racial mix of the school at all, and the facilities of the black youngsters attending at that time were just as good as the facilities the white youngsters were attending. As a matter of fact, some of the black youngsters after desegregation were amazed at the high schools they were attending, which were not as good as the ones that they had left. Schools in the inner city whether white or black are older buildings and tend to get more run down. But there have been more schools built in the inner city; but

as far as facilities, equipment, supplies, textbooks, we did it on an equal and as fair a basis as we could.

I would say that in 1967 we got no State aid for supplies within the schools. It was up to us to try to find supply money from the local budget. At that time as was happening throughout the country in a lot of places, parents were required, were charged a fee which is used for textbooks and for supplies. When you get into socioeconomic areas that's low, the parents cannot pay for those. For that reason some of the schools in the low socioeconomic area did not have much money for supplies in the schools. That was changed, and all supply monies come from our budget; we budget supplies for all the youngsters in the county. We did that, I believe, in '68 or '69 so that we would not have those differences because of socioeconomic conditions in the particular areas; this is all done on a countywide basis.

MR. GLICK. Thank you, Dr. Shelton.

Mr. Wharton, we have heard a great deal of testimony and will hear more about the problem of discipline in the schools. There are allegations and there have been investigations, and it is alleged that there is a difference in the level and kind of discipline that is meted out to black students from that meted out to whites. I think that you have some responsibilities in this area, at least from a very high level supervisory level. Can you indicate whether you believe there is any substance to those allegations?

MR. WHARTON. I do not believe that because I don't think that our policy calls for any discrimination in any way. I don't think anyone has ever stated that it does. If there is any discrimination with reference to individuals, then I feel those individuals should be brought to our attention. If there are administrations that are discriminating against black students or white students, then I feel that the people that feel that this is being done should bring that to our attention, and no one has brought that to our attention. They keep—there have been accusations made that this discrimination does take place, but there haven't been any examples.

With reference to statistics, there are more black students that are being suspended than white students. That is a statistical matter, but I don't believe it is done through prejudice and discrimination.

MR. GLICK. Do you have any idea of the causation of that higher level of suspension of black students?

MR. WHARTON. Yes, I do. I feel like that the black students that are being suspended, you speak of expulsion, that is such a small number of students in Hillsborough County, out of 115,000, we only had 10 last year, that's hardly worth dwelling upon; but with reference to the suspensions, I feel like when you have policies within the school and the policy states that such and such a thing must be done or disciplinary action will be taken, then I think it doesn't matter whether you're black or white. This action must be taken. I think as long as there is a large proportion of the black students that are disobeying these poli-

cies, then I think the suspensions will be higher. And I believe that our statistics are running just about like all of the other statistics over the United States are running.

MR. GLICK. Mr. Wharton, as an educator, do you think that suspension is necessarily the best technique of disciplining?

MR. WHARTON. No, sir.

MR. GLICK. Do you think it is for the best for the child and for the school system?

MR. WHARTON. No, sir, I do not. I feel like today, though, that many things that we did do in place of suspensions—I was a principal 8 years ago in one of the senior high schools in town; there were many ways we took care of disciplinary problems without suspending students, such as detention hall after school. It is very hard to have detention hall when you're transporting 60 percent of your students. Such things as giving students extra assignments after school because they could do this assignment, then walk home. Such things as, as I say, extra assignments.

If you give that same disciplinary action today, you're much more apt to be called into court for humiliating a student, this type thing. About the only thing left that I know that we can do is a suspension. I think suspensions are effective, and I think that we could give you a statistic to prove this. We find that, really, a very small percentage of our students are repeat suspensions. Even in the areas that we worry about the most, such as tardiness and trancies, we find that very few of these students come back for a second time for a suspension within the school year, something like 10 or 15 percent of the students that are suspended in that area will be suspended a second time. So I think it is effective. There might be other methods that are better, but at this time it's about all that is left to the high school principals, as I see it, or the secondary principals.

MR. GLICK. Thank you, Mr. Wharton.

I would like to thank all the witnesses for their testimony and indicate that I have no further questions, Mr. Chairman.

CHAIRMAN FLEMMING. Thank you very much.

Commissioner Horn.

VICE CHAIRMAN HORN. Dr. Shelton, you said you had asked for help from the Federal Government through research and that that had been denied. Would you feel that a national longitudinal study that follows the students selected on a random sample basis might be helpful in giving us insights into the progress of desegregation?

DR. SHELTON. I felt at that time it would be very helpful, that if we could have done some pretesting, say, in September or early October of 1971, we'd have had information which had basically been prior to desegregation, then we could have done the longitudinal studies following the black and white through the schools. I think it would be somewhat helpful now, yes, sir. I think it would have been more helpful at that time and we could have answered the questions that came

relative to progress instructionally and test scores on and more [inaudible] basis. I think it would still be helpful, but it would have been more helpful to us. There are some other schools that are just getting embarked on, I guess, complete desegregation. I think at this time a good objective test design would be very helpful for them going into it at this time.

VICE CHAIRMAN HORN. How much assistance do you receive from institutions of higher education in terms of preparing administrators, counselors, teachers who can really cope with the multiracial, multicultural environment of the Hillsborough County schools, and now I'm talking about local universities?

DR. SHELTON. I don't know that I can answer that. Most of the students that go to the university have come through our school system, a great deal of them. Many of the teachers we hire have been products of our schools coming back to us so they've had that experience all the way through.

The university, of course, does their internship of teachers in our school system. They have that background. I think they are very concerned at the University of South Florida, in particular, that they are a university in an urban setting, and they try to gear all the kinds of programs to that from the exceptional child to the multiracial.

But I don't know that I can comment specifically whether they really have anything in the curriculum in this regard or not. Perhaps somebody later on in staff development could talk more about it. But they are very helpful to us, and we have not had any problems with teachers coming from the universities that have particular problems with youngsters either black or white.

VICE CHAIRMAN HORN. But you're not personally aware, or any of your assistant superintendents, of where the leadership of the local educational institutions, either in the deans of education or the presidents or vice presidents, have sat down with you at the highest level to say, how can we be helpful in developing preservice training experience programs, inservice training, placing our students in a true multiracial, multicultural environment to see if they can cope with this environment prior to making a commitment as a teacher?

DR. SHELTON. We sit down with them and work with them very closely in all regards. I don't think that we ever cite race as one of the real criterias. We just do this as a matter of course. We take care of that, but we don't isolate it; but we do sit down with them and plan at a very high level. I think maybe Mr. Farmer or somebody like Mr. Bing could comment in this regard more than I could, sir.

MR. FARMER. When we went into our desegregation we recognized the fact that with the thousands of teachers we had, many of those teachers had never—both black and white teachers—had the opportunity to work with classes of different races. We had—somebody, somebody has the research on it—but we had literally hundreds of workshops on sensitivity training, on how to work with youngsters of

a different background, and we have worked with the university system.

However, we got to realize that, as we went into desegregation in '71, this was not a very common thing across the Nation and to find expertise we sometimes had to go outside our own local school district. This is why we used Dr. Gordon Foster in the desegregation center at Miami to find consultants who had worked in this and we felt that instead of the blind leading the blind we should bring in people that had experienced these staff development activities and had provided these workshop opportunities for teachers.

But I cannot say enough about the University of South Florida and the other institutions, about their cooperation in assisting us. We have never been turned down by Dr. Mackey, or Dr. Allen previous to Dr. Mackey, and the college of education worked very, very closely with us. We are very proud of the relationship we've developed.

VICE CHAIRMAN HORN. I gather you spent about \$800,000 a year on internal staff development that is mostly sponsored by your system?

MR. FARMER. Closer to \$600,000, but it's a substantial amount of money.

VICE CHAIRMAN HORN. What if anything can be done by the school leadership to secure greater parent involvement, especially by black parents, in the schools? Dr. Shelton, you might want to answer that; perhaps Mr. Bing. What has the central administration done or what can you do to encourage this? Is it a problem?

DR. SHELTON. I think we have pretty good involvement by the black community as well as white community in our schools. The PTA in this county is still a strong force. We do have PTAs in the sixth- and seventh-grade centers. We do get black parents attending the PTAs, even though they are a great distance away from where they are now living.

This is the biggest problem. I don't think we have as many people involved as we would like or they would like to be, but I think that is pretty standard throughout the county. We have quite a number of advisory committees. We do have required PTA boards or some other advisory committee to be at a local level in every school. I think we have pretty good involvement. As far as what we could do, I don't know what—

VICE CHAIRMAN HORN. As I read the interview reports, I wasn't here yesterday and I am sure we are going to have more witnesses on today or tomorrow that might get to it, and as I have looked at every city we have gone to there always seems to be a problem of the involvement of low-income parents, in this case proportionately more blacks, which is true of most urban school systems. I just wonder, are devices such as running the bus routes in the evening around to pick up the parents the same way you pick up the students—would that be helpful? What can be done to get that parent into a school and have some personal contact with the faculty of that school and see what their child

is doing and how they perhaps could build up some support in the home environment?

MR. BING. Let me say this, Dr. Shelton. Some of the PTAs have run busses back into the satellites in attempts to bring black parents out to the school for PTA meetings. Some of these ventures have met with success. Others haven't.

Now, as it relates to federally-funded programs, Congress requires that these programs have advisory committees for them in each of the schools where the programs are located. We do have these advisory committees, and we do have black participation on the part of parents in these advisory committees, so we do have some involvement.

However, there still remains a problem of how to get black parents involved in the learning process back at the schools. This accentuates itself because of the satellite zoning and the distance of where the parents live from the schools. This is a problem.

We think that the black leadership is bringing this problem to the attention of parents. Now, what is going to come from this we don't know, but they are actively soliciting more participation on the part of black parents. It still remains a problem.

MR. FARMER. I think one thing I can add to it. Our school district does have parents' conference days scheduled throughout the year where there is a student holiday and we make opportunities for parents to come to the schools. This was not a result of desegregation. But it is something that I think that is very, very much a help. The teachers make a special effort to set aside time and to personally contact the parents and to do everything that they can to get the parent up so they have an opportunity to visit the school and to sit down with the teacher and discuss the child's progress.

I think this probably has more effect than any mass meeting or PTA meeting or anything else, is to get the individual parents at the school to sit down with the child's teacher and understand more about the progress of the student and to have any question answered. This has always been difficult in school administration before desegregation to get the parents of the student you need most help with to the schools. Even though all efforts are made, sometimes it is very difficult to get them there, and it is not necessarily a matter of transportation, either.

DR. SHELTON. I might make one other comment and Mr. Bing might want to speak to this. The human relations program that we had is a team of people, one professional and one lay person that we call a community specialist. One part of that was to try to get these people to working with the community in relationship to the community and schools. We tried that as a part of involvement. Mr. Bing might want to comment more about it because he knows more specifically about how that was designed and what the purpose, and how effective that might be.

MR. BING. Presently we are redirecting some of the efforts of the human relations program, to the extent that this biracial team will be

going into the homes in the satellite areas to not necessarily study their homes but to try to determine the lifestyle in that home. What is happening is that it's very difficult for teachers to come forth with learning packages, techniques and strategies for teaching youngsters with different learning styles, unless they know something about the background of the children and the background of their homes.

So one of the major tasks of the human relations teams next year—and they have already begun this already, but it will be intensified next year—is to actually go into homes and not necessarily study, but to try to get as much information about that home, bring it back and share it with the teachers of the youngsters and work cooperatively with the teaching staff to develop the kinds of learning packages, and learning strategies and techniques, that will help these youngsters. In order to effectively do this you must know something about the home. This will be one of the tasks of the human relations people next year.

DR. SHELTON. Of course, the Head Start involves parents. We have a Follow Through program which involves the parents in the schools, sometimes on a paid basis.

MR. BING. We have too much involvement in those.

DR. SHELTON. I think that how much involvement do you want is a question that somebody needs to decide at some time.

VICE CHAIRMAN HORN. Yesterday the interview report on one of our witnesses made this statement: The best students, including those from his congregation, have gone to private schools. He says that the public schools are wedded to mediocrity. Students would return to the public schools if standards were raised.

Dr. Shelton, do you believe that is a true statement? Why? Or why not?

DR. SHELTON. No, it is not true in any way, shape, or form. We have some of the finest youngsters that live in this area attend our schools and, as I say, the majority of them do. They do better. We have better programs than any private school in the area, broader programs. Academic or vocational, technical, exceptional child programs—far exceed any private schools we have.

Statistics will show that the percentage of young people attending private schools in this county are just exactly the same as they were prior to desegregation. We lost them for a period of maybe 6 months. From that time on our enrollment has been the same. We may lose one-tenth of 1 percent of youngsters at the sixth- and seventh-grade level, but that is about it. No, I would just think that—

MR. BING. In fact, we've gone from 102,000 in '71 to 116,000.

DR. SHELTON. I was just going to say, that in 1 year of desegregation our enrollment was stabilized. The first year of desegregation was almost exactly the same as the year before that. Since that period of time we have gone from 102,000 in the public schools to 116,000. My youngsters attended public school.

VICE CHAIRMAN HORN. 102,000 to what?

DR. SHELTON. 116,000.

VICE CHAIRMAN HORN. 116,000.

DR. SHELTON. I can give you names of individuals whose youngsters go through high school and score perfect scores on SATs, our further testing programs, and do as well at the universities as anybody else. I just say that the gentlemen or lady, whoever it may be, does not know what he is talking about, and you ought to examine that source pretty carefully. I say that with all the egotism I command. I believe very strongly in the public schools. And [inaudible] as good a program or better programs than we had before. This "wedded to mediocrity" is just an irresponsible statement.

COMMISSIONER FREEMAN. That was not the testimony.

VICE CHAIRMAN HORN. Well, this was from the interview report. Whether the person finally said it when under oath, I don't know, but the person did say it to staff attorneys in an interview report. That is what I said at the time, that it was not the testimony; it was from an interview report.

DR. SHELTON. I'm sure out of all the people you will talk to in these few days you will find somebody that will say about anything. And I think that's understandable. I am sure in your background you will put it in proper perspective. I am surprised somebody hasn't tried to create a riot at one of the schools to prove it isn't working while you are here. These things do happen you know. Publicity sometimes tends to create the—excite them to activity. It may happen yet.

VICE CHAIRMAN HORN. As a university president, I am well aware of that.

One last question, Dr. Shelton. Suppose you get a long distance call from a superintendent that is in a pay phone with only enough money for 3 minutes and he asks you this—he says, "My city is about to undergo desegregation." He said, "You have been through this, you have taken a leadership role. What advice can you succinctly give me?" What would you tell him?

DR. SHELTON. Involve everybody you can involve and develop a plan. Live in a community that is basically lawabiding to start with, if you can. Get the kind of a staff of teachers and administrators we have in this county and work as hard as you can work and hope that you are lucky.

COMMISSIONER RUIZ. You did that in about a minute and a half.

CHAIRMAN FLEMMING. Do any other members of the Commission have questions that they would like to address to the members of the panel?

Commissioner Freeman?

COMMISSIONER FREEMAN. No.

CHAIRMAN FLEMMING. Commissioner Rankin?

COMMISSIONER RANKIN. I would like to ask—you have done exceptionally well in anticipating situations and conditions. Now, have you reached a plateau or do you still have to anticipate difficult situations in connection with the desegregation of schools?

DR. SHELTON. We have not reached any plateau. We have to anticipate all the time. There is no way we can anticipate anything. I would hope that you would not think we have solved all the problems of desegregation or integration or education in Hillsborough County. We have not.

We think we have made some progress. Somebody said at least we have the lid on the situation, which is not always the case in metropolitan areas in this country right now, whether you're desegregated or not. But we certainly have not solved all the problems. We have a long way to go.

COMMISSIONER RANKIN. Since you have done a good job in planning in advance, can you tell us any of your plans you have now, in advance, for the future?

MR. WHARTON. I think Mr. Bing, Dr. Shelton, mentioned that one of the things, just a small thing, but a great deal of planning has gone into it, the different direction that our human relations department is going to take within the next year. Mr. Bing was mentioning there about the people now going into the home. I talked with a human relations specialist in one of our large high schools who has only been in the position 6 weeks; and I was talking with him Sunday, and he said that he had visited 50 homes within the satellite area. And this is an altogether different situation.

DR. SHELTON. We're constantly looking at our plan. Our plan has been changed from the very first year to provide better articulation. We are now involved in an intensive and extensive study, again involving the community of our total secondary school program, to see that if our standards are there and look at different kinds of education. We are planning in this direction right now.

I think the first year of desegregation we were preoccupied to some extent with trying to keep things going, keep things calm. It would not, I think, surprise anybody if I said I think our standards slipped at that time. I think they are coming back. They have come back very strong. We hope to go further with that, as far as having our high school diploma mean a great deal in Hillsborough County when the youngster receives one.

COMMISSIONER RANKIN. I want to ask just on, two questions about busing. Can you finance busing for the future? Does it take more money and do you have the source to get the money for busing for the next few years?

DR. SHELTON. All budgeting is a matter of the allocation of scarce resources. We have to decide what the money will go for and not if you have additional money.

COMMISSIONER RANKIN. But you can do that?

DR. SHELTON. Of course, our resources are limited. There is an absolute fixed amount of money we have. We are spending about—each year—\$6 million for transportation in this county. Now, I say about 40 percent of that is because of the desegregation. So that is an additional

amount of money that is not going into some other kind of a program because it goes into busing.

We could use that. We could use it for teachers' salaries; we could use it for smaller class sizes; we could use it for supplies and equipment. But there is no way that we can plan for that except to try to get more money to take care of it. If the Federal Government helped with that part of it, it would be great. But we are spending significant additional money because of desegregation.

COMMISSIONER RANKIN. What about curriculum changes, Mr. Farmer? Do you anticipate any more curriculum changes?

MR. FARMER. Yes. My feeling is that problems of desegregation, or problems of discipline and other problems, stem from a lack of success on the part of students. So our long-range goal is to make students successful. Until they are successful and literate, then our opportunities of having a satisfied citizen or a helpful citizen is minimized.

We are doing this in this manner. We do have a very unique and, I think, very exemplary program in this county whereby we identify by criteria and test those basic weaknesses and skills that all students have. We extend the school year for something in the neighborhood of 15,000 elementary students each year. We give them an additional 30 days of an intensive prescriptive teaching approach. We are doing the same thing with the seventh, eighth, and ninth graders.

And our basis over a long period of time—by long, I'm saying, 4, 5, 6 years down the road—these students as they get into the secondary schools will be successful, will be literate, and will be able to go into programs that will be meaningful to them.

As long as you have students that—where gaps are created and not able to compete in a competitive society, both academically and in other areas, then we are always going to have these problems. These problems can often be related to race when they are really not. They can be related to lack of success.

Yes, our long-range plans are that we can help students by making them educationally responsible citizens first.

DR. SHELTON. We have added a kindergarten program in this county since desegregation. Hillsborough is not an affluent county. We did not even have a kindergarten program until after desegregation. We didn't put it in because of desegregation, but that's just the way it was in our planning.

The kindergarten program is the only program in this county that is racially segregated. Youngsters do attend school in their neighborhood. We do have some all-black kindergarten programs, some all-white kindergarten programs. We do not bus the 5-year-old youngsters.

CHAIRMAN FLEMMING. Commissioner Ruiz.

COMMISSIONER RUIZ. Yes, I'd like to ask a question of Mr. Farmer. Reference has been made that there is presently a system of English as a second language. What effort has been made to procure Federal funds with relation to and to provide bilingual education for youngsters that are monolingual?

MR. FARMER. We have, this past year we have received and we wrote a grant under Mr. Bing's direction, and we are spending somewhere in the neighborhood of \$500,000 in bilingual education. However, since the *Lau* decision and the interpretation of the *Lau* decision and the remedies that have come down to us, we have had to go back and reevaluate. Especially, English as a second language is no longer acceptable; as your total program it can be part of it.

This coming year that we are budgeting somewhere in the neighborhood of \$850,000 for bilingual education. We have eight different languages under the *Lau* decision that we must provide education in the native language. We are in the process now of going through the process of implementing the remedies as determined through *Lau*, and by '76-77 school year we will have a complete bilingual program in this county meeting the exact interpretation of the law.

COMMISSIONER RUIZ. I was wondering about the logistics of it. I think you have been preeminently successful here. For example, on your grade levels, of getting people into specific schools. I notice Mr. Shelton stated that in the kindergarten you retained the neighborhood concept. On your planning of this with relation to the dispersal of the Koreans, Spanish-speaking people, and other monolingual foreign-language people, what are you going to do with respect to this dispersal, perhaps getting them into a satellite school or a specific area? What are you thinking about?

MR. FARMER. Well, I've been quoted as saying it is a logistic nightmare, and it is because we are a 1,000-square mile area and these students are scattered all through the area. We do have spot maps developed, by languages. We know where the students are.

We are doing two or three different things. We have a formula developed, if there is a certain number of students in the school, they will receive trained personnel. We are also recommending that in certain situations that the students be transported to the school so we can group them more. I'm talking about basically the more—the languages other than Italian, Spanish, which is in great preponderance here in Tampa. But we are using itinerant teachers and intinerant teacher aides to assist us in these isolated situations.

COMMISSIONER RUIZ. In other words, you would concentrate your teachers in these particular classes as well so they could work with each other—teachers' aides?

MR. FARMER. Absolutely, yes.

COMMISSIONER RUIZ. Another question I would like to know, with relation to native language teachers for teachers' aides, are there available a good number of current residents that originally came from Cuba that were in the Cuban school system that could be utilized for this purpose?

MR. FARMER. We have done a survey of all staff in our school district—this is instructional and noninstructional staff—to try to determine where the resources are. We will have no difficulty in the

number of Italian-speaking teachers and Spanish-speaking teachers. French and German, I think we will be all right. Korean, Japanese, Chinese—we are going to have a great difficulty in finding trained people.

DR. SHELTON. Let me say something that may not be appropriate at this time. We feel, I feel—I ask the staff to come on as well and maybe the board members when you get to them—that the remedies that have been given to us as a result of the *Lau* decision which is bilingual are way in excess of what are necessary. We don't feel that the bilingual program, trilingual or quadlingual, whatever it is, we're going to have to provide next year is really a good expenditure of funds, Federal or local. We don't feel in Hillsborough County, at least, we have the kind of problem that we have in some places that the *Lau* decision addressed itself to.

We think we are spending money very unwisely when we spent the \$500,000 and \$850,000 to try to satisfy the remedies that have been handed down to us by HEW. If you want to give the President some advice, I would suggest you have him take a look at what is being required in the school districts as far as expense of these funds. We just don't think it is necessary in this county, and we believe very strongly in young people, in instruction in this county. We think you're doing a great disservice to young people if you don't try to teach them English as fast as you can teach them. Until you get them taught, certainly you ought to give them some remedies, but until that is done, I don't think it is necessary to provide physics instruction or other kinds of instruction in seven different languages in Hillsborough County. I say that very, very emphatically. It may be inappropriate, but I want to interject that.

COMMISSIONER RUIZ. It may not be inappropriate. You mentioned the word "we," and I just got a different idea from Mr. Farmer than I got from you.

DR. SHELTON. We will let Mr. Farmer speak to my comments.

COMMISSIONER RUIZ. Well, when you said "we," now, I'd like to know, by whom do you mean "we"?

DR. SHELTON. We are applying for this money, and we're providing this program because we have been required to do it.

COMMISSIONER RUIZ. But you're not in accord with it when you say "we"?

DR. SHELTON. If we're given a choice, I think this school district, we, this school district would not be doing this.

MR. BING. Let me react to this. Well, all right.

MR. FARMER. The remedies that have come out of HEW are not designed in my estimation for all school districts equitably. We have been in a bilingual situation, since we are a recipient of Cubans, for many years; we are very familiar with what it takes to teach students. It's a basic philosophical idea.

Our feeling is in this school district is that our first responsibility is to make these students as—well, to be successful in the English language as rapidly as possible. We believe in a total immersion approach as much as possible. We also feel a responsibility for working with these students. So when we say that we are not—we are opposed to the *Lau* decision, that is not true. We are very much in favor of working with students with language difficulties just as any other handicapped students.

The thing that we feel is unwise is to treat all students, whether they come from a very, very large area where that language is spoken only in the community, that language is spoken only in the stores, and that language is spoken only in the home, is different from Tampa, Florida, and the type of students that we have here. What we are saying is that English is a second language, it is very pertinent and should be used. When we are not permitted to use English as a second language, but must teach all students in their native tongue first that qualify, we feel like it is unwise.

COMMISSIONER RUIZ. In other words, it is unwise to teach a student who is monolingual in English and he doesn't understand what the teacher is saying?

MR. FARMER. I didn't say that. What I said is that if you have to take a first-year student that came from Cuba, for example, spoke only Spanish, our experience has showed that in 1 year this student is very able to be conversant in the English language. It may take a student 6 years or 7 years in a 6-year program to be competitive, but that student will be competitive. My feeling is, and I may be in the minority, my feeling is that sometimes we delay this process by sheltering the student too much. This student then becomes less able to compete in the English language because we have kept him too long in his native tongue.

COMMISSIONER RUIZ. We have conducted studies in the southwestern part of the United States, and that is the reason why I was inquiring, and the statistics show that in Texas, New Mexico, Colorado, Arizona, and California, that students who are monolingual that start with English as a second language immediately become dropouts, and you stated that it would take them 6 years to become competitive and those 6 years are most important. I urge you to look at those studies—

DR. SHELTON. You have made my point, sir.

COMMISSIONER RUIZ. Yes.

DR. SHELTON. Hillsborough County, Florida, is not southwestern United States. It is a completely different situation. The remedies that are being—HEW has I'm sure worked very well there. I support them. They do not apply to our situation. The youngsters do not go back into a community where they speak only one language. They do not go back and speak Chinese or Russian or whatever the language might be. This is basically a community where you go down to the stores and you speak English.

So the remedies go too far as far as we are concerned, and the remedies should not be written that apply to the southwestern part of the United States, which I am very familiar with as you are, that do not apply to Florida. This is the only thing. We are being painted with the same brush and it's too severe as far as we are concerned. But, we do believe that that youngster should have the assistance in his native language until he can get into English because he is going to have to learn English to live in Hillsborough County, Florida. To teach him in Chinese all the way though our school system would be a great disservice to the youngster.

COMMISSIONER SALTZMAN. Only one question, gentlemen. Are there any discernible changes that you can see in parental or student attitudes toward desegregation since 1971?

MR. FARMER. I can speak from personal experience. My son went through the complete desegregation plan. He was in a sixth-grade center, seventh-grade center, and now he is in high school. As far as reaction from my own personal experience from my own children and the experience with others, I think that we are making the issue, and not the students. I don't believe that desegregation from a student viewpoint, as far as they are concerned, they cannot understand what all the static is about. They have accepted it. They have accepted each other, and I am talking very generally, but I am talking, I think, for most students. I think we as adults are the ones who have continued to keep this problem alive, not the students.

MR. WHARTON. I'd like to say something on that, I think something very definite and specific with reference to the improvement that has been made since 1971. A few months ago we received a report which said that the human relations department in Hillsborough County had made no definite contribution to better the relationship between black and white races in Hillsborough County. Of course, I disagree with that very much. I was here in 1971 and I was here in 1972, and I remember. Listening to this today it sounds like we did such a beautiful job that we had no problems. If anybody is giving you that, forget it.

We had problems. But the problems that we have today in the Hillsborough County school system with reference to the mixing of the races are so minor compared to what they were in 1971 and '72 and '73 that this is a very specific thing that I can think of.

Mr. Farmer was speaking there of his son and I have the same feeling about my younger children. They don't really know what we are all hung up over because they don't have the same background that we that are older have. But there has been great progress made with reference to this.

I just would like to say that suspensions, and that is a thing we talk about a great deal in this county, last year in Hillsborough we had 1,200 less suspensions than we had had the year before. I can say that this year in Hillsborough County we probably have another 1,000 less than we had the year before. All of this shows that there is a better

relationship between the students. I think there has been great progress made.

DR. SHELTON. I feel the first year of desegregation that there is some good and bad. I think some youngsters got some prejudices cemented. There were some trauma; there was some violence. There were some actions that were not good. I think this created some discrimination or some prejudices in the minds of some young people that were not there before. But I think since that time now that young people have begun to try to accept each other as young people, and the race is not nearly as significant as it was at that time.

I think the communities as a whole still would prefer neighborhood schools. I will have to say that to you. But I think they have accepted it. I think this is a very lawabiding community. And I think we've had good community support. In fact, without good community support, I don't think we'd be where we are right now. I think we are operating a school district as much as like anyone else that's operating a school district. I think we are operating the school district pretty much right now as we would operate it if we were 115,000 white youngsters or 115,000 black youngsters.

I think the matter of race is not that important now. But we still have a great deal to do as far as making youngsters succeed in school, and having youngsters come from the socioeconomic backgrounds they come from succeed in school. And this is a problem—it's a problem of instruction mostly, rather than a problem of races right now, as I see it. We still have, I think, serious and large problems.

COMMISSIONER SALTZMAN. It took the desegregation program to achieve that; is that right? To achieve what you're saying, that now we run the school system as if it were colorless, in effect. It took the desegregation order of May 11 to achieve that?

DR. SHELTON. Yes, many of our white youngsters would never have had a day-to-day relationship with black youngsters without it and black youngsters the same way. Inasmuch as how important that is to society, that would not have occurred had we not had the desegregation. I would say that half of our secondary black pupils were in predominantly white schools prior to desegregation.

COMMISSIONER SALTZMAN. Can I pinpoint it further? Would the freedom-of-choice program before May 11 have achieved what this present program achieved?

DR. SHELTON. Only for those youngsters who would exercise that choice. Of course, most of them would not.

COMMISSIONER SALTZMAN. Mr. Bing.

MR. BING. I just wanted to say that the most significant thing in relationship to your question is that presently there are no students, black or white, in our schools now who went to an all-white or all-black high school, period. Every one of the 116,000 students now have only experienced integrated education. None of the 116,000 remaining students were in situations, all-white situations or all-black situations at

any level. Those students have all graduated who were in segregated schools.

DR. SHELTON. Some of our senior high schools now would have attended a segregated elementary school.

MR. BING. That is not my point. My point is that students who went to all-white schools or all-black schools have left the system through graduation. The only students who are remaining now have all attended integrated schools.

DR. SHELTON. They have all attended integrated schools for at least a year.

CHAIRMAN FLEMMING. We've listened to testimony yesterday which indicated very clearly that this county, this community, is moving forward in a very constructive way in dealing with this issue of desegregation and integration. As a Commission we recognize that those who are participating in this panel discussion this morning are the persons who have carried the administrative load and the administrative responsibilities, and you obviously carried them in such a way as to make it possible for the county and the community to move constructively in dealing with this issue.

We have been asking you questions. It is clear that you think not only in terms of the present but also in terms of the immediate and the long-term future. We feel a responsibility to identify some of the factors that have made it possible for a program such as yours to move forward effectively. But we also feel a responsibility for identifying the things that need to be done in the immediate and long-term future which will enable a program of this kind to continue to move forward. You have recognized and I am sure everyone does that there is a great deal that remains to be done. I would like to ask whether or not you are still getting substantial Federal support for your human relations training.

DR. SHELTON. Yes, sir, we are.

CHAIRMAN FLEMMING. Has that been reduced at all over a period of the past few years, or is it at approximately the same level?

DR. SHELTON. I will ask Mr. Bing to speak to that. It was reduced after the first couple of years, but it's remained about the same the last three, I think.

MR. BING. Our application this year shows \$200,000 reduction over the present operative program.

CHAIRMAN FLEMMING. \$200,000 out of what?

MR. BING. Less.

CHAIRMAN FLEMMING. What is the overall amount?

MR. BING. Presently we are funded for \$1,183,000. Our project that we have submitted now is for exactly \$1 million, so it is a reduction of \$183,000 in 1 year. The first grant was \$2,225,000, so there has been a steady decline in those resources. Now it's down to \$1 million from \$2,225,000.

CHAIRMAN FLEMMING. I know when I ask a question of this kind from those who have administrative responsibility that I can almost anticipate the answer. But do you feel that, looking down the road, that you could use effectively a sum of money over and above this million that apparently you're going to get for the next academic year?

MR. BING. Right. There are so many things as relate to some of the questions you have asked that we anticipate doing, we would like to do, where we just don't have the resources. We would like to expand this program of going into the homes, but we have to reduce personnel to take up for the \$183,000 shortage.

Back to the bilingual, let me say this. I think the Commission needs to know that in our survey of the bilingual problem, there are 47 different languages spoken in the homes in Hillsborough County where that language is the major language spoken in the home. There are 47 different languages. The remedies that Mr. Farmer spoke of to meet demands of lines established by HEW, we developed a comprehensive plan to meet those, comply with those remedies, and we did a cursory budget cost on it. It would cost some \$3-1/2 million to implement. Meanwhile we are just submitting a project for \$826,000. To come anywhere implementing that program it is going to call for a reassignment of present personnel, which is going to raise teacher-pupil ratios in other classes. So we need additional funds to meet those remedies that have been established by HEW. It's a big difference between \$826,000 and \$3-1/2 million.

DR. SHELTON. We don't think remedies should necessarily be—

CHAIRMAN FLEMMING. I think we understand the issue that has been identified in this particular area.

I would like to ask this question. It has been suggested that the Federal Government could help to facilitate the development of desegregation and integration programs if it would give consideration to some of the building or plant problems that confront a school district, possibly in a different way than has been the case up to the present time. In most communities there are some schools that are so old that the school system faces the question of whether they are going to try to keep patching them up or whether they are going to tear them down and construct a new building. In some communities where that issue is faced it might be possible to construct the building at a different location, this location being one which would contribute to desegregation or integration in the sense that it would lessen the degree of pupil transportation that might be required. Drawing out of your experiences with this problem in this county and in this community, do you think a program of Federal financial assistance designed to help a school district deal with a building problem in that way could make a constructive contribution?

DR. SHELTON. Let me answer that and respond to the other one. Yes, we could use more Federal money for human relations and other programs. We are very concerned about the strings and the strings are getting tighter and tighter. It is a real problem to school districts.

As far as the buildings are concerned, yes, there are areas where we could build buildings in an area that would be naturally integrated and you could have a community school program. However, I think that throughout the United States that those areas that you can find, that you can construct buildings in to assist the process, would not be, would not solve a major portion of the problem. I think it would go—make a significant difference, but I don't think it would solve the major problems. Of course, then the communities continue to change. I think it would be very hard to solve the problem that way. I think it would be impossible to do it that way. But it would contribute. How much it would contribute I hate to say. I think it would not do the major problem.

CHAIRMAN FLEMMING. I don't think anyone is advancing the idea—

DR. SHELTON. We have looked at that as to where we could, and Mr. Bing could comment, if we could build elementary schools in a certain area, what it would do for us, and we even talked about that sometime.

MR. BING. Yes, I think we have discussed the possibility of ringing the inner city with newly constructed schools. We think it would do two things in particular.

One, our inner-city schools are older schools and the cost of maintenance, maintaining those schools, the cost is rising due to the age of the buildings and whatnot, although we have done a good job and the schools' atmosphere for learning is there. However, if we were able to receive funds where we could build some elementary schools ringing the inner city, not located in the city, but not located in suburbia, but on the periphery of the area, we would come up with better facilities for learning.

As well, we could reduce the amount of busing. The suburban youngsters wouldn't have to be bused all the way into the inner city but to the periphery of the inner city, and the inner-city youngsters wouldn't have to be bused all the way to suburbia but just to the periphery. So it would reduce by 50 percent the amount of busing, plus we would come up with better facilities which would be comparable to the suburban schools.

CHAIRMAN FLEMMING. I appreciate that illustration, and that's what I had in mind because I don't think anyone suggests this could solve the problem, but whether or not it could in some situations make a contribution to the problem.

DR. SHELTON. It would be a significant help, yes.

CHAIRMAN FLEMMING. Right. I appreciate that illustration. Are there any other things that you feel the Federal Government could do, or possibly State government, that would facilitate the evolution of your program here in this county and this community? In other words, we want you to be in a position where you could make recommendations to us.

DR. SHELTON. I would say one thing and I am not going to say very many things. Certainly, the funds, as programs are required to go with those, would be very helpful because most local school districts have a cap on their monies. I would suggest that the people who are administering the funds many times, and writing the guidelines, are getting a little bit removed from the local situation. I think many times the remedies and the guidelines are too stringent.

For instance, if we could get a little more flexibility and not quite so many strings, they could save some of that money or put the money to more constructive use than they are. For one thing, I'd suggest very strongly, is try to design ways in which the money would be given for particular programs and problems, that that money be fairly free money and that the monitoring be done in such a way that it's there, but we are not restricted by guidelines that may apply to San Antonio and are made to fit Hillsborough or Tampa, Florida, which are completely different situations, and vice versa. Or Denver, Colorado, with different kinds of cities, different kinds of communities.

Certainly this community is one, a trilingual community basically throughout, but it's a community in which nobody worries about the trilingual, at one time, but no concern anymore, which is, I think, the way things should be in this country and what it is all about.

But basically, just watch the strings, is what I am saying, if at all possible.

MR. BING. Let me expand on that. I think the guidelines for most of the federally-funded programs are written with 50 States in mind. For example, in Florida when it comes to Title I and comparability, Florida has an equalization program that assures where a child lives doesn't determine the quality of education he is going to receive. In that funded plan, principals in school districts are given quite a bit of flexibility, but there is equalization built in and assured. But it's in conflict with comparability regulations. Yet and still HEW insists upon those guidelines that were written for 50 States.

In other words, the guidelines are antiquated in relationship to some of the newer things that States are doing in terms of equalization. It's made comparability, for an example in Florida, antiquated. So Florida needs—HEW really needs a look at its rules on comparability by States or by districts because the old guidelines are just not compatible with the new way we do things.

DR. SHELTON. Let me make a comment before I leave. We appreciate your picking Hillsborough County and Tampa; we are glad to have you here; we've tried to be cooperative and appreciate your working with us.

One thing I didn't get an opportunity to say in the question, I probably should have said it in the 3 minutes he allowed me to speak, but our school board—you applauded the administration, we thank you for that. We take that. We get it the other way quite often.

But the school board that we have in Hillsborough County is a very supportive board. They work very hard; they represent this community very well. They stood together, and I think they were just a great factor in whatever success that you may decide we have or have not had. I think the kind of a board that you have in the community is going to determine to a great extent what kind of success you're going to have with the desegregation.

We are pleased to be with you and we are glad to offer any other help we can, but I wanted to certainly put that in.

VICE CHAIRMAN HORN. I would like to get one figure clarified that was used. You mentioned, Mr. Bing, that if you built these peripheral schools between center city and suburb, you might save half of the cost of transportation, and earlier Dr. Shelton had said you spent \$6 million on transportation of which 40 percent goes for desegregation; that would be roughly \$2.4 million. Just to make sure the record is straight, are you saying if you built these schools halfway between suburb and inner city you would be saving \$1.2 million, or \$3 million?

MR. BING. I am saying that, just on the top of my head, we would save 50 percent of whatever that figure is.

VICE CHAIRMAN HORN. Am I right in how—

DR. SHELTON. He would be talking about the \$2.4, saving half of that. We did not do a definitive study on that, but there would be a saving of that portion, of whatever it would be. As Mr. Bing was explaining, that's a figure we have not really done research on. There would be a saving of that amount of money. We transport quite a number of youngsters in this county, being a very large county, just to get to schools. All youngsters over 2 miles we transport anyway.

CHAIRMAN FLEMMING. See, these are the kind of issues that it seems to me we should be looking at. We assume that desegregation is here, it is here to stay, and the issue is how do we keep improving programs of desegregation and integration. We recognize the fact that oftentimes when it started there were a lot of problems growing out of the past, which complicated the way in which it got underway. Now, is it possible as we look down the road to begin to deal with some of those problems in a positive and in a constructive manner, and that is why as a Commission we keep looking for ideas of this kind which we would like to evaluate in terms of recommendations that we make to the President and to the Congress.

It is because of this I am very much interested in what you say about your human relations program, the attention you have given to it, the emphasis you have given it, the support you have received for it. And I assume that you feel that this is a kind of a program that's got to be with the system for an indefinite period of time.

DR. SHELTON. Very definitely.

CHAIRMAN FLEMMING. You don't cut it off some year down the road here a year or two years from now. It is something that's got to be built into the way in which school systems operate.

DR. SHELTON. We would hope we could keep it for a period of time. I mentioned Dr. Goldberg with the U.S. Office, Dr. Herman Goldberg. Certainly we could not say too much about the cooperation and support we have had from them in this area, the human relations area and the total ESA program and the [inaudible] school aid act we now have. Yes, I think even a human relations program is a very helpful program even if you're an all-black or all-white school. I think particularly in a mixed situation it's an extremely important program.

MR. BUGGS. Dr. Shelton indicated that about 40 percent of the children now bused are bused for the purposes of desegregation. I've done a little figuring—

CHAIRMAN FLEMMING. The cost, 40 percent of the cost.

MR. BUGGS. That's right. The little figuring that I have done indicates that it could be as low as 15 percent. I am wondering whether or not the Commission would suggest that some of our staff worked with some of Dr. Shelton's staff to get a figure on that.

CHAIRMAN FLEMMING. I think it would be very fine for some of our staff to work with you just to pursue this particular point so that we have got it as a part of the evidence of this hearing.

DR. SHELTON. [inaudible] I don't think there is any question about it. We were transporting 30,000 students before desegregation, and the first year of desegregation we planned it 56,000 the next year. We are now transporting about 58,000 or 59,000, close to that. So I think the proportion has stayed very close to the same thing. We have the actual number of youngsters we had on the buses at that time; there is no dispute on those figures.

MR. WHARTON. Dr. Shelton, I'd like to say one thing. We have had many committees come to Hillsborough County, and I know Dr. Shelton would say this if it had just crossed his mind, to check with us and talk with us. But I don't think we have ever had a committee that has been in Hillsborough County that has been as cooperative and as fair and seemingly wanting to get all of the answers and solve all the problems that they could. We appreciate this and I have heard it from many, many principals throughout the county and other administrators in the school system. I know that I speak for all of us up here, and I am sure Dr. Shelton would want to say that.

CHAIRMAN FLEMMING. We appreciate that very, very much, and we are delighted that you were able to spend this amount of time with us in connection with the hearing and we do appreciate your cooperation with the staff all the way down the line. Thank you very, very much.

MR. GLICK. Mr. Chairman, I have a series of documents which have been provided to staff by the administration. I would like to introduce them as a group into the record at this time, and I would just indicate what they are. There is a diagram of the feeder patterns from elementary through high schools which has been provided. There is a current organization chart of the county schools, the Hillsborough County public school desegregation plan, and the directions and procedures

for implementing the desegregation plan of 1971. I would like to introduce those documents into the record as Exhibit No. 9.

CHAIRMAN FLEMMING. Without objection it will be done at this point.

[The documents referred to were marked Exhibit No. 9 for identification and were received in evidence.]

CHAIRMAN FLEMMING. Counsel will call the next witnesses.

MR. GLICK. The next witnesses are persons in the administration of the public schools who are responsible for pupil transportation and for statistical and research aspects of the school system. I would call Mr. Wayne Hull, who is assistant superintendent for business and research; Mr. John W. Huer, who is director of pupil administrative services; and Mr. Jack H. Pilsbury, who is the director of transportation.

[Mr. Wayne Hull, Mr. John W. Huer, and Mr. Jack H. Pilsbury were sworn.]

TESTIMONY OF WAYNE HULL, ASSISTANT SUPERINTENDENT FOR BUSINESS AND RESEARCH; JOHN W. HUER, DIRECTOR OF PUPIL ADMINISTRATIVE SERVICES; AND JACK H. PILSBURY, DIRECTOR OF TRANSPORTATION

MR. GLICK. Gentlemen, for our record would you please each identify yourself with your name, your occupation, and your business address.

MR. HULL. I am Wayne Hull. I am the assistant superintendent for business and research. I am employed by the School Board of Hillsborough County at the Courthouse, P.O. Box 3408, Tampa.

MR. HUER. I am John Huer, director for pupil administrative services. The office address is 411 East Henderson Avenue, Tampa, 33601.

MR. PILSBURY. I am Jack H. Pilsbury, the director of transportation for Hillsborough County. My address is 4805 East Buffalo, 33605.

MR. GLICK. Thank you.

I would like to begin with Mr. Hull. During the beginning of the implementation of the desegregation plan in 1971, Mr. Hull, what were the responsibilities of your department?

MR. HULL. Our responsibilities were to work with the committees that were considering various desegregation plans and try to evaluate their impact on transportation.

MR. GLICK. Was the plan worked out in such a way that there would be a minimum amount of transportation involved or was transportation a factor at all in designing the plan?

MR. HULL. Well, transportation was a consideration certainly. I think that the conclusion was that there would be transportation. I don't think there was any question but what any plan you're coming up with would have an impact. I think our discussions and our considerations was for minimal amount of impact on transportation from a monetary standpoint.

MR. GLICK. But the plan itself wasn't designed to minimize transportation?

MR. HULL. No, they gave the plans. We analyzed it from the standpoint of impact on transportation and tried to arrive at the costs of it.

MR. GLICK. Did you have any input from the community or from any groups other than your staff in designing the bus routes?

MR. HULL. No. I think the input would have come with the plan. Once the plan was forwarded to us, then we would come up with a—just a technical nature, then, of designing the transportation system once the plan was determined.

MR. GLICK. Of all the changes in assignments of pupils in the fall of 1971 when the order was implemented, Mr. Hull, how did you advise parents and teachers and principals of who was going to go where? How was that brought to the attention of the people involved?

MR. HULL. Well, the schools played a tremendous part in this. They worked with their own communities in advising them. We as a transportation department did not enter into directly this advising, but we did work with the schools in letting them know what their routes were, the route coordinators, director, visited with the principals; they gave them the routes; they gave them schedules. This was communicated then to the parents with the help of the schools.

MR. GLICK. Getting into the issue of what the cost has been to Hillsborough County, what it was in 1971 because of the increased transportation, Mr. Hull, can you give us the firm statistics on how many buses were purchased and what the cost was in 1971 and can you give us the statistics on what it costs now?

MR. HULL. I can certainly give it to you in '70-71 when it was new. I think giving it to you now would create some analyses that we are not performing at this time. Let me explain when I get to that point.

In 1970-71, which was the year prior to desegregation, the board had placed an order of 25 schoolbuses in its ordinary course of replacement and additions. This was ordered, I think, sometime in January of 1971. When the desegregation plan was approved on June the 15th, I think, if my memory serves me right, or at the board meeting, the board authorized the purchase of 125 additional schoolbuses and it required the borrowing of funds in the amount of \$1,015,000 for the purchase of these 125 buses. So that we had coming into the fleet at that time 150 additional schoolbuses.

MR. GLICK. Did any of that funding come from the State or was any of the money that was borrowed put back into Hillsborough by the State?

MR. HULL. No, this was from local funds. It was programmed so that it came out of the operating budget over the next succeeding 4 years, paying a fourth of it plus accrued interest as we went on. This is in accordance with State law, a section of law at that time, 237.27.

MR. GLICK. Does any money come from the State at all now, Mr. Hull, to pay operating expenses of pupil transportation?

MR. HULL. Yes, there are funds. I would think that they make up—outside of capital outlay now, just operating funds—they would make up approximately 60 percent of the operating budget for transportation. Capital outlay would be on top of that. If that were added, then it would be, of course, a lesser percentage. If I were to project replacement schedules now of probably about 50 or 55 buses a year, this would cost us around \$600,000 or so in addition on capital outlay.

MR. GLICK. If you didn't have to use those funds for pupil transportation, would they be available to the district from the State for any other purpose?

MR. HULL. Yes, they would be. The State funds, of course, if we were not doing pupil transportation, then there would be more State funds available at the State level for redistribution, presumably. There would be more local funds available for redistribution to other programs.

MR. GLICK. But the State funds that the district receives for transportation are not discretionary funds in the sense that they can't be used for any other purpose. If you didn't use them for transportation, they just wouldn't come to the county?

MR. HULL. If you did not earn them, then you would not receive them; you're right.

MR. GLICK. Earning them by—

MR. HULL. By having the transportation.

MR. GLICK. Could you venture any kind of a figure, Mr. Hull, as to what percentage of the students in the school system are transported pursuant to and achieving the goals of the court's desegregation order? That is a figure we have been trying to get. Would you have any idea?

MR. HULL. Let me go back to some specific figures, if I may. The year previous to desegregation, the one immediately following it. Then I will discuss what has transpired in the meantime.

According to our midyear transportation reports which we must file each year with the department of education, we were transporting 32,396 students in '70-71, the year just prior to desegregation. The midyear report for '71-72, the first year of desegregation, we were transporting 52,795 students. That's an increase of 20,399 students. Or if you want to approximate it, it's—it was an increase—well, in relationship to the number that we were transporting, that would be approximately 40 percent, a little less than 40 percent of our students were presumably in for desegregation.

Now, I would quickly admit that there would be some growth involved in this as well as the desegregation effort. So if I were to give a good guess, I'd say something like 35 percent at that time were from desegregation.

MR. GLICK. Thank you, Mr. Hull, we will continue that issue a little bit later. I would like to turn to Mr. Pilsbury.

Mr. Pilsbury, since I have been here on this project in Hillsborough County, I have learned or received information that there are some

children who travel as far or as long as an hour and a half one way to get to school and an hour and half to get home in the evening; is that information correct?

MR. PILSBURY. Yes, sir, that information is correct, sir.

MR. GLICK. Is that very commonplace or is that a very unusual circumstance, how would you describe that?

MR. PILSBURY. Well, this is an unusual circumstance at the present time. Basically we have two different areas in which this is possible and we have some students—of course, we have one of our comprehensive high schools which has an attendance area countywide; this is Tampa Bay Vocational Technical School. Students choose to go to this school. So that we furnish them transportation, and they are on the bus quite a length of time.

Another area that we have students on transportation a long period of time has been in parts of our exceptional child program. This is due to the location of centers that service certain students with certain disabilities, whatever they may be. This we are in the process of correcting. This we are in the process of working at at the present time to reduce the amount of time that these boys and girls are on the bus.

At the same time as has already been mentioned this morning, the size of our county and the sparsity of some of these students in the exceptional child program, where they live in relationship to the center in which they attend.

MR. GLICK. From the way you describe it, Mr. Pilsbury, these seem to be exceptional situations in which these extraordinarily long rides are required for the children, and they don't appear to be related to desegregation. Am I correct in that understanding?

MR. PILSBURY. Basically some of these—the extremes are not basically related to desegregation. Now, we do have some situations. We have a situation that I can think of very quickly to where we have students that may come approximately 33 or 34 miles from their home to the center in which they attend. This we have based on desegregation, sir. Yes, sir. But they are not, on that period of time, they are not on the bus. They may be similar to a period of time of an hour, hour and 15 minutes may elapse from the time they leave home because this involves transfers. As you know, we may pick up in a community and bring in and drop off at an elementary center. Then we may take students on to an eighth- and ninth-grade center. Students may get off of that bus, transfer to another bus, and eventually get to their center, which is a seventh-grade center that I'm referring to. From an elementary, 8 and 9, and seventh-grade center.

MR. GLICK. Would you have any idea what the average length of time of transportation is for a child?

MR. PILSBURY. The average length of time is somewhere in the neighborhood of 35 or 40 minutes one way per day. Yes sir—of course, again from the size of our county; and, as you know, in east Hillsborough County, we went into a new comprehensive high school

over there. We did away with it. This was not, again, directly doing with desegregation, but it means we have to bring our students a long distance to come into these schools.

We have one down in the southeastern part of our county down at Eastman High School in the Ruskin area, the same way. Distance-wise we do have—but, averaging, it would be 35 to 40 minutes would be about the average time we have students on buses, one way sir.

MR. GLICK. Mr. Pilsbury, in testimony prior to yours Mr. Bing indicated that it would be possible if elementary schools were built around the inner city of Tampa but kind of on the border between the suburbs and the county and the city of Tampa, to cut down considerably on the amount of transportation that would be required essentially for the elementary school pupils. Would you agree with that?

MR. PILSBURY. Yes, sir. I don't know exactly what percentage—I would not be in a position—but it certainly would cut down due to the examples I have just stated. When we have our sixth-grade centers, we would not have that long distance that we would be transporting the students from the suburban area in or the other way. Yes, sir, it would cut down. To what percent, I have not dealt with that, sir.

MR. GLICK. Thank you.

Mr. Pilsbury, have you received in your capacity as director of transportation complaints from parents about the transportation system?

MR. PILSBURY. Yes, sir, I have.

MR. GLICK. What has been the nature of the complaints?

MR. PILSBURY. Well, many of them have—well, they have been to, you know, it is the period of time that they are on the bus. Or when we have mechanical breakdowns. Or, the bus did not get there at 8:10 as it was scheduled to get there: "Well, I have been against this transportation anyway."

Many of these things we cannot help; when we are dealing with 376 mechanical vehicles each morning, we are going to have breakdowns. Some will say, "Well, I want my child to go to school." We do run into some problems due to the fact working parents may put their child out there to go to school and the bus is a little bit late, the child walks back home. These are some of the complaints that we get pertaining to transportation.

MR. GLICK. Thank you, Mr. Pilsbury.

Turning to Mr. Huer, were you in the capacity in the school system in 1971 that you are now, Mr. Huer, or a related capacity?

MR. HUER. Yes, sir, I was.

MR. GLICK. Can you give us an idea of what role your office played in preparation of the plan?

MR. HUER. Well, our function was to provide the location of the students; that is, by using the spot map procedure and determining exactly where each student lived by race and so that we could, of course, then try to develop some attendance patterns for the schools we have now still operating under the same plan, same attendance area.

MR. GLICK. How was the identification process done, the racial identification?

MR. HUER. Well, on each student's—after each name, there was identification as to whether he was black or white. This was from our data processing procedure there in the computer where we had data on the data bank on each student.

MR. GLICK. Before the desegregation plan went into effect, the Hillsborough County schools were run under more or less traditional basis of organization; that is, the elementary schools, the junior high schools and the high schools. But as a result of the plan it appears that all the formerly essentially black elementary schools were abolished and turned into another organizational structure; that is, the sixth-grade center. Can you give us an idea why that was done?

MR. HUER. Well, the reasoning for that is because the majority of the black students lived within the central city and the white students lived within the suburbs. In order to develop a cross-busing pattern here, the decision was made to have the inner-city schools become the sixth-grade centers and transport the black youngsters at the lower grade levels, grades one through five, into the suburbs and then reverse that procedure and bring the white children from the suburbs into the inner city area for grade six.

MR. GLICK. Do you have any idea why the—why there wasn't a better balance in transportation in the sense that the black children who would have gone to elementary school in the neighborhoods were bused out, but the white children stayed in their neighborhoods apparently, as I understand that plan? Do you have any idea why it was devised that way?

MR. HUER. Well, this was the design of the plan and recommendations of many people who are working in the particular plan that this would be the more workable way of doing it from the standpoint that we would probably have a, more compatibility in the development of the attendance areas and of the assigning of students. It would be a more accepted plan.

MR. GLICK. Accepted in the community?

MR. HUER. Yes.

MR. GLICK. In the white, in the majority community, I assume is what you mean?

MR. HUER. Yes. Right.

MR. GLICK. Currently, Mr. Huer, your office is responsible for maintaining the racial data on a yearly basis and updating it all constantly so as to keep the schools at the ratio which is a part of a plan and accepted by the court. Is that correct?

MR. HUER. Yes, this is correct.

MR. GLICK. Is there a constant process of shifting of attendance zones?

MR. HUER. Well, it's not necessarily a constant process, but we do continually try to maintain some attendance changes there, where if

we see a school is suddenly becoming a very high ratio of black percentage or if a school becomes over capacity, or perhaps we may have, oh, perhaps a traffic barrier goes into an area and develops a particular problem, we will try to make an attendance area change that way. The idea primarily here, of course, is to try to keep the school within its own—within the capacity of the building so the school isn't too overcrowded. If we do find we are getting very high in a black percentage in a particular school, up to 50 percent, we will come in there and try to make some changes to try to keep that percentage lower.

MR. GLICK. On a school-by-school basis, Mr. Huer, how do the racial percentages run? They are obviously not all going to be exactly 80 percent white and exactly 20 percent black. What do they run? Is there a broad range away from those figures?

MR. HUER. Well, we have some schools that have varied from as low as about 5 or 6 percent black percentage to about right now, I believe, the highest is around 44 percent black or 46 percent black.

MR. GLICK. Is the system going to take any effort to change that ratio? I mean 5 percent black in a school sounds like it is way out of line and the 46 sounds like it is over double. Is there going to be an updating of that?

MR. HUER. Well, we have looked at those just the year that we are in right now to try to make some plans for next year. We have taken a look at some of these schools where the percentages are very high. We found that in trying to reduce this percentage it creates additional problems that we had not thought of previously.

As an example, it would become necessary if we put more students into the school than it can necessarily hold, we're going to put portables on there to try to reduce that particular black percentage. If we go into that community and take out a portion of black students, we are then increasing some more transportation difficulties. The same would be true with the schools that are very low in percentage. We only have one that is very low like that and the distance factor is a problem there. We would have to transport children we just feel a rather disproportionate distance just to bring that percentage up.

MR. GLICK. Mr. Huer, if I could go back in history a little bit, as we know and have had testimony, there was some desegregation taking place in the middle to the late sixties. Were there boundary line changes during that period as you recall?

MR. HUER. Yes, we had back in the late sixties, at that time we had some schools that were paired together. That is, two schools within the same attendance area; that is, a predominantly black school and a predominantly white school that were neighboring on each other, they would be paired together grade structure-wise and give the youngster the choice of attending either of these two schools. And then later on as we entered, I believe it was around 1969, went into a single attendance zone procedure.

MR. GLICK. So that the boundary lines, attendance zone line adjustment didn't all take place in 1971?

MR. HUER. No.

MR. GLICK. There had been a process of that before. Was any of that attendance zone change that took place in 1969 still useful after the 1971 court order and plan?

MR. HUER. Yes, a few of them were, particularly those in the suburbs where it didn't really alter any plan there because the schools were again totally white, so whatever attendance areas we had there could still be maintained and in order to get the black population out into the schools, then the inner-city schools is where the satellites were developed and those portions were transported to the suburbs.

MR. GLICK. Thank you.

MR. Chairman, I have no further questions.

CHAIRMAN FLEMMING. Commissioner Rankin.

COMMISSIONER RANKIN. Just one or two short questions that will require short answers. Mr. Pilsbury, you mentioned the parents' objections to busing now and then. Do you have any objections from children?

MR. PILSBURY. Not directly to my office basically, no, sir. We have not had any extension of any type of direct complaint from students or a group of students, no, sir.

COMMISSIONER RANKIN. Mr. Hull, do you use the new interstate highways for transporting students?

MR. HULL. Yes, sir.

COMMISSIONER RANKIN. How has that worked out? Has that shortened the length of the drive; has it increased accidents or decreased accidents?

MR. HULL. We do not have any accident record on the interstate. We've had objections to it whenever we first started, and I have in my files a couple of letters at the beginning of the desegregation effort. Subsequent to that I've had indirect comments made concerning the use of interstates. We have only used the interstates where it was absolutely necessary from a standpoint of time. We also surveyed the entrances, and we do not use those places where buses cannot have a clear shot at getting on the interstate, so we researched that very well.

COMMISSIONER RANKIN. You would recommend, then, that use of interstate highways for busing?

MR. HULL. Yes, sir, they are quite safe in fact.

COMMISSIONER RANKIN. Have there been many incidents of trouble among students on the buses?

MR. HULL. Not in recent times. Now, at the beginning—

COMMISSIONER RANKIN. Do you train your drivers in human relations?

MR. HULL. Yes. Well, we have trained them, not enough I'm afraid, but we do have a couple of days at the beginning of a school year in which we do some work with them. The route coordinators work with them during the school year.

COMMISSIONER RANKIN. But you could do a little bit more with them there?

MR. HULL. Definitely. I think that this would be one of the things, of course, that we would certainly recommend. The time frame in which we got into the desegregation plan at the very initial outset, we had to train in excess of 150 drivers. We did it over the summer, and this was much, much too short a time in order to orient them properly for the beginning of school. And I'm sure that we had a number of drivers that began the school year not really knowing what they were going to face in that beginning term.

COMMISSIONER RANKIN. Thank you very much.

CHAIRMAN FLEMMING. Any other members have questions?

VICE CHAIRMAN HORN. I have just got a clarification on numbers. Mr. Hull, as I recall your testimony you said 25 buses were ordered in 1971 in the ordinary course of replacement of the fleet. Then you found that you needed 125 additional buses for the purpose of desegregation. How many total buses did you have in the fleet after you brought in the 150 additional ones that year, 25 for replacement, 125 for desegregation? I'm just trying to get an idea of the dimension.

MR. HULL. Yes, sir. I would be glad to furnish an analysis here which I have prepared which details the inventory in '70-71, the operating buses, number we had in spares, and also the desegregation year of '71-72. It shows the differences.

If I might refer to that, in the '70-71 school year we had 179 buses in inventory; that includes all buses. In the midyear transportation report of '71-72, we had in inventory 319 buses. Eleven buses had not been received at the time of that report, of the 150 that had been ordered, so that would be in addition to that when those came in. So there was a net increase at the time in inventory of 140 buses because you realize we sold some older buses and they went out of inventory.

VICE CHAIRMAN HORN. What have you got today?

MR. HULL. Today we have, and I again refer—we are operating 376 schoolbuses now.

VICE CHAIRMAN HORN. Good.

Mr. Chairman, I would like that introduced in the record as Exhibit 10.

CHAIRMAN FLEMMING. Without objection that will be done.

[The document referred to was marked Exhibit No. 10 for identification and was received in evidence.]

COMMISSIONER RUIZ. Which of you three gentlemen can best answer this question? What is the busing design for attendance to centers for exceptional children programs?

MR. PILSBURY. The busing design at the present time, we have our exceptional child programs, and our schools are so located that these are being transported on buses that are for exceptional children. In other words, this is in addition to our basic fleet operation.

We have one that we deal with exceptional children. We deal with them all the way from having students who can ride a regular bus, to those who have to have lift buses and this type of situation. We take

them into the centers to which they are assigned by the exceptional child program. We do not assign that. That is done by the exceptional child department. Then they tell us what school they are to attend, and we set up the routes in order to get them into that school for whatever their deficiency may be, sir.

COMMISSIONER RUIZ. I assume that the exceptional child is very widely dispersed throughout the county, is it not?

MR. PILSBURY. That is correct, sir.

COMMISSIONER RUIZ. And with relation to this design, oftentimes you use the regular route and sometimes you use the special bus, and it is more or less of a delivery setup, is that correct?

MR. PILSBURY. Yes, sir, some of them have to be almost door-to-door pickup, sir.

COMMISSIONER RUIZ. Now, do you find any difficulty, or would you, in that design, system of busing, of logistics, to be used for monolingual students, first graders, as exceptional children in need of bilingual education?

MR. PILSBURY. Well, I am sure they would probably run into the same problem as we have on the exceptional child program and that is based on the sparsity and, of course, again depending on where the centers are so located in which these students would attend because, again, this would be not knowing where these children may live and the size of the county in which we transport and the number of students. And this is where when we are talking about the length of time that we have some students on our vehicles and this type of thing, these are some of the drawbacks that we certainly see at the same time.

COMMISSIONER RUIZ. Mr. Chairman, I would like to have added as an exhibit to the record the design for exceptional children with relation to the busing pattern, etc. Do you have such a design?

MR. PILSBURY. I can have one for you, yes, sir. We can show you the routes and what area they come into, yes, sir.

CHAIRMAN FLEMMING. Without objection, that will be entered in the record as Exhibit No. 11 when it is received.

[The document to be supplied was constructively marked Exhibit No. 11 for identification and received in evidence.]

CHAIRMAN FLEMMING. We appreciate your being here and giving us this information. It is very helpful.

Counsel will call the next witness.

MR. GLICK. Mr. Chairman, before calling the next witnesses, I would like permission to introduce into the record as the next exhibit a report prepared for us by the witnesses which is entitled "Pupil and Staff Assignment by Grade Level, School and Race."

CHAIRMAN FLEMMING. Without objection, that will be entered into the record as Exhibit No. 12.

[The document referred to was marked Exhibit No. 12 for identification and was received in evidence.]

MR. GLICK. Thank you, Mr. Chairman.

Our next witnesses are also persons associated with the school administration. They are Mr. Harold Clark, who is the general area director and formerly the director of human relations; Ms. Barbara Bethel, who is the present supervisor of human relations for the school district; Ms. Vivian Kitchen, who is the dean of girls of Dowdell Junior High School and who formerly was a human relations specialist; Mr. Charles Vacher, who is the supervisor of plant facilities and once served as supervisor of rumor control center; and Dr. Raymond Patouillet, who is a professor of the college of education at the University of South Florida.

[Mr. Harold Clark, Ms. Barbara Bethel, Ms. Vivian Kitchen, Mr. Charles Vacher, and Mr. Raymond Patouillet were sworn.]

TESTIMONY OF HAROLD CLARK, GENERAL DIRECTOR, AREA II; BARBARA BETHEL, SUPERVISOR OF HUMAN RELATIONS; VIVIAN KITCHEN, DEAN OF GIRLS, DOWDELL JUNIOR HIGH SCHOOL; CHARLES VACHER, SUPERVISOR OF PLANT FACILITIES; AND DR. RAYMOND PATOUILLET, PROFESSOR OF EDUCATION, UNIVERSITY OF SOUTH FLORIDA

MR. GLICK. Mr. Stocks will question the witnesses.

MR. STOCKS. Starting with Mr. Clark, please state your name, address, and current position for the record?

MR. CLARK. My name is Harold Clark. My box is 3408 County Courthouse. My position now is general director, Area I schools.

MS. BETHEL. My name is Barbara Bethel. My address is Post Office Box 17646, and I'm currently supervisor of human relations.

MS. KITCHEN. Vivian Kitchen, dean of girls at Dowdell Junior High School, 1208 Wishing Well Way.

MR. VACHER. Charles Vacher, 1142 Laurel Street. I am now supervisor of plant survey.

DR. PATOUILLET. Raymond Patouillet. I live—you want where I work or live?

MR. STOCKS. Either.

DR. PATOUILLET. Either?

MR. STOCKS. Or both.

DR. PATOUILLET. All right. Professor of education, the University of South Florida here in Tampa.

MR. STOCKS. Thank you.

MR. CLARK, what position did you hold in the school system in 1971?

MR. CLARK. In '71 my position was director of human relations.

MR. STOCKS. Were you appointed to that in 1971?

MR. CLARK. I was appointed to the position in 1970.

MR. STOCKS. What were you doing prior to that?

MR. CLARK. Five years prior to 1970 I was a general consultant in instruction, State department of education, Florida.

MR. STOCKS. Could you describe the personnel and the functions of the human relations office at the time in 1971?

MR. CLARK. In '71, well of course the program was begun in '70-71. It was funded by a Federal grant from the Office of Civil Rights, Title IV, in the amount of about \$76,000, as I remember it.

The function then, it was staffed with six professionals, a director, and a clerk. The function of the six professionals and the director was to work with teachers, school administrators, parents, students who were at that time experiencing desegregation in our schools. We had the responsibility of working with teachers and helping them to overcome any kinds of apprehensions, strong feelings, fears, and that sort of thing that might be involved with work with youngsters who are of a race different from their own.

MR. STOCKS. How did you select the six staff persons?

MR. CLARK. Well, first of all we tried to get, without regard to the person's certification holdings, individuals who had experienced what we considered to be success in working in a desegregated situation. We tried to mix these people up as best we could in terms of race, in terms of sex, in terms of professional training, in terms of professional interest, and we came up with two people who had elementary experience; one of the persons had been a librarian. We had two people who had had secondary experience at the junior and senior high level, who had had English backgrounds. We had one individual who had been an elementary teacher, had been a principal; another individual who had also been an elementary principal, an elementary teacher and who had also been principal of a school in Bonn, Germany. So we tried to get as much of a mixture in terms of background of experience as we possibly could, knowing the tasks that these people would perform and their job responsibility.

MR. STOCKS. Were all of the staff members taken from the school system? That is, they were all teachers in the school system prior to coming with the human relations office?

MR. CLARK. Yes, they were.

MR. STOCKS. Since you started this, was this the first human relations program in the school system to your knowledge?

MR. CLARK. To my knowledge this was the first formal such group in the system.

MR. STOCKS. Did you provide any kind of training for the staff before they started to work for you in this new program?

MR. CLARK. Yes, we did.

MR. STOCKS. Would you describe the training as you recall it?

MR. CLARK. Yes. As I said before, we felt—and, of course, these individuals were selected on this basis—we felt as though these people had a sort of a natural sense in terms of working with people who have different experiential backgrounds and they were selected first of all on that basis.

We tried to establish what we considered to be a model. At that time we called them, and I think they are still called, field staff specialists. We tried to establish a model field staff specialist, one who we

felt had the kinds of qualities that this particular person should possess if he is going to be successful in working with the situation that had been created for us.

And, after establishing this model, we tried to determine just what it was that each of these individuals had in terms of meeting the qualifications of the model, then sort of subtracting what they had from the model. Realizing this difference, we tried to prepare them for that difference.

We got assistance from what was at that time the University of Miami desegregation consulting center at the University of Miami, Coral Gables. We made several trips to the university, and we had workshop experiences with people who were skilled in this area for our group. We had the services of various professors from the University of South Florida, including Dr. Patouillet, and we did our own research, our own reading, and from this, we felt as though we did as good a job as we could to prepare them for the task.

MR. STOCKS. Could you briefly describe for the Commission the extent to which those six persons, after they had the training, were able to go out and provide services under the program to the school community? How much were six people able to do?

MR. CLARK. Well, six people working with roughly, oh, 5,600 professionals, would naturally spread them rather thin, except that some people needed the experiences more than others, and there were some schools at that time that needed the help of these people more than others because in 1970 when we first started we did have some all-black and all-white schools. So, we concentrated our efforts mainly in the schools that had the greatest amount of desegregation. In fact, the first year of our existence we worked in the 10 paired elementary schools. During the school year '70-71, we had 10 elementary schools that were paired. We concentrated our efforts and our resources mainly in those 10 schools, also giving attention to the junior and senior high schools that were experiencing the most desegregation.

MR. STOCKS. Thank you.

Dr. Patouillet, what role did you, as a professor of education, play in the school desegregation process in Hillsborough County in 1971?

DR. PATOUILLET. In that specific year I think I was the consultant on two occasions. By that I mean I actually directed the workshops in what we might call human relations. I was employed indirectly through the Miami desegregation center.

MR. STOCKS. Who attended these workshops?

DR. PATOUILLET. These were attended by members of the staff that were working with Mr. Clark at that time.

MR. STOCKS. What kind of workshops were you conducting as a consultant? Would you briefly describe them?

DR. PATOUILLET. I am trying to think of an easy way to describe these.

Let me say what I believe to be a basic assumption regarding human behavior, and then you might—it might be inferred the kinds of things we might do. I believe that the basic problem really in our century is man's relationship to man, and therefore we have to begin with the individual. So the activities were geared toward, in the first instance, developing what I would call self-understanding—understanding our own motivations and why we do the things we do—and then gradually moving to self-acceptance, and then, ultimately, acceptance of others.

I am assuming that it is practically impossible to learn to accept others until you feel fairly comfortable with yourself and have come to grips with yourself. And that is the kind of activity that we would engage in in these workshops. Essentially, small group discussion, sharing ideas and problems, becoming better acquainted with each other and with oneself.

MR. STOCKS. Do you feel that this training helped the human relations personnel go about their task of working in the schools?

DR. PATOUILLET. I would assume so. If I were to judge by the reactions of the participants following each workshop, and probably Barbara Bethel and Harold have the figures on how the people felt about what was going on—the problem of implementing is always a difficult one; that is to say, you feel good about a meeting you go to, and then you go back into the school and the translation of some of those ideas into practices is obviously a little more difficult.

MR. STOCKS. Did you, in your role as a consultant or a trainer of human relations persons and personnel ever have occasion to provide such training for the teaching faculty of the Hillsborough County school system?

DR. PATOUILLET. Really, indirectly, not formally. But through innumerable PTA kind of activities where I would involve the parents and the teachers in small group discussions which would really be human relations workshops. We didn't call it that, though. We called it a PTA meeting.

MR. STOCKS. Dr. Patouillet, would you briefly describe what you teach now and your academic background for the Commission?

DR. PATOUILLET. Yes. I am essentially involved in preparing teachers and others who are interested in becoming counselors or vocational occupational specialists. So my students tend to be, for the most part, teachers, but also clergymen, people who are working in employment agencies and in various youth-related activities.

MR. STOCKS. How long have you been doing that?

DR. PATOUILLET. Let's see, I hadn't thought of that question, 37 years, that's with a formal degree; I think have I have long been involved in working with people.

MR. STOCKS. Given your somewhat substantial experience in the area, I would like to ask you whether you think human relations training is important to persons who teach in public schools systems and, if so, why?

DR. PATOUILLET. Well, you know the answer to that. The answer is yes. And essentially because I think education has received a legacy, if you will, which tends to be somewhat cognitively-oriented, subject-matter oriented. And nothing wrong with that. My perception is, though, human beings are both thinking and feeling people. I remember as a student, teachers would say to me, "I don't care how you feel, Raymond; we have this job to do." While my strong Protestant ethic still supports that, I also have to say that I don't think that is the whole story. I think a human being at his or her best is one who is both thinking and feeling.

So human relations, I think, is not only a cognitive process, but also one that deals with the affective domain, as we tend to call it these days—how do you feel about this. That's pretty important because people can reason fairly well and still have some attitudes and feelings which are rather destructive in the area of interpersonal relationships.

MR. STOCKS. Do you believe or do you from your experience conclude that the discipline problems in schools today, not just Hillsborough County, have any relationship to the human relations training or lack thereof?

DR. PATOUILLET. Yes, very definitely.

MR. STOCKS. How would you characterize that relationship?

DR. PATOUILLET. Well, it is a rather involved process, really. Let me say that very often problems are not necessarily residing within the individual, but perhaps residing within the system or residing within the teacher or residing within some person outside that individual who is apparently having the problem. And what we need is a coming together and clarifying.

I don't know whether that really gets to it. That is a very involved question. For an educator, anyway, it is.

MR. STOCKS. You are currently teaching at the University of South Florida, college of education?

DR. PATOUILLET. Right.

MR. STOCKS. Do you know of any courses at the university which provide human relations training for students who are in the process of preparing to become teachers?

DR. PATOUILLET. Yes. We don't call them by that name. We call them guidance courses. The guidance movement in American education is, from my standpoint, essentially a movement to counterbalance the overstress or the exclusive stress on what I call subject matter and trying to look at the whole person.

If I were to describe the essence, for example, of instruction, I would say it was subject matter, and that's good because we deal there with the hard-won lessons of human history and we need those. But we also need to become increasingly aware of the experience of the learner, as opposed to the experience of the others, which is the body of instruction or subject matter.

So all I'm saying is we need both. We need to look at it not only from the point of view of the subject matter, but how is the learner responding, what is the meaning of that material to the learner? And that, inevitably, results in a teacher-pupil dialogue which increases for me the quality of that human interaction.

MR. STOCKS. Thank you.

Ms. Bethel, you are the current director of the human relations program in the Hillsborough County school system. Would you briefly describe the structure of that program as it now exists, the number of persons in the program?

MS. BETHEL. We have approximately 72 members of the human relations staff. That includes central office as well as school-based personnel. We presently are operating at central-office level with a supervisor and five human relations specialists.

In our 37 secondary schools, we have what we call a biracial human relations team, where the school-community specialist, being a professional, if that person is a minority group member, then we try to require that the paraprofessional become a member of a nonminority race. We do not have biracial teams in our seventh-grade centers, although we have been fortunate in our school system to maintain a substantial grant through ESA funds. We did not get the level of funding this year to place a complete biracial human relations team at the seventh-grade center level.

MR. STOCKS: What are the objectives of the human relations office in the school system? What is it you are you trying to do now in 1976?

MS. BETHEL. Presently we are operating under contractual terms with ESA with seven program objectives. Without going into most of the specifics in each one of those objectives, I'll sort of try to capsule it for you.

Objectives one and two of our human relations program have to do with establishing and maintaining a multiethnic student advisory committee as well as training these students in things like multiethnic appreciation, self-awareness, interpersonal communication skills, how to influence other youngsters to become human relations persons, etc.

Objective number three has to do with what we have launched this year in all of our 37 secondary schools, is sequential individual strategies, working with what we call in human relations a target-student program. Now, by target students we are talking about those youngsters who are exhibiting behaviors leading toward possible suspension or even situations severe enough to lead to possible student expulsion.

Objective number five has to do with providing staff development programs for school system personnel in such areas as human relations approaches to discipline; multiethnic appreciation, and so forth.

Objectives six and seven have to do with providing parent involvement in educational programs, and we are doing this specifically through such things as organizing school-level parent advisory committees, indepth home visitation programs, etc.

MR. STOCKS. Either Mr. Clark or both Mr. Clark and Ms. Bethel, what was the objectives and what were the activities of the school community specialists in 1971, and how do they compare or contrast with the objectives just delineated by Ms. Bethel for 1976?

MR. CLARK. Let me begin. Of course—and I don't think this is understood by many people, certainly not by all people—that as Ms. Bethel indicated, we had a contractual agreement, still have it, with the Government. These funds are to be directed toward activities associated with desegregation. These are categorical funds. They are not general funds that are used to fund the human relations program. This was an idea that was conceived by this district, not conceived by somebody else and sent to us. We thought that this would be a good idea because we knew that we would have special problems as a result of complete desegregation in 1971-72. The objectives at that time were aimed largely at working specifically with students and the desegregated school to just give them the kinds of activities that would enable them to get along with each other.

Our atmosphere during '71-72 and even prior to that time—as Dr. Shelton said, about 40 percent of the black kids were in desegregated schools—but we were experiencing some tense situations, and it is the responsibility of the human relations specialist, or school-community specialist in the schools, first of all, to organize a student advisory committee. This committee was supposed to be composed of an equal number of minority-nonminority students. It was their responsibility to keep their finger on the pulse of things at school, and then advise the school administration on matters affecting the total school program.

So the objective, in a short form, at that time was to—the human relations personnel—was to help the school administration and others in the school to just maintain a climate that would be conducive to learning and to assist youngsters in getting to know each other, appreciating each others' background and maintaining an atmosphere where learning could take place.

MR. STOCKS. Now, would either of you respond to this: Has the role of the school-community specialist changed from 1971 to 1976 and, if so, how?

MS. BETHEL. I would say the role has been expanded. We still find ourselves in '75-76 having to deal with crisis-oriented situations, but certainly not to the degree or intensity we had to do it, say, in '71-72 where we experienced approximately, somewhere to around 11 student disruptions to; looking at this year, thus far we have not been called in to handle any. So in that sense of changing our thrust from lessening of emphasis on crisis-oriented programs to more of an emphasis on problem prevention, I would say the role has indeed changed.

If I may add just another point, too, we have added on some nucleus groups that we are working with. There again I don't see this necessarily as a change so much as an adding on, based on needs assessment. By adding on a nucleus group, I alluded earlier to the fact that

we launched a target-student program in our secondary schools, and that is one of the things we are doing in '75-76 that may in fact be different from what we did in '71-72.

MR. CLARK. I would like to add to that, Mr. Stocks, that we had hoped at the time that we launched the human relations program that we would get to a point where we could do the kinds of things that Ms. Bethel indicated that people are doing now. During '71-72 and even '70-71, conditions were such that we had to concentrate our efforts in the area that was the most severe and that was student to student programs.

We had to assume that since the '72-73 school year that the program has been effective to the extent that we can redirect our efforts. Of course, it is extremely difficult to measure that because you are talking about change of attitudes; you are dealing in the affective domain, and this is not easy to measure. But, when we launched the program back in '70-71, we had hoped that we would move to the point where we could do the kinds of things that they are doing now and expect to do in the future.

MR. STOCKS. Thank you.

Ms. Kitchen, what position did you hold in 1971 with the school system?

MS. KITCHEN. I worked as Barbara did at that time as a field staff specialist, we were called, from the central office.

MR. STOCKS. Did you have occasion to deal with student disruptions?

MS. KITCHEN. Yes. All of them.

MR. STOCKS. All of them?

MS. KITCHEN. Right, from going under the chairs to talking with groups of them.

MR. STOCKS. Would you briefly describe your role or give us an example of some of the things you did in '71?

MS. KITCHEN. Of course, you know that we had to do our desegregation within a short span of time, which meant that youngsters had not been prepared for the setting. They had heard myths about what would happen. We found at that time a very suspicious youngster, a very sensitive youngster. And he was making accusations, I feel, to a large extent because he was actually afraid.

What did we do?

By our being an office outside of the school setting, we could go in as nonpartisan individuals and assess what we saw, listen to students' complaints and try to open the lines of communication between the school personnel and the students that were involved.

MR. STOCKS. Could you give me or give the Commission an example of the procedure that was utilized in a school disturbance? What actually did you do when you arrived on a school campus and you found that there was a disturbance?

MS. KITCHEN. That depended on how bad the situation was. Some instances I went into a situation, it may have meant that I had to find some protection, some cover. But usually what we tried to do was to first go in and sort of visually observe what we saw happening, to meet with administrative staff, to get students, those students who were actually involved in the complaints, to meet with them and find out exactly what their concerns were, and then to meet with probably a cross-section of students and to find out what the problems were as a whole—you know, all groups of students. And then to make recommendations back to the administration on what our findings were. But that was a long process because we talked with teachers during the process, sometimes with outside community people who had children at that school.

MR. STOCKS. Would you say that the specialist going into the schools had the complete cooperation of the inschool personnel such as principals, deans, and teachers?

MS. KITCHEN. I do, and I guess I can account that to the assistant superintendent of administration, or maybe other staff as a whole, the upper staff.

MR. STOCKS. Thank you.

MR. VACHER, in 1971, what position did you hold with the school system?

MR. VACHER. I was supervisor of the information rumor control center.

MR. STOCKS. Would you briefly describe that operation?

MR. VACHER. Yes. Through that period it was extremely important that all information that we would disseminate to the public would be factual, so we sat under Mr. Clark's direction and we set up a group, two professionals and two clerical people. Through this center we advertised in the various news media, through PTA groups, and through many different organizations.

We were able to get telephone numbers out to the public, and they in turn would call us on a multitude of concerns about, well, it could be anything. It could be the busing routes; it could be the number of the bus that the student was to take. It could be the attendance boundaries. We were constantly giving out this information. It could be some alleged problem at the school. And we always investigated these problems through the human relations people and reported back factually to the caller. These were some of our duties in the information rumor control. We handled through peak periods, this is in preregistration, during the first week of schools, we handled up to 200 to 300 calls a day.

MR. STOCKS. How long did the rumor control center operate?

MR. VACHER. For the first full school year.

MR. STOCKS. That was the school year starting in the fall of '71?

MR. VACHER. '71.

MR. STOCKS. It closed down in June of '72.

MR. VACHER. Yes.

MR. STOCKS. Why was it closed down?

MR. VACHER. I can't answer. I would assume that most of the problems that we would encounter with the public at that time was answered, and the human relations staff then, through the school efforts that they were making, would be able to control the situation then. But through that critical period it was, I feel personally, a wonderful situation.

MR. STOCKS. In your opinion would you say that the rumor control center was an effective tool in the school desegregation process?

MR. VACHER. Personally, again, I think that a desegregation process couldn't occur without it. You just have to sit and answer call after calls from the concerned people to really answer your question. I feel certainly that it was a wonderful asset to Hillsborough County at that time.

MR. STOCKS. What do you do now in the school system, Mr. Vacher?

MR. VACHER. I am supervisor of plant survey and site procurement and work in the facilities.

MR. STOCKS. In your work with plant facilities, do you see any impact of the current desegregation plan on the utilization of facilities?

MR. VACHER. Well, not necessarily. I think I understand your question. I'll say it this way: that if from the State of Florida, when they come in and do surveys, they do it on a countywide basis, for an example, the projected enrollment we that anticipate, say, 4 years from now or 5, then they do this, they balance this against the number of pupil stations that we actually have. This is the way we get our capital outlay funds from the State. Of course, if schools—ideally, schools, if they were balanced perfectly, enrollment against capacity, then we would have an excellent situation. But if they are not balanced perfectly like that, then some areas may suffer as a result of the overbalance of one or the other.

MR. STOCKS. Are some of the schools in an imbalance at this time?

MR. VACHER. Some are, but they are constantly being revised by Mr. Huer's staff, and some of them actually will get out of balance and then you must do something about it by attendance changes.

MR. STOCKS. So, therefore, as a result of trying to operate a desegregation plan, the utilization of facilities does not necessarily lend itself to a 100 percent coordination with the school desegregation plan, so some facilities are not being utilized to their maximum?

MR. VACHER. Through the plan, and the State does not consider this when they come in and do a survey.

MR. STOCKS. I have no further questions at this time, Mr. Chairman.

VICE CHAIRMAN HORN. Commissioner Freeman.

COMMISSIONER FREEMAN. Yes. It has been very interesting to hear this testimony concerning the human relations workshops. I have two questions. One in terms of whether these workshops are done, are repeated, or whether there is just one workshop or whether there is a

program whereby the workshops are given on a regular basis—probably Ms. Bethel or Mr. Clark.

MR. CLARK. Well, I will start it and then Mrs. Bethel can add to it. I'd like to pull back, though, and say that prior to desegregation we did have, well, at least one massive workshop including principals, assistant principals, deans, curriculum specialists, which involved people both at the elementary, junior, senior high, or at the elementary and high school levels, which was conducted by the University of Miami, assisted us.

When we started with these workshops I have to admit that while we did have a program, an organized way of carrying them out, they were very short because the time was short. We really didn't have a sufficient amount of time, being in the situation that we were, to make—we made long-range goals, but the objectives that we had for the workshops at that time were very short range because the problem was upon us. To answer your question, while we did have long-range goals and we had in our minds and in our plans a future for such workshops in terms of length, at that particular time they were very short in duration.

MS. BETHEL. Currently, in the secondary schools where we have human relations persons, we are in fact giving a systematic approach to conducting human relations workshops. We are hoping that in any given school we will find anywhere from three to five human relations sessions being conducted for a school staff any given year, in this particular school year.

However, it may take the form of conferencing or providing human relations workshop experiences in afterschool sessions; it may take the form of working with departments; it may take the form of working with teams. Ideally, we would like to work with school staffs or school system personnel in a 3-hour, 1-day workshop, but because of the number of personnel we have we are unable to do it in that way.

As far as working our human relations central efforts with elementary school staffs, we have been unable to do more than, say, touch base with one given elementary school faculty more than twice in a given school year because of the high number of requests that we get from elementary school principals and elementary curriculum supervisors to conduct those programs.

We have been able to use financial assistance from the deseg center of University of Miami; they have offered us substantial assistance in locating qualified consultants like that of Dr. Patouillet in assisting us as a human relations staff to conduct countywide human relations sessions.

COMMISSIONER FREEMAN. While I recognize that there is a very great value in human relations workshops, it seems to me, however, that we ought to recognize that this—a human relations workshop is one component that is a part or could be a very valuable part in improving the quality of life.

My next concern goes to the profile of the Tampa or Hillsborough County community itself, and that is, could any of you identify for me the extent of racial and social class isolation that continues in terms of housing and employment; are there areas in this community that are occupied solely by black people because of housing discrimination?

MR. CLARK. I can respond to that and not in defense of what the human relations program has done because we never intended for the human relations program to be all things to all people. And it was designed specifically with our situation in mind.

But that's one of the problems that we have in trying to meet our objectives or meet the objectives of the human relations program, that we have some built-in disadvantages. And you have spoken to one of them, housing patterns. The school actually is the only major institution that is completely desegregated, not yet quite integrated, certainly a long ways from it; but it is the only one of the major community institutions that is at this point desegregated. So I think that sometimes our efforts toward meeting our objectives are diluted because of these other built-in problems that we have, and housing segregation is just one of them.

COMMISSIONER FREEMAN. The other question I was going to speak to was to the extent of employment discrimination in this community. Could you comment on whether there is less discrimination in employment now than there was; well, first of all, is there discrimination in employment in Tampa and Hillsborough County?

MR. CLARK. I am sure that there is. But I can say this, and then someone else probably would want to speak to that. I feel certain that school desegregation has done a lot in terms of freeing the minds of people of both races, of all groups in this community, as it relates to getting to know people because there was some feeling, some apprehension, some—the minds of people, I feel, prior to desegregation had to have been history, certainly had had control of those minds.

I think desegregation of schools has caused a lot of people not directly associated with the schools to see things in a different way. I think as a result of that you probably had some openings or you've had some things that have happened in a very positive way that you would not have had happened had we not had school desegregation. Whether or not the message has been carried by students, whether or not it has been observation on the part of the adult community, or whether or not it's been experiences that the adult community has shared, I am not sure what it was, but I am certain that the schools have been an example of the kind of things that can happen in terms of the change of attitude on the part of students has been a direct benefit to other people in the community.

MS. BETHEL. Commissioner Freeman, having not looked specifically at the information you are asking about in your question, I venture to say, however, that persons who are scheduled after us, later on, will be able to answer that question more sophisticated in the manner in

which we are. But looking at racially segregated housing patterns in our school system, in light of that, as it relates specifically to the human relations program, recognizing that fact, we have attempted to take human relations experiences into the community.

We have conducted or attempted to conduct some community forums where we have invited parents of certain satellite communities to come out and talk with us about what they perceive school problems are. We have met with a fair degree of success in this—perhaps we are not scheduling it in such a way, perhaps we did not look at it in terms of extending invitations in an adequate amount of time so that persons could in fact come out and talk with us about what they perceived problems of the school system are. However, as far as the human relations program is concerned, we are trying to take our human relations experiences to the community.

COMMISSIONER FREEMAN. I think perhaps you may have misunderstood my point. My point is that there should not be a greater burden with respect to enforcement of the laws on the schools or a human relations program than there is on the other part of the community. If we improve the quality of education, and if the students all get a desegregated education and become better qualified, yet, after they are graduated, encounter discrimination in getting a job, then the problem, you see, will not—the problem persists.

What we are concerned about is recognizing that all of these areas are interrelated and that the school, neither the school nor the human relations department should have the sole burden for changing or improving the quality of life for all the people. So if a child gets, or a teacher gets human relations training and then goes back to a home that is in the ghetto, to a family that is under income because of discrimination in employment, then we are sort of just having a building of veneer and we are not really getting at the gut issue. My concern is the extent to which the community is dealing with all of the issues. Dr. Patouillet, maybe you have some comments on this.

DR. PATOUILLET. Yes, I do. I live in Clearwater, where I am a commissioner of the housing authority there. I can speak about that community. And my knowledge of my counterparts in this county would, I think, be similar.

We are under certain problems, too, in terms of Federal legislation what we can do. But we are resisting very strongly building large units in one place to house the economically, let's say, deprived families. We are trying to build a complex of perhaps four units in this part of town, and four in another part of town, and so forth in order to really desegregate, if you will, or integrate our community. I think the leadership of the housing authorities in the Tampa Bay area is aware of that and working on it. We are somewhat tied by the restrictions of Federal funds and what's available at the moment.

COMMISSIONER FREEMAN. Are the laws against discrimination in private housing being enforced?

DR. PATOUILLET. I am not involved in that directly. I am essentially, since I am with the housing and urban development group, you see, I am dealing more with housing for, let's say, the low-income families.

I can say this. That my experience in trying to find housing for nonwhite professors who come to the university has met with success in integrated communities. We haven't had the problem of a professor coming to us and saying, "I can't work at your place because there is no place decent for me to live."

COMMISSIONER FREEMAN. Your place being what?

DR. PATOUILLET. University of South Florida. That is where I work, yes.

COMMISSIONER FREEMAN. And of the neighborhoods, the middle- and upper-income neighborhoods around there, are all integrated?

DR. PATOUILLET. Yes.

COMMISSIONER FREEMAN. And no areas that are closed to black people?

DR. PATOUILLET. I doubt that very much. That has never come to my attention.

COMMISSIONER FREEMAN. Dr. Vacher, do you have any comments?

MR. VACHER. No. I am really not too versed in this area, and I would much rather someone with a little more expertise answer.

DR. PATOUILLET. I appreciate your comment, Commissioner Freeman, that the schools can't do everything. Sometimes the schools do become the whipping boys or girls for all of the problems of society.

COMMISSIONER FREEMAN. Well, we want to make them all whipping—you know, we want the housing authority to stop putting, limiting the housing to certain areas.

DR. PATOUILLET. Right.

COMMISSIONER FREEMAN. We want the large corporations that are represented on the advisory committees to change their own policies and employ minorities and women at the executive levels; we want to change all of that.

DR. PATOUILLET. Good for you.

COMMISSIONER FREEMAN. We don't have any enforcement power. Thank you.

DR. PATOUILLET. Well, it's nice to be able to share anyway those ideas.

CHAIRMAN FREEMAN. Does any other member of the Commission have a question?

VICE CHAIRMAN HORN. I have one question. I would like to ask Mrs. Bethel and Mrs. Kitchen, based on your experience in some of the school disturbances, what was your view of the accuracy and adequacy of coverage by the print and visual media of those disturbances in which you were personally involved?

MS. KITCHEN. The accuracy and the what, sir?

VICE CHAIRMAN HORN. Accuracy and adequacy and fairness of the coverage of the incident or was the incident covered at all?

Ms. KITCHEN. Yes.

VICE CHAIRMAN HORN. What is your view of the accuracy with which the print and visual media covered it? What was your reaction to their coverage?

Ms. KITCHEN. I would have to say pretty fairly here in Hillsborough County. We did have, I think, one of the news media as a member of our advisory committee, and I don't think in many instances some of the "positive things" that we were doing did get coverage.

VICE CHAIRMAN HORN. Thank you very much.

COMMISSIONER RUIZ. I have another question for Vivian Kitchen.

Ms. KITCHEN. Yes.

COMMISSIONER RUIZ. I understand that you have been in the front-line trenches putting out fires in trouble spots. What in your experience is the best approach to control a girl troublemaker in contradistinction to a boy troublemaker?

Ms. KITCHEN. Control a girl troublemaker. I wish you had asked me about boys.

COMMISSIONER RUIZ. Which one is it easiest to control, a boy or girl?

Ms. KITCHEN. In my instances—

COMMISSIONER RUIZ. In your experience.

Ms. KITCHEN. Okay. Well, I have to use different approaches with different ones, okay. In controlling a young lady, I try to approach it from a young-lady angle, that there are certain things you do to accomplish what you want.

With a young man I try to appeal more to his masculinity I guess I would say. I would say something like, "Look, you are not really representing I think at this time what you want to represent. You're a man, or you've got muscles. Why don't you use your brain a little," you know, something of this nature.

COMMISSIONER RUIZ. Well, you really haven't answered my question. You're skirting it.

[Laughter.]

Ms. KITCHEN. What do you want me to say, sir?

[Laughter.]

COMMISSIONER RUIZ. Well, you have given me the approach. That is good enough and I will take you off the spot. Do you have any groups of boys commonly referred to as gangs, either in the city or in the county?

Ms. KITCHEN. Not like I'll say up north where you have groups of youngsters who label themselves as this gang or that gang, but we do have youngsters who are in what I would say little cliques.

COMMISSIONER RUIZ. And do they use weapons?

Ms. KITCHEN. Let me speak from the school's point of view, okay?

COMMISSIONER RUIZ. Yes.

Ms. KITCHEN. I don't see any youngsters with weapons, per se, for protection. I do feel that sometimes when a youngster is afraid, that

he thinks that someone is out to get him, he may sort of come in with a concealed weapon, but not just taking weapons in general for protection.

COMMISSIONER RUIZ. Very well.

CHAIRMAN FLEMMING. Murray.

COMMISSIONER SALTZMAN. No, thank you.

CHAIRMAN FLEMMING. This panel has the heading in our agenda of supportive programs, and it seems to me that the designation is a very accurate one from every point of view. It is clear that all of you have been involved in programs that have made a real contribution to a constructive handling of a very, very important issue. We are grateful to you for sharing the insights that you have gained as a result of participating in these supportive programs. Thank you very, very much.

Counsel will call the next witness.

MR. STOCKS. Mr. Chairman, before we call the next witness, I would like to introduce some documents into the record which are related to this particular panel.

CHAIRMAN FLEMMING. Please introduce—you can introduce that while they are coming.

MR. STOCKS. The next witness is Charles Jones, Sheri Holliday.

[Mr. Charles Jones and Ms. Sheri Holliday were sworn.]

TESTIMONY OF CHARLES JONES, ADMINISTRATOR OF THE OFFICE OF COMMUNITY RELATIONS, CITY OF TAMPA; AND SHERI HOLLIDAY, FIELD REPRESENTATIVE, FLORIDA COMMISSION ON HUMAN RELATIONS

CHAIRMAN FLEMMING. Go ahead on your exhibit.

MR. STOCKS. Article outlining the establishment and operation of the rumor control center; staff list of the office of human relations for Hillsborough County schools; human relations handbook; a year of sequence of the human relations program for use in secondary schools; the programs on the development of unity through brotherhood; and the school capacity and school enrollment and construction data.

CHAIRMAN FLEMMING. You are proposing that they be entered as Exhibit No. what?

MR. STOCKS. 13.

CHAIRMAN FLEMMING. Without objection they will be entered at this point.

MR. STOCKS. 13 through 18.

CHAIRMAN FLEMMING. Right.

[The documents referred to were marked Exhibit Nos. 13 through 18 for identification and received in evidence.]

MR. STOCKS. Mr. Jones, would you please state your name, address, and occupation for the record?

MR. JONES. Yes. Charles I. Jones, administrator of the City of Tampa Office of Community Relations and a member of the Florida Commission on Human Relations. Address, 1467 Tampa Park Plaza.

MR. STOCKS. Ms. Holliday, would you state your name, address, and occupation for the record?

MS. HOLLIDAY. I'm Sheri Holliday. I am a field investigator for the Florida Commission on Human Relations. My address is 2571 Executive Center Circle East, Tallahassee, Florida, 32301.

MR. STOCKS. Thank you.

MR. JONES, what has been your involvement in school desegregation in Hillsborough County?

MR. JONES. Initially I was a member of the larger citizens desegregation advisory committee, I would imagine it was called. And after the mandated desegregation order, I served as the first chairman of the school biracial advisory committee, mandated through the U.S. Fifth Circuit Court of Appeals, and for 4 years thereafter.

MR. STOCKS. What role, what is the role now of your agency in the city of Tampa?

MR. JONES. I hope it is permissible because some of the questions may not deal with specifically and I do have some things I really want to deal with. To answer that question we really have no mandated role, and we don't have the best relationship in dealing with the administration within the schools, which we would like, you know, to work on that. But we have no role, nor have we been called on to play any major role—

MR. STOCKS. You say—

MR. JONES. —in recent years.

MR. STOCKS. —the office of community relations has no direct role with the Hillsborough County school system?

MR. JONES. Well, we do and we don't. The school system, as most systems I imagine, is sort of a separate entity. On occasion we have attempted to make ourselves worthwhile to the school system, but somewhat unsuccessfully. Now we're generally—

Let me digress. The office of community relations, we are generally responsible for investigating, mediating, and conciliating complaints of discrimination and, overall, responsible for bettering race relations throughout Tampa and Hillsborough County. Of course, we are concerned about the schools. They are a part of Hillsborough County. But we have not been able to have any structured working relationship with the school system.

MR. STOCKS. Does your office involve itself in all other aspects of race relations in the county, such as housing, employment, and other forms of discrimination?

MR. JONES. We are the only official office to deal with that generally to the public, dealing with the private sector, or what-have-you, in that whole area you are asking. Yes. That's the only area that we are not really intricately involved with is the schools as relates to race relations.

MR. STOCKS. Thank you. So you served on the various committees as an individual and not as an official representative of your agency?

MR. JONES. In both cases you really can't tell. It would be because of the agency, or maybe on an individual basis. In some situations with the school biracial committee, it was officially. As a matter of fact, the courts mandated that half of the 10-member committee was to be selected by the office of community relations that first year and the other half by the school system, so that was officially tied into what was then the commission of community relations.

MR. STOCKS. As the director of the only agency in the county that's involved in race relations, how would you assess the racial climate in Hillsborough County? Is it positive? Are things improving for minority groups? Are employment opportunities opening up? Is housing discrimination a problem?

MR. JONES. Yes. Can I do a two-way answer and sort of—you are talking about generally, in the community, and deal with the school system as well?

MR. STOCKS. Let's deal just with the community for the moment.

MR. JONES. Well, we still have problems. There has been some improvement, most certainly primarily based on, say in employment, on Title VII of the Civil Rights Act of 1964 as amended in 1972. It's been some mandates there. Of course, based on that you do have some equal opportunity employment. There has been a great deal of integration within the private sector, and now, of course, within your governmental entities who now also are subject to Title VII. But there is still a great deal of discrimination in all areas, housing as well as employment, primarily in employment.

MR. STOCKS. Thank you.

Ms. Holliday, would you describe the functions of the Florida Commission on Human Relations which has statewide jurisdiction?

MS. HOLLIDAY. Right. The Florida Commission on Human Relations is mandated to promote and encourage equal treatment and equal opportunity for all citizens regardless of race, creed, color, religion, or national origin.

MR. STOCKS. Has the Florida Commission on Human Relations been involved in school desegregation either in the County of Hillsborough or any other county in the State?

MS. HOLLIDAY. We have not been involved with Hillsborough County. However, we have been involved in Pensacola, which is Escambia County and [inaudible].

MR. STOCKS. Could you describe the briefly the extent of your involvement? What was your agency doing there?

MS. HOLLIDAY. What we actually do is we go in and we try to establish a climate between the community and the school administrators, and we try to open the lines of communication up. We don't go in placing blame on any particular person or officials. We just try to act as conciliators.

MR. STOCKS. What are you conciliating; are you going to schools where there have been racial disturbances?

MS. HOLLIDAY. We do go into schools where there have been racial disturbances.

MR. STOCKS. How many schools has your agency been into for those reasons that you know of?

MS. HOLLIDAY. Only two.

MR. STOCKS. Only two?

MS. HOLLIDAY. Yes.

MR. STOCKS. Does your agency plan to have any other role or any future role in assisting schools that have racial disturbances?

MS. HOLLIDAY. We do plan to assist other schools, but we only go in if we are requested by the particular school districts.

MR. STOCKS. Mr. Jones, could you briefly describe any plans that the Tampa-Hillsborough County human relations agency has to increase its involvement, since you have testified that it has no formal structural relationship with the schools?

MR. JONES. As I see it, the only thing we can do is advise. I have made, you know, our feelings and my feelings particularly known at school board meetings or what-have-you. Simply, I would like to—whatever role, let me answer by saying, whatever role we can play or that can be identified, and of course that would only come about in perhaps working very closely with the human relations division of the school system.

You know, at this point I need—you know, there are some things I really need to say, and maybe I can interject them here. I think we can play a role with the human relations division. It is my opinion, and of course is shared by many other persons in the community, that the human relations division within the school system has not been responsive to the needs of the school system. That is not an indictment against the persons, but I would think more or less against the administration as far as having the responsibility and authority. That is, I have heard testimony on the workshops the human relations division have held within the school system. Some of those I have been involved in in earlier years, but that is on a voluntary basis and we do have some problems.

I don't know whether I need to digress to some of what I consider problems within the school system, but one of the answers to that is that we have people who can't relate, particularly white teachers relating to black youngsters from a cultural standpoint, really understanding and being able to communicate. Part of that problem is that many of these teachers have never attended any workshops because it is voluntary. Those that need to be there, aren't. I would think that—and what we are concerned about is compulsory human relations training for every teacher on an ongoing basis that's going to be dealing with children. I think it would minimize some of the problems we have as relates to disproportionate suspensions and expulsions.

MR. STOCKS. Thank you.

Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Ruiz?

COMMISSIONER RUIZ. No questions.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. Ms. Holliday, Dr. Jackson, who was interviewed, has indicated that the county has major problems in its school system. Could you, on his behalf, tell us what he has reference to?

MS. HOLLIDAY. I can't tell you what he has reference to. I'm sure, because he is from this particular area, he is more aware of the problems in the school district itself. However, I am not aware of them.

MR. JONES. If you might, I can speak somewhat to that issue, being a member of that commission—

COMMISSIONER SALTZMAN. Please.

MR. JONES. —and aware of some of Dr. Jackson's feelings. And we share the feelings.

One of the major problems that Dr. Jackson recognizes or feels, the same as I and many others, is that we are talking about the disproportionate manner in which black students are suspended and expelled. Let me give you an example. In one school year we had something like 32 percent of all black students within junior high and high schools that were suspended. We are talking about a total of something like 10,000 black students in junior high and high school that year. We are talking about better than 3,000 of them being suspended, which represents some 32-plus percent.

It goes back to what I was saying about not being able to communicate an understanding of problems of these young people. It goes to another problem that's a concern. There aren't enough black counselors and deans who could perhaps relate, which goes to another problem that Ms. Freeman mentioned.

We talk about the school system, and setting a tone, or segregation, or discrimination in the community. There is a two-way thing. I think the school system can set some examples. I am not sure that they are the best equal opportunity employers. As an example, the mandate that desegregated the schools in 1971 asked that there be a ratio of roughly 80-20; 20 percent being black and 80 white, within the student body as well as teachers, faculty. They also asked that that be a part of the administration. There was no timetable given, but most certainly a part of that mandate asked that they attempt to in an affirmative manner get that same percentage of blacks in the upper echelon within the school system. So there has been a problem with that.

I think that many of the problems we have experienced have been somewhat administrative. Another example of this, and I want to throw it out because nobody, to my knowledge, has dealt with it. It was mentioned earlier about the busing plan, and of course I understand you have had testimony and I have heard some, that the burden of the busing has been successful. But you know there are all kinds of successes. Bank robbers are successful, depending on which end of the spectrum you are on.

Of course, to that extent it has been successful with the burden being on the black community, and there were protests, there were mass meetings all the way up to the time Judge Krentzman passed on that. The desegregation order that we are now under was not the plan that was recommended by the citizens' committee. Our first choice would have kept—and I don't recall the details—but it would have kept and maintained some of the black schools within the community; there would have been more busing. It would not have been unilateral situation as it is now, but it would have involved more busing from the white community. But the plan, which was the first one, first choice in terms of priority submitted to the school board, was not accepted by the school board. The one they submitted to Judge Krentzman, which we are now laboring under, was our second choice.

COMMISSIONER SALTZMAN. With regard to suspensions, Mr. Jones, is the cause, the predominant cause for suspensions out of proportion of black students, the product of the cultural difference? What is the predominant cause for suspension?

MR. JONES. I would think—and this is my humble opinion and it is shared by many other persons also in the community—the primary cause is here again lack of understanding. I would think racism on the part of some and this is not, perhaps the policy, and this has come up many times. I am not saying that's the policy of the school system; that's not it. But I do think that there are many individuals within the school system who still have, you know, that didn't change overnight. People's consciences don't change, you know. Some mandates say you must do this according to law, but there is still a great deal of leverage among teachers and administrators, and I do still feel that there is some racism.

To be more specific, I think that the major cause—and I am one who am against and opposed to the idea that it's a socioeconomic problem of black people and black youngsters as to why they create more hell and why they are being suspended. That's not it. And it ties back in to what we said earlier: racism on the part of individuals within the school system and lack of understanding on the part of those who, perhaps want to do the right thing. But that would be the major underlying cause that I would feel.

MS. HOLLIDAY. If I may, may I interject something?

COMMISSIONER SALTZMAN. Please.

MS. HOLLIDAY. It's my experience in particular school systems that there are more suspensions especially in schools that are having desegregation problems that because teachers are not equipped, counselors are not equipped or capable of working with the cultural differences which they have not encountered or—in previous years—they are not able to solve the situation or cope with the situation. Because of this, and because they don't know how to handle the students with, you know, that they have not been used to dealing with, the suspension number has increased.

MR. JONES. If I might, I am being a little impolite but one of the, you know, a good example, when the schools were separate and unequal, black teachers did a tremendous job. There was a great deal of learning taking place and we didn't have, you know, if we had that same socioeconomic problem, most certainly it was not a part of any high suspension rate when the schools were all black and the black principals and black teachers, which attest to the same fact this young lady just mentioned. They dealt with the student. They were able to discipline him without that high rate of suspensions. So there is something very much out of balance now that they are desegregated and we are getting all these kids being suspended. They are unable to relate, one reason or the other, whether they want to or not.

COMMISSIONER SALTZMAN. Just to clarify what you are saying, are you saying that education was equally successful prior to desegregation in the black community as it is now?

MR. JONES. No. Let me qualify that. I am saying, and I am talking about being able to relate to these black youngsters, and I am talking about the high rate of suspension as relates to the black youngsters, as opposed to the white youngsters in the school.

Overall, I am all for integration. Right now we are not integrated; we are desegregated.

I am saying, if you are going to integrate, then we are talking about a total, integrated package. We are talking about an equal number of black students as reflect the makeup of this community. But that also would go all the way up into administration at all levels of employment. We would not be losing some of our positions, the black principals who are retiring and dying and being replaced by whites. That's not affirmative action. That's not working toward the mandate that they asked for. If we can integrate the schools, yes, that is good.

To be more specific, I taught for 5 years in the school system. I taught sixth grade, and I taught social studies in 1960 out of a book that was copyrighted in 1929 when aluminium was still pronounced aluminum with the diacritical markings and I was supposed to use that. Because of facilities, fenced-in areas, other conditions, equipment, all of that came about with desegregation, teachers, equipment, the painters, people were stumbling over painters that they had been asking for and many other things we could not get—we got hand-me-down everything. So I am saying it has helped that situation because the schools now have the fences; money was found to do all those things they couldn't find before, air conditioning, the whole bit.

So I'm saying there have been some advantages, but I am beginning to wonder now in the long run, are our young people and our teachers as well going to suffer as a result of desegregation, unless we are really integrated, and I am saying that we are suffering. There are some problems and they are elephant size. And I'm saying that they have mouse-size solutions trying to deal with some elephant-size problems. And "they ain't no way" you can do that.

COMMISSIONER SALTZMAN. Mr. Jones, is the school board all white? Are there any black people—

MR. JONES. Not in the history of Tampa have we had any black elected officials, which includes the school board.

COMMISSIONER SALTZMAN. Can you give me some explanation to account for the absence of black public officials elected?

MR. JONES. Yes, a number of them; one of them being racism, you know, primarily; the small number of registered black voters; some complacency on the part of the black voting public; and the way we are, geographic confines and the way persons are elected. But there are many, many problems associated with that, but we have not had the kind of support from the total community and we have had people to run for any number of offices, elected offices, that were highly qualified as opposed to some of their white counterparts. Obviously there are some problems because they were not elected.

COMMISSIONER SALTZMAN. One final question. Would some of the discipline problems that refer to that result in suspension come out of the sense of the black student feeling that he is entering into a hostile environment?

MR. JONES. Okay, I am glad you asked that. Yes, he does feel that. Not necessarily as being a problem, not one. I still think it can be handled properly if someone is sincere about how they are going to handle this problem.

But this is another problem. To give you an example we did have, one of the racial outbreaks was at one of our local schools, I think it was Hillsborough at the time. I encountered a personal problem. At this time I was in the position that I am in now, but in addition to that I was chairman at that time of the school biracial advisory committee, and we served a dual purpose. We also served as the advisory committee for ESAP, that was the Emergency School Assistance Project at that time, for dealing with problems relevant to desegregation which Mr. Clark spoke to. So that means I also served as chairman of the advisory group to the human relations division and, of course, had to sign all papers as far as funding goes as chairman of that body.

Now, at time of racial outbreak my staff, we were called and Mr. Clark did ask for our assistance and we were there, and primarily—and not to be conceded; well, I am very conceded about it—primarily responsible for stopping the situation as it was. Mr. Clark was very appreciative at that time, and I brought my entire staff out at the school. After the problem had sort of subsided a couple of days after, there was a meeting, let's say, 2 days later. This was to get at some of the crux of what some of the problems were.

There was a staff member who recognized some of the problems and being white, he was in a room with all teachers, and they were saying such things, "Why are they over here tearing up our schools?" referring to the black youngsters.

So, you know, that's something that—and kids are very perceptive. So, when teachers have the attitude that this is still "our" school, now that we have desegregated it should be everybody's school, but it was "they," referring to the black youngsters, over here at "our" school, not "their" school. That same attitude is carried over to the youngster. We have had other examples of that, some of these examples, very good examples, very factual examples, was brought out at a meeting with black, white teachers and administrators. This is supposition at this point, in fact, up until now. That was somewhat felt that that should not have been stated.

We were told that we were not wanted on campus. Not being aware of this, I was on campus the following day just to let Mr. Clark know that my staff was at his disposal if there was a reoccurrence of what had transpired over the past couple of days. Of course, at the direction of administration, I was escorted very hurriedly by the police department off campus and that I was not wanted there and there were some other problems associated with that. Mr. Clark attempted to head that off. But still we had some problems. But the point is that attitude is there. You know, they say no need, or that I was out of place; unofficially, I should not have been there.

I don't know how much more official I could be in my capacity as administrator of the only agency responsible for race relations. We were responsible for going in. Whenever there are riots, we have to go out and try to deal with the climate and atmosphere and talk to the people. That is the job. In addition, I was chairman of the biracial advisory committee dealing with the schools mandated through the courts. In addition, chairman of the advisory committee to the human relations division. So you know, I was not supposed to be there, and which dictates the kind of thing that I am talking about.

But, to be more specific, yes, some of the problems are attitudinal and that carries over to the black youngsters. But not problems that cannot be addressed if the administration really wanted to deal with that in a very affirmative way, which goes in—I will be through—carry over to the community on that desegregation, the school system sets the tone.

You are talking about housing patterns; you are talking about employment—Ms. Freeman touched on that. The school system can deal with vendors. I am sure they are dealing with many vendors and contractual persons who build schools that are not equal opportunity employers. If they deal with, make sure that the vendors—when I say vendors, I mean everybody that the school system does business with—are equal opportunity employers and get into some kind of agreement to that effect, then that would carry over to the community and they would set a different kind of a tone.

COMMISSIONER SALTZMAN. Thank you.

VICE CHAIRMAN HORN. Could I ask counsel a question? We have heard in other cities, and we hear in this city, and it seems to sort of

be par for the course, the problem of the disproportionate number of suspensions. What I would like to know to separate fact and rhetoric is, can you get from the school system statistics that tell us the race of the teacher involved recommending the suspensions and the race of the student involved who was suspended? Do you know if that is possible?

MR. STOCKS. I don't know that it is possible. We will check with the school administration and see if we can obtain that information.

VICE CHAIRMAN HORN. I would like to get on the record as Exhibit 19, if it's available, that type of data, because while it is interesting that black students are disproportionately suspended, the problem comes down to, is the behavior disproportionate? Are white students being condoned in that behavior, etc? Now, how you ever prove that as to what goes on in a schoolroom, I don't know. But I would like to try and isolate fact and rhetoric.

CHAIRMAN FLEMMING. I will ask the staff to work with the staff of the school system to determine whether or not that factual information is available. If we find that it is available, it should be inserted in the record at this point as an exhibit.

[The document referred to was constructively marked as Exhibit No. 19 for identification and received in evidence.]

MR. BUGGS. Mr. Chairman, perhaps, also, the offense ought to be indicated on that, too.

CHAIRMAN FLEMMING. Okay. If you and the other members of the staff will work on the development of an exhibit which can be inserted in the record, and which we can consider as a part of the evidence of this hearing, I would certainly appreciate it.

I would like to ask Mr. Jones just one question. Early in our proceedings yesterday we were briefed on the work of the citizens' desegregation committee. As I understand it, you were a member of that committee and participated in those deliberations. The question was asked then whether it would have been worthwhile to have continued that committee or a committee like it—I mean broadly based—in connection with the implementation of the desegregation plan. How do you feel on that?

MR. JONES. Yes, providing—my only problem with that, and experience with the school system, if it's going to be a committee that's going to be strong and naturally would have to be advisory. But, if the administration is going to listen to the advice, you know, there are some problems with that.

I am not saying that it couldn't be possible, and of course the school board—let me answer this way. I would say yes, depending on the structure of that committee, the amount of responsibility and whether they are going to be working on definite areas and the position that the school board takes on that committee and make it known—a strong position by the school board, our elected officials, and make it known to the administration what's expected, then I would say yes, most definitely.

CHAIRMAN FLEMMING. Would you add to that that provision should be made for adequate staff for the committee to carry on its work?

MR. JONES. I would agree on that and one other thing I would add: that the manner in which these people are selected, you know, many agencies and many people, including school systems, have a funny habit of selecting people to serve that will say what they want to hear them say. If they are going to let the community decide, or say if they are going to have people from the black community, I think the black community at large, there needs to be a manner in which the community can say whom they want to be their spokesman, rather than for somebody to handpick somebody that they think, because in most instances they don't even know who are the best spokesmen, you know. They make that decision, and I would not like to see that done.

CHAIRMAN FLEMMING. All right.

We would like to express our appreciation to both of you for being with us and for providing us with your insights which we, in turn, can weigh as we take a look at the total picture in the county and in the community. Thank you very, very much.

MS. HOLIDAY. Thank you.

MR. JONES. Thank you.

CHAIRMAN FLEMMING. The hearing will be in recess until 1:10 p.m.

CHAIRMAN FLEMMING. Hearing will be in order. Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, our next witnesses, taking somewhat out of order because one of the witnesses has a court appearance as an attorney, will be Mr. Stephen Sessums, who was chairman of the biracial advisory committee to the board of education in 1971; Mr. John Daniel, who is currently the vice chairman of the committee; and Mr. Richard Rodd, who is the chairman of the committee. Gentlemen, would you please step forward?

[Messrs. Stephen Sessums, Richard Rodd, and John Daniel were sworn.]

TESTIMONY OF STEPHEN SESSUMS, CHAIRMAN, 1971-72; RICHARD RODD, CHAIRMAN, 1975-76; AND JOHN DANIEL, VICE CHAIRMAN; BIRACIAL ADVISORY COMMITTEE TO THE SCHOOL BOARD, HILLSBOROUGH COUNTY, FLORIDA

MR. GLICK. Gentlemen, for our record, would you each please state your name, your occupation, and your business address, beginning with Mr. Daniel, please.

MR. DANIEL. My name is John Daniel, currently serving as a director of the equal employment opportunity office for the city of Tampa on a leave from the office of community relations as assistant director.

MR. SESSUMS. Stephen W. Sessums. I am an attorney. My business address is 1925 Freedom, Federal Building, Tampa, Florida.

MR. RODD. I am Richard J. Rodd. I am in the real estate business. My address is 4912 Shetland Avenue, and my wife is my boss.

MR. GLICK. Thank you. Mr. Sessums, can I begin with you to establish the history of the biracial committee? You were chairperson in 1971. Was that when the committee was established or had it existed before that?

MR. SESSUMS. It had existed 1 year previously.

MR. GLICK. Was it established pursuant to a court order?

MR. SESSUMS. It was.

MR. GLICK. In the *Mannings* case?

MR. SESSUMS. Yes.

MR. GLICK. Can you tell us for what purpose it was established?

MR. SESSUMS. The court order itself was explicit as to the purposes. The court order provided that the biracial committee would serve in an advisory capacity to the school board in the areas of operation of transfer rules, the maintenance of zone lines, pairing and grouping problems in consideration of future school site locations, and to provide a means of communication between the community and the school board.

MR. GLICK. Was the school board receptive to these kinds of responsibilities on the part of a citizens' committee?

MR. SESSUMS. In the course of our deliberations we had occasion to communicate frequently with the school board and members of the school administration staff. We found them quite cooperative.

MR. GLICK. Did your committee have any input into the formation of the plan in 1971 pursuant to that court order?

MR. SESSUMS. No, sir. The committee of which I was a part was formed after the plan had been officially adopted by the court.

MR. GLICK. Can you tell us how members are selected for the committee?

MR. SESSUMS. Five members of the committee, in my understanding, were selected by the plaintiff, and 5 members were selected by the defendant, and together comprised the 10 members of the committee. I believe that is the way it was set out in the court order.

MR. GLICK. Turning to Mr. Rodd, is that still the way members are selected at the present time, Mr. Rodd?

MR. RODD. I believe there are more than five members chosen by the school board that are elected. They elect five from the number that is forwarded to them.

MR. GLICK. Where do the names come from, just citizens' nominations?

MR. RODD. Yes, sir.

MR. GLICK. Mr. Rodd, could you tell us what the current functions of the biracial committee are with respect to the board of education?

MR. RODD. Basically the same as they have been. Most of our work in the past year has been on school transfers, boundary changes, and then quite a bit of discussion in the last year on the suspension situation.

MR. GLICK. Is that the mandate of the committee as it operates pursuant to the court order, to consider boundaries?

MR. RODD. Yes, sir.

MR. GLICK. Construction. And well, you say you have been dealing with discipline. But is that part of the order?

MR. RODD. There was something in it. I don't have the exact wording, but it has to do with the furthering of racial relationships.

MR. GLICK. Do you have any direct communication with the court?

MR. RODD. No, sir. We can write to them, but other than that we have no direct—he does get a copy of the minutes, sir.

MR. GLICK. The minutes of your meetings?

MR. RODD. Yes, sir.

MR. GLICK. I see, but you do have direct communication with the board of education?

MR. RODD. Yes, sir.

MR. GLICK. Do you have any kind of avenues for receiving information from citizens with respect to their views about the school situation?

MR. RODD. Our meetings are open to the public. We have had many people there and, as I say, they are welcome for any inputs at any time they want.

MR. GLICK. Thank you, Mr. Rodd.

Mr. Daniel, can you give us your personal view as the vice chairperson of the effectiveness of the biracial committee? Do you think that it is able to have an impact on school policy?

MR. DANIEL. I think on occasions recommendations which are made by the biracial advisory committee does have an impact on some board members and does have an impact on some administrative personnel. I do not feel that totally we have an impact on all board members and all administrative personnel. I do think we tickle the consciousness of them occasionally.

MR. GLICK. But you have not any real authority in the sense of being able to go to the court and tell the court to enforce your views?

MR. DANIEL. That's correct. The only thing that we can do is make recommendations to the school board. If the school board agrees with our recommendations it can be forwarded to the court for final approval. But we only serve in an advisory capacity. Sometimes that advice is accepted, and on other occasions it is not.

MR. GLICK. What is your relationship, then, with the superintendent of schools and his administration? Has it been a good working relationship or have you been at arm's length? How would you describe it?

MR. DANIEL. Initially, when I became a member of the biracial committee, I think for the '74-75 term, there was a misunderstanding in

terms of what functions were. The committee's responsibility to the school board in an advisory capacity, it was my understanding at that time that the school board had been going about its business implementing decisions and policies that came under the auspices of the board's review process, but the board on instances had not been given an opportunity to review until the action had been taken. And there was a misunderstanding between board members and the school administration as to what our functions were.

Were we going to review actions after they had been taken by the school board, or were we going to have input prior to actions being taken by the school board?

Because of that concern on the part of the school board and on the part of the committee, a letter was drafted to Judge Krentzman asking for specific directions in these areas. Judge Krentzman responded and indicated specifically that we were to advise the school board before, advise the administration and the school board before final action was taken on these areas where we had jurisdiction.

MR. GLICK. Has that relationship improved?

MR. DANIEL. Yes, it has. Yes, it has.

MR. GLICK. So that you are able to get your input in before decisions are made?

MR. DANIEL. That's correct.

MR. GLICK. Thank you, Mr. Daniel.

Mr. Sessums, back in 1971 during the '71-72 school year when the biracial committee was in operation, it is my understanding that you received—you reviewed a great number of requests for transfers from students who were going into the desegregated situation; is that correct?

MR. SESSUMS. That is correct.

MR. GLICK. Do you attribute the request for transfers to the desegregated situation?

MR. SESSUMS. Well, I think it was a result of a variety of things. But I believe in part that it wasn't due to the desegregation plan itself, and in part our function related to sifting through these recommendations to ascertain the cause and the need. But to answer your question, yes, I think a lot of them were.

MR. GLICK. Did you offer any views or judgments to the school administration with respect to transfers on an individual basis?

MR. SESSUMS. Yes, sir, we did. We reviewed the transfers because of the volume of them. We worked with the staff that was furnished to us from the pupil assignment office. We had a very excellent relationship.

These requests came to us with recommendations which we reviewed, and in the course of a year I would say 95 percent of them with which we agreed as far as the recommendations of the staff before they went to the school board for approval or disapproval. There were a number of them that were because of illness or other reasons

that had nothing to do with desegregation, and we attempted to follow the court's direction as to approval or disapproval.

MR. GLICK. Thank you.

I have one final question for Mr. Rodd. Mr. Rodd, do you feel that the school administration provides adequate information, statistical and otherwise, with respect to boundary changes and transportation and what other issues you deal with to enable the biracial committee to make some good judgments?

MR. RODD. Yes, sir, I do.

MR. GLICK. They are cooperative in that respect?

MR. RODD. Yes, sir.

MR. GLICK. Thank you very much.

MR. Chairman, I have no further questions.

CHAIRMAN FLEMMING. I am not quite clear as to the total membership of the council. Is it a council now of 10?

MR. DANIEL. Yes.

CHAIRMAN FLEMMING. Right. And five appointed by the board or are all appointed by the board?

MR. DANIEL. Only five appointed by the board.

CHAIRMAN FLEMMING. Five appointed.

MR. SESSUMS. It was certainly in '71-72 the same type of appointment procedure, with the requirement that there be an equal division in terms of race on the board as well—half black, half white.

CHAIRMAN FLEMMING. Could I ask this question? Do you feel that the staff assistance that is provided the council is adequate for carrying forward the work of the council?

MR. RODD. If you are asking me, I say yes, sir.

MR. SESSUMS. In the period I was involved with it I thought the cooperation was excellent; the staff work was very extensive on occasion when detail was asked for.

MR. DANIEL. The individual that is assigned to the committee as a staff personnel is an excellent individual. I have a great amount of respect for that person.

CHAIRMAN FLEMMING. Then can I ask this question? You indicate that at the moment you are involved in the consideration of the discipline issue. And, of course, that issue has been called to our attention on a number of occasions. Could you describe just how the advisory committee is involved and the consideration of that issue?

MR. RODD. Well, there has been an awful lot of discussion about it, sir. But I will tell you what I said myself, if I may.

What I did when I heard about it, I called four principals. I called two black principals and two white principals. And I said, "How in the world do you go about choosing a child to be suspended?" They said, all of them almost said the same thing: "As far as we are concerned, we don't think of the child with color. If the child deserves to be suspended, he or she is suspended."

That was two black principals—I'll give you the names if you want them, sir—and two white principals.

CHAIRMAN FLEMMING. What I am interested in is getting to the question of procedure. Did the school board ask the advisory committee to look into this particular issue?

MR. RODD. No, sir. It was just the opposite. The biracial committee asked for some figures. They were given the figures by Mr. Huer and it went on from there.

CHAIRMAN FLEMMING. But at a meeting of the biracial committee you decided as a committee to address yourself to this issue, you then asked the school board to provide you with factual information. Now, what will be the next step? Will the biracial advisory committee, after considering the issue, make recommendations to the board?

MR. DANIEL. May I expand on that process?

CHAIRMAN FLEMMING. Yes.

MR. DANIEL. Let me go back and give you some history as it relates to the biracial advisory committee's involvement into the disciplinary suspension problem that we have encountered here in Tampa and Hillsborough County. It had to do with surveys and reports that were being implemented by HEW in other parts of the State of Florida. And it dealt with the high rate of suspension and the disproportionate number of suspensions that were taking place among black students in various schools.

The biracial committee felt that this may be a problem here in Hillsborough County. As a result of that feeling the biracial committee requested specific information in terms of statistics on suspensions and expulsions here in Hillsborough County.

A committee was assigned to analyze the information. The information was presented back to the committee, and it showed that there was a disproportionate number of individuals suspended. I don't recall the specific numbers now. But I think they were quoted by Mr. Jones earlier in his presentation.

Based on that, the biracial committee agreed to appear before the school board to ask the school board to take a look into the situation, to examine the situation in an effort to ascertain whether or not we had any serious problems in the area. When this information was presented to the school board by the chairman, the school board and the administration became very defensive and offensive about the recommendations that were being made. As a result, they said, "We do not have a problem," and in a sense they turned their head and they ignored it.

Because of these actions on the part of the school board and on the part of the administration, other concerned black groups became involved, NAACP being one group who filed a complaint with HUD after the school board had refused to analyze—

CHAIRMAN FLEMMING. Pardon me. Filed a complaint with whom?

MR. DANIEL. HEW. And, as a result, an investigation was launched.

I do want to make this point because I feel this point is extremely important. Had the school board followed the advice of the biracial

advisory committee at that particular time, reviewed the information as had been requested, I doubt very seriously what HEW had to come in here and take a look at our problem.

CHAIRMAN FLEMMING. Is the matter still on the agenda of the biracial advisory committee? The basic issue, is it still an issue that you are discussing at your meetings?

MR. DANIEL. Not to my knowledge.

CHAIRMAN FLEMMING. Just one other. When you appeared before the board, it is my understanding that you presented to the board certain specific recommendations. Is that correct?

MR. DANIEL. I believe there were recommendations included.

CHAIRMAN FLEMMING. Mr. Rodd, were you chairman at that time?

MR. RODD. No, sir, I was not.

CHAIRMAN FLEMMING. Mr. Sessums, were you chairman at that point?

MR. SESSUMS. No, sir. Before this our committee had discussed the same problem. But I was not chairman when the presentation was made.

MR. RODD. This was brought up by the former chairman at a school board meeting.

CHAIRMAN FLEMMING. There was not a written communication from the biracial advisory committee to the school board?

MR. RODD. Not at that time, sir.

MR. DANIEL. I don't know at that time, but following that time there were specific communications forwarded to the school board in terms of the biracial committee feeling as it related to the suspension and expulsion of black students in Hillsborough County.

CHAIRMAN FLEMMING. Counsel, I would appreciate it if you could obtain those specific recommendations from the biracial advisory committee to the school board and make them a part of the record at this particular point, if there is no objection on the part of other members of the Commission.

MR. GLICK. That will be done, Mr. Chairman.

CHAIRMAN FLEMMING. Okay.

Commissioner Rankin?

COMMISSIONER RANKIN. Mr. Sessums, you said there were numerous applications for transfers early in 1971; am I correct?

MR. SESSUMS. That's correct.

COMMISSIONER RANKIN. Has that number diminished gradually down through the years to the present time?

MR. SESSUMS. I cannot speak for what has happened since, because I have not remained a member of the committee. I know that the number had decreased in the second year from the first. And, as to whether it has continued to decline—

COMMISSIONER RANKIN. Would either of these two gentlemen, could you answer that question?

MR. RODD. Yes, sir. They have decreased and the reasons have differed.

I think in all honesty, when it first started an awful lot of it was due to the racial situation. Now I am very, very happy to say that in the last 2 or 3 years I haven't heard the word black or white, talking about the kids, used a half-dozen times. I think it is more with people moving from one area to another or afterschool care or matters like that.

COMMISSIONER RANKIN. Would you hazard a guess at how many would want to be transferred today for racial reasons?

MR. RODD. For racial reasons? I couldn't answer that, but I am sure there are some that might use subterfuge, but I can't answer it, sir.

COMMISSIONER RANKIN. Would it be around 50?

MR. RODD. I wouldn't want to even hazard a guess. I really don't think it is enough to worry about.

COMMISSIONER RANKIN. It is not an issue anymore?

MR. RODD. Not to the best of my knowledge, no, sir.

COMMISSIONER RANKIN. The next question I wanted to ask: In the case of suspension, for the record, I want to go into the actual machinery of suspension. Who really suspends students, the principal or the teacher in the classroom?

MR. RODD. The principal.

COMMISSIONER RANKIN. The principal does. So it makes no difference whether it is white or black, the teacher; it is the principal who really suspends?

MR. RODD. Yes, sir.

COMMISSIONER RANKIN. Is there any correlation between the number of suspensions as to which race happens to be represented as principal?

MR. RODD. Mr. Rankin, as I said, I spoke to four different principals; and as far as they are concerned, if the child deserved to be suspended, he or she is suspended. Color does not make one bit of difference.

COMMISSIONER RANKIN. And you accept that as gospel?

MR. RODD. I sure can, sir.

COMMISSIONER RANKIN. Well, that's fine. Thank you.

MR. DANIEL. I would like to make one comment as it relates to the administration of discipline. I do feel that the administration of discipline has improved since the black community and HEW expressed concern. I do feel that the administration has made some efforts to improve the discipline problem process, even though the administration continues to publicly maintain that everything is in order and we are taking care of business as usual.

But I do know that some changes have been implemented within the school system, and I do feel because of those changes that we can recognize a decline in the suspensions and expulsions rates that we would go back and analyze this year over last year even though the school system maintains that everything is in order and business is still as usual.

CHAIRMAN FLEMMING. Okay.

Commissioner Freeman?

COMMISSIONER FREEMAN. I would like to question you concerning another area of your jurisdiction and that is with respect to the selection of school construction sites. We heard testimony this morning and yesterday that the great burden of the desegregation of the schools is on the black pupil and the black parent because of the fact that so many more of the black children are being bused. One of the witnesses—and I don't recall which—indicated that an alternative plan with respect to construction of schools had been submitted. And that is with respect to the fact that certain of the schools that were needed, that, if they had been put on the periphery of the black area, that they would have diminished the number of children that would have had to be bused and the burden would not have been proportionately greater on the black students. I would like to know if you would comment on this and if you would indicate those areas in which your committee has made recommendations to the board.

MR. RODD. Mrs. Freeman, I was here yesterday and one of the first things I wrote—your Chairman mentioned something about schools on the periphery of the inner city, and I believe John Daniel at one time made a recommendation or a motion that would get a school within the inner-city area which I recommended, so it has been discussed three or four times about just what you are talking about. And I agree. The more walk-in schools we can have in this county, the more I like it, as long as there is a ratio that will work within—well, as close to the court order as they can get it. I think they can get too close to playing the numbers game with kids all the time; I mean if there's 10 blacks more, or 10 whites more in an area. I think we ought to think a little bit more of the children themselves than playing the numbers game with them.

MR. SESSUMS. Mrs. Freeman, in the period of time that I was chairman there was a site selected for one high school, Jefferson High School, that's been constructed and now in operation. A site apparently had been selected and approved before we were consulted on the biracial committee, and there was a great deal of controversy in the community about the site selected and ultimately that site was abandoned.

We ourselves, as part of the biracial committee, indicated our concern that we should be involved in the process, not the approval of an ultimate conclusion. And it was very happy that, when that original site was abandoned, that further sites were considered, we were, in fact, involved. Before the decision was made, we reviewed the site and actually agreed and concurred in the site that was ultimately adopted which is where the high school is. So that at least in that instance in the year I was chairman we were involved in the process, and I thought it was helpful.

COMMISSIONER FREEMAN. Do you anticipate that this kind of input will be made with respect to construction of the schools, secondary, elementary schools?

MR. RODD. Yes, I do.

MR. DANIEL. May I respond to that?

COMMISSIONER FREEMAN. Yes.

MR. DANIEL. It's true that the committee is involved in a process of selection of school sites. There was a survey conducted by a team that comes in here every year from the State department, and it looks at every school in the county and it makes an assessment of that school. That school is labeled as a C-1, C-2, C-3, C-4, C-5 school. And when you begin to look at schools which are in the area of C-3, C-4, C-5, that means that these schools are not adequate in order to continue to exist within those communities.

The survey shows that the major portion of these schools rest within the inner city. And according to the projection for new construction, as it relates to elementary schools, I don't think we have any proposed for the inner city. Those schools which are then proposed by the State committee that didn't have anything to do, the school board didn't have anything to do with, are now being projected into new development areas which are out in the county. And many of these recommendations with reference to elementary schools which are located in the inner city says that these schools must be phased out, these schools cannot be expanded because of the area that is occupied on does not meet the standards which have been set by the State for new construction.

So I see another problem here. And the problem that I see is an increased burden on the black students. If you are going to continue, if you are going to continue to demolish those schools in the inner city, what is going to happen to those children? There's going to be an increased number of busing of black students to the suburbs. And I think this is something we are concerned about; this is something we have discussed, and it's a problem. There are many other facets that I could go into, but I think the major point has been made.

COMMISSIONER FREEMAN. Has your committee communicated these concerns in writing with recommendations to the school board?

MR. DANIEL. No, ma'am. We have not. We have only discussed them.

MR. RODD. Mrs. Freeman, the board of education, they receive a copy of the minutes, and anything that has been discussed at our biracial meeting, a copy is sent to them. It is sent to Judge Krentzman, to the attorney for the NAACP, to the attorney for the school system. I believe that's it. But they are all pretty well informed of what goes on. I might—well, I will wait. Go ahead.

COMMISSIONER FREEMAN. Are there any recommendations that you would want to make at this time for the record so that maybe we can communicate it for you?

MR. RODD. I would like to go along with what your Chairman said; if they are talking about Uncle Sam helping us get some new schools built around here, or built where they can become walk-in schools, where you can have the blacks and the whites together, I am all for that.

I was figuring again on something else. Two meetings before, at the board of education meeting, there are 62 new buses they have to buy 2 years from now, and I figured that has to come to just under \$1 million. Everytime you take \$1 million, you're taking it out of education. We just plain ain't got the money to go around to buy many more buses. So, the more schools we can get where the children can walk into them, the better it is going to be for the children.

MR. DANIEL. I may—

COMMISSIONER FREEMAN. All right.

MR. DANIEL. This here relates to the administration of discipline policies and procedures which are now being utilized by the school system. Number one, I would like to see a uniform code of discipline established that deals with specifics rather than generalities that will give people who are working with these things some concrete information to deal with.

Number two, I would like to see training on the part of teachers and administrators, specifically in the area of human relations. I think this kind of training will enhance the sensitivity and concerns for black students. I think too often the administration and teachers alike feel that blacks are socioeconomically deprived, therefore, are expected to be underachievers and discipline problems. With this in mind I think it is very difficult to achieve positive results with negative expectations.

I would like to expand further on the area of training. I think that training should, training for individuals who are in the field of education should be incorporated into the curriculum of all State universities and colleges wherein we will not have to wait until teachers are in service in order to force this training on them. If this kind of training was made part of our university and college curriculums, they would be prepared to deal with these kinds of situations once they moved into the profession.

COMMISSIONER FREEMAN. Thank you.

CHAIRMAN FLEMMING. Just as a procedural matter, now, as I understand it, the biracial advisory committee really operates under a charter given you by the court?

MR. RODD. Yes, sir.

CHAIRMAN FLEMMING. And on the kinds of issues that Mr. Daniel, for example, has just commented on, it is within that charter for the biracial advisory committee to identify issues of that kind and make specific recommendations to the board of education. I also notice that in connection with discussion on sites that the State board of education comes into the picture.

MR. DANIEL. Very much so.

CHAIRMAN FLEMMING. Under your charter, can you make specific recommendations to the State board of education on matters relating to the operation of the school system in this community or county?

MR. RODD. I am sure, and sir, we could make the recommendations to the school system and they could pass them on. But the State, they handle the club pretty heavy.

CHAIRMAN FLEMMING. All I am interested in is the charter, the provision of the charter, and whether or not you could do that. And your understanding is that you would have to make your recommendations to the board of education and that that board in turn might pass on some of those recommendations to the State board?

MR. RODD. Yes, sir.

VICE CHAIRMAN HORN. Just two questions. Mr. Daniel, in following up the Chairman's last point, have you made those recommendations to the committee, and in turn have they made them to either the court or the school board?

MR. DANIEL. Recommendations in terms of what?

VICE CHAIRMAN HORN. You named three recommendations as I recall. One had to do with college curriculum. Have you proposed that in any meeting?

MR. DANIEL. No, sir. It has been discussed but not proposed formally for our presentation to the school board. Those are some of my personal views.

VICE CHAIRMAN HORN. Now, well, but I would think that if you feel very strongly, it seems to me the committee should thoroughly explore those, staff them out, and come to some agreement as to what you would recommend to the school board or to the court.

Now, Mr. Sessums, I would like to ask, as I understand it, one of the functions of this committee is to meet once a month to review school transfers. And I am concerned as to the frequency with which you encounter psychological reasons being given as a basis for school transfer, and that reason primarily being given by either a psychologist or a psychiatrist that *X* student cannot really function in a multiracial environment. How many of those cases come to your committee?

MR. SESSUMS. In the period of time in which I had experience with the committee, I don't recall any that came to the committee in exactly that context. We certainly had recommendations from psychiatrists or psychologists and even the juvenile court with regards to transfers, but never because of that stated reason that that child could not deal with the racial problem.

VICE CHAIRMAN HORN. What sort of reasons do psychiatrists and psychologists give?

MR. SESSUMS. It would be difficult to dredge up specifics after the lapse of time. But some of it would have to do with the child who was having a particular problem in terms of adjustment where the timing of the school, the distance of the school, for example, riding a bus a considerable distance with the stress of the bus ride itself and the tensions that came from it, if the child had a difficult problem adjusting, we had recommendations from the psychiatrists that the child go to a school near his home.

VICE CHAIRMAN HORN. Have you ever felt that those were rationalizations for a more fundamental reason that perhaps the psychiatrist was put up to by the parents?

MR. SESSUMS. Well, I would answer that only by saying we read the reports carefully, asked questions behind the reports. We didn't just automatically accept that recommendation. But in terms of the numbers of those, there was a very small number in terms of the total requests.

VICE CHAIRMAN HORN. Thank you.

CHAIRMAN FLEMMING. Commissioner Ruiz?

COMMISSIONER RUIZ. No questions.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. No questions.

MR. RODD. Mr. Chairman, could I just say that I have a copy of an article from the local newspaper. I'd like to leave one for each one of you. It's in regard to suspensions, and it's by a black principal.

And if I could answer one thing for Mrs. Freeman. I am in real estate, and you asked about black housing and white housing. I would almost give you my word that you would be hung if you tried to play games with differentiating between black and white in trying to rent them a house or buy them a house. The Florida Real Estate Commission would be on you like white on rice.

COMMISSIONER FREEMAN. What does that mean, that there is no discrimination?

MR. RODD. I'll say that there possibly may be discrimination, but with a real estate person handling it, I don't know of any real estate person in this town that does it.

COMMISSIONER FREEMAN. Well, that is very valuable information to have, and we will put that in the record. And if anything turns up that is contrary to that, I will let you know, Mr. Rodd.

MR. RODD. I will be more than glad to have a witness for you.

MR. DANIEL. I would like to say that the Department of Housing [and Urban Development] from Atlanta negotiated two discrimination cases in the office of community relations last week that amounted roughly \$1,500 as punitive damages against homeowners.

COMMISSIONER FREEMAN. Apparently they didn't involve real estate brokers.

MR. RODD. We are not living in Atlanta, however.

CHAIRMAN FLEMMING. Just before you leave, could I make this statement? In the hearings that we have held so far, we have had called to our attention the functioning of committees of citizens operating under court orders. And I think all of us have reached the conclusion that a citizens' committee set up by the court for the purpose of helping to bring about an implementation of desegregation and integration can be extremely helpful. We do feel as a result of testimony that we have taken elsewhere that it is important for these citizen committees to present formally their recommendations on issues. It is certainly important for them to have the kind of staff help and assistance that you have indicated.

But, as we think, as we look down the road in terms of the implementation of the constitutional rights of children and young people, we feel that the operation of a committee of this kind is very, very important, and that oftentimes it can be the difference between success and failure in dealing with certain types of issues. So we are very happy to have had the benefit of your testimony to get a feel of the way in which this biracial advisory committee is functioning as set up by the court. Thank you very much for being here.

MR. SESSUMS. Thank you.

CHAIRMAN FLEMMING. Counsel will call the next witness.

MR. GLICK. The next witnesses are Mr. Armando Canales, who is the program officer for the HEW's Office of Education, and Mr. Fred Crawford, who is with the Community Relations Service of the Department of Justice. Gentlemen, would you step forward, please?

[Mr. Armando Canales and Mr. Fred Crawford were sworn.]

**TESTIMONY OF ARMANDO CANALES, PROGRAM OFFICER, OFFICE OF
EDUCATION, HEW; AND FRED CRAWFORD, EQUAL OPPORTUNITY
SPECIALIST, COMMUNITY RELATIONS SERVICE, DEPARTMENT OF JUSTICE**

MR. STOCKS. Would you both please state your name, address, and position with the Federal Government, for the record please?

MR. CANALES. My name is Armando Canales. I am a program specialist with the U.S. Office of Education, Atlanta.

MR. CRAWFORD. My name is Fred Crawford. I am an equal opportunity specialist with the U.S. Department of Justice, Community Relations Service.

MR. STOCKS. Mr. Canales, how long have you been in your present position?

MR. CANALES. In the educational opportunity section, 3 years.

MR. STOCKS. Would you briefly describe the kinds of services and funding available from the Office of Education to a school district involved in the process of desegregation?

MR. CANALES. Yes, sir. We do have several assistance, direct or indirect, for school systems involved in desegregation. The Civil Rights Act of 1964 has three provisions in it, sections 403, which are to State departments of education; section 404, for institutions of higher learning; and section 405, which deals with the local education agencies. Now, we do have two companion programs, with Emergency School Assistance Program, which is now the Emergency School Aid Act. And that is what we work with.

MR. STOCKS. Could you tell us what programs under the various acts that you have just enumerated that Hillsborough County has received funds and operates?

MR. CANALES. Okay. The Civil Rights Act of '64, Hillsborough County has received certain funds under section 405, which is for the purpose of employing a specialist to advise in problems incidental to

school desegregation. In 1965 they received \$69,348; in 1970, \$67,528; in 1971, \$12,129.

Now, under the Emergency School Assistance Program they did receive in 1971-72, \$320,000. In '72-73, under the Emergency School Assistance Program, \$3,066,817. In 1973-74, under the Emergency School Aid Act, \$859,866. In 1974-75, under the Emergency School Aid Act, \$1,124,209. In 1975-76, in their Emergency School Aid Act, their basic project, \$1,183,537, and in their bilingual project, \$499,942.

MR. STOCKS. Thank you. Could you—has OE made an appraisal of the ESA programs operated by this school district particularly as to: (1) the human relations program, (2) the academic component, and (3) the bilingual program?

MR. CANALES. Right. At the end of the year, the evaluation component of these projects is submitted to the regional office in Atlanta. It indicates that the Hillsborough County schools have met their objectives as stated in their project.

Now, we do find that the projects submitted by Hillsborough County—of course, this is a very competitive program with very limited amount of funds, and upon receipt of an application, it is very clearly and very well scrutinized and evaluated by a nonfederal panel of evaluators who are knowledgeable in educational kinds of things and the community affairs. Now, the quality of their projects that have been submitted have been received very highly by these evaluators. Their objectives are measurable. They are realistic and their final report indicates high success.

MR. STOCKS. Thank you.

Mr. Crawford, would you briefly describe the role of the Community Relations Service as it relates to schools in Hillsborough County?

MR. CRAWFORD. Yes. Our agency is a nationwide agency. It was created in 1964, Civil Rights Act, 1964, Title X. Initially, our thrust was going about the country and, as civil rights law was being enacted, trying to put out brush fires here and there wherever confrontations may have arisen that involved race.

Our thrust was somewhat changed, however, with the edict that desegregation of the schools would be the law of the land. And our purpose then was to try and make easy the transition from a dual educational system to a unitary one. In so doing, our efforts were aimed at assisting the local school districts throughout the States. Our region happened to be the southeast region of the United States, with eight States comprising that region, and Florida being one of those eight States and Tampa falling into Florida. That made Tampa come under our purview. And our efforts here were to assist the local administration and any problems that may have arisen that were black and white.

MR. STOCKS. Did you have occasion to come into Hillsborough County to provide such assistance?

MR. CRAWFORD. Yes, we did.

MR. STOCKS. When was that?

MR. CRAWFORD. We came into Hillsborough County on a number of occasions. But it was not always dealing with the school districts. However, we did come on specific instances dealing with the school, school problems, as they relate to race.

MR. STOCKS. What kinds of services did you provide when you did come to Hillsborough, dealing with school problems, I mean, what brought you here?

MR. CRAWFORD. Well, problems between black and white students; black students being suspended from school in large numbers. And just problems that you would—that would be reduced to friction among the races. And when we did get here we would work very closely with the agencies that were already established. The Tampa community relations unit had a very effective and able body, group of professionals, and we worked very closely with that group.

MR. STOCKS. Thank you.

Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Ruiz?

COMMISSIONER RUIZ. Mr. Canales, you are originally from Texas, aren't you?

MR. CANALES. That's right, sir.

COMMISSIONER RUIZ. An earlier panel referred to a busing design which consisted of picking up what are referred to as exceptional children to central school facilities. The design consisted of a combination of special pickups and use of routine school busline transportation. A request was made that the design be made a part of the record as an exhibit.

Calling your attention to this design of transportation because there has been testimony that there is a wide dispersal of youngsters who are monolingual and transportation may be a problem, I observed a parallel to experiences had in the Southwest and in Texas wherein English as a second language has been taught, but the monolingual child was an unprovided for, invisible minority. It was alleged by some educators, I recall, that bilingual education was a waste of time and a waste of money.

As you know, in California there are Koreans, there are Indians, there are Japanese, there are Chinese, other Asians, Pacific Island people, Cubans, Mexican Americans, and Micronesians. And the need for bilingual education is gaining strength as a viable means of salvaging this particular classification of youngster. As you know, the *Lau* decision refers to a district that has some students beginning with the first grade, with a language other than English, required to establish a bilingual program.

I was simply going to suggest that as program officer, Office of Education, that you might take a look at this particular exhibit which refers to the system of busing, logistics, already in effect for exceptional children within the Hillsborough County, and it may be of assistance with relation to the program you made reference to. And

very briefly, for purposes of the record, will you state the difference between bilingual programs and English as a second language?

MR. CANALES. All right. Bilingual programs—and before I do that, Commissioner Ruiz, I want to state for the record that the U.S. Office of Education, Region IV, Atlanta, and as a member of the bilingual task force and Spanish-speaking coordinator for USOE, we are on the firm conviction that bilingual education is a sound and viable educational program and an alternative for kids whose dominant language is other than English.

Now, on your question, according to the act under the Emergency School Aid Act, section 185.51, there are no provisions for transportation. Now, the violations of the civil rights part is handled by our support arm in the Office for Civil Rights.

Now, as to the programmatic design and the program between bilingual education and English as a second language, sir. English as a second language is not bilingual education. It is merely English as a second language, a technique. Bilingual education can encompass anywhere from English as a second language and cultural arts component to a design where you have bilingual school organization and completely have a total bilingual program. But in the early grades, this is a very essential program for kids who speak other than English. I cannot imagine a kid entering the first grade, a non-English speaker with an identity problem the first day he gets to school when you have no services for him in terms of bilingual education.

COMMISSIONER RUIZ. Did I understand you to say that there is no funding for purposes of transportation?

MR. CANALES. That's right, sir.

COMMISSIONER RUIZ. Now, with relation to what has occurred here with respect to busing of exceptional children, could there be some coordination of some kind? In any event, if you are not sure of the answer it might be well to check into it. And my only reference to this was to call your attention to the exhibit. Thank you.

CHAIRMAN FLEMMING. Commissioner Rankin?

COMMISSIONER RANKIN. Mr. Canales, by the size and number of the grants that you have given to Hillsborough County, it is evident that you consider the desegregation plan here one of the best. Is there any any better in the United States?

MR. CANALES. I am not familiar with the rest of the Nation, Commissioner Rankin, and I work specifically with the State of Florida. Now, the plan's submitted in competition for funds under the Emergency School Aid Act which is a definite part of their composite score. All right. Now, it's broken down. And plans get X number of points for net minority reduction, and I would say that Hillsborough County is one of the top in the State, if not the top one.

CHAIRMAN FLEMMING. Thank you. Thank you very much, Mr. Canales and Mr. Crawford, for being here with us and giving us this information. We appreciate it.

Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, the next witnesses are the chairman and the members of the Hillsborough County school board: Ms. Patricia Frank, who is the chairperson; Cecile W. Essrig; Ben H. Hill, Jr.; Don C. Kilgore; Roland H. Lewis; Marion S. Rodgers; and Hugo Schmidt, members of the county school board.

[Ms. Patricia Frank, Ms. Cecile W. Essrig, Mr. Ben H. Hill, Jr., Mr. Don C. Kilgore, Mr. Roland H. Lewis, Mr. Marion S. Rodgers, and Mr. Hugo Schmidt were sworn.]

TESTIMONY OF PATRICIA FRANK, CHAIRPERSON, HILLSBOROUGH COUNTY SCHOOL BOARD; AND MEMBERS CECILE W. ESSIG, BEN H. HILL, JR., DON C. KILGORE, ROLAND H. LEWIS, MARION S. RODGERS, AND HUGO SCHMIDT

CHAIRMAN FLEMMING. Thank you. We are very happy to have you here with us this afternoon.

MR. GLICK. Would you please identify yourself by name, occupation, and home address for the record?

MS. FRANK. Pat Frank, school board member; housewife, mother. 574 West Davis Boulevard, Tampa, 33606.

MS. ESSRIG. Cecile W. Essrig, school board member, 1013 Franklin Road, Tampa, Florida 33609.

MR. KILGORE. My name is Don Kilgore. I am vice chairman of the school board this year. I am an attorney. I am also assistant public defender. I am president of Kilgore Ace Hardware and, of course, a member of this school board. My home address is 707 North Johnson Street, Plant City, Florida.

MR. HILL. Ben Hill, Jr., merchant, member of the school board. Home address, Route 2, Box 760, Lutz, Florida.

MR. LEWIS. Roland Lewis, member of the school board, dean of Florida College in Temple Terrace. That's the only address I use. Florida College, in Temple Terrace. I have been on the school board now for nearly 8 years.

MS. RODGERS. I'm Marion S. Rodgers, school board member, housewife, mother. 2629 Prospect Road, 33609.

MR. SCHMIDT. Hugo Schmidt, school board member, president of the Wholesale Building Supply Company. I reside at 3311 Jean Circle, Tampa.

MR. GLICK. Thank you. I would like to continue our tracing of the history of school desegregation in Hillsborough County. Some of the present members have been on the school board since prior to the judge's order in 1971. Those are Mr. Hill, Mrs. Essrig, Mr. Schmidt, and Mr. Lewis. I believe I'm correct on that. I would like to start with Mr. Hill, who I think is the senior member in terms of service on the school board. Can you tell us what was going on in terms of school desegregation during the sixties, Mr. Hill, which finally led up to the court order in 1971, as you remember?

MR. HILL. I came on the board in the early sixties. At that time we had already had several court decisions and court trials and so forth. We had State laws that we were operating under. The school placement law, for instance, was one. And I believe the record will show the various court orders. But we were in district court on several occasions, and I believe the record will show exactly the court procedures.

But as far as my observation as a member of the board, I'll say that the school board had, you might say, a program of acquiescence to the integrating of the schools. And it started with the integrating of one student which happened after I came on the board. And from there up to the present court order which, of course, integrated the school completely. We had school pairings where various schools were paired; we had integrated neighborhoods that went to schools; we tried to integrate the schools; we integrated the faculties, all these under various court orders and court directions.

MR. GLICK. Mr. Hill, did the school board undertake any action affirmatively in the absence of a court order to speed up the process of desegregation?

MR. HILL. I'd have to honestly say that I think they were operating—they were operating under the State laws and I think they were following the State laws. Now, whether this was speeded up or slowed down, that would be a matter of personal opinion. But I do believe that we were operating under the laws, and we did follow every directive of every court, whether it be a State court, a State legislature, or whether it be the Federal court.

MR. GLICK. But some of the court orders of the district court were appealed by the school board to the Federal circuit court?

MR. HILL. That is correct.

MR. GLICK. Would that suggest that the school board was not satisfied with the way the court was ordering the process of desegregation?

MR. HILL. I think that would be an honest answer, yes, sir.

MR. GLICK. But yet in 1971 the board was willing to acquiesce without further appeal?

MR. HILL. I think it is very obvious to me, and I think it would be obvious to anyone from the record, that we had reached the end of the rope, so to speak, and there was no further place to go. The Supreme Court had finally spoken and given us a reasonable time. In fact—well, we call it a reasonable time, 30–60 days, I forgot which it was, to come up with a plan.

I think at that time the board took a positive approach. I think that we, we decided this was it. And we went—I think prior to that time we were probably representing the thoughts and the wishes of the majority of the people. But I think when it came to this point we had no place to go. This was it. And I think at that time we wanted to make it work, and I think we have proven ourselves that we have taken a positive approach from that time on.

MR. GLICK. Thank you, Mr. Hill.

I would like to turn to Mr. Schmidt who, of course, was also a member in 1971. Did you feel that the board took a positive attitude and response to the court's order in 1971?

MR. SCHMIDT. Yes. As Mr. Hill said, we were public officials. We were trying to represent the public. We had exhausted all of the legal remedies, so there was no question but what the law was, and at that point we decided we would comply exactly with what the law provided that we should do.

MR. GLICK. Was the school board unanimous in that view, or was there any feeling that there should be yet further litigation at that time?

MR. SCHMIDT. At that particular point the board, as I recall it, recognized that they really had no choice in the matter and that the proper thing to do was to try and come up with a plan that would work. We had had a little piecemealing of this particular plan the year before and it had created so much turmoil. It had pretty well emptied one of the finest elementary schools in the county of most of the whites. So we decided that if we really had the best interests of the school district at heart, that we had to come up with a plan that would work.

MR. GLICK. Was it the school board's idea to create the very broadly-based citizens' committee for desegregation, or was that an implementation of the school administration?

MR. SCHMIDT. I would have to give Mr. Bing credit for that. The school board, of course, had to approve it. We had some question about such a large committee, but he couldn't have been more right, and involved every facet in the community. We did approve the final names on the committee, and we removed a couple of extremists at either end of the spectrum that we thought would not go at the thing positively, and I think it was a real stroke of genius, frankly.

MR. GLICK. When you say "extremists," could you be a little more definite without mentioning any names?

MR. SCHMIDT. Well, you talk about liberals and conservatives, there are people at either end. And we felt that some people would not make the committee work, necessarily, and yet we tried to get every point of view that was possible. We tried to run every religious group, every political group, every color group, every minority group. We really tried to get a good cross-section of the community. And we tried to get the leadership of the community, which helped, because they did completely understand the problem when they got through.

MR. GLICK. Mr. Schmidt, were there several different plans submitted to the school board by the administration or only one which you had to either vote up or down?

MR. SCHMIDT. As I recall, I was trying to remember this this morning, there were two basic plans. And we took, as I recall, the first plan and made some modifications. And the primary modification was that they—there were several schools that they had not placed black students in—and I am shooting from memory; this was 5 years ago.

As I recall, the only change we made was to see to it that every single school did have a certain percentage of black students in them. And that, as I recall—there may have been others, but I don't recall that there were but two, and we adopted the first one. That seemed to be the one that we thought would work the best.

MR. GLICK. Even though the court order required that no school be more than 50 percent black, the board determined that there ought to be the 20–80 percent ratio so there would be black children in every school. Is that it?

MR. SCHMIDT. That was it. At that time we could meet privately; I don't know if we could have been as successful today. We have to operate completely in the sunshine. We decided to hold our arguments privately, and we debated at great length and this was just a group judgment as to the best way that we should go.

MR. GLICK. Finally, it emerged as a unanimous choice, the plan that was adopted by the board?

MR. SCHMIDT. What we agreed was that publicly we would present the unanimous group. That we would debate these things at complete length. Nobody was stifled, or did not get an opportunity to speak. But you have to remember we were under tremendous public pressure. The public was not convinced that we couldn't do something to prevent this. So we recognized that we did have to present a united front publicly. We agreed, for example, that the chairman would speak publicly for the board and the other board members would not speak. And this was very effective. It wasn't that the chairman has more authority than any of the other members; it was just a consensus that this would be the best way to handle the thing.

MR. GLICK. Thank you, Mr. Schmidt. Was there something you wanted to add?

MR. SCHMIDT. I was just going to say, essentially, it was unanimous. As unanimous as any complete plan could be.

MR. GLICK. Thank you, Mr. Schmidt.

Ms. Essrig, you were not only a member of the board of education back in 1971, but it's my understanding that you also served on the task force that helped to devise the plan. Could you describe that experience for us?

Ms. ESSRIG. Yes. That was a smaller committee that did the groundwork before the larger committee was appointed, and it was essentially made up of—I was saying this sounds like ancient history to me and it is hard, as Mr. Schmidt said, to remember exactly. But I think it was made up of administrators, perhaps some teachers, some supervisors, some lay people, but it was in effect a small committee.

And at that time we were very conscious of the line between administration and policymaking, and we as a board did not want to get into administration. But I felt that this whole area of integrating completely a school system was just as knowledgeable to us as it was to the people in education. Certainly they hadn't learned this in school

either. And I really wanted to be in on the ground floor of this. So I attended every meeting, and it gave me a really good understanding of why some of the things were done.

And I think it is interesting in integration, the differences in the groups. There are economically higher and lower groups within the integrated and segregated areas, and the assigning of different satellite areas to schools takes on an interesting phenomena that you have to really be sure that you are being fair to the total community.

We also had the opportunity of deciding as a board whether we should exclude the schools that were in the very remote areas of the county, the exceptional children, the migrants who were essentially Spanish speaking and English speaking, but they had had special help in their schools. And we decided as a board that this should be a complete plan, that no one should be excluded, that every school should be the same as every other school; and that's why some of the questions you were asking as to transfers really are not valid, because there was no school that you could go to that would be different racially than any other school. You might prefer geographically an area of the county, but as far as integration went, it was a total and complete plan and there were no islands in it. And since the whole county is a school district and since the whole school district was part of the plan, this is how it worked.

MR. GLICK. So that the possibility of transferring for racial reasons practically did not exist because there was no place to go?

MS. ESSRIG. In my opinion, it did not.

MR. GLICK. Did I understand you, Ms. Essrig, to indicate that, in making up the attendance zone, the board was conscious of trying to achieve a socioeconomic mix as well as a racial mix?

MS. ESSRIG. I don't think that was possible. No. But I think this was something that you had to notice when you were doing this, because within—and this is interesting, too, and in our records up until this time we were not allowed to put race on a student's record. So all of a sudden we were trying to delegate people by race, both teachers and students, and we didn't have these records because it had been against the law to keep them. So we suddenly had to go back and do what we had not been allowed to do, which was suddenly find out what color everybody was or what race they were, and then use that as the basis for the plan. So it was an interesting change of attitude, but necessary.

MR. GLICK. Thank you, Ms. Essrig.

MS. FRANK, the black population of Hillsborough County, as I understand it, is between 18 and 20 percent. Those are the figures that are generally used. Can you offer an opinion as to why there are not now or never have been to my knowledge a black member of the school board?

MS. FRANK. I think that probably the way that we were elected countywide means that you have a majority of the electorate who is

white, and I think that, at the times at which elections have been held, that it just has not been the will of the people that there be a black member on the board.

MR. GLICK. Have there been blacks who have run for election?

MS. FRANK. Yes, there have.

MR. GLICK. Have any of them ever come close?

MS. FRANK. Not that I can recall.

MR. GLICK. Do you think that it might be possible or more likely to have a black person elected to the board of education if the election was on a districted basis? Would you favor that kind of election?

MS. FRANK. Yes, I do. I think I would favor a combination of a district and countywide election. In other words, if there is to be input from local communities into their schools, it would not only benefit the black members of the community but it would benefit all the members of the community in terms of being able to have a so-called primary in a district where you would select someone from your district, two people from your district, who would be voted upon from the county at large ultimately. So, in other words, the county would have a voice in saying who should be elected, but there would also be some balance between the people in the local community having some input into determining who they want to represent them.

MR. GLICK. Thank you.

I would like to ask a question and really direct it to all members of the board, but beginning with Ms. Frank. It relates to the discipline issue. That's been one of the things that we have been hearing a great deal about in the last day and a half. It is obviously something about which citizens and the administration of the school system are very much concerned. As you're fully aware, there has been a HEW investigation which has had some findings. Ms. Frank, could you offer us your view as to whether the disciplinary system now presently used in the schools is appropriate to meet the needs of the children?

MS. FRANK. I think this is a problem that has been with us and that we have not addressed ourselves to adequately. And I did bring with me some statistics dealing with suspensions. I don't know whether they are part of the record yet or not. Would I be duplicating in reading these?

In 1968-69, the number of suspensions we had was 2,603; '69-70, 2,643, approximately. There was some trouble in gathering those statistics. '70-71, 4,805; '71-72, 8,598; '72-73, 9,530; '73-74, 10,149; '74-75, 8,854. And then from August through February of this year, 4,733.

And this has been a concern of mine and I have been rather vocal since I have been on the board in feeling that it does not do any good for the students to be out of school if we are going to remold their behavior patterns, that it is better for us to involve them in a school program in rehabilitation. So I have encouraged at every turn of the road that we have inschool suspension programs, and I am presently

encouraging that we have alternative programs for the students that perhaps one of the vehicles that we could use would be working together with other agencies such as those under health and rehabilitative services in trying to gain cooperation between the agencies and provide services for these students who are showing a pattern of disruption.

There is also, in my opinion, a very close correlation between disruption and academic achievement. And I think that whatever statistics we have had have borne this out. And I would address—I would like to address myself to that in asking that the Commission take note of the fact that, during the time that integration has occurred, there has been in my opinion a certain group of students who are the “lost generation.” And there has not been Federal funding or other funding that has been made available to take care of the needs of these students. I think there should be Federal funds in a transitional period that would take care of the students who have not had the benefit of integration from the very beginning of their elementary school years, but who were thrust into integration at the secondary level, and those who were thrust into it at the upper elementary level, and are working with deficiencies that have to be addressed. And I think that this does relate to the disruption.

Additionally, I think the plan that we have for integration, although it has certainly been very good in terms of not having rioting, outward hostility about the integration plan, I think it does create problems for those black students who have to be readjusted in their attendance zones year upon year. There are certain students who do not have the continuity of being with their friends. They don't go with the same students in elementary school that they do in junior and senior high school, because they are black and because we have to readjust the ratio of black to white, and it necessarily means we have to move the black students around. And this does create hostility on the part of the blacks because they are dealing with a new environment when they go into a new school. And I think that is a problem that perhaps we should ask the court to take a look at, that perhaps it would be fairer to students to let them stay in a school that they have been initially assigned to for a certain number of years until they get to the next level and then readjust those ratios.

MR. GLICK. You mean the black students are moved from school to school on a yearly basis or every 2 years or every 3 years, in order to keep the statistics straight?

MS. FRANK. Not each student, but there are readjustments that are made, and it does mean that some students are not with their fellow students through the whole elementary process or the whole secondary process. They have to be moved about.

MR. GLICK. Is that not true of white students also?

MS. FRANK. Not as much.

MR. GLICK. Mrs. Frank, you gave us some statistics on suspensions beginning in the years 1968 and 1969. Do you have a breakdown of those statistics by race?

MS. FRANK. No, I don't. But I do know that there are a high proportion of black suspensions.

MR. SCHMIDT. That question was asked this morning. Those records are available. We had to provide for the Office for Civil Rights a breakdown of black students, white students, whether it was a black or a white teacher. We went into great detail. And those figures are available to the committee if they wish them. They show all the suspensions, who suspended the student, for what offense they were suspended, and I think you ought to take a look at those.

MR. GLICK. Would those figures be available to us through Dr. Shelton's office do you believe, Mr. Schmidt?

MR. SCHMIDT. Yes.

MR. GLICK. Well then, I will follow up and get that report, if we do not already have it. Fine, thank you.

MS. FRANK. Mr. Glick, may I clarify the statistics that I gave you, because that does not mean that those are necessarily the number of students. There may be the same student who's been suspended several times.

MR. GLICK. Although we had an expression of view this morning, if I remember correctly, from one of the administrators that most of them are not repeaters. Most of the suspensions are not repeaters.

MS. FRANK. There does seem to be a way of relieving the problem of tardiness and absenteeism in the sense that they don't come back. There is not a recidivism. Somewhere in between these figures should be evaluated in terms of those two statements.

MS. ESSRIG. If it's a 10-day suspension, is that put there as 10 or as 1?

MS. FRANK. One.

MR. GLICK. Would any other member of the school board care to comment on this issue of discipline and the allegations that it is unfairly operating against black students? Mr. Kilgore?

MR. KILGORE. Yes, I'd like to comment on that. I really don't disagree with Ms. Frank in anything what she has said. But I think that, if you notice the last few years of her statistics, there is a decline beginning, and I think we might have expected that we had an increase in the number of suspensions during the first years of the integration plan. At this time that figure is going down.

And I think that the statistics alone should not be what determines whether or not it is being fairly implemented. But I think we should determine whether or not, in fact, any child has violated the rules of the school to the point that they should be suspended.

When we first had some complaints concerning the ratio of the students suspended, I contacted Sam Horten, who is the only black high school principal that we have in Hillsborough County, and I got the

statistics from him as far as what the breakdown was, black to white, in his school. And they were very comparable with all of the other schools, all of the high schools were very close together. And, if anything, Mr. Horten's school had a slightly higher ratio of black suspensions than did the other high schools.

MR. GLICK. Thank you. Any other member? Mr. Schmidt?

MR. SCHMIDT. There are some State statistics also available on this. And if you will compare Hillsborough County to the rest of the State of Florida, you will see that we are essentially very, very similar to the rest of them. That would indicate that either the entire State of Florida is discriminating or it is just a natural ratio that applies.

MR. GLICK. Ms. Rodgers?

MS. RODGERS. I'd like to say that I don't feel at this particular time that there is discrimination as far as our suspensions are concerned.

I think one of the greatest things—as Ms. Frank has already said this, that I don't want to be and I don't want this county to be like other counties throughout the country. We should have much more to work with and the direction that we must go in are alternative programs for young people, whether—if this is not, there is no discrimination as far as I am concerned in the suspensions right now. But there is a discrimination of youngsters that are suspended, both black and white. And the discrimination is not meeting the needs of young people. We have to find alternative programs to do these things.

You know, the State saw a good reasoning for this and we had what we called a State schools act. But what happened in some of the counties was, instead of using innovative programs to find ways to reach the children, we built large fences around schools. I ask you as you listen throughout the United States and certainly here in Hillsborough County, if there were some way that we were able to be funded in alternative methods, let's find some of the solutions to some of the problems that we have. If there is discrimination, then let's find some solutions to those problems. But let's find mainly the solutions to problems that children come into school with and are living with within the school system.

MR. GLICK. Thank you, Ms. Rodgers.

MS. ESSRIG. Of course, the main purpose of our schools is education; and, when a student is disruptive to the education of the majority of students, then something must be done. We as a board need to go through our statistics and find out which of these are major infractions and which are minor and then decide whether we do in truth want to push students out for the minor infractions or are there other ways.

I think at the same time we do need some positive alternative methods of teaching and learning so that the teachers and students will have more than one choice of ways to accomplish becoming a total person and a well-educated citizen; and I think that money, of course, is important, and Federal money is nice, but I think it's such a priority that we have got to do it whether we get the money or not because we need these young people and this is part of our job.

But we cannot have disruptions to our total educational process, and we have to back our administrators up when they come to us and say, "This student is no longer letting us go on with the business of educating the rest of the students," and we have no choice. So we have got to start before that point with doing the things that we need to do and perhaps we have not been taking the leadership we should. We have been so busy with our day-to-day things. But we do intend, at least I do, and I'm sure other board members do, to address ourselves to this point.

MR. GLICK. Thank you, Ms. Essrig.

Mr. Lewis, did you want to comment on that issue?

MR. LEWIS. Yes, I'd like to, please. I am an educator. I teach courses to teachers. Right now I am an administrator and I am only teaching one course. There's two or three things I'd like to comment on.

But what we tell teachers they are supposed to do when we are helping to train them, to prepare them, is that they have a responsibility to maintain as nearly as possible the standards of conduct of the community. Teachers are caught in a bind. When we talk about lesser offenses and major offenses we are talking about—that we suspend students for—we are talking about whether we are going to suspend a student for beating someone up or suspend him for being consistently, repeatedly, after all the other efforts have been made, suspend him for tardiness to class.

Teachers are taught that no student is going to operate effectively as an adult if he doesn't learn the responsibility for being where he belongs when he belongs there. So teachers have considered that attendance at the proper time in the proper place is a part of the education of the child and, therefore, is enforceable and should be enforceable.

Through the several years, a decade or so, we have had such systems as staying after school and so forth, taken away from the teachers until suspension is about the only disciplinary action left available. So we end up suspending students who are repeatedly absent without excuse, repeatedly tardy from class.

We have attempted to do suspensions in school in Hillsborough County. We started out with one school, Robinson High School. We found it workable. We have extended it to another high school and a junior high, to two junior high schools, one of them on double session now.

Our money is depleted.

I understand that almost every school in the county would be delighted to have an inschool suspension program. So that the suspension means something different from what suspension has meant up to now. But the matter of if we are going to change what we are suspending students for, then the teachers need to have directions other than what they have been taught was their job to do.

I would like before we get through to talk about some of the instructions, the kind of training that teachers get. One of the groups before us this afternoon talked about training teachers for human relations. I'd be glad to talk about that. But that is not in order right now.

MR. GLICK. Thank you very much, Mr. Lewis. I'd like to thank all the members of the board for their testimony this afternoon, and indicate to the Chairman that I have no further questions at this time.

CHAIRMAN FLEMMING. Mrs. Frank, I was very much interested in your comment about the lost generation, as you termed certain groups of students, and your feeling that a system such as this system could be helped, in turn, helping these students make the kind of transition that is necessary. Did you have in mind that the kind of funds that have been made available to the system through the Federal Government might be used for this particular purpose, and has the administration or the board considered any specific programs along this line and made any requests for funds for specific programs along this line?

MS. FRANK. Some of the funding that we have received has been used for remedial work at the junior high school and senior high school level. And this is where I find the greatest problem. I think what we are doing at the elementary level is excellent, and I think that integration is improving the educational system for both blacks and whites, plus other factors that have been written into it, such as our State equalization formula and so on.

But at the secondary level the amount of help that we can give in remedial work is minuscule compared to the need. Many of these students came in with deficiencies and they will be leaving with deficiencies. And there will be many whites who will be leaving with deficiencies, because at this same time we have had a lot of—during the time that we had integration, I think we have got to recognize that there was an upheaval in the school system and that it did affect whites as well as blacks. And so I think the issue should be addressed to both alike.

CHAIRMAN FLEMMING. I appreciate that.

The discussion so far has focused on a major issue that has grown out of the desegregation process, namely the issue of discipline. But I was going to ask you, and you really have already responded in part, to identify for us what you feel are some of the pluses that have grown out of this process over a period of the last 5 years or so and then other members of the board might like to add or supplement your comments.

MS. FRANK. May I just say that personally it was my feeling initially—and I was not on the board and I was not invited to be a member of the committee that planned the desegregation—however, I felt that integration should have been a gradual thing through the elementary grades and there should have been magnet schools at the senior and secondary levels. And I would have felt that had that happened we would have had less of the problems we've had, not only the initial problems, but the lingering problems that we've had.

CHAIRMAN FLEMMING. Thank you.

Yes?

Ms. ESSRIG. Could I say something?

CHAIRMAN FLEMMING. Yes.

Ms. ESSRIG. I think there's been a lot of pluses in what has happened. I think that this plan was essentially the same as the Charlotte Mechenburg plan; and when this committee was meeting Dr. Self came down, and we were a year behind them, and did give us a lot of insight into some of the things we needed to be looking toward. And I feel that perhaps in looking back we can say that we should have assumed leadership and started this sooner, but I don't think we would have started it with the totality that we ended up doing it.

And I think part of the success was due to the fact that it was a total plan, that it came so quickly into the community, that there was not organized opposition to it, and it did work because there was commitment and leadership at that point on the part of the board; and I think even though, looking back as we could have had it gradually over the years, I don't think it would have accomplished the same thing. And I don't think we would be where we are today.

So even though we didn't perhaps assume the leadership sooner, I think it has worked out totally better for the community and I think we have more to build on now to complete the totality and the benefits for all than we would have had. So I see a lot of good things both past, present and future.

CHAIRMAN FLEMMING. Incidentally, if you want to at this point make those additional comments you had in mind, that certainly is in order.

MR. LEWIS. Very good. Thank you, sir. I feel that the pluses have done more than integrate the schools. This has been a sociological success, not totally successful. I understand that the black people are not fully satisfied with it yet, and I fully agree that what they have wanted is reasonable and it took us 100 years or more to get that way and I think what we have done in the last few years has been unbelievably rapid.

I feel that it has carried over into social matters and other things. We find at the University of South Florida, for example, black students and white students are doing many things together, that teachers at all levels—public schools, universities, colleges—are doing things together that the State law prohibited a number of years ago. I feel all of these things are pluses.

The question was asked about a black school board member. I do not believe that it's impossible to get a black school board member in Hillsborough County. I think the kinds of people, the black people who have chosen to run for school board in Hillsborough County, are not the kind of black people who can be elected. People in Hillsborough County have tended to be very conservative. The black people who have run for these offices have been sort of militant. And I don't think that they would have—I am not saying extremely so, but I

think the white people in Hillsborough County would vote for a black school board member if they felt that he represented them. I do not believe it's impossible to get a black school board member under the present system that we have.

I definitely agree with Ms. Frank about the lost generation thing. I could do no more than to say more about the same thing and it probably isn't necessary.

I would like to talk about training teachers for human relations. I teach in a 2-year college, so that the first 2 years of a teacher's education is the part of the work that we deal with in our institution. I have taught introduction to education, which is the first course, educational psychology, and educational sociology to teachers who are planning to use this material to make them better teachers.

A great deal is done with teachers concerning human relations and I have sat and heard the accusations that were made in your presence earlier this afternoon by people who have never sat through a teacher education program, who have never looked at a syllabus of what's being taught. Others have who may have missed some of these courses that I am talking about. But I can't envision the teachers being as totally ignorant of human relations as has been implied in your presence and many others who are doing this because nobody seems to get a hearing who attempts to—in other words, when I attempt to answer, or any other person at the university level attempts to answer, these people and say: "Here's what we are doing," I have never heard that answer accepted and by that I mean the same people who said it before the answer was given are still saying it. I don't think they have ever accepted any part of this as being a possible answer to what they think teachers should be taught.

Our teaching program is a 4-year program. Teachers' programs are extremely full. But, if they qualify themselves as they should, and I think teacher education programs are improving because they are selecting teachers more carefully now since there is a surplus of teachers. So I see progress. I think we can continue to see progress.

But in a county like Hillsborough County, with 6,000 teachers, to say that everyone of these has to go back and take a course that I would say at least 80 percent of them have already had—is not the solution to the problem.

COMMISSIONER FREEMAN. Mr. Lewis, you stated that white persons would vote for a black person if they felt that black person would represent them. I would like to know if in your opinion you believe the black people feel that you represent them.

MR. LEWIS. I am not able to know how they feel. I think I know how some of them feel. I try to be in contact with the black people. I think I probably have more black people in the geographic district that I represent than any other. And I try relatively regularly—more so than I do with any particular white person—to contact leaders in the black community to talk with them about the things that they

want. In the citizens' advisory committee I have nominated, appointed, more than twice as many black people from my district as I have white people because I feel this is one thing I can do to try to make it work.

Now, whether they feel I represent them or not, I don't know how they feel. But I have tried to help them feel that I am their representative. And I know other members of this board who have gone out of their way to go into black parts of town when black groups were having meetings so that they would be there and hear what was being said. You have a very diligent group in this board in trying to get the black people to know that there are white people listening to them.

COMMISSIONER FREEMAN. I believe that we are not questioning the sincerity of the individual members. The questions that were raised were with respect to the perception and the sensitivity of the individuals. One of the things that this Commission has learned through its other hearings has been that there was, because of the racial isolation and the alienation, and because of the separation of the races, there was no knowledge, no understanding, no perception and no sensitivity to the needs of, to the concerns of black people.

I have to tell you that the more I hear from your testimony, the more I am concerned that things are not as good as some people have said they are here in Tampa. Because there has to be a recognition of the value of people and it is more than just saying, "Well, we don't think of people as black and white." It is perceiving the individual and saying that a black person couldn't get elected because that black person was militant is—we all know, all of us black people know that those of us who have ever gotten anywhere got there solely because we were militant. And I say that as a black militant Commissioner.

MR. LEWIS. I don't think a white person who was equally militant on a subject would be very likely to get elected to this school board either.

MR. KILGORE. Let me speak to that, please. This came up in my first seeking a position on the school board. I first sought election in 1972 which was immediately after the implementation of this integration program. I had two opponents at that time, one of whom had as his main platform an antibusing theme. A number of the other records or races that were going on at that time involved the same thing, where you had certain members of that group that were completely opposed to busing and were trying to exploit it to their advantage.

In my particular race I was only asked it the first time. I said it was a false issue in the campaign, that I did not intend to discuss it. We had a program in effect and I was going to do what we could to see that we implemented it correctly and fairly.

I might say that I represent, too, the eastern portion of the county which is more of a rural and more conservative area than some of the other areas.

As it turned out from the newspapers, they mentioned one thing that—I am talking now really for the entire white community in Hill-

sborough County, and they said if there was any trend to the elections of that year at all it was that the very antibusing candidates suffered severe defeats. And I won without a run-off against the two candidates, taking the position I did.

You recall that 1972 was the year that on the ballot we had a referendum on busing in Florida, which I believe was something like 80 percent statewide voted against the concept. That was the year that George Wallace won 42 percent of the vote in Florida, mainly going on the busing issue.

I don't think that, though, in Hillsborough County it was particularly effective. I think people were more aware than sometimes we give them credit for being. I could not stand up there in the campaign and even if I felt that way and honestly tell these people that if they would elect me I would eliminate busing. It was beyond that point at that time. And I think the people recognized that.

The *Tampa Tribune* recognized the fact that the prior board members had gone out of their way to avoid confrontations. And if the Commission would not mind, I'd like to read just a few paragraphs of what they had to say. This is from the *Tampa Tribune*, September 24, 1972.

To many citizens these days, the word "school" brings immediately to mind the additional word "busing" and perhaps especially so in Hillsborough County. Here the 104,000 public school pupils are involved in a court-ordered busing system which makes their schools as close to being homogenized in relation to the school population as it is possible for any school district to be and in the process more than half of the pupils, some 55,000, are bused every day.

The potential for continual disorder and disruption of the educational process and indeed the total breakdown of the public school system under these circumstances is incalculably large. The county has not been immune to the germs of such problems but when they have arisen they have been isolated for a short duration, and a minimum interruption to classroom activities is largely because the school board has kept its cool. This is a big accomplishment and has diverted attention from some really positive, innovative educational advances that the county schools are making.

In effect, they recommended the retention of virtually all incumbents who had worked through this plan, and in fact all but one were reelected that year, despite the fact that they had just implemented this plan. The only one was Ms. Frank, who did beat an incumbent at that time. And I think that most people would agree that Ms. Frank has worked very diligently. Certainly she didn't run on any kind of antibusing campaign. If we're going to put labels on things, I think most people would agree that she probably would be more liberal than her conservative opponent.

Ms. ESSRIG. Could I say something?

CHAIRMAN FLEMMING. Yes.

Ms. ESSRIG. Until I was elected to the board in 1967, there had never been a woman member of the school board, and there has to this date not been a black member of the school board. I think we certainly want to let the community know that they are welcome to have representation from other groups. However, I think anyone who is on this board—black, white, old, young, male, female—has to represent more than a segment of the community and has to be representative of the total community.

I make every effort that I can to represent the total community, and yet I am sure that a black person may feel that a black person would represent them better. But if that black person would try to represent only that segment of the community, then they would not truly be representing the community. So I think we have to keep this in mind, that we can certainly have representation from the segments, but once they are on the board it has to be a cohesive group representing the total county.

COMMISSIONER FREEMAN. The point I'm making is that a black person could equally represent white constituents.

Ms. ESSRIG. Right, I agree. And I think that needs to be said.

MR. SCHMIDT. I think this community has been ready to elect a black member to the board. It would be fair; it would be equitable. But you are going to have to have a candidate that the community will vote for. And I think that is all that has to show up.

I do want to comment on why we have county-wide voting. We used to have the ward system in every area in this county, and this was a result many years ago of an attempt to upset some very, very bad politics we had. So I don't think the community would go back to the ward system where you were elected from a district instead of county-wide.

One other thing I'd just like to say. We haven't reached the millennium, but I think we have done an excellent job. We have definitely improved the education for the black child. There's no question about it. We have not hurt the education for the white child, which was one of the big fears; and the very fact that we have lost so few children to private schools, I think, speaks well for the fact that the community has stayed with the public school system.

CHAIRMAN FLEMMING. Mrs. Rodgers?

Ms. RODGERS. You were talking about the pluses and minuses. Let me just throw out one minus that has concerned me for quite some time. I have only been on the school board for a year and a half, but before that I was a member of the court-ordered biracial committee from its conception and worked in the community. My greatest concern was the loss of identity of the black student.

The plus was not only the fact of opportunities in this desegregation plan of black youngsters having educational opportunities that they had never had before and they would not have had had we not had

a desegregation plan. It was not only that, but many, many white youngsters in communities that were not our affluent communities also were being given educational opportunities that they had never had.

CHAIRMAN FLEMMING. Mr. Lewis?

MR. LEWIS. The idea about of loss of identity, I wanted to deal with just a minute in connection with Commissioner Freeman's observation.

I came to Florida so long ago that I am a cracker now. But I came from San Antonio, Texas, where the population is a large Mexican American population and lived through a time when in order to be a first-class citizen the Mexicans had to give up their culture. And I hated to see that happen.

I think that the black people have been forced into giving up a major part of their culture when we had to discontinue all-black high schools. A part of it at the college level also is being done, and I feel this is a great disservice to this culture and these people. I would hope that we don't go so far that we continue to refuse to let a culture develop itself. But not only in Hillsborough County—and probably not as much in Hillsborough County as some places—this loss of identity and association with the culture of that people has been compromised, and I am very sorry that it has been.

CHAIRMAN FLEMMING. Commissioner Rankin?

COMMISSIONER RANKIN. We have had testimony from various groups yesterday and today concerning the work of this board. Ms. Frank, I wonder which of the supporting agencies or how many of them have really given you a lot of help in your work as chairman of the board and, other members of the board, what agencies do you feel have been particularly helpful in assisting you in your work?

MS. FRANK. Well, when you say agencies, do you mean governmental agencies?

COMMISSIONER RANKIN. Yes, or citizens' agencies particularly.

MS. FRANK. Well, if you would include citizens, then that's where I would like to throw my emphasis because I feel there is nothing that is more valuable to me than being able to find out exactly how the community feels about an issue before I take some action on it. Whether the ultimate decision that I make is consistent with what their view is, I feel that I have to hear from every segment of the community and advisory committees to me are the most valuable tool that I have in making decisions.

We have a citizens' advisory committee. When it was initially structured, it was done because the legislature mandated our establishing at least one advisory council, and that was what we did. At that time I voted not to construct it that way, but rather to have advisory committees at each school level. I still am of that impression, that that would be most valuable to us because I think that would ensure that we would have the consumer, the parent and the child, involved, rather than having a so-called blue ribbon committee, if you will—although the citizens' committee has been extremely valuable,

they just have not been able to tap the resources that would be tapped if we had a local school committee also established. So I would very, very definitely say a plus.

COMMISSIONER RANKIN. I assume that all of you agree with her on that statement. Is that correct?

MR. SMITH. Yes, I agree.

MR. HILL. Well, we have a disagreement on the way the school committee was set up and the majority prevailed. Mrs. Frank happened to have been in the minority at that time. And that is the one committee. But we feel like that this committee has been a tremendous—I think the PTA groups were very important in the individual schools to my tenure on the board because they do represent individual schools and they are interested in the kids. And that is what it's all about.

COMMISSIONER RANKIN. Well, I want to say that in the other cities that we have studied and had hearings, the value of the citizens' committee has been impressed on all members of this Commission, that citizens working together with school boards, it is really great what assistance they can give and how much good work they can do.

I want to also say that we found out this, that where a desegregation plan works, most of it depends on the school board; and, where the school board makes it work, it generally works. And where the school board is divided or antagonistic, we have a very hard time getting a desegregation plan in order. So I want to commend you for your strong stand on this and how it has paid dividends in Hillsborough County and in this area. It really has.

Do you want to comment, Mrs. Frank?

MS. FRANK. I would like to just comment on something that Ms. Freeman asked for input on earlier in the Commission hearings. And that was whether it would be profitable for the Government to underwrite construction of schools or reconstruction of schools in the areas where there might be natural integration because of the housing patterns.

I think this would be an extremely helpful tool to be used. I would agree with some of the comments that were made earlier, that in and of itself might not overnight cause a change in patterns. However, it certainly would be a very favorable factor in trying to integrate neighborhoods.

Our present funding program, if anything, works against that idea because the only way that we receive funding now, with one exception, and a very small exception, is if there is increased capacity in the schools, which generally is in the outlying areas of the county where there is not normal integration. So the areas where we have integration by housing patterns are generally the areas where the schools are older, dilapidated, nonairconditioned, and in disrepair. It would be most helpful, not only in terms of encouraging people to recognize that if their neighborhood is integrated they, too, can have a modern school; but in revitalizing city areas, which seems to be the thrust of

how we want to encourage development to occur, rather than in the sprawling areas where the services are not available and put a burden upon the other governmental agencies.

COMMISSIONER FREEMAN. Thank you.

COMMISSIONER FLEMMING. To clear up one matter, when you referred to the citizens' advisory committee, are you referring to the biracial advisory committee?

MS. FRANK. No, sir. This is a committee appointed where each board member appoints three members, one to be at least a minority member, and then there are additional student representatives selected by the principal's council.

CHAIRMAN FLEMMING. Commissioner Horn?

MR. HILL. I would like to just bring something to follow up what Ms. Frank was talking about because I'd like to bring in the perspective for you gentlemen and ladies to understand.

For many years here in this school district we were increasing in numbers of approximately 4,000 students a year. Now, when you think of 4,000 students, you are thinking of building almost six elementary schools each year or maybe three junior high schools or two high schools. This went on 4,000, 3,000—fortunately it has slowed down. But when the community grows like this the people do not move into the inner city. When they move out, they move to new suburbs just like they have in other places in the country. And this has necessitated building schools where the children were. When we had only neighborhood schools, they were built where the children were.

Now that pattern is still there even though we are busing. But we have not yet built enough schools to take care of the students we have in school today. Every high school is on double session. And these are the problems we have had of growth and, of course, a shortage of money. Even if we had had the money, we probably wouldn't have had the physical facilities to build these schools as we needed them. But I did want you gentlemen to get that in the context when you're talking about refurbishing inner-city schools. We've been fortunate just to stand still.

CHAIRMAN FLEMMING. Thank you very much.

Mr. Glick, did you have a comment?

MR. GLICK. Yes. In the interest of time I didn't go into the citizens' committee, but it is by statute, and I have that, and I want to introduce a short memo into the record regarding that at this point.

CHAIRMAN FLEMMING. Fine. That will be helpful.

CHAIRMAN FLEMMING. Commissioner Horn?

VICE CHAIRMAN HORN. I think Mr. Rankin's praise of the school board is deserved. When we go around to different cities, as some of us have for the last 6-7 years, you find the ingredients are a school board that somehow works out a consensus in private or public, whether they originally wanted to or not, and then sticks with it and tries to lead a community toward carrying out the law of the land.

Certainly another ingredient is leadership of the school superintendent. I think both those are obvious here.

There is a third ingredient I'd like to ask you about among many we could perhaps mutually name, and that is that in many cities successful desegregation has occurred where the media, both print and visual, has been supportive, meetings have been covered. They've, by accurate coverage, prevented rumors from gathering and misleading people and panicking people, and I just wonder, you ladies and gentlemen what is your experience over the past 5 or 6 years in Tampa, Hillsborough County, as to the role of the print and visual media in desegregation. And maybe we can start over here with Ms. Essrig.

MS. ESSRIG. Yes. I think that we have been extremely fortunate in both having government in the sunshine and having full coverage of everything we have done. We always have usually two television stations and several newspapers and sometimes several radio stations going to our meetings, which are not always big news, but they are always covered and fairly; and I think that we have great interest on the part of the community because of the media, because the media does cover our meetings and then translate to them what has gone on.

And particularly when the plan was first implemented, this happened over the summer, and it was between August and when school started; the people did not know where their children were going to school and the media was particularly helpful at that time. They were not premature by giving out the wrong information before the decisions were made, but they were accurately and calmly helpful, and I think there has been great cooperation between the staff, the elected officials, and the media to get information.

VICE CHAIRMAN HORN. Do you feel that incidents which might have occurred in elementary, secondary schools have been fairly covered?

MS. ESSRIG. Yes. They did not consider a minor incident big news. There was nothing hidden, and certainly the rumor center did not try to cover anything up. And I think because there was credibility it was easier to believe that what they said was really happening. I don't think they hid anything, but they didn't magnify it either. So I thought it was very helpful.

VICE CHAIRMAN HORN. Mr. Schmidt?

MR. SCHMIDT. I'd like to give you a good example of exactly how cooperative they were. At the time we went through this our adjoining county was also going through the same process. And, incidentally, two of the board members would leave a board meeting and immediately go to an antibusing rally, which didn't help their problem. But they were having disturbances at one high school and the local TV station was giving a great deal of coverage to it, and I personally called the head of the news department and said, "I would prefer it if you don't hit that rather light, you are going to trigger a similar thing in one of our high schools," and they immediately stopped covering the thing except to briefly mention it. And it was a big help. But they were completely cooperative and always have been in this entire area.

VICE CHAIRMAN HORN. Thank you very much.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. Just, ladies and gentlemen, to pick up on what Dr. Horn and Dr. Rankin have commented about, in relationship to the role of the school board, I think you've identified two factors which are positive in bringing the community along with the school board in its effort to comply with the desegregation order. One was your unanimity of action, and two was the refusal of individual board members to use the busing issue as a self-serving political device. Are there any other factors which contribute to the success of what happens relative to the actions of the school board?

MR. KILGORE. Yes. I'd like to just mention one and that is, in our county, I think one reason that it worked is that we have an entire county covered by one school board and by one court order. So you don't really have a suburban flight in the sense that you do in some communities where you go into another political subdivision in order to avoid integration.

COMMISSIONER SALTZMAN. Mr. Kilgore, I think that has been identified. I don't mean to cut you off. But I do want to pinpoint the issue. In relationship to the specific responsibilities and actions of the school board, how would you advise other school boards in addition to the two factors already identified?

MR. LEWIS. I have felt that there was a definite plus to us in the ability and the response of our superintendent. Now this man is not on the board, and still, our superintendent, as soon as he has known what the majority opinion of the board was, has backed it up very completely. I feel we have been extremely fortunate to have the kind of leadership we've had in the administration of the school, working with the school board. I feel that this team arrangement has been most effective.

MR. HILL. I just want to add the one point, and really I think what the whole thing boiled down to was that this board really made up its mind it had to work. And I think the administration said it had to work. So we never thought about failing.

COMMISSIONER SALTZMAN. That might have been the real crux of the matter; when the board decided it had to work, we were going to comply.

MR. HILL. We never considered failing and we are not surprised at the results.

MRS. RODGERS. And I think another area was the community themselves. The parents that were sending their children into all different kinds of schools all over the county were saying to other parents and to the community, "Remember, children come first, and whatever problems we might have, we will work them out together later. But, remember, the child does come first." And I think the community as a whole should be applauded on the way they went about doing it and the kinds of talk they had in those early days.

CHAIRMAN FLEMMING. I am afraid I am going to have to interrupt. You know, it is a very interesting experience to preside over what is really a joint meeting of the Commission on Civil Rights and the school board of this county. And I am sure Ms. Frank appreciates the thoughts that keep running through my mind; as the presiding officer I don't want to do anything that will cut off the presentation of ideas that will be helpful to all of us as we work on this very, very important issue.

I just do want to express on behalf of all of my colleagues on the Commission our appreciation for the way in which you have presented ideas. I think we gather that the votes on the board are not always unanimous votes, that there are differences of opinion. But we do appreciate the approach that you are taking, and I think the note that Commissioner Saltzman just underlined, coming from one of the members of the board, namely you have made up your mind, it is here, and you are going to do everything you can to make it work—Ms. Frank?

MS. FRANK. Mr. Chairman, may I say thank you to the Commission for being here because it has been a very rewarding experience to me to sit through these hearings thus far. And I intend to do this the rest of the way. I think it's very interesting, and it has a value to it in finding out where people came from when we got this integration all put together. And where we are going from here. It's obvious that it is not just something which addresses itself to the past, but also to the present and to the future. I would like to express my appreciation to the Commission for being here.

CHAIRMAN FLEMMING. Thank you. And you and your colleagues and others are making a real contribution to our understanding of the issue, and I know that it is going to influence us as we endeavor to bring together by August a state-of-the-union report on the status of desegregation in this country and present our recommendations to the President and to the Congress. Thank you all very, very much.

Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, the next individuals to be called as witnesses are faculty and administrators at the H. B. Plant High School, a senior high school in Hillsborough County. They are Mr. Jack Marley, the principal; Mr. Paul Gore, the assistant principal; and Miss Thelma Shuman, the dean of girls. Will these witnesses please come forward?

[Mr. Jack Marley, Mr. Paul Gore, and Ms. Thelma Shuman were sworn.]

TESTIMONY OF JACK MARLEY, PRINCIPAL; PAUL GORE, ASSISTANT PRINCIPAL; AND THELMA SHUMAN, DEAN OF GIRLS, H.B. PLANT HIGH SCHOOL

MR. GLICK. Mr. Chairman, I will ask staff attorney, Marvin Schwartz, to question the witnesses. Mr. Schwartz?

MR. SCHWARTZ. For the record, would each of you please state your name, your address, and your position at H.B. Plant High School, please?

MR. MARLEY. I am Jack Marley, principal of H.B. Plant. My address is 1360 Plant Road.

MR. GORE. My name is Paul Gore, assistant principal for administration at Plant High School. I live at 15920 Lake Magnum Boulevard.

MS. SHUMAN. I'm Thelma Shuman, dean of girls at Plant High School. My address is 3102 27th Avenue, 33605.

MR. SCHWARTZ. For one other round-robin question, could I ask you each to state how long you have been with Plant High School?

MR. MARLEY. This is my fifth year.

MR. GORE. Three years.

MS. SHUMAN. Four years.

MR. SCHWARTZ. Mr. Marley, I would like to address this first question to you. Could you tell us what the racial breakdown of Plant High School was up until the time of countywide desegregation, that would be prior to 1971?

MR. MARLEY. I wasn't at Plant High School prior to 1971, but the best I could find out, there were in 1970-71, there were about 300 to 350 black students and about 2,300 whites. Something like that.

MR. SCHWARTZ. Do you know how that would have changed during the 1971 school year with county-wide desegregation?

MR. MARLEY. Well, we went to 82 percent white and 18 percent black. We peaked our enrollment that year. We got up to around 2,600; and, therefore, we had relatively more whites, but also more blacks.

MR. SCHWARTZ. So that would mean roughly 500 or so black students?

MR. MARLEY. I don't believe we ever hit 500. I think we were close to it, but I don't believe we ever did it.

MR. SCHWARTZ. Could you characterize the student body at H.B. Plant on three grounds, racially, socioeconomically, and academically?

MR. MARLEY. Well, racially we have about 250-something blacks, and the rest, whites, are various nationalities and backgrounds from many Spanish, many Anglo-Saxon, a number of Oriental students of one type or another. No Vietnamese yet.

Socioeconomically I would say we run from just about the highest in the county to probably close to the lowest in the county. We cover the whole span. I would say mainly, however, there were upper-middle-class people.

MR. SCHWARTZ. Is there a mixture racially in the socioeconomic groups?

MR. MARLEY. Definitely. We have some of the lowest-average income whites in the area as well as the highest and to my opinion some of the lowest-income blacks in the area as well as some of the highest. I know we have doctors' sons in black as well as white, and we also have unemployed in black as well as white.

MR. SCHWARTZ. Can you hazard a guess as to the percentage of the black student population in the school that you would consider to be in that higher socioeconomic group?

MR. MARLEY. Very small percent. I would say no more than 3 or 4 percent of them.

MR. SCHWARTZ. Did your attendance area change as a result of the 1971 desegregation plan?

MR. MARLEY. Yes.

MR. SCHWARTZ. How did that change?

MR. MARLEY. We took in what they were calling then a satellite area, a bused-in area. Up until that time there had not been a satellite area. But then they took in a satellite area that, the name of it was Central Park Village right outside of Ybor City and ran over to Hillborough Avenue, down Columbus Drive, which is quite a bit north of our area where it had been before, and down through the middle of west Tampa.

MR. SCHWARTZ. Now, is that satellite area a group of mostly black or mostly white students?

MR. MARLEY. Yes, mostly black. In fact, I would say all black.

MR. SCHWARTZ. Would they be all of one socioeconomic group?

MR. MARLEY. Very low income, I would imagine. It's a housing project area.

MR. SCHWARTZ. How would you characterize the impact of desegregation from the time you've been principal 'til' today on H.B. Plant High School?

MR. MARLEY. Well, it was traumatic for all of us, both black and white, the first year. But I think it's steadily getting better. In my opinion it is. And I think the problems we have had would bear it out, that things are getting much better after the first year.

MR. SCHWARTZ. Well, now, when you say "after the first year," are you referring to standards of academic excellence in the first year?

MR. MARLEY. That, as well as behavior and the other things. I think the first year in academic excellence, I think it went down. I think there was a lot of confusion. We had problems with students who were coming in who had been taking vocational subjects to a great extent, and we offered no vocational subjects; and, therefore, when they were rescheduled, we could give them nothing even close to what they had been taking in those areas. And I think, generally speaking, teachers were uprooted and transferred from school to school and I just feel like there was a general letdown that first year.

MR. SCHWARTZ. How have you managed as principal to recover from that general letdown? What specific actions have you taken at the school?

MR. MARLEY. Just trying every way in the world to get teachers who would teach and who had understanding of kids, who would work with them in trying to make them see the importance of the education. I think it's mainly been faculty who has pulled the thing back up. Plus

the fact that more and more students are realizing that grades are important and education is important.

MR. SCHWARTZ. I would like to turn for a minute to Mr. Gore. I understand you're assistant principal for administration. Is that correct, Mr. Gore?

MR. GORE. Right.

MR. SCHWARTZ. What does that job entail at H.B. Plant?

MR. GORE. I deal mostly with student activities, anything extracurricular. Our present system has two assistant principals. One deals more with curriculum. I deal more with whatever's left over, down from custodians, lunchroom personnel, sports, clubs, so forth.

MR. SCHWARTZ. Does your position put you in day-to-day contact with the students at H.B. Plant?

MR. GORE. Yes, very much so.

MR. SCHWARTZ. I have this diagram. The Commissioners have been given copies of something which you brought with you concerning the relationship between black and white students at the school. I would appreciate it if you would explain that to the Commissioners, please.

MR. GORE. This is strictly my opinion of why we have not completed integration. We have desegregated. But this is my explanation of why we are not integrated.

VICE CHAIRMAN HORN. Can we get it into the record at this point, counsels? So we can read it in the transcript?

CHAIRMAN FLEMMING. Without objection it will be entered in the record at this point.

MR. GORE. I didn't understand.

CHAIRMAN FLEMMING. We are just entering your complete document into the record of the hearing.

MR. GORE. All right. Basically what it says, that—if you will look at the diagram it shows, probably I will just read this; it'll be easier: The black-white relationship that exists in our schools and society is best described—aspiring blacks and whites are subjected to negative peer pressure from unaspiring blacks and whites. It is easier for the whites to deal with this pressure because of the nature of their living environment; they can escape. Among blacks, crowded living conditions and inability to escape their peers makes peer pressure more difficult for them to deal with.

The same group that exerts black peer pressure on their own is also harassing whites and causing racial prejudice to remain alive. Many good black students are suppressed by their own people; because of the tremendous pressure they hold back and never really get involved or excel for fear they might be labelled "oreo," "acting white," etc. Therefore, few ever make the split.

If this hard-core element were separated I feel more blacks would get involved. This is really where the big black-white hangup lies. This group is also causing by their actions whites to be more prejudiced. The more whites become prejudiced, the more good blacks are forced

back toward hoodlums for security and this is the merry-go-round of integration.

MR. SCHWARTZ. Mr. Gore, have you done or attempted to do anything to keep this effect from occurring to the aspiring young whites and blacks in your school?

MR. GORE. Well, we have several programs going at the time. One is we've established a discipline committee made up similar of what has been described as our school board, the desegregation committee, and students from all levels of the school, faculty, parents have all been assembled together to look into the problems of discipline.

MR. SCHWARTZ. Do you think that's where the change would be made; that is, the change in the disciplinary process of the school would have a great effect on this diagram that you've presented to us?

MR. GORE. Right. I feel like that the people that continue to hamper the educational process or commit violent acts against other students should be removed. And I am on record at school and have done things to cut down on suspensions. I don't know the statistics. But our suspensions at Plant have been cut considerably.

Would you restate the question? I got off on a tangent.

MR. SCHWARTZ. I wanted to know if changes in the disciplinary process at Plant would in your estimation have an effect on what's happening according to the diagram that you've given the Commission?

MR. GORE. Yes. I just feel that, if the people that are not truly interested in getting an education were removed from the school, that things would get better a lot quicker than they are now. I hear people talking about how much progress we have made. I worked in a school that was 25 percent black before the court order, desegregation, and things to me really haven't changed all that much. That school was used to dealing with each other, black and white. These other schools were not. And there were problems. But I don't think that we are really integrating; we are desegregating schools, but I don't think they are being integrated.

MR. SCHWARTZ. When you talk about removing disruptive students from school, are you advocating more suspensions or expulsions or do you have alternatives?

MR. GORE. No. I would like to see a school established for disruptive youngsters. If you get all the people that continue to disrupt the schools together, you could put all specialized services available in this school.

This would prevent—I think also that you could work on suspensions, all the suspensions have become, there have been so many that they have become ineffective. They are not accomplishing what the suspension is intended to do and that is to create a change in the child. I think that the real, the stigma from suspension has been removed. Used to be the real bad thing about suspension was the stigma that went with it; well, the stigma on suspension is not there anymore.

I think that, as Mrs. Frank stated, other alternative things should be searched to help in this area. We have established a detention, something that was very common 6-7 years ago in the county, for minor offenses. We have established a detention hall at Plant.

MR. SCHWARTZ. How do you handle the detention of students who are coming from your satellite area, who may not have transportation to get back after school?

MR. GORE. That's their responsibility. They are given a 24-hour notice as to when their detention will occur and it will be up to them to find a way home.

MR. SCHWARTZ. So then no additional transportation is provided?

MR. GORE. No.

MR. SCHWARTZ. Are there activity buses at H.B. Plant; that is, buses which come after school for extracurricular activities which occur after school?

MR. GORE. Yes.

MR. SCHWARTZ. How many activity buses are there?

MR. GORE. One.

MR. SCHWARTZ. Has the schedule of the activity bus provided the transportation that would be necessary for all students participating in afterschool events at Plant?

MR. GORE. No. Just our predominantly black areas what the bus serves.

MR. SCHWARTZ. Well, what I was thinking of was that activities may end after school at different times. Would that activity bus be waiting around for that last student to take that student back to the satellite zone?

MR. GORE. Pretty much so. They try to get the bus to where it takes care of the greatest need. The buses are flexible. Some seasons they'll come later. Mostly involved around athletics. But it is open to any student who lives in the area that it serves to ride the bus.

MR. SCHWARTZ. Mrs. Shuman, I would like to turn the questioning to you and ask you what you see as the interrelationship among blacks and white students at your school and whether or not you see any problems with their relationship at the school?

MS. SHUMAN. Yes, I see some problems at the school. And the reason the problems is that our black students is not involved in different activities. And it is hard for them to get into these extra activities because it's such a small number of them. And usually some of your activities, or most of your activities, are due to voting among students themselves. And there are not that many black students who will get enough votes to be in some of these activities.

MR. SCHWARTZ. Are you saying these are activities which are dominated by white students at the present time and they are not electing black, new black members to these groups. Is that it?

MS. SHUMAN. They elect the black students, but it is such a small number that most of the students feel that they don't have a chance.

So they don't really bother. We can't get them to understand that they have to sometimes force themselves into different areas. They just feel outside, outsiders.

MR. SCHWARTZ. Do you think that anything can be done to change this feeling on the part of the black students?

MS. SHUMAN. Well, we have come up with a plan with the student council with the bus and nonbus students.

MR. SCHWARTZ. Would you explain that for the Commissioners? I don't think they know what you're talking about.

MS. SHUMAN. The student council is made up of nonbused students and bused students. They have a representative from both areas. Therefore, you will be able to get some black students in the student council and also whites. This is done, this was done because it was a voting thing. And even if a black student would run he may not be able to win because there was not that many black students there. So we came up with the idea as having the nonbused and bused students with the student council. Therefore, we have both representatives there.

MR. SCHWARTZ. Does this idea carry beyond just the student council officers?

MS. SHUMAN. No, not the bused and nonbused students, no.

MR. SCHWARTZ. Is there any other method that you can think of which would get black students more involved in the activities that go on at H.B. Plant?

MS. SHUMAN. Well, I feel like if we, if the total administration and teachers at the school would say force, not force as such, but encourage the black students to become involved, help them to become involved, then I think it would help. But they just leave it up to the student, you know, and they don't get involved. We have tried to come up with a plan like for clubs or whatever, but somewhere along the line we can't get it to work so that we will know that we will have black representation in everything.

MR. SCHWARTZ. As I understand it, Ms. Shuman, H.B. Plant, going back in time, was a formerly white school?

MS. SHUMAN. Right.

MR. SCHWARTZ. Have you encountered any particular problems being a dean, which is essentially a disciplinary position as I understand it, being a dean and a black dean at a formerly all-white school? Have you encountered any particular problems with, for example, white students, white parents or, on the other hand, with black students or black parents?

MS. SHUMAN. Not as a whole. There are some, but it's not enough to even mention. My first year there was pretty rough. But right now in the last 2 years, no, I don't have that.

MR. SCHWARTZ. Do you feel that all students at H.B. Plant relate to black and white deans without regard to their race?

MS. SHUMAN. I believe so.

MR. SCHWARTZ. Thank you, Mrs. Shuman.

I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Horn.

VICE CHAIRMAN HORN. Mrs. Shuman, I wonder, you have had experience working with some very real human relations problems in the school, as deans in charge of discipline would. We heard testimony this morning about the role of human relations counselors in school. Without naming any names, could you give us your observations on how facilitative or helpful the role of human relations counselors has been in the Plant High School or any others with which you're familiar?

MS. SHUMAN. I think they have been real helpful in some instances. We only had one or two problems last year. But as a whole from the time that I have been to Plant, the human relations persons that we have had there, I think they have been very good in working with the student body.

VICE CHAIRMAN HORN. Is that the opinion of Mr. Gore and Mr. Marley also?

[Witnesses nod affirmatively.]

VICE CHAIRMAN HORN. They are nodding yes.

I am curious, Mrs. Shuman, what do you see as the problem, if any, as you try to differentiate the economic class background of the students and the racial background of the students? As I understand Plant's situation under desegregation, you're talking about primarily busing low-income students, black, into what was a relatively middle-income, high-income, white high school. What result has this had in your judgment and is there another approach that might be taken?

MS. SHUMAN. Well, I feel that we may have three classes of students that go, that comes into Plant. We have the black, which is, most of them are from the poorer area. You have your upper white and also your lower white. And usually the problem stems from the lower white and the lower blacks where you find your most problems. Your middle-class black, the few that's there, and your upper whites very seldom have problems. They are usually to themselves. They segregate themselves from the total school body.

VICE CHAIRMAN HORN. Are you suggesting that to integrate low-income students—what would you do? How would you mix low-income students? What are the problems we are talking about? How can a school system address those problems?

MS. SHUMAN. Well, I don't know. But from my opinion, and I have talked with different ones, Plant High School is an exceptional school. And we had, say, the lower students coming into that school which made it pretty bad for them and for the black students. I don't know whether they could have planned it another way, had another type of black student come into that particular school or not. But it may have been, if they could have looked into the situation and maybe pulled from another area of black students into that particular school, they may not have had as many problems. And yet they didn't have the problems that some of the schools.

VICE CHAIRMAN HORN. Mr. Marley, do you have an opinion on that problem of the appropriate mix of low-, medium-, high-income students by race?

MR. MARLEY. In my opinion you would always normally want to have as many middle class as you could of both races. And the normal mixture would be a few high and a few low. But in the case, I suppose, of the black community, it is not possible.

VICE CHAIRMAN HORN. Do you see problems with the current system and is there any way around it in your judgment?

MR. MARLEY. Well, I don't see any major problems that we haven't already encountered. I think we are solving more and more of our problems every year. I think eventually we are going to be very well integrated, not just desegregated, but integrated.

VICE CHAIRMAN HORN. Do you see the low-income students, both white and black, improving their achievement levels as a result of this mix with middle- and high-income students?

MR. MARLEY. I don't know that that it is a result of that. But there does seem to be some improvement. It could possibly be as a result of being in association with the higher groups.

VICE CHAIRMAN HORN. You mentioned the difference obviously between desegregation and integration, and I gather as I look through the various plans that the proportion of black faculty is fairly approximate in most of the schools under the desegregation plan. Do you ever face the situation where white parents do not want to have their child taught by a black faculty member, and how can you handle a situation like that and how frequent is the request?

MR. MARLEY. It doesn't happen often, but it happens at least once or twice a year; and we in most cases don't honor the request. In some cases, I feel, for the benefit of the teacher involved, because that teacher will probably undergo complete harassment all year long, that it might be the best thing to do. But it doesn't happen very often.

VICE CHAIRMAN HORN. Mr. Gore, as I look at your chart, you didn't read the last part, but we do have it in the record and I think it is very helpful. I guess my only suggestion how I would change your diagrams is that I would have perhaps harassment arrows going both ways and racial prejudice arrows going both ways. I am just curious. Do you agree or disagree with that amendment?

MR. GORE. Yes. In the racial prejudice there is harassment and in the harassment there is prejudice.

VICE CHAIRMAN. And racial prejudice isn't limited to whites. It's included among blacks, just as harassment isn't limited to blacks. It's practiced by whites.

MR. GORE. Right.

I would like to comment that on the part that I didn't read that will probably explain it to the people that don't have full benefit of it. I do come in contact with many, many students and I would like to read one section. "The black students who are sincerely trying to improve

themselves and get ahead are catching it from both sides. If integration is to be successful, *this group* will have to be successful on a large scale." What I am saying is tremendous peer pressure is being put on black students by, most of the time, less successful black students to not get too far out into the white world.

VICE CHAIRMAN HORN. This problem of disruptive behavior obviously has been of concern all over America. It is not simply involved in desegregation situations. It is involved in just the type of students that are going to many urban schools, be they all white or all black. I wonder, has the Tampa school system or Hillsborough County had any use of drugs to control this disruptive behavior?

MR. GORE. Are you saying—

VICE CHAIRMAN HORN. I am just saying: Is there any program here sanctioned by the school board where you have a really disruptive student to have medical advice given as to how certain drugs might control that disruptive behavior?

MR. GORE. I think in isolated cases doctors have prescribed, possibly doctors that are on supportive services, that is either with the county or works with the county, to help students that fall into this category.

VICE CHAIRMAN HORN. Is that your answer, Mr. Marley, also?

MR. MARLEY. Yes. We have had a few students that I know who have had pills to take because of their hypertension or because of extreme emotion.

COMMISSIONER RUIZ. Yes. I have been intrigued by Paul Gore's diagram also. I recall in Los Angeles, California, many years ago we used to have what they called special schools for unambitious students, a sort of a probation school, no time was lost. I had a brother who later became a doctor who attended such a school by compulsion. I can only recount that my recollection on this experience relating to this concept, my recollection was the feeling of shame and our extended family pressure and friends, [in Spanish] family pressure and pride did more to make life miserable for my errant brother delinquent than anything else. That in pure self-defense from family harassment, he finally straightened out and flew right.

Now, this is perhaps something that should be incorporated in this diagram because I don't know whether it is effective in other part of our educational system anymore; perhaps someone can tell me that. But the concept is there. And there could be a development of the idea predicated on the experience that I have just mentioned.

MR. GORE. I'd like to comment on the idea of a disruptive school. I don't think that you could have a school like this where school administrators could ship off the people they identify as dangerous to them. I think that you would have to establish some type of lay board to review records and only recommend students after all else has failed.

COMMISSIONER RUIZ. Recommend them for what?

MR. GORE. To the board, let them review the record, and, if they feel like after looking at the record that the school has tried everything it had and has still failed, to put him in the school. And then after periods of behavior, if he has a good record, then to let him come back. If he does not have a good record at the school that he is sent to, say the disruptive school, or whatever you wanted to call it, then he stays there.

COMMISSIONER RUIZ. This is what I had in mind. You're calling it a disruptive school. And I am calling it a probationary school. But it is the same thought.

VICE CHAIRMAN HORN. Commissioner Saltzman?

COMMISSIONER SALTZMAN. No question.

VICE CHAIRMAN HORN. Mr. Buggs?

MR. BUGGS. Yes. Mr. Chairman, I'm not as sanguine as Commissioner Ruiz may be with respect to the value of such a school. I think that school is near Santa Fe Street, if I'm not mistaken. And I have happened to have been a probation officer in Los Angeles County at that time. I am not sure that it worked that well. I think that perhaps it worked with Mr. Ruiz's brother primarily because of the parental pressure at home, which is a very significant factor.

Where that does not exist, I am not sure that the outcome would have been quite as good. I suppose I would raise the question as to really what have you done at Plant School with those disruptive kids? Have they been given any real measure of responsibility for the monitoring of their own behavior and the behavior of other young people like themselves?

I ran a school once, in following the personal reference, where we took the worst kids and made them responsible for maintaining discipline and for making recommendations to the administration as to what should be done with kids that didn't do well. And the net result was that our problem as administrators was keeping those kids from being too harsh. They really got down on them, and it was a very significant change in the attitudes as well as in the behavior of the young people when they felt that someone had confidence in them and that they were being given some real responsibility to discharge on their own campuses.

I am really concerned that, by bunching a lot of persons who are considered disruptive in one place, that there is a tendency to reinforce that disruptiveness in each child.

VICE CHAIRMAN HORN. Did you expect an observation in return?

MR. BUGGS. Not necessarily.

MR. GORE. I would like to comment. On this committee that is reviewing all our discipline procedures to make recommendations, students that fit very much so into this category, both white and black.

VICE CHAIRMAN HORN. Thank you very much for coming. We've enjoyed hearing your observations and experiences.

Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, the next witnesses are faculty members from H.B. Plant High School. They are three teachers, Ishmael Martinez, David Conrad, and Kenneth Otero.

[Messrs. Ishmael Martinez, David Conrad, and Kenneth Otero were sworn.]

TESTIMONY OF ISHMAEL MARTINEZ, DAVID CONRAD, AND KENNETH OTERO, TEACHERS, H.B. PLANT SENIOR HIGH SCHOOL

MR. SCHWARTZ. For the record, please, I would like each of you to state your name, address, the general subject matter area that you teach at Plant, and how long you have been teaching at Plant. Mr. Martinez?

MR. MARTINEZ. My name is Ishmael Martinez and I have been teaching at Plant High School 15 years. I teach human physiology. I live in 2314 W. Clinton, Tampa, Florida, 33604.

MR. SCHWARTZ. I understand you also have an administrative position; is that correct?

MR. MARTINEZ. No it's not really administrative. I'm in charge of the science department in school. In other words, there are nine science teachers, and I am the department head.

MR. SCHWARTZ. I see. Thank you. Mr. Conrad?

MR. CONRAD. My name is David Conrad. I reside at 8729B 48th Street, Tampa, 33617. I teach in the mathematics department at Plant High School, and I have been there for 5 years.

MR. OTERO. My name is Kenneth Otero. I live at 720 W. Braddick and I teach American history and black history at Plant High School, and this is my first year there.

MR. SCHWARTZ. Mr. Martinez, how long have you been a head of the science department at H.B. Plant?

MR. MARTINEZ. I'm going to my fourth year.

MR. SCHWARTZ. Have you as head of the science department observed any change in reading or math skills in your students over the past years? Let's go back to when you first became chairman and what you noticed and will you break that down racially, please. So we're looking at whites and black students when you first became chairman, or when you first came to Plant, and how you assess them in reading and math skills today.

MR. MARTINEZ. Well, in reading and math skills it is very difficult for me to do it because I was not involved in that area. But if I were to take what I noticed in my class, physiology, in these particular specifics, then I would say that at the very beginning before we were integrated the math ability and science ability and the backgrounds of the students was very, very high. Now, after we were integrated, then, of course, the fact that the black students coming from the schools in which they were not very well prepared, these basics were lowered in the very first 2 years of the desegregation. After the second year, then

they started improving again. And at the present time we can see the trend that the black students are getting better prepared; in other words, they are, their basics such as math and reading is improving tremendously as at the very beginning, when they weren't integrated.

MR. SCHWARTZ. So, are you saying that you're seeing a higher level of preparation on the part of these students coming to you now as opposed to the students you first saw in 1971 after school desegregation?

MR. MARTINEZ. Yes, indeed.

MR. SCHWARTZ. What have you done in the science department as department head concerning the courses which are taught in your department? And I am referring now to the basic level and advanced level and intermediate level courses. Have you changed that schedule of progression at all to meet the needs of desegregation?

MR. MARTINEZ. Yes, we had. At the very beginning we had the three levels in science, in biology which is the basic science course for 10th graders. We had the advanced biology. We had the regular biology, which is for the average students, and we had the basic for the so-called reluctant learner. By doing that I saw that we were placing in the basic classes, we were placing a majority of the black students together, maybe 25, maybe more than 25 together. So instead of helping them we were reinforcing this type of a disruptive behavior that was taking place because of that many of them put together. Plus the fact that the learning situation wasn't very good.

So in the science department I got together with the teachers and we decided that maybe it's better to eliminate this basic class, identify those basic students which in this particular case were, the majority of them were black, divide them equally into the average students in biology and place them there.

There were about 5 or 6 in each class of 30. Consequently, we had some basic students which were, most of them in behavior was a problem so far as behavior is concerned, we placed them with the higher average students that were interested in learning, and very quickly we noticed that they were behaving up to the average students and they were learning more and they were becoming more interested. Consequently, we continued this program the following year and we haven't changed it yet.

MR. SCHWARTZ. Now, when the course levels existed as basic, intermediate, and advanced level courses, did you notice that there was what you could characterize as racial segregation on those various levels? And, if so, what levels?

MR. MARTINEZ. In the basic level, yes. Because in the basic level by virtue of the identification of the reluctant learner we found out that we were placing too many of the black students together because the teacher's recommendation from the junior high schools was, the test scores from the guidance department were such that we were using this as a criteria, test scores. And we were using teacher's recommendations. Then those students which were identified as basic, most of them were black and some of low economic sections.

MR. SCHWARTZ. What are your observations with regard to the middle and upper levels?

MR. MARTINEZ. In case of the middle and upper level, there was no such thing because in the advanced classes we had maybe 2 or 3 students out of 30 which were black. In the average classes we had a few more, but there were not as many, there were not the majority of the class as in the basic groups.

MR. SCHWARTZ. Has your change in the basic, mid-level, and advanced structure into a larger-based group now, which is the change I think you have made, has that changed anything with regard to the racial proportions of students in the upper-level courses at all? You still do have advanced courses, don't you?

MR. MARTINEZ. Yes, sir, we do. And it had definitely improved it. Especially in the elective courses of the seniors because those that were placed in the regular classes that before had been placed in the basic classes, they were able to improve the foundations. Consequently they were able to go into the advanced courses in the senior level, into the regular courses, and some of them into the advanced courses. So consequently, we see more black students in the regular courses and in the advanced courses as a result of this elimination of the basic program.

MR. SCHWARTZ. All right. Now, this is a definite result of desegregation and your program under desegregation on the black student. Could we have your observation with regard to how your program has worked on the learning achievement of the white student in your classes?

MR. MARTINEZ. It—you mean the elimination of the basic programs?

MR. SCHWARTZ. Yes, now that you have changed the program, have you noticed any changes with regard to white learning achievement?

MR. MARTINEZ. No, we haven't. And this is because of the different conversations that I have had with the different teachers in the departments. At the beginning it was a little slow in order to be able to get those new students which were of the basic nature to get acquainted with the other groups and for them to be able to become part of that regular group. But as the years progressed there hasn't been any significant difference in the learning of white students.

MR. SCHWARTZ. Have the black students that you have now placed into the larger middle-area white groupings been working with those students? Have they segregated themselves in the class? What's your observation on that?

MR. MARTINEZ. Definitely. They are working together with the white students. When we have laboratory exercises, we have teams of two or three or four together and there is no significant discrimination. Among themselves they do not segregate. They work with whites just as blacks, together.

MR. SCHWARTZ. Thank you, Mr. Martinez.

MR. Otero, I understand that you are not only a teacher, but an alumnus of the Hillsborough County school system? Is that correct?

MR. OTERO. Yes, I am.

MR. SCHWARTZ. When did you graduate?

MR. OTERO. I graduated in 1970.

MR. SCHWARTZ. So that would have been the year just prior to comprehensive desegregation. Could you compare what you observed then with regard to black-white relationships, if you had any occasion to observe that, and what you observe now as a teacher at H.B. Plant?

MR. OTERO. Yes, I can observe this, and what I've noticed is that, like when I was in school they started integration in '66. And there was a fear of white students and, I imagine vice versa, black students of white students. And, let's say, if a white female student spoke to a black male student, other students would look and they would sort of look down on this.

Where now today as I look at it, this doesn't exist anymore. This fear is gone. And in other words, a big student—it is like the law of the jungle now. A big student if he is white or black still commands respect of the other students, or fear. And you know, a white student can cut up with a black student and there is no, nobody looking at it morally, sort of thing that used to exist. I think this is gone. And I think there is a much better rapport between black and white students than before. Much more intermingling, even to socially somewhat than before. Before they mingled academically because they had to. But on the side you would have your black groups and white groups. Where now I think there is more. I mean it's still not completely, but more so now than in 1970.

MR. SCHWARTZ. Could you tell us what subjects you teach at H.B. Plant?

MR. OTERO. I teach three units of American history this semester, one unit of black history, and one unit of African history. Now, this previous semester I had two units of black history.

MR. SCHWARTZ. Now are you the only black history teacher in the school?

MR. OTERO. Yes, I am.

MR. SCHWARTZ. What are your observations on being the only black history teacher at the same time being a white male teaching that course?

MR. OTERO. I find it very interesting. I feel a good rapport with the students. I find that these are my better classes as far as getting into discussions and stuff that's happening today sort of thing. I don't mind varying from my plan to include comments of what students have to say. And in most of my classes I'm the only white in the class, so they argue what they feel and I can argue I'm not saying defend it, maybe what the other side might be feeling and it seems to work out fairly well.

MR. SCHWARTZ. Have you developed any other special teaching tools or techniques which enable you to cross this racial line?

MR. OTERO. Well, there is talk about disciplining the black students. I have found that I can use, especially in my all-black classes, the black students to discipline themselves. Your achieving black students won't put up with other students cutting up in class.

I had one instance where I had a black student that was causing trouble and when I asked, "What is your problem?" He said, "You know blacks are dumb," and this was his comment. So I brought it out in the class and I said that this is—you know, you're living into the stereotype that whites on the outside will look at you as. And if you yourself say you're dumb, how are you going to convince somebody else? And by this time all the other students realized what he had done. And that student is no longer a discipline problem at all. He turned around and became a top student, good student. And the kids themselves discipline. I have very little problem as far as that.

I have had a few incidents of discipline problems, but, as far as that, my all-black classes tend to discipline themselves very well. Black students tend to be a little bit louder than white students and you could go back to maybe socially and the environment. But I accept this and I have to really work to look into black cultures and there is a definite difference. I mean, even if it is just words that they use. And it is extra work on my part to find out, you know, even card games, anything, just to find out what this difference is and to become a part of it.

MR. SCHWARTZ. Are there any white students in your black history classes?

MR. OTERO. This semester I have one white student in black history and one white student in African history.

MR. SCHWARTZ. And that's a total of how many students in each of those classes?

MR. OTERO. My African history probably has 32 students, so it would be 31 black and 1 white, and my black history this semester probably has, I think it's 26 black and 1 white.

MR. SCHWARTZ. Do you also have some courses which are predominantly white students?

MR. OTERO. I have three other courses where two of them are probably 70-30 percent and one of them is 50-50 percent. Now, it could be my students, but I have found, like in my class with 50-50, as far as discipline, presents my worst problem.

MR. SCHWARTZ. Do you take a different approach to teaching in an integrated class—that is, one that would be approaching the 50-50 level—than to teaching a class which is all black or all white?

MR. OTERO. I guess somewhat I do. But, maybe it's subconsciously; not really purposely, I don't think. I may have to cater and rechannel. Say, in black history, I may have a student who doesn't really want to learn the curriculum. And it's not that he's incapable because I could ask him the average of any NBA player and he could tell me like that. So I have to rechannel this into something that would fit the curriculum. In my other classes, let's say in my white and black

classes, you have the students that will work, both black and white, and they tend to carry over. And like I say, you can't reach all the students. It is hard.

MR. SCHWARTZ. I would like to hear your opinion on whether you think the approach you're using now, which is to have separate black history classes, is a good idea or whether you might want to see some change, for example, black history being incorporated into American history?

MR. OTEÑO. I do that myself. I incorporate a lot of my black history in my American history, mainly because white students won't take black history. And this is a part of American history and, if you don't include it in American history, they're never going to get it. And if there was anything I could change, I would like to get more white students to take black history.

MR. SCHWARTZ. Mr. Conrad, the math department at H.B. Plant, as I understand it, does have a series of basic and middle-level and advanced courses. Is that correct?

MR. CONRAD. Yes, that's correct.

MR. SCHWARTZ. Which of those do you teach?

MR. CONRAD. I teach two of the general math classes, which would be lower level, and three geometry classes, which would be more your middle-level classes.

MR. SCHWARTZ. You have no advanced classes at this time?

MR. CONRAD. I have no advanced classes, no.

MR. SCHWARTZ. Would you characterize for us the racial composition of each of those levels of classes, please?

MR. CONRAD. Yes, sir. In my general math classes I have really two levels. I have two different classes. One is of the lower level—well, one is what we call our basic general math and the regular general math that we teach. In the regular general math class my composition is about 50–50. In the lower level of the class I teach, I think I have about 30 students, and about 20 of those are black and the other 10 are white.

In my geometry, on the other hand, the more middle-level classes that I teach, I have I think 8 or 20 students and only 1 of those is a black student.

MR. SCHWARTZ. How is it determined which courses a student will take in math in your school?

MR. CONRAD. Well, a lot of it deals with how they were programmed from the junior high school as to what they had had by the time they were finished with 9th grade. We picked them up as 10th graders and many of the students will come into Plant. We have students taking general math classes, taking geometry classes, taking algebra II classes as sophomores, so it really depends a bit on their level of development from the junior high school and their guidance from there, as to what we have at Plant when we get them.

MR. SCHWARTZ. Thank you, Mr. Conrad.

Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Ruiz?

COMMISSIONER RUIZ. Mr. Martinez, do you have a bilingual program?

MR. MARTINEZ. Yes, sir.

COMMISSIONER RUIZ. Are you, Mr. Martinez, bilingual?

MR. MARTINEZ. Yes, sir.

COMMISSIONER RUIZ. Do you have migrant family students who attend your school?

MR. MARTINEZ. I don't think so, sir. I have not known one yet.

COMMISSIONER RUIZ. Why do you have the bilingual program?

MR. MARTINEZ. We have several students from the west Tampa section of town, which is a Cuban refugees, and some of them also are Puerto Ricans like myself, and some others come from Venezuela. We have two from Venezuela, some from Colombia. We have several students from Central America, South America, Puerto Rico, and Cuba.

COMMISSIONER RUIZ. Do you feel that a bilingual program assists in their learning process?

MR. MARTINEZ. Definitely. It's helping them very much, indeed, sir.

COMMISSIONER RUIZ. Thank you.

CHAIRMAN FLEMMING. Thank you very, very much. We appreciate it. Counsel will call the next witnesses.

MR. GLICK. The next witnesses are again from H.B. Plant High School, and this time we are going to be hearing from some students. They are—I am sorry. Mr. Stearns is from H.B. Plant High School. We have John Rodney Stearns from Plant High School, Frank Sanchez from Hillsborough High School, Ricky James Thomas from Hillsborough High School, Debra Goldsmith from Brandon High School.

[Messrs. John Rodney Stearns, Frank Sanchez, and Ricky James Thomas, Ms. Debra Goldsmith, and Ms. Patricia Wingo were sworn.]

TESTIMONY OF JOHN RODNEY STEARNS, STUDENT, H.B. PLANT HIGH SCHOOL; FRANK SANCHEZ, HILLSBOROUGH HIGH SCHOOL; RICKY JAMES THOMAS, HILLSBOROUGH HIGH SCHOOL; DEBRA GOLDSMITH, BRANDON HIGH SCHOOL; AND PATRICIA WINGO, H.B. PLANT HIGH SCHOOL

CHAIRMAN FLEMMING. We are very happy to have you here with us.

MR. SCHWARTZ. Would each of you please state for the record your name and your address, your grade in school, and the school that you attend. Starting with Mr. Stearns down at the left hand.

MR. STEARNS. My name is Rod Stearns. I attend H.B. Plant High School. I am a senior. My address is 902 South 19th.

MR. SANCHEZ. I am Frank Sanchez. I am a junior at Hillsborough High School. My address is 1108 Coral Street.

MR. THOMAS. Ricky Thomas, Hillsborough High School. Address 2412 E. Emma. I'm a senior.

MS. GOLDSMITH. Debbie Goldsmith; 511 Sligh Avenue, Junior at Brandon High School.

MS. WINGO. Patricia Wingo. I attend H.B. Plant High School as a senior. Address, 1711 N. Oregon St.

MR. SCHWARTZ. Mr. Stearns, how long have you been in the Hillsborough County school system as a student?

MR. STEARNS. All my life, since first grade.

MR. SCHWARTZ. How long have you been going to desegregated schools?

MR. STEARNS. All my life, but since 3rd grade have I been in class with blacks.

MR. SCHWARTZ. Let me ask you this, a general question. What has been your observation of black-white relationships in the schools you have attended in Hillsborough County?

MR. STEARNS. On the whole, when I was young the blacks tended to be looked down upon, especially in elementary school and in junior high school. In high school it seems to be a lot different. There seems to be a lot of cohesiveness among the young. I think people get along very well in high school.

MR. SCHWARTZ. Are the students interacting at H.B. Plant across racial lines?

MR. STEARNS. Yes, sir. I think so.

MR. SCHWARTZ. How about in club activities?

MR. STEARNS. No, not at all. As far as my knowledge there are not any blacks at all in any clubs at Plant.

MR. SCHWARTZ. Do you have any explanation for that?

MR. STEARNS. Plant High School is in a very schizophrenic state as far as any high school at all.

[Laughter.]

MR. SCHWARTZ. What do you mean by that?

MR. STEARNS. It is really very different. It's an atypical. You have your very rich, elite few for Tampa, but they are all centered in this one school. And then you have low class and your middle class, which would be your whites and your blacks. And it seems that the coalition between them is not at all. The rich seem to be in the clubs. They seem to be elected into them because they are in power and in charge of them. Seems to be the reason why they can do this.

MR. SCHWARTZ. Are you in any classes which are predominantly black?

MR. STEARNS. Yes. In fact, I am in Otero's African history class. I'm the only white one in there.

[Laughter.]

MR. SCHWARTZ. How do you feel about being the only white in an African history class?

MR. STEARNS. It's sort of a strange feeling. I sort of know what it's like to be black in an all-white class. It's the same feeling. I can understand it. I can see what they're going through, what any person in a minority would go through. But it's an experience; it's a good feeling. I enjoy the class a lot.

MR. SCHWARTZ. Have you been able to relate better to your fellow black students as a result of being in that class? Has that changed your outlook at all?

MR. STEARNS. I think so, yes.

MR. SCHWARTZ. Miss Wingo, you also go to H.B. Plant, as I understand?

Ms. WINGO. Yes.

MR. SCHWARTZ. What schools have you attended in Hillsborough County? Let's start from junior high.

Ms. WINGO. I first started at Booker T. Washington; it was integrated. Then, when I left there I went to Just, and it was all black. Then from there I went to Coleman and then Plant.

MR. SCHWARTZ. Just was the all-black junior high?

Ms. WINGO. Yes.

MR. SCHWARTZ. Could you compare the facilities, that is, the classrooms, and the material that was in the classrooms, that you saw at Just? Could you compare that with what you see now at H.B. Plant or with one of the other junior high schools you attended?

Ms. WINGO. At Just it was, like, you know, everybody in the classroom—there was about 30 students in the class and about 20 seats. There was hardly anyplace to sit. There were seats, but it was all broken up.

Then when I went to Coleman, there was more than enough. Everybody had a seat. And as for me, when it was a new desk, it was something exciting to me because at Just there was no new desks, and at Coleman there were brand new desks. And all the books, there were no backs to them. Half of the pages were gone in the books. And you had to share about three people on one book. But at Coleman there was brand new books and that was exciting, too, to have a new book for once.

MR. SCHWARTZ. Is Just School still open? Do you know?

Ms. WINGO. Yes.

MR. SCHWARTZ. Is it now desegregated? That is, are there blacks and whites attending Just School now?

Ms. WINGO. Yes. [Inaudible.]

MR. SCHWARTZ. Do you live near Just?

Ms. WINGO. Yes. Right around the corner.

MR. SCHWARTZ. Have you seen any changes in that building from when you went there?

Ms. WINGO. Yes. They got green grass, they got windows, tall fences. They got a basketball court. When we went there, they had just poles and you put your own goal on it. Now they got brand new goals; they got windows that don't break now. Then they had windows with holes and every other window had a hole in it. So in the wintertime if you weren't prepared for the winter, you would freeze.

MR. SCHWARTZ. Are you bused to school at H.B. Plant now?

Ms. WINGO. Yes.

MR. SCHWARTZ. What do you think of being bused to school every day?

MS. WINGO. It is all right.

MR. SCHWARTZ. You have no problems with that?

MS. WINGO. No.

MR. SCHWARTZ. What about your schedule before or after school? Does it interrupt what you want to do outside of school?

MS. WINGO. Yes, in a way. Not really, though. I have track practice, so I go on the activity bus. So if anything is in between—there.

MR. SCHWARTZ. Is the activity bus always available after track practice?

MS. WINGO. Yes.

MR. SCHWARTZ. So you don't have any problems getting back and forth then?

MS. WINGO. No.

MR. SCHWARTZ. All right. Thank you.

MR. SANCHEZ, you go to which school now?

MR. SANCHEZ. Hillsborough.

MR. SCHWARTZ. And at Hillsborough could you describe the racial groups as you see them at Hillsborough and how they interact?

MR. SANCHEZ. There are various groups. There is the black group and then there is the white group and then there's a Latin group. I see it kind of differently because I am going to Jefferson. I am going to Hillsborough at Jefferson, and—

MR. SCHWARTZ. Could you explain why that is? I don't think everybody understands it.

MR. SANCHEZ. Well, Hillsborough High School is being renovated this year and we are using Jefferson High School facilities. And the reason I see it differently is that at Jefferson there is a large population of Latins. And presently the Latins from Hillsborough are getting together with the Latins from Jefferson. And I would see the groups—there is a Latin group, I would say, a WASP group, and the black group.

MR. SCHWARTZ. Which schools did you attend in Hillsborough County?

MR. SANCHEZ. I went to Washington Junior High, Oak Grove Junior High, and Hillsborough.

MR. SCHWARTZ. Were those all desegregated schools?

MR. SANCHEZ. Yes.

MR. SCHWARTZ. Have you seen any changes since the comprehensive desegregation plan, that's going back to 1971 when you would have been, I guess, in junior high? Have you seen any changes in student interaction over this period of years?

MR. SANCHEZ. Definitely. When I was a junior high at the beginning of integration there was, you know—whenever there was a conflict, the whites would be behind the whites and the blacks behind the blacks. I remember in one case there was one white who wasn't really well

liked by his other white friends, but they got—the other whites said, “Even though we don’t like this guy, if he ever got in a fight with a black we would have to back him up.” And I don’t see this now.

MR. SCHWARTZ. You mean the personality would make more of a difference now?

MR. SANCHEZ. Definitely.

MR. SCHWARTZ. Thank you.

Mr. Thomas, you are also a student at Hillsborough?

MR. THOMAS. Yes.

MR. SCHWARTZ. I understand that you are a student advisory committee member at Hillsborough. Could you explain to us exactly what that means?

MR. THOMAS. The student advisory committee is a committee that started out to be a biracial committee, but we found that we have more than two races of people in the school system. And then we went from the biracial committee to the human relations committee, but now we are a student advisory group.

We advise on different things that happen in the school. It is more of what you call a human relations group and that’s what we tried to do in the school system, is try to relate more to the students humanly rather than racially because it’s already definite that there is a racial difference between students, and a cultural difference. So we felt like if we were—if we would appeal to the more human nature of the students, then we would get a lot more done than trying to give blacks one thing and whites another thing, and trying to class the two things we gave each together.

We do stuff like—we may have a dance, you know; we do more social things, trying to bring them together socially, and we take care of any racial problems that flare up in the school.

MR. SCHWARTZ. How does one become a member of the student advisory committee?

MR. THOMAS. We are elected by the student body because we feel like if the students elect us then that means that they feel that we are like the foothold in the door for them. And we can relate to the students and the students can relate to us, and we can relate back to the people, you know. That way, if anything is going on, we can go to the source because, if the students elected us, that means the students trust us and we can go to the source of the problem.

MR. SCHWARTZ. Are you familiar with the use of suspension as a tool, not personally, but do you know of it as a tool for maintaining discipline in the school at Hillsborough?

MR. THOMAS. I know about it because a few of my friends have been suspended, and I know many other cases about suspension. But I think suspension is an inadequate tool in order to try to discipline students because what you are trying to do, you are trying to control students where you can educate students. You can’t educate a student at home. If you do, you have to do it over the telephone, send somebody to the house.

It's not really working, because listening to the statistics that the lady gave earlier, it has been on the rise, and you know it's coming down, but it is, like, still 8,000 students being suspended a year. That shows you there it's not working. I mean you are destroying a purpose and you are also not getting anything done by using suspension, because by sending students home you are not getting any education, you know. Students aren't getting any education. And the problems are still flaring up, so you know that shows you that nothing is being done by suspension.

MR. SCHWARTZ. Do you think that looking at suspensions from a racial standpoint, do you think that suspensions are fairly administered to both races?

MR. THOMAS. Definitely not. I mean it's no way that you are telling me that we have kids in school and the only people doing wrong is the black kids.

MR. SCHWARTZ. Are the only people being suspended black students?

MR. THOMAS. No, but when you say, like, at 100 percent—I say, for instance, on 100 percent basis, 80 percent of the students suspended are black. Maybe that is raw information—I mean, that is from what I see.

I mean, if two students went into the office for fighting, I mean right in the office they try to determine who was wrong and who should be sent home, where if you are not going to send both the students home then don't send anybody home, because then you cause another problem because if it is a black and white student—a black student and white student fighting, if you send one home then everybody—well, “why are they prejudiced,” straight off.

In many cases in black and white situations, I can say honestly that there has definitely been more blacks sent home than whites.

MR. SCHWARTZ. I would like to know from each of you if you think the disciplinary process is fair or if you agree with Mr. Thomas that it seems to affect the black community more so than the white community of your school. Miss Wingo?

MS. WINGO. What he says is true. It do affect most blacks. Most blacks when they get suspended now, they just don't care about getting suspended no more. “I'll get suspended anyway so I'm just go ahead on and do it.” So suspension really doesn't add up to nothing from what I see.

MR. SCHWARTZ. So you mean that it doesn't seem to matter to the black students? And it doesn't bother them to be suspended?

MS. WINGO. No.

MR. SCHWARTZ. Are more of them suspended do you think at H.B. Plant than white students?

MS. WINGO. They're holding—you know, they're holding it down because most of them, they realize if they get suspended they ain't going to get them nowhere, so whatever they start, they hold it down.

MR. SCHWARTZ. Miss Goldsmith, you go to Brandon, don't you?

Ms. GOLDMAN. Yes.

MR. SCHWARTZ. Have you given any thought to this problem of suspension? Do you see it as being fairly administered to blacks and whites?

Ms. GOLDMAN. Well, over at Brandon, you don't hear about it much. I don't personally, but there are suspensions, but you know people just don't go around talking about it or making a fuss over it.

MR. SCHWARTZ. Do you see any particular problems for black students becoming involved in the student community at Brandon High?

Ms. GOLDSMITH. Yes, because most of them live too far away to get involved in the activities over at Brandon because of lack of transportation, for one reason.

MR. SCHWARTZ. Is that the only reason that blacks aren't becoming involved?

Ms. GOLDSMITH. No, that is not the only reason.

One reason is—well, they just don't seem like—they seem outsiders, you know, like mostly everything in Brandon is white, whites in this and whites in that, and hardly any blacks. They just feel like, you know, they aren't wanted.

MR. SCHWARTZ. Are there any particular activities that pose problems for black student participation? That is, that they can't get involved in for one reason or another.

Ms. GOLDSMITH. Service clubs.

MR. SCHWARTZ. Why is that? Is that all service clubs?

Ms. GOLDSMITH. Out of all the service clubs at Brandon, there's only three blacks in all of them put together.

MR. SCHWARTZ. In all of the service clubs. How many whites would there be in all those service clubs?

Ms. GOLDSMITH. Over 200.

MR. SCHWARTZ. Aside from the lack of transportation, why do you think the black students are not becoming involved?

Ms. GOLDSMITH. Because like the whites tell their friends about it and they tell their friends, and blacks don't really get interested or know about the clubs, to go out for it. Lack of information. They just don't know about it.

MR. SCHWARTZ. Is there any encouragement provided by the school or the administrators of the school for blacks to get involved?

Ms. GOLDSMITH. Well, if there is, like, a black dean or something like that, he will try to encourage other blacks, but other than that, no.

MR. SCHWARTZ. All right. Thank you, Miss Goldsmith.

Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Freeman.

COMMISSIONER FREEMAN. The question I would like to ask is directed to all of you. With respect to the black and African history class, do you believe that the problems that you have described would be better if that course were a required course for all of the white—for all of the pupils in your school?

MR. STEARNS. I think personally they should have started 100 years ago. They are a little too late, you know. They should have put black history in American history 100 years ago. To me we have been screwing over the minorities for 100 years and now they get the chance, and it's a little bit too late now to go about it the right way. I would say it should be required. I would agree with what you say, but they should go about it in a different way. It should be a coalition of not just black history but all histories put together into American history. The immigrants are the ones who made up the country, not just the whites, so everybody should be a part of it.

COMMISSIONER FREEMAN. Mr. Thomas.

MR. THOMAS. I feel that the students shouldn't be required to, like, take another couple courses, like maybe black history, foreign history, or whatever. I feel like send the history teachers back and let them get courses on black history, Latin history, and this. That means that you are better equipped to teach the student. You wouldn't even have to rewrite another history book. When you pass over a section in the history book you know that a black or a Latin or some other person did something here, you better put it there.

The teacher at Hillsborough, he's black history teacher and also a history teacher. When he teaches his class, when he passes over areas that blacks have not been lost out on the battlefields or places like that but have been lost on the way back to the books, he put them back. He put them back because he knows where they belong and he put them back where they belong when he gets to the class. Many other teachers, they don't know anything about black history and really they are not trying to learn anything. What the book doesn't say about black history you won't hear about.

The teachers need to be sent back to school and learn about black history, and they can cope with the black student, and also they can teach a better history because they are teaching a total history instead of just American history, because that is telling me that America is white, and America is not. America is everybody that's here. Any other comment?

COMMISSIONER FREEMAN. I would just like to say to Miss Wingo that you really did give us some information when you told us about the green grass, because the Chamber of Commerce in the State of Florida has made us believe that everywhere in Florida there was green grass. Thank you.

[Laughter.]

CHAIRMAN FLEMMING. Commissioner Rankin?

COMMISSIONER RANKIN. I would just like to ask one question. Say you are taking a math course. Would it make any difference to any of you whether the math teacher is a Latin or a white or black? Have you reached the place where that doesn't make any difference to you?

MS. WINGO. No.

MS. GOLDMAN. Doesn't make any difference to me.

COMMISSIONER RANKIN. Mr. Thomas, which would you take if you had your choice?

MR. THOMAS. What?

COMMISSIONER RANKIN. A math teacher, one is a Latin and one is white and one is black. Which teacher would you take?

MR. THOMAS. I want the teacher that's better equipped. I mean, you know.

COMMISSIONER RANKIN. What you are saying then is you want the best teacher and it makes no difference to you his race; is that what you are saying?

MR. THOMAS. Right, because I could say, well, I don't want a white teacher, I want a black teacher. Well, when the black teacher might not teach me as good as the white teacher. I want the best teacher.

COMMISSIONER RANKIN. Don't you all agree with that? You want the best and it makes no difference; is that correct?

MR. STEARNS. Yes.

MR. SANCHEZ. Yes.

MR. THOMAS. Yes.

MS. GOLDSMITH. Yes.

MS. WINGO. Yes.

COMMISSIONER RANKIN. All right, thank you.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. No.

CHAIRMAN FLEMMING. I know that I speak for every member of the Commission when I tell you that we are grateful to you for your coming. I know this isn't an easy thing to do, but you are the consumers, and we are very, very anxious to hear from those who are on the consuming end as far as the educational process is concerned. In every city where we have had hearings, we have listened to members of the student body. They have come in and they have testified. And some of the most helpful testimony has come from those who are in the classroom now, and certainly your testimony has been very, very helpful to us. Some of the things you have said I personally will not forget. Thank you very, very much.

[Applause.]

MR. GLICK. Mr. Chairman, our next witnesses are faculty members from the Monroe Junior High School, which has the eighth- and ninth-grade center. The witnesses are Mr. Kenneth Vennett, the principal; Mr. Ralph Fisher, the dean of boys; Mr. Angelo Favata, a faculty member, and Ms. Antonette Dixon, who is a school-community specialist at Monroe Junior High School.

[Messrs. Kenneth Vennett, Ralph Fisher, and Angelo Favata and Ms. Antonette Dixon were sworn.]

TESTIMONY OF KENNETH VENNETT, PRINCIPAL; RALPH FISHER, DEAN OF BOYS; ANGELO FAVATA, FACULTY MEMBER; AND ANTONETTE DIXON, SCHOOL-COMMUNITY SPECIALIST, MONROE JUNIOR HIGH SCHOOL

CHAIRMAN FLEMMING. We are glad to welcome you here.

MR. GLICK. Can we begin by establishing your identities for the record by indicating your name, your occupation, and your address for the record. Would you please also indicate how long you have been at Monroe Junior High School. Mr. Vennett?

MR. VENNETT. I am Kenneth Vennett, the principal. I have been there 3 years. My address is 4008 Estrella Street, in Tampa.

MR. FISHER. I am Ralph Fisher, dean of boys at Monroe Junior High School. I have been 4 years in this position, and I was at Monroe 1 year as guidance counselor. My home address is 10407 Lake Carrol Way, Tampa, Florida.

MR. FAVATA. My name is Angelo Favata. I reside at 8702 Beverly Drive, Temple Terrace. And I have been at Monroe 5 years.

MS. DIXON. Antonette Dixon. I live at 420 West Francis Avenue. I am the school-community specialist at Monroe. I have been at Monroe for 4 years.

MR. GLICK. For 4 years?

MS. DIXON. Yes.

MR. GLICK. Mr. Vennett, could you briefly tell us how long you have been in the school system in Hillsborough County and what positions you have held?

MR. VENNETT. Yes, sir. This is my 29th year. I started as a teacher, became a dean at Madison Junior High School; became principal at Vallis Point Elementary for 4 years; principal at Oak Grove Junior High for 5 years. At that time I was asked to accept the position of supervisor of health, physical education, athletics, safety, summer program, driver education for the county. I left that at my request to become principal of Webb Junior High School, which was a new school at the time, and then again requested leave at the end of the 5-year term and was assigned to Monroe.

MR. GLICK. Mr. Vennett, although you have only been at Monroe for 3 years, I am sure you know something about the history of that school which apparently was built in 1957 or something of that nature.

MR. VENNETT. Yes, sir.

MR. GLICK. It always has been an integrated school in the sense that there have been both black and white students there. But it has changed considerably over the years. Could you give us a description of how the student body has changed?

MR. VENNETT. Yes, sir. Originally when the school was built, the student body that was black came from the poorer Tampa area. Of course, with complete desegregation, that area remained in the school. We picked up the area in the Central Park, lower Central Park area, and also some students from Palmetto Beach. In addition, since that time there has been a project built in back of Robinson High, which

is approximately half a mile from us, Rembrandt Apartments, which is also predominantly a black project at the moment.

MR. GLICK. What is the racial breakdown of the student body?

MR. VENNETT. Twenty-two percent black and the rest white, sir.

MR. GLICK. Is it a thorough socioeconomic mix?

MR. VENNETT. Not really, no, sir. I think probably our kids are middle class, low middle class, most of them. Some of them, the poverty area.

MR. GLICK. Is it mostly the black children?

MR. VENNETT. No, sir. Many of our whites are in that same economic area.

MR. GLICK. In the project that you were talking about?

MR. VENNETT. Well, in Rembrandt, I don't know what the breakdown is in the project, sir. I really don't.

MR. GLICK. One of the themes that's been going through our entire hearing, and I know you have been here and heard some of it, is the issue of discipline. We have heard about discipline from the school administration, from the school board, from other teachers. I am interested in having your views on what is going on in the school. I mean, it is a matter of record that Monroe is one of the schools that was considered by HEW in their investigation. Can you give us your view on that and the discipline problem?

MR. VENNETT. We seem to be the school that was considered by HEW, yes, sir.

I feel that in any junior high school you've got the kids at the most difficult age of their life, where "discipline," if you will, is an important thing.

I don't think at Monroe that we discriminate in terms of racial discrimination. I think we discriminate certainly in terms of behavior. I would hope we would continue to discriminate in that way. We attempt to discriminate fairly. We attempt to handle our children fairly, give them an equitable hearing, allow them to bring in whoever they wish to bring in.

We try not to make mistakes. I am sure at times we do. But I really feel that my responsibility is to the students who wish an education, to the community that wishes their child to be educated, and I intend to carry out that responsibility to the best of my ability. If it means disciplining in that sense, then, sir, I intend to continue to do so.

MR. GLICK. Has there been any change in the suspension or other disciplining rate over the last 3 years?

MR. VENNETT. Yes, sir, very much so. I think our rate of discipline two times or more has been cut in half with both boys and girls, and we hope that it will go down again this year. We feel that it is at the moment.

MR. GLICK. Is there any difference by race in terms of disciplinary actions even now, whether by reason of discrimination—let's assume it isn't by reason of discrimination.

MR. VENNETT. Do you mean, is there a difference in the percentage?

MR. GLICK. Yes.

MR. VENNETT. Yes, sir, very much so. We do suspend a good deal more black kids than we do white kids.

MR. GLICK. Do you have any idea why that might be? What are the factors that contribute to that?

MR. VENNETT. I think some of the factors that contribute to it are the socioeconomic factors, kids that are being put into a situation that perhaps we are giving them white middle-class mores and expecting everyone to accept those as values. We do expect children to behave in a certain manner in the school and what has been an acceptable manner in the past perhaps in the community of schools. Some of our kids are not able to accept that.

I feel that some of our black kids tend to contribute to their own problem when they come in because they won't allow us to counsel with them. It becomes a personal thing between the dean and the student, or myself and the student. Where a white student might sit back, he might be saying all sorts of things in his mind, but he is not saying it out loud, where a black kid will be much more verbal about it, and sometimes forces us into a position that we really don't want to be in and didn't intend to take when we first got there. I feel that this is part of the problem. I think it's alleviated a great deal. I think the kids know we care about them.

MR. GLICK. You think the rate is going down?

MR. VENNETT. Yes, sir, I think so.

MR. GLICK. Let me turn to Mr. Fisher. We heard some comments about peer pressure among the students in some other school, I think it was related to Plant High School. There is some peer pressure to misbehave, peer pressure not to go along with the system. Have you seen that in Monroe, Mr. Fisher?

MR. FISHER. Yes, we have.

MR. GLICK. How would you describe that?

MR. FISHER. Just as described for Plant High School, I think it would be true in any school situation. However, I think that some of our pupils are becoming more mature. This is part of the educational and growth process. They are beginning to recognize that they are succumbing to pressures that are not in their own best interest, so they, on their own, change their behavior, become what once upon a time was looked on as a bad thing, a conformist, conforming to those rules and regulations that will allow them to stay in school and get the best education of which they are capable of absorbing.

MR. GLICK. You think the children are becoming more conscious that it is not in their interest to go along with that peer pressure?

MR. FISHER. Those whose behavior is improving, yes.

MR. GLICK. Are there any kind of written guidelines which are given to the students with respect to the behavior requirements in school, Mr. Fisher?

MR. FISHER. Definitely. There is the code of student conduct, which came from the administration and approved by the school board. This is incorporated in the student handbook which has a section that is provided for all schools in the junior high level in the county.

Then there is a section that is given over for interpretation and specific or special requirements, bits of information, etc., in each individual junior high school. This is given to each student at the beginning of the school year. It is gone over in our school in the English classes during the first week of school to make certain that all pupils present understand and have an opportunity to ask questions about it.

Then during the school year, when new pupils are registered, transferring from other schools or school systems, this same handbook is provided through the guidance department to each pupil.

MR. GLICK. Mr. Fisher, when a teacher feels it necessary to send a student to you for discipline purposes, and I assume you deal with the boys since you are dean of boys?

MR. FISHER. Primarily, yes.

MR. GLICK. And you feel that the seriousness of the situation is such that a suspension is warranted, do you have any kind of communication with the family of the child? What steps do you undertake before the suspension is undertaken?

MR. FISHER. Without exception we attempt to contact parents by telephone. But many of our parents, number one, do not have telephones, or the telephone is not in working order, or the parent is at work and cannot be reached by telephone. Always the parent is notified by letter and copies of that letter are sent to designated personnel within our school and within the school system.

MR. GLICK. Do you find it any more difficult to contact the black parents than white parents, or is there any difference at all?

MR. FISHER. I am tempted to answer facetiously, it doesn't matter whether he is black or white, if they don't have a telephone, we can't reach them.

MR. GLICK. I am wondering if the incidence of that lack of telephone, which seems to be a key factor, whether there is any distinction? It is a small point.

MR. FISHER. I have not made a statistical study, but off the top of my head I would say probably there are fewer black pupils whose parents can be easily reached by telephone than there are white, but in our school there is a fairly high proportion of both black and white whose parents cannot be reached. This gets to be a terrible situation, not so much for suspension but in the case of injury of pupils.

MR. GLICK. What do you find generally to be the attitude of parents who are notified that their children are in trouble in school, so to speak?

MR. FISHER. Predominantly, black and white parents show concern, cooperation, and a strong desire to have their children obey, stay in

school, and learn. I see no difference between blacks and whites in this regard.

MR. GLICK. So then you would find the attitude of the parents not resentment against the school system for treating their children unfairly, but rather a desire to cooperate with the school? Would you characterize it that way?

MR. FISHER. This has been my experience. If there is resentment, predominantly it is toward the child who has misbehaved and caused embarrassment and, many times, inconvenience to the parent.

MR. GLICK. Thank you, Mr. Fisher.

MS. DIXON, could you please describe your functions for us as school-community relations person at Monroe?

MS. DIXON. As school-community specialist I work with students and teachers, and also parents, and basically students who are having problems relating to other students or to teachers in the classroom. And whenever a student is involved in, like as far as suspensions are, if that student has to go home, I will take the student home and have a conference with the parents.

I work with the student advisory committee and also parent advisory committee at Monroe.

MR. GLICK. You have been a classroom teacher, have you not?

MS. DIXON. Yes.

MR. GLICK. So you are performing more kind of like a social worker function, would you describe it that way, in trying to deal with problems as they arise?

MS. DIXON. Right.

MR. GLICK. Do you find generally acceptance on the part of the students for the kind of work that you do?

MS. DIXON. Yes.

MR. GLICK. And from the parents?

MS. DIXON. Yes.

MR. GLICK. Is the school-community specialist a regular position in the school system, or is this specially funded?

MS. DIXON. It is federally funded.

MR. GLICK. It is a federally-funded program?

MS. DIXON. Right.

MR. GLICK. This is something that changes from year to year, or is the amount of money always certain? That is an issue that has been raised.

MS. DIXON. No, each year a project is written and submitted, and results are also submitted from the program.

MR. GLICK. Thank you.

Mr. Favata, what subjects do you teach at Monroe?

MR. FAVATA. English, basically—basic English.

MR. GLICK. Basic English. That is the lowest level of English?

MR. FAVATA. Yes, sir.

MR. GLICK. Can you give me an idea of what the racial breakdown is on the children in your classes?

MR. FAVATA. In my particular classes I could say maybe 20 percent, you know, 30 percent. We have more basic classes throughout the school. But in my particular class it is about 20 percent.

MR. GLICK. Twenty percent black, is that what you mean?

MR. FAVATA. Yes.

MR. GLICK. Which is approximately the proportion of blacks in the school as a whole?

MR. FAVATA. Yes.

MR. GLICK. Would that generally be true of all the basic classes?

MR. FAVATA. We don't actually come out and say so many blacks have to go in a class or anything like this. This is done by a computer for us. I mean, there's no formula, it's just a random selection. And generally, I mean I couldn't tell you whether that ratio would exist in other classes or not because of the fact the way the computer selects, randomly selects each individual.

MR. GLICK. Do you find that bad behavior in discipline on the part of students is a handicap in your teaching efforts?

MR. FAVATA. Is a handicap?

MR. GLICK. Disruption in the classes?

MR. FAVATA. Basically, it would handicap anyone, I believe.

MR. GLICK. Do you find that commonplace in Monroe?

MR. FAVATA. No, I am not going to say commonplace.

MR. GLICK. How long have you been teaching in the school system, Mr. Favata?

MR. FAVATA. Total, 8 years, 5 years at Monroe.

MR. GLICK. Where were you before that?

MR. FAVATA. Valdez Junior High.

MR. GLICK. In the 5 years you have been there, that just about covers almost the whole period of the total desegregation since 1971, has there been any change in your teaching methods as a result?

MR. FAVATA. In my methods, specifically, yes.

MR. GLICK. Could you describe the changes that you felt necessary to take?

MR. GLICK. Could you describe the changes that you felt necessary to take?

MR. FAVATA. I could say that I originally started out as a traditional, expository-type teacher, lecture method, cut and dried. As the years have progressed, I found myself leaning toward more of a guided-type situation, individualized instruction as such.

MR. GLICK. You find that more successful now?

MR. FAVATA. Yes, sir, it makes it a little bit easier for the student as well as for myself.

MR. GLICK. Well, I am uncertain as to whether you have changed your technique in response to the desegregated situation or whether you have changed it because you think it is better.

MR. FAVATA. It is better, not just because of desegregation.

MR. GLICK. Thank you very much.

Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING. Just one or two questions I would like to ask, growing out of some observations that you have made. Discussing the discipline area, you indicated, Mr. Fisher, that an effort was made to contact the parents.

MR. FISHER. Yes, sir.

CHAIRMAN FLEMMING. First of all, by telephone?

MR. FISHER. Yes, sir.

CHAIRMAN FLEMMING. And then if that doesn't work, by letter. Is it your experience that when you succeed in contacting the parents by telephone, you are apt to get a more constructive result than when you do not succeed in contacting them?

MR. FISHER. Yes, and I will go a step further, if I may.

CHAIRMAN FLEMMING. You certainly may.

MR. FISHER. When we are successful in not only contacting the parent by telephone, but having the parent come in for a conference with the pupil, we still see better results.

CHAIRMAN FLEMMING. All right. Now, I link that up with Ms. Dixon's comments and program. You are not able to contact by telephone because of the fact that many of the parents, black and white, are in the low-income area, they do not have a telephone.

MR. FISHER. That is correct.

CHAIRMAN FLEMMING. So, therefore, at the moment, you normally resort to correspondence. But in some instances, I gather, a visit is made to the home?

MR. FISHER. This is correct.

CHAIRMAN FLEMMING. And contact made in that way with the parents. Do you find that, when you follow that course of action and there is a visit in the home, that you get some positive results, normally?

MR. FISHER. Yes, normally this is true.

CHAIRMAN FLEMMING. Certainly, more positive results than if you do not succeed in establishing any contact with the parent?

MR. FISHER. Yes, sir. This is why we have instituted another procedure. In some instances, not all because circumstances alter occasions, in some instances we will send with the pupil what we are now calling an either/or card. The pupil is required to take the card to his parent. It shows the fact that the pupil has violated rules, and we attempt to specify which rules have been violated. It indicates that the pupil has had opportunity to make a defense and on the basis of all evidence presented has been found guilty and this is a suspendable offense.

However, since our purpose is not to punish children, but to alter their behavior, if we can have a parent conference with that pupil at the beginning, or before the beginning of the school day following, the pupil very probably will not be placed on suspension because the alteration in his behavior will come as a consequence of parent involvement.

Now, sometimes the pupil does not get home with this card. Sometimes the pupil also is clever enough to intercept U.S. mail and we, therefore, unknown to us, have had no contact with the parents.

CHAIRMAN FLEMMING. Is the program that makes it possible for one of you to go and visit in the home one of the programs that's supported by the approximately million dollars that comes into the school district from the Federal Government?

MR. FISHER. Yes, sir.

MR. VENNETT. Yes, sir.

CHAIRMAN FLEMMING. I just make this observation that this is another one of these vicious circles we get into in our society. It is clear that the problem that seems to be uppermost in the minds of a good many persons here at the present time could be handled much more effectively if we could or if you could in 90 percent of the cases establish contact with the parents. Yet, because for whatever the reason may be, the parents have a low income, you can't use the telephone as a method of communication. And as you have indicated, other methods of communication are not apt to be too productive. But, when you can go into the home and sit down and talk with the parents, then you are apt to get a more positive result.

What is running through my mind is that, if we really want to facilitate this process of integration and deal constructively with some of these problems, we will make a greater investment than we are now making in the human relations program of which the family contact that you have identified is a part. I mean that was just what was running through my mind. Pardon me, I interrupted you.

MR. VENNETT. No, I was only going to say, sir, we have also had student advisors added to our staff that do the same thing. They primarily are to work with truants and kids in court trouble, but we use them for both.

CHAIRMAN FLEMMING. How are they financed?

MR. VENNETT. Federally also, sir. I would certainly hope that the Federal Government continue financing them because I think both programs are necessary to us. They are vital to us, really.

CHAIRMAN FLEMMING. As you see it, these are the kind of programs that you are going to need for an indefinite period of time if we are going to deal with these situations on a person-to-person basis?

MR. FISHER. Particularly when our students are coming from such great distances. For example, we have pupils who are bused approximately 14 miles one way. This makes it difficult for Ms. Dixon or anyone to invest the time to get there through the busy downtown area during the busy time of the day to consult with parents.

CHAIRMAN FLEMMING. Yet, if you had the resources, the personnel resources to do it, you would do it?

MR. FISHER. Unquestionably.

CHAIRMAN FLEMMING. Your experience is that you get—you are very apt to get; I know you can't have 100 percent record—but you are very apt to get a positive outcome?

MR. VENNETT. May I say one thing, Commissioner Flemming?

I would like to just point out one thing that is evident to me. I have never talked to parents, black or white, that were concerned, that didn't have the same concerns for their children; a good education, a safe school, things that are very important to them.

I think this is our job as educators, and I think the thing that we sometimes overlook is that any educator worth anything loves the kids he works with. If he doesn't, he's not too much of anything. I think sometimes love does mean that you've got to teach control. I would like to think ultimately the discipline we teach is discipline from within, the kind of self-discipline that's necessary. I think we are making strides. I think our kids are making fantastic strides, and we are proud of them.

CHAIRMAN FLEMMING. Any other members of the Commission have a question?

COMMISSIONER RANKIN. I have a question. You talk about the effect on parents. What about the effect of suspension on students? How many of them resent it and how many of them profit by it? I am interested in possible percentages you might have on that score?

MR. VENNETT. Commissioner Rankin, I don't believe that we could give you this. I think we've shown that perhaps, and this is off the top of the head thing, the fact that our suspensions of two or three or more are dropping drastically might indicate that the kids are reflecting upon this.

I don't think suspensions are the answer, sir. There's got to be a better answer than that. We don't want the kids out on the street. We need them where we can work with them. Suspensions are a stopgap; they are the only thing we've got left to us with the disruptive child at the moment. They are not the answer.

MR. FISHER. However, more than half of the pupils that are suspended are suspended only one time. Whether that experience teaches them anything or whether their parents while they have them at home teach them something, I don't know. But most of them do not return to receive suspension again.

Let's recognize that there are two purposes in suspension. The young man who sat here and indicated that they don't work because the pupil is out of the school and not learning is correct in that observation. But, at the same time, the disruptive pupil who is at home on suspension is not interfering with the other people's right to learn and this is another right that is very precious.

CHAIRMAN FLEMMING. Of course, isn't there another problem here? Are you sure that when they are suspended, they are at home?

MR. FISHER. No, sir, we are not.

MR. VENNETT. No, sir.

COMMISSIONER RANKIN. Do you have any better substitute for suspension?

MR. VENNETT. Yes, sir, I do. I think Commissioner Ruiz mentioned it, a father like he had and one like I had. I think if we got more parents involved, it would solve a lot of these problems. I really do. I think if we can get the parent, and say to him: "Look, we care enough about your kid to want to do this. Do you?" And the parents would help us do it, then I think we could work miracles.

COMMISSIONER RANKIN. How do you do that? How do you get the parents interested enough?

MR. VENNETT. I don't know, sir. I think maybe we have got to start teaching parents, too, as well as anybody else, that there's a responsibility to being a parent it's just not a biological fact.

COMMISSIONER RANKIN. Start out in your school.

MR. VENNETT. Yes, sir, we're trying. Believe me we're trying.

COMMISSIONER SALTZMAN. Ms. Dixon, are social services made available to a child whom you have focused on as a discipline problem, who may have some problems leading to that disciplinary behavior? Are there available community services for him, and can you be the vehicle for bringing him to that?

MS. DIXON. Yes, as far as some of the services are, I can.

COMMISSIONER SALTZMAN. Well, are they available at the school, or do you refer the child?

MS. DIXON. Well, we have some services. Which social services are you referring to?

COMMISSIONER SALTZMAN. Well—

MS. DIXON. A particular one?

COMMISSIONER SALTZMAN. The whole gambit of social services. Perhaps he needs a psychologist; perhaps the child has gotten into some difficulty with the police or juvenile offenders.

MS. DIXON. Yes, we have those services in the school. We have a school social worker, a school psychologist. Also someone who comes in and tests the kids. We have speech therapists, a hearing therapist, and there is one more, a drug—someone in the drug program.

COMMISSIONER SALTZMAN. So there are available services to the child. Do these services come to him only after repeated offenses, or can you pinpoint the child that may be going in that direction and make available services to him before that—

MS. DIXON. It can be done before it continues.

COMMISSIONER SALTZMAN. Is that generally what is happening?

MS. DIXON. Yes. Whenever there is an observation made, a teacher can refer that student to guidance and guidance will go through paperwork to see that that person is referred.

COMMISSIONER SALTZMAN. Mr. Fisher, are students paddled in your school?

MR. FISHER. Yes, sir.

COMMISSIONER SALTZMAN. Can you tell me or describe the circumstances under which they are paddled?

MR. FISHER. Yes. Varied circumstances, and it is a daily occurrence among the boys. Paddling is an alternative to suspension. Occasionally a boy will refuse to accept a paddling and there is no alternative. But, for example, this morning, boys who were out of class without permission on Thursday were called to my office to be administered a paddling for each, or a whack with a paddle, for each class period that they were truant from class. And the paddle meets specifications, it can be no more than 4 inches wide, no more than 24 inches long, no more than 1/2 inch thick. It must have smooth, rounded edges and no holes.

[Laughter.]

COMMISSIONER SALTZMAN. Can I ask you, who is present to do the paddling and to witness the paddling?

MR. FISHER. I am present to do the paddling and occasionally a teacher, a secretary, Mr. Vennett, will be present.

COMMISSIONER SALTZMAN. But you are the official paddler for the school?

MR. FISHER. Well—

MR. VENNETT. This is—we all take a crack at it.

MR. FISHER. We call, take a share. It is neither cruel nor inhuman, by the way.

COMMISSIONER RUIZ. It is a good old fraternity paddle?

MR. FISHER. Not that hard, sir.

COMMISSIONER SALTZMAN. This is often used before suspension?

MR. FISHER. Oh, definitely.

COMMISSIONER SALTZMAN. One final question. Do your students like your school?

MR. FISHER. I think the majority of the pupils like our school, like our staff. I think they like me in spite of the fact that I paddle them. In fact, it may be because I care enough to do that.

CHAIRMAN FLEMMING. Thank you very much.

MR. FISHER. May I make one other observation that you might enjoy if you want to know if integration is working?

We had a dance 2 weeks ago. It was formal, most of the boys appeared in tuxedos. The pupils elected a king and a queen from the ninth grade, and a prince and princess from the eighth grade. Our king is white; our queen is Cuban; our prince is black; our princess is Cuban.

CHAIRMAN FLEMMING. Thank you very much for sharing your thoughts.

Counsel, call the next witnesses.

MR. GLICK. Mr. Chairman, our next two witnesses are both students, ninth graders at Monroe Junior High School. They are Terri Powell and James Hicks. Terri and James, will you come on up, please?

[Ms. Terri Powell and Mr. James Hicks were sworn.]

TESTIMONY OF TERRI POWELL, STUDENT, MONROE JUNIOR HIGH SCHOOL;
AND JAMES HICKS, STUDENT, MONROE JUNIOR HIGH SCHOOL

MR. GLICK. Terri, could we begin by having you state your name and the school that you attend and what grade you are in, please?

MS. POWELL. My name is Terri Powell. I am in ninth grade, and I attend Monroe Junior High.

MR. GLICK. James, could you please do the same?

MR. HICKS. My name is James Hicks. And I go to Monroe Junior High School.

MR. GLICK. You are in ninth grade?

MR. HICKS. Yes.

MR. GLICK. Terri, could I begin with you and ask you what schools you have gone to here in the Hillsborough district?

MS. POWELL. Okay. The first to fifth grade I went to Sidney Laneers in elementary; then I, my sixth grade year I went to a private school, which was Manhattan Baptist. My seventh-grade year I went to Booker T. Washington, and my eighth- and ninth-grade year I'm going to Monroe.

MR. GLICK. In sixth grade you went to a private school?

MS. POWELL. Yes.

MR. GLICK. Can you tell us why you went to a private school that year?

MS. POWELL. Okay, because my parents didn't like the busing situation, and they thought I was a little too young, you know, to get bused clear across town. When they moved here to the house that we are living in now, they moved because there was three schools within walking distance and they didn't think it was fair for me to be bused clear across town when I could just walk to a school. And so I had to get up still when it was nighttime and wait on a corner while it was nighttime.

MR. GLICK. So that is when you left the public school and went to the private school?

MS. POWELL. Yes.

MR. GLICK. How did you like the private school?

MS. POWELL. It was strict.

MR. GLICK. It was strict?

MS. POWELL. Yes.

MR. GLICK. You didn't continue there in the eighth grade—rather, in the seventh grade?

MS. POWELL. No, sir.

MR. GLICK. Where did you go for the seventh grade?

MS. POWELL. Booker T.

MR. GLICK. Booker T.?

MS. POWELL. Washington.

MR. GLICK. Did you have to ride the bus to go there?

MS. POWELL. Yes.

MR. GLICK. Booker T. was in what was a formerly black neighborhood or still is a black neighborhood, but was the school when you were there—that would be 2 years ago—was it mostly black then or was it integrated, Booker T.?

MS. POWELL. Same. Blacks and whites.

MR. GLICK. How do you think the black and white students got along together in Booker T.?

MS. POWELL. Okay.

MR. GLICK. How do they get along together at Monroe?

MS. POWELL. Great.

MR. GLICK. Do you like Monroe?

MS. POWELL. Yes.

MR. GLICK. Where do you think you will go to high school?

MS. POWELL. Robinson.

MR. GLICK. Robinson High School?

MS. POWELL. Yes.

MR. GLICK. Will you have to be bused a long way to get there?

MS. POWELL. No, I just walk.

MR. GLICK. You will be able to walk to Robinson High School?

MS. POWELL. Yes.

MR. GLICK. James, will you tell us about your experience in schools? Where did you go to elementary school?

MR. HICKS. Well, in the fifth grade I went to Roosevelt Elementary School, then from there I went to Mitchum, then I went to Booker T., then—I am now at Monroe.

MR. GLICK. Did you go to Booker T. for the seventh grade?

MR. HICKS. Yes.

MR. GLICK. Where were you in the sixth grade?

MR. HICKS. I was at Mitchum.

MR. GLICK. Was that a sixth-grade center?

MR. HICKS. Yes.

MR. GLICK. Did you have to be bused to go there?

MR. HICKS. No. It is walking distance.

MR. GLICK. Did you have to be bused to go to Booker T.?

MR. HICKS. No, it is walking distance, too.

MR. GLICK. Are you bused to go to Monroe?

MR. HICKS. Yes.

MR. GLICK. How long is the bus ride?

MR. HICKS. For me, about 20 minutes.

MR. GLICK. How do you think the black and white students get along together at Monroe?

MR. HICKS. We ain't got no problems.

MR. GLICK. Haven't got any problems?

MR. HICKS. No.

MR. GLICK. I see. Do you like Monroe?

MR. HICKS. Yes.

MR. GLICK. Have you ever been paddled?

MR. HICKS. Yes.

COMMISSIONER SALTZMAN. Do you like Mr. Fisher?

MR. HICKS. Yes, sir.

MR. GLICK. Where do you think you will go to high school, James?

MR. HICKS. Robinson.

MR. GLICK. Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING. Commissioner Horn?

VICE CHAIRMAN HORN. No questions.

CHAIRMAN FLEMMING. Commissioner Ruiz?

COMMISSIONER RUIZ. No questions.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. No, thank you.

CHAIRMAN FLEMMING. Commissioner Freeman?

COMMISSIONER FREEMAN. No questions.

CHAIRMAN FLEMMING. You, I am sure, were here and heard my comments relative to the testimony by students from some other schools, and I just want to say the same thing as far as your testimony is concerned. It has been helpful. We appreciate your coming. Thank you and best wishes.

Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, the next witnesses are administrators of the Young Junior High School, which is a seventh-grade center. They are Mr. Samuel Brown, the principal; Ms. Helen Wilds, who is the dean of girls; and Mr. Joseph Siccarello, who is the dean of boys.

[Mr. Samuel Brown, Ms. Helen Wilds and Mr. Joseph Siccarello were sworn.]

**TESTIMONY OF SAMUEL BROWN, PRINCIPAL, YOUNG JUNIOR HIGH SCHOOL;
HELEN WILDS, DEAN OF GIRLS; AND JOSEPH SICCARIELLO, DEAN OF BOYS**

CHAIRMAN FLEMMING. Thank you for coming.

MR. GLICK. For the record, could I ask each of you to state your name, your address and your position at the Young seventh-grade center Junior High School? Mr. Brown?

MR. BROWN. My name is Samuel B. Brown. I reside at 2501 Riverside Drive, and I am principal at N.B. Young Junior High School.

MR. GLICK. How long have you been there?

MR. BROWN. I am completing my third year.

MS. WILDS. I am Helen Wilds. I live 4516 Ashmore Drive. I am dean of girls, and I have been 4 years dean of girls at N.B. Young.

MR. SICCARIELLO. I am Joe Siccarello. I live at 2702 West Louisiana. This is my third year at Young Junior High School as the dean of boys.

MR. GLICK. Mr. Brown, I would like to begin by asking you—well, first, how long have you been in the Hillsborough County system?

MR. BROWN. Approximately 25 years.

MR. GLICK. About 25 years. What is your view of the educational advantages and disadvantages of the seventh-grade center? You see, this is a new concept that has come in in the last 5 years.

MR. BROWN. We feel that the main disadvantages—the main disadvantage would be in the elective area. In the traditional 6-3-3 organization, in the junior high school organization, the under class would usually take what was left of the elective offerings, but we feel that with a totally seventh-grade-oriented center that all of the electives in that school would be available to those youngsters because there is no upper class student to usurp all of the elective offerings.

MR. GLICK. So you think from an educational standpoint it is a satisfactory situation?

MR. BROWN. I would think so, yes, sir.

MR. GLICK. Mr. Brown, you have been in the school system for some 25 years. The faculty was pretty well desegregated before the 1971 court order, and it has been completely desegregated since then. We have heard some representations by people here in Hillsborough that black faculty members and black school administrators were negatively affected by faculty integration in that some were downgraded. Do you have any opinion to offer with respect to that?

MR. BROWN. I have no hard evidence to that effect. I do know that many of the negative opinions that one might have heard was because of the fact that many people had become accustomed—I like to use the word “married”—to their own situations, and it was sort of traumatic when those people were displaced. I don't think that—I don't have any hard evidence of the fact that there were many people that were being downgraded.

MR. GLICK. You are not familiar with those kinds of situations.

MR. BROWN. No, I am not.

MR. GLICK. Would you care to comment on that, Ms. Wilds?

MS. WILDS. I have only worked in Hillsborough County about 8 years. I have seen we have lost some black administrators as we became integrated schools. I have seen less of them being promoted, and those are my personal feelings.

MR. GLICK. I would also ask your view as a dean—I have seen you have been a classroom teacher as well.

MS. WILDS. Right.

MR. GLICK. Your view of the seventh-grade center, from an educational standpoint.

MS. WILDS. Advantages or disadvantages?

MR. GLICK. Both.

MS. WILDS. As far as advantages, I have seen a change of attitudes among the children. They definitely begin to pick friends of the opposite race; they even began to support them in different cases.

I have seen some changes in our younger teachers and in our faculty maybe because they weren't really forced to come to us from another school, and they are a little more easier to cope with or adjust to what we have now. I have not seen that many changes in our older teachers; most of them were forced there from other schools because of the ratio, maybe seniority, or some other problems.

As far as disadvantages, I personally do not like a 1-year school because it is hard work for me as a dean. By the time we find where the kid is academically, socially, and how to deal with them, it is time for them to move to another center or to another school. I would rather see, at least, have a 2-year school. That way, once we work with them one year, possibly the oldest children can help us orientate the year that is coming in and also give the teachers further time to work with those kids once they describe where they are.

MR. GLICK. Thank you.

Mr. Siccarello, would you express a view on the seventh-grade center, its advantages and disadvantages academically?

MR. SICCARIELLO. Well, it's definitely—I see some advantages, but mostly it's—I have to concur with the dean of girls, Dean Wilds, that it is a disadvantage in just having 1 year, when you get to know the children and you know what makes them tick, so to speak, that they leave you and go on. And the other school reaps all the good that you've done and you don't see too much. I think that does discourage, I think, teachers somewhat when they don't see too much improvement, where if they were to be with us for 2 years it would be an advantage.

Also, I deal so much with busing and I do—I see that there is no leadership on the buses, and if they had an eighth grader on there, I think, who was a little bit more mature, then we would have maybe a few less problems on the bus.

MR. GLICK. What do you mean—excuse me. You say you deal with the buses. I'm not certain what you mean.

MR. SICCARIELLO. Yes. Well, a lot of our children are bused, 80 percent of our children, 85 percent of my children are bused to Young Junior High School. And they come a long distance. And we have an unusual situation in that they—we encompass two other eighth, ninth grade junior high schools, and those children—our children are picked up with these children and they are not responsible to me or to anyone in our school. They mislead our little seventh graders, and yet they don't have to come to me for discipline or whatever.

And they transfer—we have a transfer system which is unusual. It is the only school that we transfer students from one school to another, a different bus, rather. It makes it, I think—no leadership; we have no leadership in the children coming, no good examples of maturity, and it does—I think children do have a harder time, more problems, say, in the afternoon. We notice that we have more problems with children in the afternoon because they—all seventh graders going back home—and in the mornings they are eighth, ninth, and seventh graders coming to school, and they seem to get along a lot better in the morning than they do in the afternoon where there is no leadership of eighth graders or ninth graders that are a little more mature, and that there is a little peer pressure.

MR. GLICK. Do the drivers complain of disorderly behavior on the buses?

MR. SICCARELLO. Yes, they refer students to us, and we counsel with them, yes.

MR. GLICK. I would like to ask all the witnesses questions reflecting the disciplinary issue which we just heard about from faculty members at an eighth- and ninth- grade center. Beginning with you, Mr. Brown, can you describe what kind of a discipline situation you have in the seventh-grade center and whether suspensions are a common form of disciplinary treatment?

MR. BROWN. We like to feel that we use suspension as a last resort. There are many other things that we use prior to taking that step. We utilize our guidance people, we utilize our community—school-community specialist before they get into the dean's door.

What can happen in a lot of school situations is that when a child becomes involved in what some people might interpret as disruptive behavior, they immediately refer that person to the deans, who feel that this is a discipline problem, and many times those people are also capable of writing what I like to refer to as legal briefs which almost forces the deans to take some kind of action.

We feel that by utilizing the school-community specialist to get involved with these youngsters prior to them going into the dean's office, with some relationship being established with the parents, or going into the guidance office where a determination is made as to whether or not this youngster would be in need of some kind of psychological or some other social service, then we feel that in this way that we are getting at some of the problems that would eventually sometimes result in discipline problems and in—to the extreme measure of suspending them from school. But we feel that we have these alternatives before they reach that point.

MR. GLICK. So your method of operation is to try to prevent the disruptive behavior or the disciplinary act, behavior, before it occurs?

MR. BROWN. We try to intercept it. Sometimes we can—we get a little reading in some kind of way. I can't be specific as to what those readings are. But we refer them to the school-community specialist who will call them in for interview. Sometimes the kids will come in off the record and say something is going on. Of course, we say to the deans that, please don't feel that every time a child comes to you that we have to take extreme action, that we have counselors over there and sometimes a lot of those kids need counseling.

We feel in this way that the suspensions in our own particular area are not as great as they would be, and we don't think that we have the problems you might find in some of the other areas for those reasons.

MR. GLICK. Mr. Siccarello, as the dean of boys, I assume you are responsible for discipline with respect to the boys?

MR. SICCARELLO. Yes.

MR. GLICK. Have you found in—let's say, comparing 3 years, 2 years ago and this year—have you found that the disciplinary rate is increasing or diminishing?

MR. SICCARIELLO. Diminishing, sir.

MR. GLICK. To what would you attribute that?

MR. SICCARIELLO. I think that the—well, I think that the black and white students, if we take that one little segment, the children have been together longer and they have learned to understand—they understand each other better. They respect one another more. And consequently, they get along better. I have—I think that there is a great improvement from 3 years ago to the present time.

MR. GLICK. You mean that—

MR. SICCARIELLO. Somewhat.

MR. GLICK. You mean that 3 years ago a large part of the disciplinary problem arose from interracial conflicts?

MR. SICCARIELLO. I would say more, yes, sir, more. And there is less racial overtone, although we have a relatively—I think that we have a good bunch of children, and relatively speaking, all 3 years. But the situation I think is improving each year. I see it as improving each year.

MR. GLICK. How many students are there in—

MR. SICCARIELLO. Approximately 1,145 children.

MR. GLICK. What percentage of those are black?

MR. SICCARIELLO. Fifteen percent, approximately.

MR. GLICK. Fifteen percent?

MR. SICCARIELLO. Fifteen.

MR. GLICK. All right.

MR. SICCARIELLO. Twenty percent; I stand corrected.

MR. GLICK. Twenty percent.

Ms. Wilds, does the Young School have an EMH program? Perhaps I ought not be directing this question to you, perhaps more so to Mr. Brown. But I want to get into the area of EMH, and I thought perhaps you might know something about it.

Ms. WILDS. Right. We have two teachers.

CHAIRMAN FLEMMING. Mr. Glick, could you translate that for us?

MR. GLICK. Yes, I'm sorry. Educable mentally handicapped.

Ms. WILDS. We have two classes at our school.

MR. GLICK. How many students are in those classes?

Ms. WILDS. Approximately 35, something like that.

MR. GLICK. In each one?

Ms. WILDS. No, that's the total enrollment.

MR. GLICK. I see. Can you indicate for me whether the children that are in those classes are there because Young has determined that they belong there, or do they come to the seventh-grade center with a record of testing, etc., which determines that they go right in there?

Ms. WILDS. No school in the county can determine who goes into EMH. It is determined by Dr. Lamb who is over the special education program here in our county. We get this list usually in September as to what child's assigned to us in the EMH class. If this child has been to another school before and is transferring to us, we still have to call

Dr. Lamb to verify the fact he is still an EMH kid. The parent has the right whenever he or she wants to take him out of the EMH class.

MR. GLICK. And the child can't be placed in the EMH without the parents' approval?

MS. WILDS. No, they can't, and the testing that the county gives.

MR. GLICK. Can you give me an idea of the racial breakdown in the EMH class?

MS. WILDS. Well, I know we have more black students there than white, but the exact ratio I can't give.

MR. GLICK. Would you have any comment on why there are more blacks?

MS. WILDS. Well, if I look at the ones at my school, and I do see them fairly often, most of them are there because they are disruptive kids. They have been several years.

This is the first thing that comes up, testing for EMH. I have been in education long enough to sort of look at a kid and see whether or not he really belongs there. The ones I look at sometimes do not have that certain look, do not even act that way, but they are disruptive. They are placed in EMH and they are continuing to go on in that class. I really don't think some of them belong there, but I do know they can't test out. So, naturally, they're going to come out with a testing score that's required by the county, and I don't think it's the county's fault. But like I said, they can't test well, black kids can't, so therefore they would test low and naturally we can show them as being an EMH kid, within that testing range.

There has been an incident in my school, we had a young lady who was very disruptive, has been all year. She's black. She has been recommended all year for EMH. I did not go along. The staff didn't. This is a school staff, and not county staff. This is usually what happens. When they are disruptive they are recommended for EMH class.

MR. GLICK. Do I understand you to say that children who are disciplinary problems are encouraged to go into the EMH classes by classroom teachers?

MS. WILDS. The way the referrals are made, usually the classroom teacher can refer to the counselor and in turn the counselor makes out a form that goes into Dr. Lamb's office, and from there testing takes place.

At these tests—and if he scores a certain score—I think it is 75; I am not certain about that score—then they are recommended for EMH or they are recommended not to have EMH. There are some that are recommended never get in there due to the placement or space available. But I do know with black kids, most of them are very disruptive and they end up in an EMH class. Like I said, the testing has a lot to do with it.

MR. GLICK. The testing.

MS. WILDS. Right. They must test a certain score to be placed in there whether they are disruptive or not. But if you pull records—and

many times I pull records to read before I take action on discipline kids—you find they have a long history of absence from first grade on, which would also make them show up as being very slow, and they cannot test out.

MR. GLICK. I would like to work through it and try to understand better what you mean by the testing. Is it an IQ test or reading test? What kind of test is it that's given?

MS. WILDS. It is a psychological test given by our county, and I assume by all counties, in order to test whether or not the child has a certain IQ to go into EMH class.

MR. GLICK. Do you know whether the tests have ever been given any kind of examination for—to see whether they are culturally biased against black children?

MS. WILDS. No, I don't know for certain that it has. I have seen kids who have made—black and white, who have made maybe one point over or one point under. Teachers have stated—and there has been a case a couple years ago, maybe 3 years ago, with a white kid who each time he tested he was just one point over, and everybody in the school felt, including myself, that this child belonged in EMH. He was never placed there simply because of that test score.

MR. GLICK. Do you think that there are children in Young Junior High School that belong in EMH who are not in there because there isn't the room for them in the classes?

MS. WILDS. There are some there who has not been placed in it because there is not space. There is some who has not been tested for. There is some who are in that should not be in. I think if they had been in school regularly, had not been a disruptive problem in that classroom, they probably would be in a basic class more than an EMH class.

Now, I had a white student to come into our school last week. He's been EMH all of this year. I know for a fact—we don't have his folder so I can't tell you how many more years before, but he was recommended from his previous school to try basic classes this last 9 weeks.

Now, I have yet to have seen a black kid come through there with that type of recommendation. And usually I am well ahead of the scheduling because I am in control of it at my school, and that was a responsibility designated to me through the principal.

MR. GLICK. One final question, Ms. Wilds. Once a child is assigned to EMH education, is it very likely that he or she is ever going to get out of that category?

MS. WILDS. The mothers can force you to take him out, right. Most times these parents do not understand what the EMH class, or maybe they truly believe these kids belong in there because of the way they are acting, so they are kept there. But the parents do have the right to take them out. We have taken them out several times in the years I've been at Young when the parent requests.

MR. GLICK. Thank you.

Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING. Commissioner Horn?

VICE CHAIRMAN HORN. Mr. Glick, can I suggest to complete this portion of the record that we get a copy of the EMH test in the record at this point and that the Commission staff write to the firm that has developed the test and put to them the question as to whether they have examined this test from the standpoint of any cultural bias?

MR. GLICK. We will undertake that.

VICE CHAIRMAN HORN. I would like it, Mr. Chairman, as an exhibit at this point in the record.

CHAIRMAN FLEMMING. Without objection, that will be done.

[The document referred to was marked Exhibit No. 25 for identification, and was received in evidence.]

VICE CHAIRMAN HORN. Thank you.

COMMISSIONER RUIZ. Mr. Siccarello, has the problem of bus discipline among the seventh graders been discussed with any parent-teachers group?

MR. SICCARIELLO. Yes. We have discussed many times with our parents—

COMMISSIONER RUIZ. The reason I asked that question is because we have volunteers in school automobile crossings, sometimes they are parents. In these PTA meetings, have you assessed the possibility of perhaps having a parent ride along with the bus as a volunteer for purposes of more discipline with respect to the seventh graders?

MR. SICCARIELLO. We would rather our children have more self-control and expect more of them rather than to, you know, have a chaperone. Our discipline is not that bad, as I view it. But we always want to strive to have our children behave better and do better.

COMMISSIONER RUIZ. Well, have the seventh graders come up to your expectations with respect to discipline?

MR. SICCARIELLO. Yes.

COMMISSIONER RUIZ. Very well.

CHAIRMAN FLEMMING. Commissioner Rankin?

COMMISSIONER RANKIN. No, thank you.

CHAIRMAN FLEMMING. Commissioner Freeman?

COMMISSIONER FREEMAN. Ms. Wilds, I would like to pursue the question that Dr. Horn has made with respect not only to the evaluation of the test, but I would like to know if your school has records by race of the students who are in the EMH program and if you can follow—if you have records that would reflect what happens, who the children are, how long they stay in the program by race.

MS. WILDS. We don't have that written anyplace, but it is no problem, it is only about 35 kids involved. It is no problem in finding out exactly how many blacks and how many whites and how long they have been in the program.

COMMISSIONER FREEMAN. It would be helpful to the Commission after we have determined with respect to the validity of the tests to know the manner in which this test is used to place children in the

EMH test program, and therefore I would like to request that, if you can get the information, if you would make that available to the Commission to be inserted into the record as the exhibit immediately following the testing for the validity of the EMH program, the profile by race of the students in the program for the academic year '75-'76.

CHAIRMAN FLEMMING. Commissioner Freeman, could I suggest staff might want to contact the superintendent's office to see whether that information is available on a district-wide basis?

COMMISSIONER FREEMAN. Yes, it certainly would be better because I am sure that what is used for one school would probably not be limited to that school. I think it would help the record if we could get it, if we could ask the staff to do that.

MR. GLICK. We will do that, Mrs. Freeman.

CHAIRMAN FLEMMING. It will be done.

COMMISSIONER FREEMAN. Thank you.

CHAIRMAN FLEMMING. I noted from the testimony that 85 percent of the students are transported to the school. I assume that creates some problems for you as far as parent-teacher activities are concerned and as far as extracurricular activities generally are concerned on the part of the student body. I was just wondering if you could briefly indicate how you have tried to surmount those problems?

MR. BROWN. Well, with the PTA we have tried leadership by executive board rather than by a committee on the whole.

CHAIRMAN FLEMMING. All right. In other words, you have—

MR. BROWN. It has been some—we have had experience—experienced some difficulty in getting large numbers of people to participate, and these are some of the reasons that they give. However, we do feel that subsequently, as the people become more familiar with our program and begin to accept our school as an integral part of the Hillsborough County public school system, that they will avail themselves of a more active part in the parent-teacher organization of the school. We are optimistic in that regard.

CHAIRMAN FLEMMING. How about school activities outside of the classroom? Are you somewhat limited?

MR. BROWN. We are very limited, sir.

CHAIRMAN FLEMMING. Right. What type of activity do you focus on?

MR. BROWN. Well, the area of athletics we feel is of great interest to children, and we sort of hurdle that obstacle by a full intramural program in school during the school day.

CHAIRMAN FLEMMING. All right.

Well, we are very appreciative of all of you coming and providing us with this information relative to what is certainly a unique program in the educational world.

I had the feeling, Mr. Brown, you identified some of the things you thought were on the liability side of the ledger as far as the program is concerned, and that maybe the discussion started down another path before you had the opportunity of identifying some of the pluses, or have those pluses been identified by your colleagues?

MR. BROWN. I am not so sure, sir, that I understand you. I think I started off by giving one of the positives.

CHAIRMAN FLEMMING. What is that?

MR. BROWN. My initial question was the advantage, and I think I stated that when I mentioned the program of electives have become available to—

CHAIRMAN FLEMMING. You did. That is right. Fine. Okay.

Well, thank you all very, very much.

MR. GLICK. Mr. Chairman, the next witnesses are faculty members of the Young Junior High School seventh-grade center. They are: Massalena Britt, who is the school-community specialist; Anne Campfield, who is a teacher; Darrell Erickson and Hosie Harris, also classroom teachers.

[Ms. Massalena Britt, Ms. Anne Campfield, Mr. Darrell Erickson, and Mr. Hosie Harris were sworn.]

TESTIMONY OF MASSALENA BRITT, ANNE CAMPFIELD, DARRELL ERICKSON AND HOSIE HARRIS, FACULTY MEMBERS, YOUNG JUNIOR HIGH SCHOOL

MR. STOCKS. Starting with Ms. Britt, would each of you state your name, your address, your occupation, and how long you have been teaching in Hillsborough County school system?

MS. BRITT. My name is Massalena Britt. I live at 2306 North Harold Avenue. I am a school-community specialist. I have worked in Hillsborough County for 15 years. This is my second year as school-community specialist.

MS. CAMPFIELD. Anne Campfield, 7522 Hanley Road in Tampa.

MR. STOCKS. How long have you been teaching?

MS. CAMPFIELD. Eight years.

MR. STOCKS. What do you teach?

MS. CAMPFIELD. Math.

MR. ERICKSON. Darrell Erickson, 7005 Thrasher Drive, Tampa. Seven years.

MR. STOCKS. What do you teach?

MR. ERICKSON. Life science, biology.

MR. STOCKS. Mr. Harris?

MR. HARRIS. My name is Hosie Harris. I live at 5606 29th Street, East Tampa. I have been teaching in Hillsborough County Schools for 13 years. I teach in a project called LAMP.

MR. STOCKS. Thank you. Would you please, for the record, identify what LAMP is? I realize those are initials L-A-M-P.

MR. HARRIS. LAMP is a language arts and mathematics program that we have in the county to help basic kids, kids that are behind when they come to the seventh-grade center. We consist of two teachers and four assistant teachers.

MR. STOCKS. Thank you.

Ms. Britt, you are the school-community specialist. Would you explain to the Commission what the school-community specialist is and what is your relationship with the rest of the inschool faculty?

Ms. BRITT. School-community specialist now has changed roles, I would say. First they were hired to quell or help quell racial disturbances and racial overtones, what-have-you, in the schools. But since we have bodily moved our children, now we are in the process of trying to help change the attitudes. And so this is really my responsibility with the children, the faculty and the parents.

I have formed groups of children which I called SAC, and I have targeted kids—I also have a PAC coordinated with the PTA.

MR. STOCKS. Would you explain for the record what SAC is and what PAC is?

Ms. BRITT. SAC is Student Advisory Committee, which is at all the other schools that we have. I have 14 on my committee, which is 50-50—50 percent white, 50 percent black. Federal guidelines say you must have this.

PAC is Parent Advisory Committee. And I have 15 on the Parent Advisory Committee. These are parents.

MR. STOCKS. Thank you.

Ms. Campfield, when did you come to the Young Junior High School?

Ms. CAMPFIELD. In '71.

MR. STOCKS. Was that the time of the desegregation?

Ms. CAMPFIELD. No, it was before.

MR. STOCKS. Before the desegregation?

Ms. CAMPFIELD. Yes.

MR. STOCKS. So you taught there prior to it being desegregated?

Ms. CAMPFIELD. Yes, I did.

MR. STOCKS. Would you explain to the Commissioners your concerns about the change in the school as a result of desegregation and what you expected?

Ms. CAMPFIELD. Well, as far as like, did I think it was going to work well?

MR. STOCKS. Yes.

Ms. CAMPFIELD. No. I mean I had apprehensions because I didn't think it would work as well as it did.

MR. STOCKS. What are your conclusions after several years of desegregation?

Ms. CAMPFIELD. I think it has worked with relatively few problems at our school.

MR. STOCKS. From your perspective as a math teacher, do you see any particular problems or any difference in your teaching mathematics now as compared to your teaching mathematics prior to desegregation?

Ms. CAMPFIELD. No, I don't.

MR. STOCKS. All right.

Mr. Erickson, you teach life sciences in that school. From your experience, how long did the adjustment from a nondesegregated to a desegregated school take?

MR. ERICKSON. How long did the adjustment take on the part of students?

MR. STOCKS. On the part of students and on the part of teachers.

MR. ERICKSON. I guess it is still going on. But I would say it went from the first years being pretty trying in terms of expectations and fears and these sorts of things, to this year where there seems to be—I don't know of any problem. So, it seems like it is working all the way now.

MR. STOCKS. Do you think the teachers in your school have adjusted totally to now teaching both black and white students, as compared to teaching students of one race prior to desegregation?

MR. ERICKSON. To my knowledge everyone I have associated with or just talked with—in fact, it is not even a point of discussion anymore.

MR. STOCKS. Do you have any problems with teaching in your class, with black students as compared to white students?

MR. ERICKSON. Not in teaching. It has altered what and how I teach.

MR. STOCKS. Would you tell us how it has altered that?

MR. ERICKSON. In the beginning, in '71, I think is where I noticed it most of all; there was a high percentage of the black students had limited ability to read, or at least to communicate to me that they could read. And I, with some others in a program we called Special Program for Masters in Teaching, worked out a little plan whereby we could incorporate more reading into the science curriculum. And we found that, when we did that, we were resegregating again because most of the kids were black again. We'd have 80 percent of the students would be black. This is to a much lesser degree now, but it still continues. It seems to be improving quite a bit.

MR. STOCKS. Have you been able to use the reading program in conjunction with the science to upgrade the quality and performance of students in your classroom?

MR. ERICKSON. I have seen some that work at it that can definitely answer pencil-and-paper tests now with some accuracy.

MR. STOCKS. Mr. Harris, the LAMP program is provided for students who have deficiencies in language arts and mathematics; is that correct?

MR. HARRIS. That is correct.

MR. STOCKS. What do you do in the LAMP program to help those students?

MR. HARRIS. We go back and teach the basic skills, simple addition, subtraction, multiplication, and division, which they don't bring to us. I have a great percentage of blacks. I have 70 percent of blacks in math, and I feel there is something wrong when I get 70 percent of blacks with these deficiencies when our school is integrated on a 13-87 basis.

MR. STOCKS. Do you have any particular discipline problems with your students as a result of having a large number of blacks?

MR. HARRIS. I have some discipline problems. But most of them I can handle myself. I don't need the help of the dean.

MR. STOCKS. How do you handle those? Could you briefly describe that?

MR. HARRIS. Well, I work with him. I don't mind going to his house at night; I don't mind helping him at any time he sees me on the campus. If he has a problem, I'll help him. It doesn't have to occur in my class. If I must, if he has a problem with the dean, I will even go see the dean.

MR. STOCKS. Okay, thank you.

Ms. Britt, you have had a long experience in the Hillsborough County school system. Would you give the Commission the benefit of your perception regarding both the positive and the negative effects of school desegregation, as you see them as a teacher and a school-community specialist?

MS. BRITT. Well, first as a teacher—and I taught for about 18 years, I have taught 20 years, just 15 years in Hillsborough County—and I can see positive results. First of all, as far as supplies, I would say, materials, are concerned, more to work with. And I think we are getting to know each other better. We are learning to accept each other and we can, therefore, learn to—we can, rather, work together and the children can learn to work together. But my job is to help the children learn to accept each other, and to accept each other as they are, not try to change them.

MR. STOCKS. Do you feel that school desegregation has helped that process in your school?

MS. BRITT. It has helped in my school with aid.

MR. STOCKS. Aid from whom?

MS. BRITT. From, I would say, from the faculty, from the staff, administration, and from myself, I guess, too.

MR. STOCKS. In your role as school-community specialist, have you been able to draw upon the entire faculty, the administration of your school, to carry out your responsibilities?

MS. BRITT. Very cooperative, very cooperative; my faculty and my administration, very cooperative. I don't have any problems in carrying out my work. I think that is why I can carry on a very good program because I do have the cooperation of all of them.

MR. STOCKS. Ms. Campfield, would you elaborate on your opinions of the positive and negative effects of school desegregation?

MS. CAMPFIELD. Well, I have seen a lot more come into the schools since we have desegregated that we didn't have before as far as materials. I also think the kids get along fairly well. You know, I think they get along very well.

Negatively, I just think it is a really bad thing to put a first-grade kid on a bus and bus them, you know. And as far as our kids, too,

they don't get home until so late, and it's dinnertime and, again, they have no time to go home and play like regular kids should, I think.

MR. STOCKS. Thank you.

Mr. ERICKSON, would you care to comment on the same question?

MR. ERICKSON. The first year I taught in a school that was not all white; it was mostly black. And the equipment, the atmosphere generally from the equipment I think, and the general appearance of things certainly didn't lend itself to stimulating students to want to produce academically.

I noticed a profound change in that school during that year and the influx of material, equipment, furniture, and these sorts of things, and I think over the years, each year as it has progressed, that this has had a lot to do—just the atmosphere has had a lot to do.

MR. STOCKS. Do you think the amount of equipment and the physical facilities in the school affect how a student reacts to the school?

MR. ERICKSON. Absolutely, the appearance, the atmosphere that can be created through the proper furnishings.

MR. STOCKS. Mr. Harris, would you comment on the positive and negative effects of desegregation as you see it from your teacher's vantage point.

MR. HARRIS. I think, first of all, I'll address the worst and save the best for last. The negative part that I see, I see a lack of communication between black kids and white teachers. I think we have a language barrier and I think we have a cultural barrier. And I think unless we go back, retrain maybe all of us, that this problem will continue. I don't see it lightening up as of now.

The positive things that I see, I see that black and white kids are playing together and are socializing together and I think that this is good. I do see now more equipment than I have ever seen in my life in a school, than I have ever seen.

MR. STOCKS. Thank you.

Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Rankin?

COMMISSIONER RANKIN. Can I become a devil's advocate and say this, Ms. Campfield that, you have basic classes; am I correct?

MS. CAMPFIELD. Yes, I do.

COMMISSIONER RANKIN. And you say most them have low economic income, their parents do; is that correct?

MS. CAMPFIELD. Yes, the majority of them do.

COMMISSIONER RANKIN. Could I say that people in this situation have a stronger incentive to learn and, therefore, if taught properly, will advance more rapidly than some who have lived with the "golden spoon" in their mouth all their life?

MS. CAMPFIELD. I think so.

COMMISSIONER RANKIN. Oh, you're going to agree with me on that! Therefore, what percentage of these low-income students are really able to advance this rapidly?

MS. CAMPFIELD. What percentage?

COMMISSIONER RANKIN. Yes.

MS. CAMPFIELD. I think you see improvement in all of them, 95 percent of them.

COMMISSIONER RANKIN. Why can't—if a lot of them do that and can advance more rapidly, why can't they take their place in the higher sections, or something like that. Why do they stay in the basic section?

MS. CAMPFIELD. Well, I don't think that a lot of help is provided for the basics. At our school we have, for math and science and English, we do have a basic program where we have 15 kids in a class. But as they go into eighth- and ninth-grade schools, I don't believe they're going to have it, and I don't think it is provided. You don't get that kind of a situation in most of the schools. See, when they come to me they are already extremely far behind for a seventh-grade child; so they have got a long way to go even if they do make rapid progress.

COMMISSIONER RANKIN. Mr. Erickson, have you found that some low-income students make really rapid progress and can classify those who live in homes where the income is much greater?

MR. ERICKSON. Yes. I think though that, when you mention the incentive, we should be confining our incentive to something that is tangible to a seventh-grade student such as a grade for that effort. If, for example, a student cannot write a coherent sentence or coherent statement, but if he can verbally communicate to me that he knows what he's assigned to learn, then he should be—somehow, we need to be able to reward that much effort and then proceed from there to the pen-and-paper business, and they will produce.

Now, the first 9 weeks maybe only a few will. But, when the report cards come out and a lot hangs on that grade, apparently, in the minds of the students and their parents, but when it comes and the student who couldn't read and probably never got anything but Ds and Fs suddenly got a B—but the other students don't know, it was an orally tested thing. When his friends that share his problems find out about it, the second 9 weeks, a lot of problems tend to disappear, and we have more kids striving to get that, too.

COMMISSIONER RANKIN. Thank you.

CHAIRMAN FLEMMING. Commissioner Horn?

VICE CHAIRMAN HORN. Ms. Britt, in your role as a community relations specialist I imagine you have been able to examine the behavior of students on buses; and I was just curious, what is your experience, based on any behavior problems that occur on buses, in terms of the suspension rates? Have you seen suspension adversely affect blacks or whites out of proportion to their numbers?

MS. BRITT. As far as buses are concerned, see, we have more whites bused. Practically all our white students are bused and we have very, very few black students that are bused. When you have suspension as far as—well, it would really be bus suspension; that means they cannot ride the bus—it would be the whites.

VICE CHAIRMAN HORN. Have students who have misbehaved who were white been suspended?

Ms. BRITT. Yes, sure.

VICE CHAIRMAN HORN. How many examples have we had of this, in the course of a year maybe?

Ms. BRITT. Oh, bus suspensions?

VICE CHAIRMAN HORN. Yes.

Ms. BRITT. I would say about—this is rough, off the top of my head, I would say maybe 20, maybe, roughly.

VICE CHAIRMAN HORN. Thank you.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. Mr. Harris, you indicated that 70 percent of the black children come inadequately prepared?

MR. HARRIS. I am not saying 70 percent in the school. I am saying 70 percent of my class, and I believe we have approximately 200 or more blacks, and I have 72 of them in project LAMP.

COMMISSIONER SALTZMAN. And what explains the poor preparation? Are you able to tell us anything about that?

MR. HARRIS. I wish I knew. But I have some ideas. I think because—well, first of all, my kids do have discipline problems, and I think because they had these problems in the fifth and sixth grade, that they were just put away in a corner somewhere and they were not worked with. Because it is difficult to get a kid in the seventh-grade level that can't add three digit numbers; it is difficult to see that.

COMMISSIONER SALTZMAN. Can I ask you all one final question: Are students, black and white equally, provided with quality education from your point of view, at your school?

MR. HARRIS. I am not sure, sir. I am not sure.

COMMISSIONER SALTZMAN. Mr. Erickson?

MR. ERICKSON. To my knowledge they are. And if they aren't, I am convinced that we are working toward it.

Ms. CAMPFIELD. I also have to agree with Mr. Erickson. I think that to the best of our ability we are.

Ms. BRITT. As far as I can see, I think they are trying.

COMMISSIONER SALTZMAN. Thank you.

CHAIRMAN FLEMMING. Thank you very, very much. We appreciate it. Counsel will call the next witnesses.

MR. STOCKS. The next witnesses are from Dunbar Elementary School: Dora L. Reeder, principal; Arthur Fleming, a teacher; Emma Donofry, a teacher; and Janet M. Middlebrooks, the PTA president.

[Ms. Dora L. Reeder, Mr. Arthur Fleming, Ms. Emma Donofry, and Ms. Janet M. Middlebrooks were sworn.]

TESTIMONY OF DORA L. REEDER, PRINCIPAL; ARTHUR FLEMING, TEACHER; EMMA DONOFRY, TEACHER; AND JANET M. MIDDLEBROOKS, PTA PRESIDENT

CHAIRMAN FLEMMING. Thank you, we appreciate your being here.

MR. STOCKS. Would you each, starting with Principal Reeder, give your name, address, and your position in the school?

Ms. REEDER. I am Dora Reeder. I live at 1717 Grace Street, Tampa. I am principal of Dunbar Sixth-Grade Center.

Mr. FLEMING. My name is Arthur Fleming. I live at 1518 Spruce Street. I have been working in the school system for 13 years.

Mr. STOCKS. What do you teach?

Mr. FLEMING. Well, it's a sixth-grade center, so we teach everything there.

Mr. STOCKS. Thank you. Ms. Donofry?

Ms. DONOFRY. Emma Donofry, 103 Shore Parkway. And I have been at Dunbar 4 years. I teach everything also.

Ms. MIDDLEBROOKS. Janet M. Middlebrooks. My address is 8403 Blackstone Court, Tampa. I am president of the Dunbar PTA.

Mr. STOCKS. Thank you.

Mr. SCHWARTZ. Thank you.

Ms. Reeder, how long have you been principal of Dunbar?

Ms. REEDER. For 16 years.

Mr. SCHWARTZ. That would be back to 1960?

Ms. REEDER. Yes.

Mr. SCHWARTZ. What changes have you seen in the grade structure, the racial composition, during your tenure as principal of that school?

Ms. REEDER. When I was first assigned to Dunbar in 1960, it was an all-black school with a black faculty; approximately 700 students, I guess. And then I think it was in 1970 or—yes, '70, we were a paired school. At that time we became a primary school, we were paired with Tampa Bay Boulevard. That was the first, Hillsborough County's first integration I guess. We worked with that a year, and then it became a sixth-grade center.

Mr. SCHWARTZ. Going back to that time when Dunbar was a black elementary school, were you aware of any disparity in facilities between your black elementary school and other elementary schools which, at that time, would have been all white?

Ms. REEDER. No. I am not that sure about disparities. Well, I guess I am, in that when we became a sixth-grade center, quite a few changes took place, and I assumed that that was the way it was in many of the other schools. The parents whose children would be coming to our schools probably desired this kind of thing or would be concerned about some of the inadequacies if you would call it that.

Mr. SCHWARTZ. In what year did Dunbar become a sixth-grade center?

Ms. REEDER. I believe it was 1970.

Mr. SCHWARTZ. Was—

Ms. REEDER. '70 or '71.

Mr. SCHWARTZ. Was it with comprehensive school desegregation when all the schools changed?

Ms. REEDER. Yes; when it became a sixth-grade center?

Mr. SCHWARTZ. Yes. That would have been '71 then. What physical changes were made to the Dunbar plant facility?

Ms. REEDER. Well, the school was painted inside and out; all of the toilet facilities were tiled; the entire school area including the physical education area was enclosed in a fence; all of the sandy areas were sodded; and on our PE field we were given a lighter soil which made it much nicer for the children. Those are the things that come to mind right now.

Mr. SCHWARTZ. You also mentioned that you were a principal of Dunbar when Dunbar was paired.

Ms. REEDER. Yes.

Mr. SCHWARTZ. That would have been what year?

Ms. REEDER. I guess it was '70.

Mr. SCHWARTZ. That would be the year before school desegregation throughout the county?

Ms. REEDER. Yes.

Mr. SCHWARTZ. In that year what was your experience? How well did pairing work? I'd like you to assess that for us.

Ms. REEDER. Pairing didn't work very well. There seemed to have been ways to get around it somehow, and the students who were—we were supposed to get something like 600 students that year, a little more or less, more, I think; I think something like 400 finally showed up.

Mr. SCHWARTZ. I think really I should have asked you to begin with, what pairing was, what schools were involved, and how that affected the grade structure at your school.

Ms. REEDER. Well, two communities, the grades in two communities were paired. Let me see if I am making myself clear. For instance, at Dunbar we became a primary school and we had grades K through three. And we were paired with Tampa Bay Boulevard. They had grades four through six. All of the primary students from Tampa Bay Boulevard community were supposed to come to Dunbar, and all of the fourth-, fifth-, and sixth-grade students from the Dunbar community were supposed to go to Tampa Bay Boulevard.

Mr. SCHWARTZ. Do you happen to know whether the students from the Dunbar attendance area were going to Tampa Bay Boulevard?

Ms. REEDER. I think they went. As a matter of fact, I know they went because we had to supervise them while they waited for the buses.

Mr. SCHWARTZ. But you say that you lost some enrollment that year from the students who were supposed to come from Tampa Bay?

Ms. REEDER. Yes, we did. Yes.

Mr. SCHWARTZ. Do you have specific data on that, how many students were supposed to be there and exactly how many students came?

Ms. REEDER. I believe I was supposed to have approximately 650 students, maybe. And—now this is the year of pairing?

Mr. SCHWARTZ. This is the year of pairing?

Ms. REEDER. Yes, a little bit better than 600 students, and around 400 and some showed up finally. Most of them were black.

Mr. SCHWARTZ. 600 was the total?

Ms. REEDER. Yes. For the pairing year.

Mr. SCHWARTZ. How many should have been black out of that total and how many white, roughly?

Ms. REEDER. I don't think that was determined, because it all depended on who in the black community was, you know, was going to be in grades K through three. You see what I am saying? But—am I making myself clear?

Mr. SCHWARTZ. Maybe I could ask it this way; did you have an estimate of the number of children who were supposed to come from Tampa Bay Boulevard?

Ms. REEDER. I believe—I am trying to think. It has been so long ago, I can't remember. I really can't remember that, I'm sorry. Something like 400 and some.

Mr. SCHWARTZ. Do you know approximately how many came?

Ms. REEDER. Maybe 50 some.

Mr. SCHWARTZ. So you lost the overwhelming majority of the students. We can say that?

Ms. REEDER. Oh, yes.

Mr. SCHWARTZ. How about in the year of desegregation countywide, that's 1971, when you became a sixth-grade center? Did you have any projections on the number of students who were supposed to be there and how many of those actually came?

Ms. REEDER. Again, we were supposed to get a little more than 600, maybe 650. That is about the capacity for our building. But again, that first year about 430 students showed up, white students. Is this what you mean?

Mr. SCHWARTZ. Yes. I would like to turn to another area of concern. Now, I understand that Dunbar has a satellite zone, has a number of satellite zones. Could you describe those satellite zones and tell us roughly the distance from the school?

Ms. REEDER. The [grades] one through five schools that feed into our schools, the communities are Bay Crest, Dickinson, Town and Country, Citrus Park, and Bauer. Do you mean as far as the economic status is concerned, or what did you have reference to? The number of students who come from those communities? If this is what you mean, last year 91 percent of the students that were supposed to come to Dunbar from the Bay Crest area came; I think about 72 percent, 82 percent of the students that were supposed to come from the Citrus Park area came; and about 72 or somewhere in there from the other two schools, Dickinson and Town and Country. I think 70 percent came from the Town and Country area.

Mr. SCHWARTZ. Which of those areas is farthest from the school?

Ms. REEDER. Citrus Park.

Mr. SCHWARTZ. How long would it take on a bus for a child to go one way from the Citrus Park area to Dunbar?

Ms. REEDER. Approximately 45 minutes to the farthest point.

Mr. SCHWARTZ. That would be each way each day?

Ms. REEDER. Yes.

MR. SCHWARTZ. Do you have any observation to make with regard to the length of that bus ride and its effect on the students?

MS. REEDER. As far as their performance is concerned or their attitude to the program, is that what you have reference to? They don't seem to mind the bus ride. They seem eager to come. They hate when they have to miss. And, as a matter of fact, their parents have to bring them, sometimes. I think it is what they get at the end of the line that's important and I think this is what they like.

MR. SCHWARTZ. Are the students from that particular attendance zone mostly white or mostly black?

MS. REEDER. Mostly white.

MR. SCHWARTZ. Could you give us a rough percentage of how many of those students would be black?

MS. REEDER. Out of that community, I think we are probably busing about five black students and the rest of them are white, from the Citrus Park area.

MR. SCHWARTZ. Out of a total of about how many?

MS. REEDER. Well, I have two buses and each bus carries 66 students, so it is twice 66.

MR. SCHWARTZ. So we are talking about 90 percent of them?

MS. REEDER. Yes.

MR. SCHWARTZ. Ms. Donofry, could you describe the sixth-grade center concept for us? You are a sixth-grade team leader, as I understand it. Could you tell us what that concept is about and how that differs from the traditional sixth grade in a one through six elementary school?

MS. DONOFRY. At Dunbar we have five teams and the number of classrooms range from three to five in each team because of the facilities.

In my particular team we have four classrooms. We have a team leader and the others are members of the team. And the boys and girls remain within the team for all their classes except special services, which include, special services, you know, from music and PE and emotionally disturbed class and speech and so on.

MR. SCHWARTZ. Do you divide up subject-matter areas in these teams for specific instruction to different groups of students?

MS. DONOFRY. Yes, we do. We try to have as much individualized instruction, especially in the language arts area and math.

MR. SCHWARTZ. Mr. Fleming, I would like to ask you if you are; are you also a sixth-grade team leader?

MR. FLEMING. Yes.

MR. SCHWARTZ. Does your team operate along the same concept or is that changed?

MR. FLEMING. Yes, the same concept. There are three team members on my team, including myself. We work basically the same as Ms. Donofry's team and the other teams in the school. We divide our classes according to their ability level, which is in language arts and math.

MR. SCHWARTZ. Have you found any particular benefits to the sixth-grade center concept, Mr. Fleming?

MR. FLEMING. Yes. I think that the children look at the sixth-grade center as not being an elementary school. It's something different to them. And, I think it's kind of helped them independently. The work that we give them is independent work, such as our reading and language arts in our classes.

MR. SCHWARTZ. I would like to address this question to both Mr. Fleming and Ms. Donofry: Are there any ways or methods that you use during the school year, or at its beginning, to structure a program which is more individualized for the students in this team-teaching concept than they might normally get in a one through six center?

MR. FLEMING. At the beginning of the year we give a test in math and in language arts, and we group them according to their score or ability on the test.

MR. SCHWARTZ. Ms. Donofry?

MS. DONOFRY. After we group them by ability groups, we, during the year, constantly group and regroup because if a child advances we don't believe that we need to keep him in that lower group, and we move him up just like we move children down sometimes, too, if they are not making the progress.

MR. FLEMING. We move them up and down during the year. As they progress, we move them up; if they don't we move them back.

MR. SCHWARTZ. So then one of the benefits here is that you have been able to achieve a particularly individualized program for these students?

MR. FLEMING. Right.

MR. SCHWARTZ. How about the difference between sixth-grade students—well, let me ask you this: Have you had occasion to teach in a traditional elementary school? Have both of you taught in one through six schools?

MS. DONOFRY. Yes.

MR. FLEMING. Yes.

MR. SCHWARTZ. Do you see any difference between the sixth graders that you have in a sixth-grade center where they are all sixth graders, as opposed to the way sixth graders behave in a one through six elementary school?

MR. FLEMING. Like I said before, I think they are more independent in the sixth-grade center because of the work we give them. Whereas in a one through six, one through five, school I think they look at it as just being an elementary school, and I don't think they get the individual-type work that we can give them there.

MR. SCHWARTZ. Ms. Donofry?

MS. DONOFRY. I believe that they take much pride in their school because this is their school and it is only sixth graders. They love it.

MR. SCHWARTZ. Does that apply to the students who are bused in these long distances, also?

Ms. DONOFRY. Surely. What's going on at Dunbar is going on in the other schools, just as good an education.

Mr. SCHWARTZ. Ms. Middlebrooks, we haven't included you in this conversation yet, but I am very interested to know how many children you have going to the school system?

Ms. MIDDLEBROOKS. I have one son seated in the audience.

Mr. SCHWARTZ. Do you have any other children in the school system?

Ms. MIDDLEBROOKS. Yes. I have one daughter sitting the audience. She is a third grader at Bay Crest Elementary.

Mr. SCHWARTZ. And I take it your son is at—

Ms. MIDDLEBROOKS. At Dunbar, yes.

Mr. SCHWARTZ. You are president of the PTA at Dunbar?

Ms. MIDDLEBROOKS. Yes.

Mr. SCHWARTZ. Does your son ride a bus to school?

Ms. MIDDLEBROOKS. Yes, he does.

Mr. SCHWARTZ. How long does that trip take him?

Ms. MIDDLEBROOKS. About 20 minutes each way.

Mr. SCHWARTZ. Have you asked him what he thinks of it?

Ms. MIDDLEBROOKS. Yes.

Mr. SCHWARTZ. What has his response been to you?

Ms. MIDDLEBROOKS. He really rather enjoys the bus ride. On occasion I have been at the school and offered to give him transportation home, and I have been reprimanded severely for that.

Mr. SCHWARTZ. By him?

Ms. MIDDLEBROOKS. Yes, by him.

Mr. SCHWARTZ. How about you? What do you think about busing of your child to and from school each day from the Bay Crest area?

Ms. MIDDLEBROOKS. I have no serious objection to it, personally. It has not caused a hardship in our family. Perhaps I would feel differently about it if, as Mrs. Reeder said, what he got at the end of the line was not so good. But he does get a good deal at the end of the line.

Mr. SCHWARTZ. As a PTA parent, have you attempted to organize other parents to become involved in the Parent-Teachers Association at Dunbar?

Ms. MIDDLEBROOKS. Yes, I have attempted to organize other parents. Would you care to have me elaborate at this point?

Mr. SCHWARTZ. I would love it.

Ms. MIDDLEBROOKS. This, to me, is the major drawback in the sixth-grade center, in that it is a 1-year school. While the children may be very happy there, it is very difficult to get parent participation. The parents feel, well, they are there 1 year and then they will be going somewhere else. There is also the feeling that, on the part of many parents, that they don't really wish to drive a distance to come to the school. There is also another feeling that they don't wish to come into that particular neighborhood because it is somewhat of a ghetto area, and it is frightening to some people.

MR. SCHWARTZ. Ms. Reeder, have you noticed a decrease in parental interest since you became a sixth-grade center?

MS. REEDER. I always disagree with Ms. Middlebrooks on this because before integration I had such a hard time getting PTA going and getting parent involvement and this kind of thing, and I do believe very strongly in this, and she doesn't realize that what she is doing is just wonderful for our school.

We do have more parent participation than we have ever had. Our teachers no longer have to worry about the class parties and all of the field trips and all of the other things that parents get involved in—the health room and all the other factors. She doesn't have lots of people in there every day, but I am happy with the people she has been able to get into our school and get involved in our total school program.

MR. SCHWARTZ. Thank you very much.

MR. CHAIRMAN, I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Horn?

VICE CHAIRMAN HORN. Ms. Reeder, does the likelihood that fifth graders will attend Dunbar differ based on the socioeconomic class of the families from which they come?

MS. REEDER. As I said earlier, the majority of the students—I always get a projection, and last year I decided to determine from the previous years, those that were supposed to come, and I decided to do a little math and determine who actually came; you know, just what percentage of the students showed up from each community. And it was interesting to note that 91 percent of the students from the Bay Crest area came, and I think this is our most affluent community, I believe. I hope I will not be challenged on that.

VICE CHAIRMAN HORN. Do you find that the likelihood of parent participation also follows that pattern, that proportionately the poorer the economic background, the less the parents are involved?

MS. REEDER. I would think so because those parents work. I think that their heart is in it; but they work, and they just don't have the time.

VICE CHAIRMAN HORN. Has there been any attempt to have the activity bus pick up the parents for PTA meetings?

MS. REEDER. We have not done that. But I can tell you this. I don't know where we would put any more parents if they came. We have about four PTA meetings a year and of course we work at it. It is standing room only.

VICE CHAIRMAN HORN. Ms. Middlebrooks, how many parents do turn out?

MS. MIDDLEBROOKS. I would estimate that we have had 300 parents at the PTA meetings. The reason we have the parents is because we involve the children in the programs. We are rather interested in trying to get the children to perform, and therefore the parents to come to see them perform.

VICE CHAIRMAN HORN. Would you say that 10 percent, 20 percent of those parents are black parents?

Ms. MIDDLEBROOKS. Oh, I honestly could not make an estimate. There are so many things that occupied my mind at that time that I can't really tell you how the audience is made up. I'm sorry.

Ms. REEDER. I can't do that either, except to tell you that it is very salt and peppery, you know.

[Laughter.]

COMMISSIONER RUIZ. Ms. Donofry, are there some students from foreign-language-speaking homes at the Dunbar Elementary that have some English-speaking problems?

Ms. DONOFRY. Yes, we have quite a few.

COMMISSIONER RUIZ. How many is quite a few?

Ms. DONOFRY. Thirty-six.

COMMISSIONER RUIZ. Have you ever taught monolingual students before the sixth grade?

Ms. DONOFRY. Yes.

COMMISSIONER RUIZ. How many of these monolingual students who enter the kindergarten make it up to the sixth grade?

Ms. DONOFRY. They all do.

COMMISSIONER RUIZ. After they get to the sixth grade and you have them, how do you arrive at the testing, pretesting, procedures that are given there with relation to these particular children?

Ms. DONOFRY. They can't speak English at all, and we don't test them.

COMMISSIONER RUIZ. There is no testing?

Ms. DONOFRY. No.

COMMISSIONER RUIZ. Because they can't take tests?

Ms. DONOFRY. That is right. Let me tell you about something that happened last week. We had three Vietnamese children who speak very, very limited English. And we had the Vietnamese bilingual coordinator come to our school and administer the test by translating.

COMMISSIONER RUIZ. What happens to these children, finally, in the educational upward mobility?

Ms. DONOFRY. They will learn the language. It is much easier for children to learn the language at that age than it would be for an adult.

COMMISSIONER RUIZ. And some do not learn the language sufficiently for the purposes of going on to an academic education?

Ms. DONOFRY. Some may not.

COMMISSIONER RUIZ. Is there any particular—you just indicated a special problem involving Vietnamese children.

Ms. DONOFRY. Yes.

COMMISSIONER RUIZ. Are you able to identify any supportive bilingual instruction classes that exist?

Ms. DONOFRY. Well, we've got, we have a Vietnamese aide. He speaks English and Vietnamese and he works with the Vietnamese children. We also have a Spanish aide who works with the Spanish children, and she has them scheduled, you know, throughout the day.

COMMISSIONER RUIZ. How is that funded?

Ms. DONOFRY. It's a Federal program.

COMMISSIONER RUIZ. Do you feel it is good, necessary?

Ms. DONOFRY. Yes, definitely. I wish that I had had something like that when I first started school.

COMMISSIONER RUIZ. Do you feel it is indispensable?

Ms. DONOFRY. Yes, it is vital.

COMMISSIONER RUIZ. Thank you.

CHAIRMAN FLEMMING. It is clear that all of you who are participating in this program have commitment, have enthusiasm, and I am confident that you are getting results. And this certainly includes, I agree with you, the president of the PTA because I don't think she should have to apologize for a PTA that produces an attendance of 300 or more persons at a meeting. I have worked with PTAs for sometime back and I know the problem. But, thank you for coming and sharing your experiences with us.

Ms. REEDER. I am sorry you didn't ask us about the activities in a sixth-grade center.

CHAIRMAN FLEMMING. Well, okay, I have asked the question right now.

Ms. REEDER. Because they learn a lot from the activities and some—I have listened to earlier testimony and some of those students who cannot excel academically, can excel in other areas, and we make provisions for that in our program. We have clubs, we have junior olympics, we have a student council; and all of these provide opportunities for children regardless of what their talents are. They have an opportunity to excel at some time or other in some of these particular areas.

CHAIRMAN FLEMMING. Tell me, how do you surmount the problem that transportation creates?

Ms. REEDER. We do it—for instance, on club day which is every other Friday, it's from 1:30 to 2:30 and our students leave at 2:45. The clubs are sponsored by the teachers with varying talents and it is a delightful experience, and we enjoy it.

CHAIRMAN FLEMMING. I appreciate your providing us with that additional testimony. Thank you very much.

MR. GLICK. Mr. Chairman, our next witnesses are staff members of the Tampa Bay Boulevard Elementary School: Gordon Mosteller, the principal Rosalee LoCicero, a teacher; Mary Bessent, a teacher; and Bridget Olivero, a teacher's aide.

[Mr. Gordon Mosteller, Ms. Rosalee LoCicero, Ms. Mary Bessent, and Ms. Bridget Olivero were sworn.]

TESTIMONY OF GORDON MOSTELLER, PRINCIPAL; BRIDGET OLIVER, AIDE AND PARENT; AND ROSALEE LOCICERO, AND MARY BESSENT, TEACHERS, TAMPA BAY BOULEVARD ELEMENTARY SCHOOL

MR. GLICK. I will ask staff attorney Mardon Walker to question the witnesses.

MS. WALKER. Would you each please state your name, address, and occupation for the record, starting with you, Mr. Mosteller?

MR. MOSTELLER. I am Gordon Mosteller, and I live at Route 2, Box 177, in Lutz, Florida. I am principal of Tampa Bay Boulevard Elementary School.

MS. LOCICERO. Rosalee LoCicero, 8334 West Forest Circle. I have been in the Hillsborough County school system 12 years.

MS. BESSENT. My name is Mary Bessent, 4526 Woodmere Road; and I am a reading readiness and mathematics teacher at Tampa Bay.

MS. OLIVERO. Bridget Olivero, 3019 Kathaleen Street; and I am the reading aide at Tampa Bay Boulevard School. I have been there 6 years.

MS. WALKER. Would each of you now indicate when you first began working at Tampa Bay Boulevard Elementary?

MR. MOSTELLER. I was appointed principal of Tampa Bay Boulevard Elementary in August of 1970.

MS. WALKER. Mrs. LoCicero.

MS. LOCICERO. 1966.

MS. BESSENT. I came in '72, in October; that was the first year of pairing.

MS. WALKER. Mrs. Olivero.

MS. OLIVERO. Yes, I started with Mr. Mosteller, 1970, August.

MS. WALKER. So all of you were there in 1970-71 when the school was paired, correct?

MR. MOSTELLER. That's correct.

MS. WALKER. Before I ask the first questions, Mr. Mosteller, I have here a packet of information that you compiled for the Civil Rights Commission on Tampa Bay Boulevard Elementary. It includes enrollment statistics for each year beginning 1970, attendance zone maps, handbook for parents, and sample of the bilingual notice that you sent out to the parents. I would like to introduce this into the record.

CHAIRMAN FLEMMING. Without objection it will be done at this point.

[The documents referred to were marked Exhibit No. 27 for identification and received in evidence.]

MS. WALKER. Mr. Mosteller, in what month did you take over your duties as principal at the paired school?

MR. MOSTELLER. I was appointed principal at Tampa Bay Boulevard Elementary School in August of 1970, approximately 2 weeks before the teachers were assigned to report for duty.

MS. WALKER. What difficulties did you encounter that year of pairing?

MR. MOSTELLER. The largest difficulty that I encountered was one of logistical problem of trying to change a school that had been traditionally one-six for approximately for 45 or 50 years into a four, five, and six grade type situation. This involves, of course, moving a tremendous amount of furniture, books, and materials. This was one of the biggest problems that we faced.

MS. WALKER. Was there an underenrollment of white students the year of pairing?

MR. MOSTELLER. The year of pairing the ratios were approximately 60 percent black and 40 percent white.

MS. WALKER. Is that the ratio, the racial ratio, that you anticipated attending the school?

MR. MOSTELLER. Because of the limitations of the building, there were some boundary changes that had to be made prior to pairing, and we were not exactly sure of how many children that were in the zone that was taken away. So we figured on a ratio of about 50 to 50.

MS. WALKER. What kind of support did you request that year from school administrators?

MR. MOSTELLER. Facing many new and unusual situations, we requested many things from the school administration to meet the immediate needs at hand. Unfortunately, in many situations we were told to abide by the county policy, which were not exactly things that we had recommended.

MS. WALKER. Did you make a request for human relations training for your faculty?

MR. MOSTELLER. Yes, that year through Federal funds a human relations team was appointed for the county, and they were at school several times.

MS. WALKER. In the year following pairing, were you provided with any of the support that you had requested that year of pairing?

MR. MOSTELLER. Following the year of pairing when the school returned to a one-five type of situation, many, many of the things that we had recommended and many of the things we had done we had learned through the year of pairing were implemented throughout the entire county.

MS. WALKER. Thank you.

Mrs. Olivero, did you have children at the school before pairing?

MS. OLIVERO. Yes.

MS. WALKER. Did you hold a position in the PTA the year of pairing?

MS. OLIVERO. I always worked in PTA. I had two boys there when it was an all-white school, neighborhood school. Then, of course, the year we paired, I still had my youngest boy there, and that's the year that I was PTA president.

MS. WALKER. Do you live near the school?

MS. OLIVERO. Yes.

MS. WALKER. What was the response of parents to the news that the school had been paired?

MS. OLIVERO. Well, naturally we didn't like it. We felt that, you know, why just Tampa Bay, why not the whole county, you know, at that particular time.

MS. WALKER. What specific things did parents do to express these opinions?

Ms. OLIVERO. First, we met in one of the parks. Well, first of all, the officers of the PTA met. We decided to write out letters to every parent where could meet. We met at a church, we got petitions, we wrote to our Congressmen, we went to school board meetings. We even threatened a little bit. But to no avail.

Ms. WALKER. Did you send your son to the paired school?

Ms. OLIVERO. Yes. I enrolled my boy—see, at this time the parents at Tampa Bay didn't know whether we were going to have intermediate or you know from fourth to sixth grade or the primary grades. So naturally, the parents panicked. I mean during the summer, being that we didn't know what was going to happen, no decision was made, we knew we were going to be paired, but we didn't know what grades were going to stay at Tampa Bay, so everybody enrolled their children in private schools. I did too. Then I found in August that the fourth to sixth grades were going to stay there. My boy was in fourth grade, so I decided to keep him at Tampa Bay.

Ms. WALKER. That year of pairing, how do you feel things went? You were a firsthand observer there.

Ms. OLIVERO. Yes, I was an aide there for the whole school, for all the teachers. Well, it was a hard year, you know. The children didn't get along, but then after a while the children, you'd be surprised, the children adjusted, you know. But I mean we didn't have very many white children going to the school now, you know. It was more black than white. And the parents were—the parents that did have, the white parents that had children at Tampa Bay were very apprehensive, you know, and always worried. It was rough. It was a rough year.

Ms. WALKER. Thank you.

Ms. LoCicero, following the pairing of Tampa Bay and Dunbar, what were some of the immediate problems that you as a teacher had to deal with and what action did you take?

Ms. LoCICERO. Well, I just said it was going to be another school year, and Mr. Mosteller said we were paired, we were going to become fourth, fifth and six. I had always taught a third grade and some experience in the second grade.

So I said, "Well, here goes." I had a fifth-grade classroom and I thought I was going to have children. And I was very shocked at their behavior toward me. They came to school, and they loved to come, and they came.

But it was very, very difficult because the majority of the children were black. I had never had any experience with black children. I found out very quickly that they could not relate to what I was trying to do. It was a very hard adjustment. And some of the things they did, I had to underreact. Like Mr. Mosteller said, we had to go by policy rules. I think in a normal situation I would have reacted a lot differently than what I did. But we had to consider that the children were here to be taught, and this is what we tried to do.

I found out very quickly, though, it was very difficult to teach them academics. I felt social behavior had to be a priority. Because before you can teach a child academics, they've got to be able to sit there and listen, not fight you. I had actual fighting experiences involving myself and the student, and students wanting to absolutely kill each other. And we worked on attitudes.

And, like Ms. Olivero said, it took time, approximately 3 months, I would say, and things settled. But I had to give as a classroom teacher a lot, and I found out I couldn't use my textbook, you couldn't hide behind your textbooks. You had to be a person and relate to the children.

Ms. WALKER. Did you receive any human relations training that year?

Ms. LOCICERO. They came. I was not helped. I had to draw from within my own resources. Mr. Mosteller helped, and we had a learning specialist at the time and he was helpful.

Ms. WALKER. Thank you.

Mrs. Bessent, what type of program did you conduct the year of pairing and what problems did you encounter?

Ms. BESSENT. I had essentially the same program I have now in that I teach beginning reading, and I was teaching beginning reading skills, ABCs, beginning sight words, to fourth and fifth graders, where now I can teach them to first graders, primarily.

I felt that I spent a lot more time on discipline problems before we could get down to actual reading, but eventually when they were all settled we progressed in the same way. Of course, you realize that a fourth-grade beginning reader has less of chance of making progress.

Ms. WALKER. Would you comment on the reading skills of your students as they are coming into the school system now? Are you teaching them how to read?

Ms. BESSENT. Yes, I think so. I am getting them at so much lower levels, see, I only work with first-grade students in beginning reading; it is so much easier.

Ms. WALKER. You do not work with second- and third-grade students, then?

Ms. BESSENT. I pick up a certain percentage of second- and third-grade students, but my primary responsibility is to help first-grade students get a good start.

Ms. WALKER. Do you see children passed on out of your program that still do not have the ability to read?

Ms. BESSENT. Very few. Very few. We try to—we serve sort of as an informal screening device and we have facilities to screen them. Perhaps if they have a learning disability, we can get help for learning disabilities. We can refer them for EMH if we think that's necessary. We can get assistance of the bilingual teacher; so that I feel we really hammer down a lot of beginning reading problems and maybe prevent this type of thing.

Ms. WALKER. Are there classes for the educable mentally handicapped at Tampa Bay Boulevard Elementary?

Ms. BESSENT. We don't have a center, but we have a center that serves our children; we don't have a room in our school, but we have a center.

Ms. WALKER. Do you, to your knowledge, know how parents at the school react to those EMH classes?

Ms. BESSENT. It varies. Some are anxious to have their children placed, some don't seem to really care, and some do not want them placed. I generally take them and give them a year, a good solid year of instruction, maybe with referrals and maybe not with referrals. On occasion I have disagreed and, with the psychologist, we have reevaluated the child. On several occasions, in fact.

Ms. WALKER. Thank you.

Mr. Mosteller, would you describe the present racial-ethnic composition of the student body?

MR. MOSTELLER. The present racial-ethnic makeup at the present time would be approximately 19 percent black. I would estimate there would be approximately 15 to 20 percent Cuban. There are approximately 40 percent Latin origin, and the remainder would be Anglo-Saxon.

Ms. WALKER. Approximately how many of your faculty are bilingual?

MR. MOSTELLER. Approximately 70 percent.

Ms. WALKER. Would you contrast the education that is going on at your school now with what was happening the year of pairing?

MR. MOSTELLER. As Mrs. LoCicero said, during the year of pairing it was a matter of getting along and having the boys and girls to settle to a new situation. That's been 6 years ago and there is a tremendous change from 6 years ago.

Ms. WALKER. Ms. Olivero, looking back on your son's education, do you think you made the right decision in keeping him in the public school system?

Ms. OLIVERO. Yes, I do.

Ms. WALKER. Why is that?

Ms. OLIVERO. Well, the main reason, I have always wanted him to go to public schools. The main reason I was going to transfer Dennis was because of the busing. I did not want him bused out of my neighborhood. But I think the public schools have more to offer, or, well, maybe not more, but as much to offer as any parochial school now. I mean we have—any child can be helped. Like Mrs. Bessent said, learning disabilities, you get a child that's retarded, he can be helped. We even have a class of the deaf-eds, the deaf mutes; they are also helped in the public school system. I don't think there is anything like it.

Ms. WALKER. Mrs. LoCicero, you have school age children?

Ms. LOCICERO. Yes, I do.

Ms. WALKER. What factors have you considered as both a teacher and a parent in choosing the schools for your children?

Ms. LOCICERO. I have two children in a private school. I have one at Tampa Bay in the kindergarten. My daughter is a fifth grader. If she were to stay in a public school system, she would be bused to Orange Grove Elementary School. It took a lot of soul-searching to say what I want for my child. I felt that I would sing one song and dance to another tune. I feel that the integration of the public schools is fantastic for all children concerned as it is developing.

When we paired with Dunbar Elementary School I was going to just, you know, close shop. It was an experience. A growing experience, for sure. I thought, "Well, if this is what it is, wow, these kids needed a lot of help." And I thought it hurt the community at Tampa Bay Boulevard neighborhood school. It hurt the community, I felt. As the years have gone by, people are getting a lot of confidence back and I feel this is happening all over in our city.

But for my own self, I just cannot come to terms with myself in busing my daughter. I live in the Town and Country area and I do not feel that I want her bused from that area to Ybor City, which ironically is my background. My mother went to Orange Grove Elementary School; my grandfather lived several blocks from the school. I know too much about it. I do not want my child there.

Ms. WALKER. Thank you.

Mr. Chairman, I have no questions at this time.

CHAIRMAN FLEMMING. Thank you very much.

Commissioner Freeman.

COMMISSIONER FREEMAN. I have no questions.

CHAIRMAN FLEMMING. Commissioner Rankin.

COMMISSIONER RANKIN. Is the proper time for our children to start mixing with other ethnic groups in the first grade?

Ms. BESSENT. Is that to me?

COMMISSIONER RANKIN. Yes.

Ms. BESSENT. In my opinion, yes. Definite.

COMMISSIONER RANKIN. You're sure of that now, is that right?

Ms. BESSENT. In my opinion, yes.

COMMISSIONER RANKIN. That will make it easier for junior high schools and senior high schools all the way up the ladder; is that right?

Ms. BESSENT. In my opinion, and it also makes it easier academically.

COMMISSIONER RANKIN. And it gets easier each year to teach the first grade too, doesn't it?

Ms. BESSENT. No, I won't say that.

[Laughter.]

Ms. BESSENT. It's not an easy grade.

CHAIRMAN FLEMMING. Commissioner Horn.

VICE CHAIRMAN HORN. Mrs. Bessent, I'm curious, how can students advance in the elementary schools and really not to be able to read?

Where is it that we are failing with the first-grade teacher, the kindergarten teacher, the second- or third-grade teacher? So that you inherit all these problems?

Ms. BESSENT. I think we are doing a lot better job. Hillsborough County has initiated a retention policy, also an academic summer school that has really made a tremendous advance. I think we are changing our philosophy on that viewpoint.

Another thing, under my program which is adequately funded, I have a lot of equipment and I also don't have so many duties, clerical duties, so that I can really concentrate on instruction. And I think through these programs we may be eventually doing a better job.

VICE CHAIRMAN HORN. Is it that we are not spending enough time on reading in the first, second, and third grade?

Ms. BESSENT. Well, that is a bad question to ask me because all I care about is if he can read. Many have said that and I try to concentrate solely on reading.

VICE CHAIRMAN HORN. I can't think of anything more important. If they can't read, they can't function in an educational system. So you know, you and I are not going to disagree on that one.

Ms. BESSENT. Well, the mathematicians may not agree, although we do some reading.

VICE CHAIRMAN HORN. Very few people become mathematicians. Most people read the daily newspaper.

Ms. BESSENT. But I think we are doing better. Just like this initial screening and having time to really concentrate on instruction. Mrs. Olivera is my aide, and I really don't have a tremendous amount of clerical work; my program is administered so that I can really, my whole concern can be instruction.

VICE CHAIRMAN HORN. What do you find when you deal with these children at the level you get them as to the main difficulty in the blockage they have had? Is it attitude, is it nobody ever sat down and worked with them? Did they just palm them off on the next teacher? Or what?

Ms. BESSENT. I think you have named all the things. It can be—there is no one cause. I think if we can find the cause—you named several of them, there are a lot of others—if we can find it, then we can prevent it.

VICE CHAIRMAN HORN. What do you think it is, based on your experience? You have seen hundreds of these cases.

Ms. BESSENT. Well, for instance, my third-grade class right now, right off the top of my head, I have one child who is not reading adequately because they moved around a lot. They went to a lot of different schools, their instruction was not sequential. I have another child that was—had kidney problems, has not attended school. I have a couple children that were probably—their education was handicapped by bilingual. I also have one that is emotionally disturbed. There are so many different problems. But I really think that we can

through this screening and through having time to consider children individually, we can really hammer down on it.

VICE CHAIRMAN HORN. I have often felt that when we hear a lot nowadays about cutting back on teachers in the public schools and changing the student-faculty ratio, that if we have to as a society to get down to one-to-one education on reading, which I remember the law about literacy fund, used to call each one teach one, that it would save society hundreds of millions, billions of dollars in the long run if we could turn out literate students rather than just keep passing them on as the case I have cited many times in California 2 years ago, of a black graduate of a San Francisco public school that couldn't even read at the third-grade level and had to be discharged from the Air Force, yet they graduated him from a California high school. Do you think there are any cases like that in Tampa?

MS. BESSENT. Well, I cannot speak for Tampa. But, in fact, I asked the second-grade teachers today because I thought, well, I want to be really sure, but we are—I don't think we have a total nonreader which is probably a coincidence in our second grade right now. But we are doing a better job in getting them started, really.

VICE CHAIRMAN HORN. Thank you.

CHAIRMAN FLEMMING. Commissioner Ruiz.

COMMISSIONER RUIZ. No, thank you.

CHAIRMAN FLEMMING. Thank you for giving us the picture of what is going on at this school, and it is an exciting picture. We are very, very happy to have this opportunity of getting acquainted.

MR. GLICK. Mr. Chairman, our last group of witnesses for this afternoon, this evening, are parents of children who attend the Hillsborough County schools. They are Ms. Fran Collier, Ms. Joan Bates, and Ms. Essie Mae Reed. Will those witnesses please come forward?

[Ms. Fran Collier, Mrs. Joan Bates, and Ms. Essie Mae Reed were sworn.]

**TESTIMONY OF FRAN COLLIER, JOAN BATES, AND ESSIE MAE REED,
PARENTS**

MS. WALKER. Will you please state your name, address, and occupation, for the record?

MS. COLLIER. Fran Collier, 5005 Cole Avenue. I'm a homemaker.

MS. BATES. Joan Bates, 2003 24th Avenue, and I'm a housewife.

MS. REED. Essie Mae Reed, 2049 Juliet Court. I am a housewife.

MS. WALKER. I would like to have each of you tell us how many children you have, and also which of the Hillsborough County schools they have attended since desegregation, starting with you, Ms. Collier.

MS. COLLIER. I have two children; one's now a sophomore in college. And I have a son, a senior in high school now, and they've attended Dale Mabry, Coleman Junior High School, and Plant High School.

Ms. BATES. I have my oldest one in seventh grade, she's attending right now Young; before Young, Orange Grove and before Orange Grove, Woodbridge. I have four at Dalemabry Elementary School and that's their first school. I have one in sixth grade, Orange Grove. He attended Woodbridge before Orange Grove.

Ms. WALKER. Thank you.

Ms. Reed.

Ms. REED. I have one child just graduated from Robinson in June last year, that went from Booker T. to Monroe, from Monroe to Robinson. I have a girl that just left the sixth grade, is in the seventh grade at Booker T., and a boy from Booker T. to Monroe.

Ms. WALKER. Mrs. Bates, did you have children bused during the first year of desegregation?

Ms. BATES. Yes, I did.

Ms. WALKER. What was your reaction to that at the time?

Ms. BATES. My first reaction was I was afraid because in the neighborhood I'm in, it is kind of a rough neighborhood. And the main thing I was afraid of, that men—because my oldest daughter, she is mature for her age, and the men and the older boys—I was afraid they might get into fights or rape or hurt her some way. That was really what I was afraid of.

Ms. WALKER. You now have how many children that are bused?

Ms. BATES. I have four.

Ms. WALKER. Do you continue to be worried about your children? Have you changed your views at all about their being bused?

Ms. BATES. Not as much as I was at first, because at first, in the first integration, had a little problem on the police problem down around—making rounds around my neighborhood. They was kind of afraid of that neighborhood. But now we have police protection around there, now.

Ms. WALKER. Have you participated in PTA groups at any of the schools your children have attended?

Ms. BATES. Yes, I have. I have attended Bellamy. I was just a member. Orange Grove, I was a member. Now I am vice president of Young PTA.

Ms. WALKER. Have you experienced any difficulties in getting parents involved in the PTA at Young?

Ms. BATES. Yes, I have. One is—most parents in my neighborhood—it is mostly black. All of us have large families, and we have some don't have babysitters, some don't have no way there. But—and some really be tired from working. So I offer my ride, but some just refuse.

Ms. WALKER. Do you feel that desegregation has benefited your children?

Ms. BATES. Yes.

Ms. WALKER. In what ways?

Ms. BATES. In many ways. My elementary children, I never had any problem with them about integration. They think of another person as a person.

My sixth-grade son, he started in black, when it wasn't integrated. He's kind of hard at learning, but now that he is with different people, he is—I don't know if its him or them. He's having difficulty learning, you know. They call names towards each other and have more fights. But he is coming up.

And my seventh-grade daughter, she is also—she started when there was just blacks. Now she is kind of hard on—I don't know. Also, just the two oldest ones have a problem on integration. They don't understand things and it is kind of hard for them to understand, but they are coming up.

Ms. WALKER. Thank you.

Ms. Collier, the first year of desegregation in which schools were your children?

Ms. COLLIER. I had an eighth grader at Coleman Junior High School and a sophomore at Plant high School.

Ms. WALKER. Have you held any offices in the PTA?

Ms. COLLIER. Yes, I was president of Coleman PTA the year of the desegregation, '71-72. Then I have also been president at Plant High School last year.

Ms. WALKER. That first year of desegregation at Coleman, in your view what was the most serious problem at the school?

Ms. COLLIER. Well, it could have been a lot of things because we had quite a diverse group there mixing, but it was rumors, mostly.

Ms. WALKER. As a PTA president that year, in what way were you involved with dealing with this problem of rumors?

Ms. COLLIER. We had a very good relationship with the administration at that school, and they liked us being there and participating. And as president of the PTA I took it upon myself to act as a sort of a human relations layman to work with the principal of the school. So I personally would go to the school two and three times every week to just see how things were going so I could talk to parents in general about what was happening, and I could also quiet rumors and satisfy people about the safety of their children and so forth.

Ms. WALKER. This incidence of rumors, was it different than in previous years?

Ms. COLLIER. Well, yes, it always is because it was a new experiment, and you get a lot of rumors. And kids start a lot of rumors.

Ms. WALKER. When you say "rumors," could you describe for us examples of some of the rumors that were around that year at Coleman?

Ms. COLLIER. Well, I just got phone calls all year with people telling me what horrible things were going on at the school. You know, I would just have been there, and know that it was not and a parent would say, "you know, I heard they were really rioting and had the principal locked in the office," and all kinds of things.

And I'd say, "Listen, I was just there. Forget it. Your kid just doesn't want to go to school."

The kid would come home and say, "Oh, it is really bad, mom. I better stay home from school today."

So they used it, too, and it was just a big deal, parents were talking a lot about it. So kids took it up.

Junior high is a very volatile age anyway, with huge imaginations. So rumors, you know—they are easy to go when people are involved in something new.

Ms. WALKER. In your experience, has desegregation affected the participation of parents in the PTA?

Ms. COLLIER. In our area, in Dale Mabry, Coleman, and the Plant High School area, you have a very high percentage of participating parents anyway, so it did not diminish. In fact, it probably enhanced it because people wanted to know what was happening in the school, what was happening with their child. So they said, "Listen, I want a job in the PTA so I can find out and keep up with what is going on."

But we have always had high participation in these areas, and that has continued to be true. For example, in our high school—you know, there are not many high schools that have parents participate on the level that we have, like 1,000 members in PTSA at Plant High School.

Ms. WALKER. PTSA, you say?

Ms. COLLIER. Parent-Teacher-Student Association.

Ms. WALKER. Have you observed any greater use of private schools since desegregation?

Ms. COLLIER. At the beginning, of course, for the 2 years—the sixth and seventh grade, there was some taking out and use of private schools for those 2 years. But even that has decreased, and, of course, they have let them go back into the public school for eighth grade. But that has decreased, too.

Ms. WALKER. Why do you say for the sixth and seventh grades?

Ms. COLLIER. Just the thing about busing, and they said, "Well, you know, I don't want mine bused." And because, you know, it is fear of the unknown; they didn't know what the sixth-grade center—because it was busing, and they didn't know what the education would be like; but, as I say, since then, since they have started getting good feedback from the sixth- and seventh-grade centers, then the taking out for those 2 years has decreased in our area.

Ms. WALKER. Thank you.

Ms. Reed, in your opinion, has there been a difference in the quality of education provided blacks since desegregation?

Ms. REED. Yes, I think it have.

Ms. WALKER. Would you explain why you believe that's true?

MRS. REED. For one reason, I know the school in my neighborhood where my children attend, the lunchroom was inadequate, they didn't have nothing, no books, weren't very good. But since it's integrated, they have better books, and I do believe that some of the teachers are

trying to help the children. My thing is that—that upsets me the most about the integration is how the blacks have been put down.

Ms. WALKER. What do you mean, put down?

Ms. REED. For instance, how the black teachers are being—I guess they call it—they fired them or they didn't have anyplace to put them. And there is something going on all the time for teachers and principals and coaches, and from one thing to the other one, you know, that they don't have a place for them, because in the neighborhood where I live right now, there is the only black Head Start teacher that's at Mitchum school, does not have a class. And I am deeply concerned because Head Start was one of the things that my children, my last two children were able to get a good start. I guess that is why they read pretty good in school.

Ms. WALKER. Statistics show that more black students are suspended than white students. Why do you think this is so?

Ms. REED. I think that some of the teachers have an attitude that, you know, the black children are disadvantaged, and they don't have any kind of pride or respect. But that is wrong. We just have a different culture. We are in a different environment. The things that perhaps would look very different to you is—it wouldn't even matter or mean anything to us because there are children in my community that have been expelled from school and cannot go back to school until August '76.

Ms. WALKER. Have you had any personal experience in your family with suspension?

Ms. REED. Yes, I did, with my 18-year-old daughter. She was suspended for 3 days, inschool suspension, at Robinson High School, to where she was in a room where there was no windows. I asked her what did she do while she was in there, and she told me she was doing nothing but taking—the teacher handed the assignment on the door—and she slept on the desk until it was time for her to catch the bus to come home.

Ms. WALKER. I understand that you were a member of the original citizens' desegregation committee.

Ms. REED. Yes, I was, but I never got a chance to say anything.

Ms. WALKER. What do you mean by that?

Ms. REED. Every time I held up my hand—the chairman of the subcommittee was of the school system, and they always looked over us little people as though we weren't there.

Ms. WALKER. Do you feel that the black community did have adequate input into that desegregation plan?

Ms. REED. No, I don't.

Ms. WALKER. And why?

Ms. REED. Because I think if we had, things might of—would have been a little bit different, and some of our black leaders that were very concerned with what was going to happen to our children would have instructed the people to know the child, instead of labeling the child

just because he was black, but to learn what the child's lifestyle was all about and try to know something about the entire family, and then that probably wouldn't have been such a hard—and took such a long time to know whether the child was good or bad and to place him in slow classes. I feel that this is a disadvantage for us because we don't have a black sociology or psychiatrist in the Hillsborough County school system.

MS. WALKER. Thank you. Ms. Collier, are you a member of the citizens' advisory committee to the school board?

MS. COLLIER. Yes, I am.

MS. WALKER. How did Superintendent Shelton react to the formation of that group?

MS. COLLIER. Originally, he told us at our first meeting that he had not been in favor of such a committee, but since we were a fact he would cooperate fully with us.

MS. WALKER. Do you feel the committee is listened to at this point?

MS. COLLIER. I think so. I think they appreciate our input, and we are only in an advisory capacity. We can only advise, and they are free to take or reject, but I think they do appreciate the input that we have.

MS. WALKER. Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Could I ask, on the citizens' advisory committee, approximately what is the representation of the black community on that committee?

MS. COLLIER. Very good representation. Each school board member appoints, like, two citizens and it's a cross-section of the county, all levels, black and white, of our county.

CHAIRMAN FLEMMING. Does this committee advise the superintendent directly, or does it at times advise the board of education?

MS. COLLIER. We are supposed to be advisory to the board.

CHAIRMAN FLEMMING. Do you meet—do representatives, officers of the committee, meet with the board from time to time.

MS. COLLIER. Yes, we do, and they visit our meetings, too, also.

CHAIRMAN FLEMMING. Do you at times make formal recommendations to the board?

MS. COLLIER. Yes, sir, we do.

CHAIRMAN FLEMMING. What is your batting average on acceptance of the recommendations?

MS. COLLIER. Well, they have accepted all of them. Now, I can't say how far they have gotten past acceptance. But we have done a number of studies. Several things they have asked us to look into, to submit reports on, other things, just areas of interest to us that we felt were necessary to look into, and we have made formal recommendations on a number of things.

CHAIRMAN FLEMMING. Ms. Reed or Ms. Bates, are either one of you on the citizens' advisory committee?

MS. REED. I am. I am on Monroe Junior citizens' advisory committee. I just got on there as of last Wednesday.

CHAIRMAN FLEMMING. But there is a citywide one—

Ms. COLLIER. This is the general countywide committee.

CHAIRMAN FLEMMING. Is there any overlapping membership between the citizens' advisory committee and the biracial advisory committee, do you know?

Ms. COLLIER. Yes.

CHAIRMAN FLEMMING. There is?

Ms. COLLIER. Yes.

CHAIRMAN FLEMMING. So that some persons serve on both of those committees?

Ms. COLLIER. Yes, that is correct.

CHAIRMAN FLEMMING. Commissioner Freeman?

COMMISSIONER FREEMAN. Ms. Reed, did I understand you to say that you were a member of the citizens' desegregation committee?

Ms. REED. Yes, I was.

COMMISSIONER FREEMAN. And that you did not have an opportunity for any input?

Ms. REED. No, I didn't.

COMMISSIONER FREEMAN. Could you state about how many other persons who were members of the committee were in a similar situation?

Ms. REED. There was one of the parents from Blake High School like I was, also a parent, and this parent was a member of the PTA; and we never got a chance to say anything because most of the time we held up our hand to say something—the chairman was a school personnel—and they always asked somebody else. So we never got a chance to give any input; we just was sitting there.

COMMISSIONER FREEMAN. Now, the testimony that we heard yesterday—were you here yesterday?

Ms. REED. Yes, I was.

COMMISSIONER FREEMAN. Well, you know that the testimony that we heard yesterday was that there was a 156-member committee which was broadly based, and it was indicated that there was input or interaction from all members of the committee. You are saying that this is not—was not the case?

Ms. REED. It most certainly was not, maybe just by me being—sitting there was my input for my community because at the time I was invited to sit on this committee I was chairman of the Tampa Housing Authority and 20,000 people lived there, so maybe that was my part of the input. I never got a chance to say a word. I didn't vote on anything because I didn't know what to vote on.

COMMISSIONER FREEMAN. When did you find out that your committee, the committee of which you were a part, had made a recommendation to the board? Did you ever see the report?

Ms. REED. When I heard it on TV. Because I could never understand why I was on there because I couldn't read and write.

COMMISSIONER FREEMAN. Well, you are making a contribution to this hearing, you are talking. Is there something that you would feel would

improve the desegregation of the schools of Tampa that—since you didn't have a chance to say it then, that maybe you want to put it into the record now?

MS. REED. Yes, I would. I would like to see some of the—see the majority of the teachers and the coaches who were demoted get back into positions to help. I would also like to see that children be kept in school and not suspended because the majority of the children that are suspended from school, if they are suspended for 10 days, 10 school days, give them 10 good days, both boys and girls, to hang onto corners.

I feel that this is doing something to the young blacks, and I feel the reason why the young blacks are not concerned with going to school and getting suspended is because of the way the blacks that are in the school system are being demoted. I just read where a coach who was a very good coach, he is back in the classroom, and where human relations specialist didn't suit the fancy, and he is no longer at the school.

So this is the image that is projected to our children in Hillsborough County, so they say, "Well, why should I want to go to school? I am not going to get anyplace anyway. I'd love to be suspended and stand on the corner." Because this has happened in my community. See, I don't know where these people come from yesterday who was doing all that talking, but some of those people ride through my community so fast until the dust don't even get a chance to settle on their car. But they are speaking for, you know, us.

COMMISSIONER FREEMAN. Ms. Bates, you have several children in several different schools.

MS. BATES. Yes, I have.

COMMISSIONER FREEMAN. Do you participate in the PTA in each one of the schools?

MS. BATES. I try to. Each year, I take turns. Like the first year I was participating in Woodbridge, and last year in the school term I was participating in Orange Grove. My seventh-grade daughter was at Orange Grove. So this year I am at Young. So I try to participate as much as I can.

COMMISSIONER FREEMAN. Does that include the involving of your children in the outside activities of the school?

MS. BATES. Yes.

COMMISSIONER FREEMAN. Thank you.

CHAIRMAN FLEMMING. As I recall it, you're vice president of the PTA at Young, is that right?

MS. BATES. Yes, I am.

COMMISSIONER RANKIN. Ms. Reed, when your daughter was suspended, how were you notified of the suspension?

MS. REED. She came home and told me.

COMMISSIONER RANKIN. Nobody from the school communicated with you at all?

MS. REED. About 2 weeks later I got a letter saying that she had been suspended and that if I wanted her back in school to bring her back, and I had already took her and she had already been there 7 days and they didn't know it.

COMMISSIONER RANKIN. I was interested in that in the light of what some other schools said the process was of notifying the parents.

MS. COLLIER, we have had several representatives of PTAs here and they have all been women. You do have men, do you?

MS. COLLIER. Yes, we do.

COMMISSIONER RANKIN. Do you ever elect them to office?

MS. COLLIER. Well, not on the high school level I don't think I have seen a man officer, but on the elementary level I have seen several.

COMMISSIONER RANKIN. And they really perform very well, do they?

MS. COLLIER. Well, there is one currently serving on the citizens' advisory committee that is president of his PTA.

COMMISSIONER RANKIN. You are heartily in favor of male participation?

MS. COLLIER. Oh, I am in favor of men anyway.

VICE CHAIRMAN HORN. Another generation, Bob, at the elementary level; if they are good they will get promoted in the second grade.

[Laughter.]

COMMISSIONER SALTZMAN. May I ask you, Ms. Reed, to be sure of what I am going to ask after this, you are saying that black teachers are being pushed out of the public school system?

MS. REED. Yes, I am.

COMMISSIONER SALTZMAN. Well, we received testimony that there are more black teachers employed today in the public school system than in 1970. I wonder, counsel, did I already request that we get those statistics?

MR. GLICK. Yes, you have, Commissioner. We will get them.

COMMISSIONER SALTZMAN. Okay. Also, can we get some statistics on the further allegation by Ms. Reed relative to the demotion of black teachers who are coaches, etc.? Can we find out some employment statistics relative to what happens in that area?

MR. GLICK. I am sure to the extent that the school administration has the statistics, they will share them with us.

COMMISSIONER SALTZMAN. Thank you. May I also ask whether, Ms. Bates and Ms. Reed, you feel that there is segregation in housing in Tampa?

MS. REED. I know it is. I live in public housing. I live where there's 500 families and we only have 1 white.

COMMISSIONER SALTZMAN. Are there any public housing that is white?

MS. REED. No, there is not.

COMMISSIONER SALTZMAN. There are only public housing for blacks?

MS. REED. They are supposed to be integrated. But they do have a way of shifting some groups in some places. They have lease housing

like Rocky Creek, and some of the tenants—because I went to the city council asked that blacks be put there, and they put 5 families out, and I think 10 white families moved.

COMMISSIONER SALTZMAN. Let me clarify. Is there public housing in which principally whites live?

Ms. REED. No, it is supposed to be integrated. Some projects you might find 25 black families in, and some projects you might find 1 white family in where there is 499 black families and 1 white family.

COMMISSIONER SALTZMAN. Are there any projects where you have 499 whites?

Ms. REED. I doubt it.

COMMISSIONER SALTZMAN. I see.

Ms. Bates, do you feel that Tampa housing is segregated?

Ms. BATES. In some places because the housing where I live, we have Mexicans and we have Italians and we have some whites there. When there was racial violence there, mostly the whites move out because the blacks beat them up, and most of those are old people, so that's mostly what we have now is old and middle-aged people in there; but it is mostly black there.

COMMISSIONER SALTZMAN. Thank you.

CHAIRMAN FLEMMING. As you know, we have been listening to testimony over a fairly long period of time today, beginning at 9:00. I can assure you that the kind of testimony that you have given to us is of such a nature as to keep us alert and focused on some of the basic issues that confront Tampa as it moves forward with the desegregation program. We want to thank you for being willing to meet with us at this time of day and sharing with us your insights. Thank you very, very much.

Commissioner Freeman has a matter that she would like to take up.

COMMISSIONER FREEMAN. Mr. Chairman, on yesterday afternoon following the testimony of the president of the University of South Florida in which he indicated that the university had been involved in certain of the human relations institute, I asked the president to submit for the record the breakdown by race of the instructional faculty of the University of South Florida. That information has been submitted. The breakdown is as follows: That of those with the rank of professor, there is 0 black, 161 whites; associate professor, 3 black, 253.12 white; assistant professor, 12.5 black, 214.07 white; instructor, black 2, 44.5 white. Others, one black, 52.25 white. Total, 18.5 black faculty persons, 724.94 faculty persons—white faculty persons. This was for a percentage of 2.5 percent black out of the total faculty of the University of South Florida. I would like to submit the complete report from the University of South Florida for the record.

CHAIRMAN FLEMMING. Without objection, that will be done at this point in the record.

[The document referred to was marked as Exhibit No. 8 for identification and was received in evidence.]

CHAIRMAN FLEMMING. At this time the hearing will be recessed until 8:30 tomorrow morning. Thank you all very much.

Wednesday Session, March 31, 1976

MR. GLICK. Mr. Chairman, I would call as the first witness today Mr. Joseph Kotvas.

[Mr. Joseph Kotvas was sworn.]

MR. GLICK. Mr. Kotvas was scheduled to appear with us yesterday, but he was unable to be here.

CHAIRMAN FLEMMING. We are very glad to have you.

**TESTIMONY OF JOSEPH KOTVAS, PARENT OF CHILD IN HILLSBOROUGH
COUNTY SCHOOL**

MS. WALKER. Would you please state your name, address, and occupation for the record?

MR. KOTVAS. Joe Kotvas, 3813 Wallace Avenue, Tampa, Florida. Weight control consultant.

MS. WALKER. Now, Mr. Kotvas, in 1971 you were working here in the City of Tampa—

MR. KOTVAS. I was.

MS. WALKER. —is that correct?

MR. KOTVAS. Yes.

MS. WALKER. Were you elected to public office in that year?

MR. KOTVAS. Yes, I was. November of 1971.

MS. WALKER. What office was that?

MR. KOTVAS. Office of city council, District 2.

MS. WALKER. When was it that you moved to Tampa?

MR. KOTVAS. I came back to Tampa in 1968.

MS. WALKER. What section of the community did you live in, Mr. Kotvas?

MR. KOTVAS. South Gandy.

MS. WALKER. Do you own your home?

MR. KOTVAS. Yes, we do.

MS. WALKER. In choosing that home were the location of schools any factor?

MR. KOTVAS. Yes, it was. The area where I live, we have approximately seven schools within, I would say, a 2-mile radius of my home; shopping centers, entertainment, theater, and easy access to the major arteries.

Ms. WALKER. When the desegregation county-wide was announced in 1971, was there any opposition in the white community to that plan?

Mr. KOTVAS. Yes, there was.

Ms. WALKER. Would you describe for us what you saw in terms of white opposition?

Mr. KOTVAS. There was a large movement at the time, between 1970-71, of parents organizing for concerned citizens against forced busing. They had a large meeting out here at Curtis Hixon, and at that time they were signing up and registering people, I would say that literally thousands of concerned citizens at the time. In my opinion, since the busing hadn't started at that particular time, but the court order was that Tampa would have to desegregate and children will be bused from one end of town to the other end of town, that the majority of the community was reacting to, you might say, fear of the unknown. They didn't know what was going to happen, and they were just afraid of the situation of having children on buses traveling all over town.

Ms. WALKER. Did you as a city council person hear of opposition to school desegregation?

Mr. KOTVAS. Yes. Groups would come down before the city council and request the city council to do something to assist in stopping the forced busing issue, and the situation where we advised the public that it was a legal matter, it was in the hands of the Supreme Court, and there was nothing that local jurisdiction could do. But council did, if memory serves me right, send a resolution to Washington opposing the forced busing and attempting to promote quality education.

Ms. WALKER. In your view, is busing still an issue in Hillsborough County?

Mr. KOTVAS. Not as it was back in 1970-71. I think people have accepted the situation that this is something local governments have no control over, although every now and then at various elections it is brought up to the various candidates by people in the audience, but I would say it's not an issue per se.

Ms. WALKER. Are your own children bused?

Mr. KOTVAS. Yes, they are.

Ms. WALKER. How many?

Mr. KOTVAS. I have two that are going to school that are being bused.

Ms. WALKER. How do you personally feel about that?

Mr. KOTVAS. I don't like them traveling all over town. I would rather have them at a school where I can reach them in a few minutes from my house. But my children like it.

Ms. WALKER. Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING. We appreciate your coming in this morning. We understand why it was not possible for you to be with us yesterday afternoon. I personally appreciate having the kind of background that

you can provide as one who has been very active and very much involved in the life of the city. We are grateful to have this as part of the record of this hearing. Thank you very much.

MR. KOTVAS. Thank you.

CHAIRMAN FLEMMING. Counsel will call the next witnesses, please.

MR. GLICK. Mr. Chairman, the next witnesses this morning are school administrators: Mr. Robert Collins, the principal of Hillsborough High School; Ms. Marcene King, the guidance counselor at Dowdell Junior High School; Mr. Jack Menendez, who is principal of Greco Junior High School; and Mr. Sam Horton, who is the principal of Jefferson High School.

Mr. Schwartz.

[Mr. Robert Collins, Ms. Marcene King, Mr. Jack S. Menendez, and Mr. Sam Horton were sworn.]

CHAIRMAN FLEMMING. We appreciate your being here this early in the morning.

TESTIMONY OF ROBERT COLLINS, PRINCIPAL, HILLSBOROUGH HIGH SCHOOL; MARCENE KING, GUIDANCE COUNSELOR, DOWDELL JUNIOR HIGH SCHOOL; JACK S. MENENDEZ, PRINCIPAL, GRECO JUNIOR HIGH SCHOOL; AND SAM HORTON, PRINCIPAL, JEFFERSON HIGH SCHOOL

MR. SCHWARTZ. Good morning, everyone. Would each of you please state your name, address, the school that you are associated with in Hillsborough County, and your position with that school, please?

MS. KING. Marcene King, 3820 Obispo Street; Dowdell Junior High; guidance counselor.

MR. MENENDEZ. Jack S. Menendez, 3019 Emerson Street, Tampa, Florida; Greco Junior High School; principal.

MR. COLLINS. Robert Collins, 4201 Beach Park Drive, Tampa, Florida; Hillsborough High School; principal.

MR. HORTON. Sam Horton, 8003 Jackson Springs Road; Jefferson High School; principal.

MR. SCHWARTZ. A question has come up in questioning that we have had over the last couple of days at these hearings which has to do with the suspension problem. There are a number of facets to the suspension problem that have been developed on this record. Some have to do with the number of suspensions that are given out. And we have had some testimony to the effect that there may be too many given out in this school system; that is, out-of-school suspensions. We have also had some testimony indicating that there may be some disparity in the number of suspensions meted out on a percentage basis to blacks versus white students at all levels of education in Hillsborough.

I would like to know what the opinion of each one of you would be as to whether you think that there is a larger number of out-of-school suspensions for black students as opposed to white students, and I would also like to know what if anything you have done about

suspension generally, whether you have come up with any alternative measures for discipline, especially for minor offenses, within your schools. I would like to start with Mr. Horton.

MR. HORTON. You asked a multifaceted question there. I will try to take parts of it and deal with it if I can.

MR. SCHWARTZ. Thank you.

MR. HORTON. In terms of the number of suspensions as it relates to black and white, I think in pure numbers, I think the evidence is clear that more blacks are suspended than white students. I can speak specifically about Jefferson High School. Looking at our rate of suspension, there is about 66 percent of the students who are suspended are white and about 33 percent, or roughly, are black students.

Most of the offenses deal primarily with tardiness and what we consider as minor offenses. As such we try to address ourselves to this problem by creating what we call an inschool suspension program, rather than an out-of-school suspension program. The basis for this program is that the students still receive their academic preparation; the teachers are required to give the assignment the student ordinarily would have during that day, and he spends a full day during suspension actually in academic work rather than his being suspended from school.

Whether that number is superfluous is another question at this point. We feel that our process has been fairly effective.

MR. SCHWARTZ. Mr. Collins?

MR. COLLINS. Well, we feel the same way, that percentage-wise there is more blacks suspended than whites. The reason, we just don't know. We try to work with them through our guidance department and so forth.

We do not have inschool suspension because we lack the personnel to have an inschool suspension. What we do, minor offenses, we attempt to stop the minor offenses before they become major offenses with our guidance and our deans, assistant principals, and so forth. We have been some successful, but far from licking the problem as it is now.

MR. SCHWARTZ. Mr. Menendez?

MR. MENENDEZ. Well, I don't think we have more black suspensions at Greco than we do whites. But we have the same program Mr. Horton has. We do have the inschool suspension. But basically we suspend students, whether white, black, yellow, or green, when they need suspension.

I can't see that inschool suspension has hindered our suspension program. We do suspend more because of inschool suspension, based on what Mr. Horton said; the students are there. We're not sending them out on the streets. We are giving them their assignments. So we do more readily suspend in school than we normally would. In other words, if they are tardy, we might have sent them home before. Now

we put them in the inschool suspension. We might have paddled them before. Now we put them in the school suspension.

MR. SCHWARTZ. Is paddling still available in the public schools?

MR. MENENDEZ. Yes.

MR. SCHWARTZ. Is it ever used at the junior high school?

MR. MENENDEZ. We use it, yes. Not too often, but we do use it. In some cases a student would rather be paddled than put on inschool suspension; we give them a choice sometimes.

MR. SCHWARTZ. Ms. King?

MS. KING. Yes. At Dowdell, guidance department gets a carbon copy of each suspension letter sent out. I did not research the boys, but on my own, from September to the present, we had 30 white girls and 10 black girls suspended.

MR. SCHWARTZ. Ten black girls?

MS. KING. Ten black girls, 30 white girls. We, at a handicap as far as being overcrowded, we do not have inschool suspension. Our dean gives the youngsters an alternative. They may either take a spanking or get suspended, and many of them prefer a spanking because it is certainly not a brutal thing. It is just a little slap-your-hand deal.

MR. SCHWARTZ. I would like to ask another question across the board here. We have had some testimony concerning the amount of involvement or lack of involvement of black students in school activities. We had some testimony indicating that this may be because some black students are coming from satellite zones and have transportation problems. We have had some testimony to the effect that in some cases black students coming to formerly white schools just don't seem to feel at home, or their percentage of the student body is too small. We have had a number of possible reasons for this.

I would like each of you to address yourself to that question, which is whether the blacks coming to your school have been thoroughly involved and immersed in school activities; that is, the curriculum and also the service clubs and interest clubs and other things that go on in an extracurricular nature in school; what your experience has been with that and what effort you have made, if any, to get these students, especially from the satellite zones, involved in your schools. Mr. Horton, please.

MR. HORTON. We make an attempt to get all of the students involved in our program. We have been relatively successful; not as successful as we would like to be. We have had to make some changes in our procedures in order to get students particularly involved in the governance of the school, I mean governance in terms of class councils, student government, particularly the elected positions.

If you know something about the history of Jefferson, we were created somewhere around 1971, so we did not have the traditional and ongoing as the older schools, so we had an opportunity to do something we felt would be creative to get the kids involved and to possibly eliminate some of the racial conflicts. As such we did away

with the titles of president, vice president, etc., of the various groups, and went to what we consider a five-man council, a five-man governing committee. We designated—and this was done by a student and faculty committees—asked to study the whole problem of desegregation and to come up with plans that would eliminate some of the problems that had existed in previous schools, two seats designated specifically as blacks and two for whites and one seat that was open for the person that received the highest vote among the group. This is the kind of organization we have for the junior class, sophomore class, senior class, and for student government.

As far as clubs are concerned, we have an open policy. We fairly well did away with the requirement of the 2.0 grade average and tried to make them open to all the students. This is primarily done because we had a philosophy that involvement in the school and making the kid feel the school a part of his life immediately would eliminate many of the problems. We have been able to get students, both black, white, and Spanish-speaking students, into the same clubs. Not to the extent that we would like, but they are visibly evident.

We have difficulty sometimes with, let's say, service clubs when they go into service projects at times, the blacks not being able to function because of transportation problems. We have worked this out by having sponsors guaranteeing some kind of transportation to the activity or to the sponsorship, as well as trying to have club meetings during the school day rather than after school or on the weekends or away from school.

MR. SCHWARTZ. Has that series of steps been effective in getting blacks involved in activities at Jefferson?

MR. HORTON. Yes. They are involved in all activities. Academically, they are in our so-called advanced courses. I have just reviewed the Honor Society list. Sixty-eight persons now on the National Honor Society. Seven of them are black. These are senior members. We are getting ready to induct members tomorrow night, and a substantial number of blacks will be included in this also. So we feel they are involved in the student activity program.

MR. SCHWARTZ. Mr. Collins?

MR. COLLINS. We feel that we are very much involved with the blacks and the whites. I am speaking of the past; as you know, we have no building, I'm with Sam with my juniors and seniors, and my sophomores is at George Washington Junior High School.

But I am speaking in the past. We had an activity period where our clubs met, the service clubs, the interest clubs, and the honor clubs, during school time so our satellite students that come in on buses would not be eliminated from these programs.

Our clubs are open, and anyone can join. They place their name, that they're interested in a club, service club. Of course, interest clubs, they choose the club that they are interested in.

Our student government, we have two vice presidents. One is of a minority race and that is the only thing at Hillsborough we have. In the last 4 years two of our presidents have been black students elected by the total student body. For example, this year the two highest honors is Mr. and Mrs. Hillsborian. One was black and one was white.

We feel that we are—the students are together as far as all activities. Of course, there is no use mentioning athletics because you know the black students are very much integrated in our athletic programs and so forth.

But I think one of our strongest points has been our—what we call our activity period, so that there is no reason that students cannot meet with clubs and so forth because of the fact that we provide it during school time.

CHAIRMAN FLEMMING. Counsel, if I could interrupt just a moment, there was a passing reference to the building situation as far as Hillsborough High School is concerned yesterday. I think you might just describe that situation for the record at this point, because I don't think we got a clear picture of it. We just had a reference to it.

MR. SCHWARTZ. I think it might be best if Mr. Collins described his situation himself.

CHAIRMAN FLEMMING. That is what I was going to suggest, if Mr. Collins could just briefly bring us up to date on where he stands at the present time in terms of building.

MR. COLLINS. Last June we totally evacuated Hillsborough High School and our south campus, which is at 5000 Central Avenue. At that time our school board assigned our juniors and seniors to Jefferson High School on Cypress; our sophomores were assigned to George Washington Junior High School on Highland.

As it is now, I have a set of administrators for the sophomores and a set for the juniors and seniors, and, of course, teachers and all. Hopefully, and really praying for it, we will be back in our building which is going to be a \$3- or \$4-million renovation at the Hillsborough High School in September.

CHAIRMAN FLEMMING. Thank you.

MR. SCHWARTZ. Mr. Menendez, would you address that question? I believe we were on the question of the involvement of your black students in activities within the school.

MR. MENENDEZ. We don't have any service clubs at Greco. None of the junior highs, I believe, have service clubs. We have interest clubs, and they all meet during the school day. As far as athletics, we have activity buses. I think all of us have access to activity buses, which is a bus service that we have for the students that live in the satellite area.

MR. SCHWARTZ. Is that adequate?

MR. MENENDEZ. Yes. Now, it hurts some of the youngsters who live outside of the satellite area because they don't have transportation. Yet, we are transporting some students.

MR. SCHWARTZ. On that question of the activity bus, I would just like to get that straightened out. As I understand it, the activity bus only travels to the satellite area; is that correct?

MR. MENENDEZ. That is correct.

MR. SCHWARTZ. Mr. Collins?

MR. COLLINS. Yes, sir.

MR. SCHWARTZ. Mr. Horton?

MR. HORTON. Right.

MR. SCHWARTZ. That is true, also? There is no satellite for Dowdell, is there, Ms. King?

MS. KING. Frankly, I would rather not comment. I am not that familiar with sports as far as what they do with the bus. We do pull upon four feeder schools as far as elementary schools. We have buses at Dowdell.

MR. SCHWARTZ. Mr. Menendez, getting back to the activities.

MR. MENENDEZ. The activities buses are available, I believe. All the principal has to do is ask for an activity bus if he so desires. I think most of the schools do have activity buses.

In a nutshell, all of our students do participate or can participate, if they so desire, in an interest club. We meet once a month, or we did meet once a month. We are not meeting at the present time, but we did meet once a month last year. And at this time, they, instead of going to classes, all went to whatever activity they had selected.

MR. SCHWARTZ. So there is an activity period set aside in your school?

MR. MENENDEZ. Yes, an activity period where they go to their interest clubs, right.

MR. SCHWARTZ. Ms. King.

MS. KING. Yes, sir, we do, too.

I would like to say that I think we have come a tremendous long way. We used to think of black and white, but we no longer do that, nor do I think the youngsters think that because in running for student council blacks and whites equal. It used to be in the office assistants, in getting youngsters you would have to recruit a black. But now my applications for office assistants are equal, black and white. And we do utilize them.

MR. SCHWARTZ. Mr. Horton, I would like to turn to the question of academic performance of your students and whether in your estimation there is a difference in the performance of your black and your white students, or is there any other line upon which the academic performance of students is broken down in your estimation?

MR. HORTON. Well, I think the differences in test scores, etc., is primarily based upon economics more than it is in terms of race. We find that the black students achieve well if they are in primarily the same economic strata.

I just had an opportunity to look at the PSAT scores, which are the Preliminary Scholastic Aptitude Tests scores, and the present junior

class, particularly the black who are in this group, show really a significant gain over the previous groups that we have had. I think the mean selection index score of this group is around 127, with a range of from 185 down to about 90. Previously, it was difficult to get particular blacks to take the examination and test and, when they did take it, their selection index scores were relatively low, something like the 50s or 60s or 70s. So I think that the achievement level has significantly improved at this point.

MR. SCHWARTZ. Mr. Horton, are black students enrolling in honors or advanced level courses in your school?

MR. HORTON. Yes. We look from first semester through this semester, and we have had approximately 125 different students enrolled in some advanced course. I think presently there are about 70 enrolled in some advanced course. This means from, let's say, science research seminar, physics, college review grammar, etc., these kinds of things, we are getting them involved. Now this has been a struggle up to this point; but, as I said, our present sophomores and juniors are very conscious of the fact our more advanced courses, and are well integrated into those courses.

MR. SCHWARTZ. Mr. Collins, your school, Hillsborough, we were told, had one of the worst racial disturbances of all the schools in the county back in 1971. I would like you to tell us about that and address yourself to the question, please, of the mood that was prevalent at that time and, if you can, contrast that with what you see today, if there are any differences in the interracial reactions of students to one another that might go to creating this kind of situation.

MR. COLLINS. Well, I was appointed to go to Hillsborough in 1970, the '70-71 year. The principal who had retired previously, the previous June, told me there was a lot of tension in Hillsborough High School between the blacks and the whites. When I arrived on the scene in the fall of the year, during our football season, it seemed like everything was just fine, no unrest and so forth.

But, beginning about the first of the year, you could see unrest. The mood of the students became strictly black versus white, white versus black. And their discussions and so forth in classes, they would—the black students felt they weren't getting equal opportunities, and the white students would argue with them that, you are getting the same opportunities I am, to where it built up, and in the spring of that year, in April, where we went through 10 days of riots. We closed the school one day. We had the building filled for 2 days with police officers, had a number of students arrested. Fifty students were expelled for the remainder of the year from Hillsborough by our school board, the superintendent.

And predominantly it was based that they didn't have an opportunity because of the percentage of black students there, they couldn't be elected to offices and to achieve in different areas and so forth; where our office of human relations during these meetings was pointing out

the number of black students who achieved by being elected to class officers, student council officers, and so forth.

At the end of this riot, for the remainder of the year, everything was very quiet.

Compared to '71 to '76 is as different as day and night. The students are students of Hillsborough High School. We have a famous saying, Hillsborough is a very old school, that we are the Big Red. And now, everyone is the Big Red—black, Spanish, white, we are all one. This is a very prideful thing that our students have, that they are Big Red, and you will hear this all over Hillsborough County.

MR. SCHWARTZ. Thank you, sir.

Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Thank you very much.

Could I ask each member of the panel whether you, in connection with the discharge of your duties, are related in any way or have contact in any way with the biracial advisory committee and, if so, what your evaluation is of the role of that committee and the contribution that it makes to dealing with the issues that have come out of desegregation. The testimony before us indicates that this is a committee that the court directed should be established and has been functioning since then. Mr. Horton, do you want to start?

MR. HORTON. My contact has been very limited. I am aware of the members and membership of the committee. Primarily, my involvement would be if a student goes before this committee and asks to come to Jefferson, that he needs an assignment which is outside of his geographic zone to attend Jefferson. Of course, he goes there and presents his case, and if it is a valid case for educational reasons or etc., then they grant the request. Or, if the request is not valid, then they turn down the request.

I receive the results of the requests, but I never had the opportunity to go before the committee. I am aware that it is an advisory type committee, advisory to the school board, has no functions in terms of saying this must be done. But it is advisory only in its capacity.

CHAIRMAN FLEMMING. But no member of the committee or the committee as such has contacted you and asked you to meet with them and discuss any of the issues that you confront?

MR. HORTON. No.

CHAIRMAN FLEMMING. Mr. Collins?

MR. COLLINS. Same, sir. Very little, but they have been very fair, I feel, with the students applying to come to Hillsborough for specific academic courses, so forth. Very little contact.

MR. MENENDEZ. No contact at all with them.

MS. KING. No, sir, no contact.

CHAIRMAN FLEMMING. Does each school have a citizens' advisory committee, or do you relate to the citywide city advisory committee? I gather each school does have a citizens' advisory committee?

MR. HORTON. Yes.

MR. COLLINS. Yes.

CHAIRMAN FLEMMING. Would you give us your evaluation of the role of that committee?

MR. HORTON. Like, I guess, throughout the United States, it is, very difficult to get parents involved in the program of the school. So you really rely upon a core of people rather than the mass of people that you ask and seek out their advice on various issues. Now, we have tried to utilize them in terms of trying to pull the community into the school and to convince the school that it is a community school, rather than Jefferson High School being involved with a specific segment of people.

We are in the process now of, on April 8, bringing together, hopefully, the entire West Tampa area, Bay Crest, Town and Country—maybe you don't know what I am talking about, these are zones that are very close to the school—into the school on what we call "back-to-Jefferson night." We are hoping that we can pull in some of the parents who formerly went to Blake High School, who really now do not have a high school to go to. So we use them in these kinds of advisory capacities in bringing the adults to the school.

CHAIRMAN FLEMMING. Do you meet with the committee regularly?

MR. HORTON. Yes, we meet once a month.

CHAIRMAN FLEMMING. Once a month?

MR. HORTON. Yes.

CHAIRMAN FLEMMING. While we are on that, what relationships do you have with the citywide advisory committee, and what is your evaluation of the contributions that that particular committee is playing to the development of the school system?

MR. HORTON. I serve as chairman of the senior high school principals group and, as such, I monitor their meetings once a month. I usually sit in a kind of a consultant capacity. If there are questions that arise, and they feel I have input, they ask me and I can get on the floor and make statements at this point.

So, I am aware of some of the things they do in terms of preparing a report to parents, end-of-the-year report to parents, they are in the process of now. They are in the process of reviewing suspension policies, etc. They are in the process of reviewing the counseling services. So my contact has been primarily as a consultant capacity at their meetings.

CHAIRMAN FLEMMING. Do you feel that this committee is what might be called a vital force in the life of the county and community as far as the evolution of school policy is concerned?

MR. HORTON. I think it is such a new concept, I think in the evolving process it can become—I think at this point—this is my evaluation, I might get shot here—that they are spinning the wheels on certain peripheral issues at this point that could better be served and the information could be gotten more economically than it is being gathered at this point. But I think that they are moving toward a process which they would become effective and valuable in the system.

MR. COLLINS. We have citizens' advisory committees. Predominantly most of ours are in the areas of vocational. We have a large vocational program. We have citizens' committees in such things as welding and cosmetology and so forth to meet with the community needs. We meet regularly with these groups—the teachers and the administration and so forth.

Now we have an overall advisory committee that we call in once a month and we discuss community problems, school problems within the community and so forth.

CHAIRMAN FLEMMING. You always meet with that committee?

MR. COLLINS. Yes, sir.

CHAIRMAN FLEMMING. Would you like to comment on the citywide committee?

MR. COLLINS. I am not, I do not attend their main meetings. Mr. Horton, who is our chairman, attends them. But I am on the committee on report to parents, the old fashioned report card. We deal with them in that line when we are appointed to committees to work along with them.

I feel, like Mr. Horton, they are in a beginning stage and eventually they will be a worthwhile organization for the total community.

CHAIRMAN FLEMMING. Mr. Menendez?

MR. MENENDEZ. We also have an advisory committee. We tried to have the big PTA concept and could get no parents, so we ended up with a small advisory committee. We meet monthly and discuss problems that are—that have to do with Greco Junior High and problems that have to do with the community itself, how we can best serve the community. It has worked out very well. We get a lot of feedback from the parents; they, in turn, are a lot of help to me in the community because they are leaders of the community.

CHAIRMAN FLEMMING. Do they ever formally make a recommendation to you regarding a matter of school policy?

MR. MENENDEZ. They do. Just in talking they might mention something, and if it has merit, I try to follow up. They sometimes know a great deal about what is going on at a school just from their youngsters, things that as a principal you never know. So then they get back to me and it is a big help.

CHAIRMAN FLEMMING. Do you have any reaction to the citywide committee?

MR. MENENDEZ. No, I never met with them. I know we have one, but I have never met with them.

CHAIRMAN FLEMMING. Right.

Ms. King?

MS. KING. No, sir, I am sorry, but we do not have an active citizen group. Again, with our socioeconomic level, we have working mothers, one-car families. That is really no excuse, I guess, but I more or less serve as a public relations liaison person and integrate the community in schoolwide activities, trying to involve them in a community at-

mosphere. But as far as a committee, them offering recommendations, Mr Ikeman [phonetic], our principal, does act on any recommendations that come to his office in improving anything that might be of interest to any parent.

CHAIRMAN FLEMMING. Could I ask, is it the policy of the board to recommend to the various schools that they have a citizens' advisory committee, but not require it? It is a recommendation?

MR. MENENDEZ. Right.

CHAIRMAN FLEMMING. Could I also ask this question: Do you provide these citizen advisory committees with any staff help? Do any members of your staff have an assignment to work with the committee, help them maybe develop an agenda, assemble material, and so on?

MR. COLLINS. Yes, sir. We at Hillsborough, our department chairman, say in business education, their advisory committee, our department chairman works with them, brings the problems—we meet at school, sometimes they have luncheons together, and so forth. But our department chairmen, in my particular situation, is a member of this group.

MR. HORTON. We assign the human relations person or community-school specialist now; at this point, that's his specific assignment, to work with advisory groups, to set agendas, to facilitate their ideas in the school. An example I mentioned coming back on April 8, now he will do all the legwork in terms of setting up the building facilities, etc. That's his responsibility.

CHAIRMAN FLEMMING. You all have a community specialist on the staff of the school? This is the outgrowth of the Federal grant designed to assist in the desegregation process?

MR. HORTON. Yes.

CHAIRMAN FLEMMING. There is one question you could give a rather long answer to this, but we don't have, probably, the time for that. But I am interested because all of you are in key positions in your respective schools. As you think of the period between '71 and now, I really gather already from some of your testimony, but let me put it this way, do you feel that there have been definite improvements in facility, in equipment, in supplies such as books, and in the staffing patterns as far as your schools are concerned?

MR. COLLINS. Definitely so. As far as budgetwise, as far as staffing and all, we are 300 percent better today than we were '70-71.

MR. HORTON. I feel the same way. I can't quantify it, but I guess I am fortunate in that I am in a relatively new building, it is modernly equipped, etc. Staffing is, while not like I would like it to be, it is a great deal improved. But we could always use some funds to do that. But yes, the staffing—my staff probably has about 33 percent master degree teachers, which is a high percentage of persons involved. So I am very pleased in this area.

MR. MENENDEZ. I have only been at Greco 2 years. I wasn't with the system in '70-71. But I think we have a very good staff. We also

have about 30 percent with masters. Our building, they just added to it last year and the last 3 years they have added, oh, about close to half a million dollars worth of construction.

CHAIRMAN FLEMMING. Ms. King?

MS. KING. I was an English teacher at the time of desegregation, and of course I can see the difference in staffing and pupil personnel services. And we will be adding a new addition to our school beginning in the fall. So there have been tremendous gains.

COMMISSIONER RANKIN. Could I add one other item? Has the atmosphere improved also at all your places?

MR. COLLINS. [Nodding affirmatively.]

MR. HORTON. [Nodding affirmatively.]

MR. MENENDEZ. [Nodding affirmatively.]

MS. KING. [Nodding affirmatively.]

CHAIRMAN FLEMMING. For the purpose of the record, the Chair will note that all members of the panel responded affirmatively to your question. They did it by nodding. But I think that should go into the record. Do other members of the Commission have questions?

COMMISSIONER FREEMAN. I have just one question. I would like to ask each one of the panelists to state the number of guidance counselors at your school, and also the number that are white and the number that are black or other minority, beginning with Ms. King.

MS. KING. Yes, we have three certified guidance counselors. We have a student advisory—excuse me, you just asked for counselors, did you? I'm sorry. At the present time we have a total population of 1,674 students; 15 percent are black and 85 percent are white. I have them broken down in seventh, eighth, and ninth grade if you like.

COMMISSIONER FREEMAN. I just wanted with respect to the guidance counselors. You have three guidance counselors?

MS. KING. The three guidance counselors are white. The student advisory, who is a certified counselor, is black.

COMMISSIONER FREEMAN. Three guidance counselors, white, one student advisor, black.

MS. KING. Yes, ma'am.

COMMISSIONER FREEMAN. Mr. Menendez?

MR. MENENDEZ. Two white counselors and one white student advisor. Black human relations, if you are interested—

COMMISSIONER FREEMAN. Just the guidance counselor.

MR. COLLINS. Four white guidance and one black.

MR. HORTON. Four white, one black. Three white, one Spanish, and one black.

COMMISSIONER FREEMAN. Of the four schools, there are only a total of three nonwhite; is that correct?

MR. HORTON. I wasn't totalling them. I am sure that is right.

COMMISSIONER FREEMAN. Yes. I would like just an opinion as to whether the number of guidance counselors is, in your opinion, adequate to serve the student body for each one of you.

MR. COLLINS. No, at Hillsborough.

COMMISSIONER FREEMAN. Is the answer no from everybody?

MR. MENENDEZ. No. We are all right. Two guidance counselors are enough at Greco Junior High at the present time, due to our enrollment.

MS. KING. May I respond?

COMMISSIONER FREEMAN. Yes.

MS. KING. Frankly, being in the area and being specifically interested in youngsters with emotional problems, I think more guidance counselors are needed because we are utilized in paperwork and other areas and a tremendous discredit is being given to the youngsters. We need more, I feel.

COMMISSIONER FREEMAN. Have you ever received any comments from the minority students, black or other minorities, that they are not served well because of the absence of black or minority guidance counselors?

MS. KING. Me?

COMMISSIONER FREEMAN. Yes.

MS. KING. No, basically not, because I think black youngsters will respond or relate to you if you relate to them. I do not ask the social workers who are black and other black—a dean, and they all feel the same, that you do not need a black counselor per se. But I agree that I think it would certainly be good because there may be instances in which naturally the black youngster would relate to a black counselor better.

COMMISSIONER FREEMAN. Any other comments from any other panelist? Thank you.

CHAIRMAN FLEMMING. Commissioner Rankin?

COMMISSIONER RANKIN. I want to discuss a subject you all brought up, but hasn't been considered here in this hearing. That is the question of athletics. Mr. Menendez by his training and Mr. Collins by his work, has athletics helped banish racism in your school?

MR. MENENDEZ. Me?

COMMISSIONER RANKIN. Yes.

MR. MENENDEZ. Yes, sir. I went to a school that, in fact, had problems the year before. They had their riots and their troubles, and I went into the school the following year. Luckily, we had a winning football team. With the pep rallies and things that go with a winning football team, it seemed to unite the student body. And luckily, we have never had any problems as far as racial problems. We have had our little scraps, but that goes with having 1,400 youngsters.

COMMISSIONER RANKIN. Is your experience the same?

MR. COLLINS. Yes, sir, I think athletics is one thing that pulls everyone together.

COMMISSIONER RANKIN. We have had allegations here that a teacher of one race doesn't understand students of another race. What do the coaches have that the teachers don't have, that the coaches seem to understand? Is it the will, the desire to win above everything else? Does that do away with racism and everything?

MR. MENENDEZ. I just think it is a competitive spirit in everyone. Everyone wants to be a winner; youngsters want to be winners.

COMMISSIONER RANKIN. Have you ever had a coach where somebody has protested that he is a racist or that he's partial to a white or black race?

MR. MENENDEZ. I haven't.

MR. COLLINS. I haven't, either.

COMMISSIONER RANKIN. So they do a better job than teachers; is that what you are telling me?

MR. MENENDEZ. I am not telling you that. You are saying that. No, sir, I got 66 teachers I have to live with.

[Laughter.]

COMMISSIONER RANKIN. There must be some explanation for this. I am trying to get a hold—

MR. HORTON. If I were to respond to that, I really don't think that in terms of making a general or blanket statement saying that all teachers, you know, do not do their job as good a job as the coaches—

COMMISSIONER RANKIN. I don't want that to be a blanket statement.

MR. HORTON. On the whole, right. There are teachers, some I think, that relate extremely well to all races, and all classes of people, who do an extremely fine job of working with all the students.

COMMISSIONER RANKIN. But there are no coaches that are racist at all?

MR. HORTON. Well, this is peculiar. I had this problem, but it was a baseball coach, and the baseball coach is Spanish, and they told me he was prejudiced against Spanish kids. So it was reverse racism, so to speak. So it was not creditable. But this was an accusation we had to address ourselves to.

COMMISSIONER RANKIN. One last question. You mentioned a few minutes ago the freedom for all races to run for office. Can they get elected, though? All people can run for office, but getting elected is, I have found out in running for public office, that is a horse of another color. Now, can minorities get elected in your schools? That is what I am interested in.

MR. MENENDEZ. If you are good, I think you can. If you are an excellent student and you happen to be a leader, I think you can be elected. My first year at Greco, which was last year, we had a black president. This year we had a white girl.

COMMISSIONER RANKIN. But some not-so-good whites get elected; is that right?

MR. MENENDEZ. No, you have to be a leader.

COMMISSIONER RANKIN. You have to be good, either—to get elected?

MR. MENENDEZ. Black or white, that is right.

COMMISSIONER RANKIN. But there is an opportunity and the blacks or Latins can get elected freely; is that correct in your schools?

MR. MENENDEZ. I think so.

COMMISSIONER RANKIN. Do the statistics bear that out?

MR. MENENDEZ. I wouldn't think so.

CHAIRMAN FLEMMING. Commissioner Ruiz?

COMMISSIONER RUIZ. Mr. Horton, this past year at Jefferson High School, what proportion of suspensions have been male and female among the whites?

MR. HORTON. You mean totally now? About 66 percent. It equals about the same, with boys or girls. It doesn't make any difference.

COMMISSIONER RUIZ. How about blacks?

MR. HORTON. Blacks, around 33 percent. The length of suspension, average for both groups, for blacks, about 2.5 days and for the whites would be about 2.3 days.

COMMISSIONER RUIZ. I wasn't comparing the whites and blacks. I was trying to compare the male and the female.

MR. HORTON. Okay. Same percentage.

COMMISSIONER RUIZ. About equal percentages?

MR. HORTON. Equal percentage..

COMMISSIONER RUIZ. How about Mr. Collins, at Hillsborough?

MR. COLLINS. It is the same with boys versus girls; it's about two-thirds boys to a third girls.

COMMISSIONER RUIZ. That is both in the white and black category?

MR. COLLINS. Yes, sir.

COMMISSIONER RUIZ. How about at Greco, Mr. Menendez?

MR. MENENDEZ. I would say it is very close to that, more boys than girls; and black and white situation is about the same, two-thirds—one-third.

COMMISSIONER RUIZ. What proportion, Ms. King, at your institution?

MS. KING. I would say it would be about equal. As I said, I do not have the figures on the boys, but I did the girls. Of course, the black girls were certainly in the minority as far as being suspended in comparison to the number of white girls.

COMMISSIONER RUIZ. Thank you.

MR. MENENDEZ. Many of these students are repeaters. In other words, when you say a third are white, it might be the same kid might have been suspended three or four times during the year. It tends to be the same youngsters are repeaters.

COMMISSIONER RUIZ. Well, I was interested in the male-female proportion. Apparently there is no sex discrimination.

MR. MENENDEZ. No.

COMMISSIONER RUIZ. No more questions.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. You have all indicated basically that there has been a significant shift in the attitudes and spirit of togetherness in your schools from 1970 to 1976. You have identified one of the significant factors in that shift as sports. Are you able to identify any further significant factors which brought a change, which helped to bring the change where at one point the school was rather separated by races, and today the schools are rather together?

MR. MENENDEZ. I would like to respond. What's helped us tremendously is going on double sessions. We were overcrowded, 1,400 students in a school that was built for approximately 900 youngsters. We did have portables that would house them; but, again, we didn't have locker room space, we didn't have toilet facilities, we didn't have cafeteria space. It was the same old building and we were just putting more youngsters in it. This caused a lot of, well, you had to have contact in the halls. Students walking down the halls, when you have 300 or 400 walking down a hall, that you have 300 or 400 walking down a hall, that you can touch the lockers when you stand in the center, caused a lot of problems.

So, by going on double sessions, it meant that half of our student body was there at one time. It has worked out very well.

COMMISSIONER SALTZMAN. Are there any other, aside from physical factors? The influence of teachers, training programs that you instituted, anything else aside from the physical factors and the sport program?

MR. COLLINS. I think one of the biggest things that helped us was our human relations program in which principals, deans, assistant principals, we were taken to workshops, we were given instructions on the black culture and vice versa right on down. I think the whole thing that we are—the attitude of our students today, they understand one another. There is no deep secret of being black or white. They are just students. And I think by the administration, the teachers and all, the programs provided by our school board, has led to this understanding, and being able to work with the different students in your schools.

COMMISSIONER SALTZMAN. Mr. Collins—I am sorry, Mr. Horton—Mr. Collins, what proportion of your faculty participated in human relations training?

MR. COLLINS. Actually most of them, I would say, in the percentage because as different groups went to workshops they'd come back and provide this same information to the other teachers that didn't attend. The administrators, like the ones that I attended, I would go back and meet with administrators. I'd meet with department chairmen and so forth, passing the information that I received on right on down through. It was an evergoing process.

COMMISSIONER SALTZMAN. So the human relations training of faculty was crucial?

MR. COLLINS. Very much so, yes, sir.

COMMISSIONER SALTZMAN. Mr. Horton?

MR. HORTON. I agree with Mr. Collins.

I also want to touch on another program I feel has been very, very helpful to us. This is the intensive tutorial program. This is also a program that is funded through Federal funds. I think by being able to pull students out of classes on an hourly basis, or one-to-one basis, and to help them over the academic hurdle for that moment, and to get them back into class, and where he had an opportunity to feel success

with all of his academic preparations, gave him a chance to say, "I feel this school really cares about me as an individual." I think that feeling of the individual attention that was given to all the students in the school has helped them to realize that this is an educational institution and they realize and respect this.

COMMISSIONER SALTZMAN. Ms. King, did you want to identify anything?

Ms. KING. I think time has healed a lot of wounds. I think teachers and students, we are all beginning to realize that everyone has the same basic needs whether black or white, and we are beginning to understand one another as people. It has been through the cooperative efforts of your entire teaching staff, administrators and teachers working, being on the job, and doing a fair job with all youngsters.

COMMISSIONER SALTZMAN. One final question. Do you find a difference in the academic preparation of black students coming to your school between 1970 and 1976?

Ms. KING. No, sir. Basically not. I feel that—my own personal opinion, sir—that the standardized tests are a disadvantage to the culturally deprived youngster. This includes blacks and whites. And that a great percentage at our school, on the average there is about 50 percent ranking below average, and that there are problems that exist in the white as well as the black; specific learning disabilities, home environment, and many other variables rather than just basic academic preparation. And we are endeavoring to correct this on the black as well as the white students.

COMMISSIONER SALTZMAN. No others?

CHAIRMAN FLEMMING. Any other comments on that question? If not, we are grateful to you for coming here this morning and making the presentations you have made responding to our questions. It has helped us get a better understanding of what is happening over this span of time. Thank you very, very much.

Counsel, will you call the next witnesses.

MR. GLICK. Mr. Chairman, the next witnesses are teachers from various schools of whom we have had other witnesses testify. There is Susan Unsworth, who is a teacher at Young Junior High School; Mario de Leon, a teacher at Greco Junior High School; Dora Williams, a teacher at Plant City High School; and Vivian Williams, a teacher at Hillsborough High School.

[Ms. Susan Unsworth, Mr. Mario de Leon, Ms. Dora Williams, and Ms. Vivian Williams were sworn.]

TESTIMONY OF SUSAN UNSWORTH, YOUNG JUNIOR HIGH SCHOOL; MARIO DE LEON, GRECO JUNIOR HIGH SCHOOL; DORA WILLIAMS, PLANT CITY HIGH SCHOOL; AND VIVIAN WILLIAMS, HILLSBOROUGH HIGH SCHOOL

Ms. WALKER. Would you please state your name, address, and occupation for the record?

MS. UNSWORTH. My name is Susan Unsworth and I teach at N.B. Young Junior High. I am a special ed teacher for seventh grade.

MS. D. WILLIAMS. Dora Williams, from Plant City High School. I live in Orlando, Florida, 4722 East Alhama, and I am a business education teacher.

MR. DE LEON. Mario de Leon, 10709 Carolwood Drive, Tampa. I teach at Greco Junior High School and I am a science teacher.

MS. V. WILLIAMS. I am Vivian Williams. I live in Plant City, Florida. I'm a physical education teacher at Hillsborough High School and also the girls' track coach.

MS. WALKER. Thank you. Now, I would like to begin with Mrs. Unsworth. You teach special education at Young?

MS. UNSWORTH. Right.

MS. WALKER. How many students are there in your special education program and how many special education teachers?

MS. UNSWORTH. There are two teachers, there is another man and myself. There are 35 students in my class.

MS. WALKER. What is the racial breakdown of the students?

MS. UNSWORTH. There are 27 black and 8 white.

MS. WALKER. Eight white students?

MS. UNSWORTH. Yes.

MS. WALKER. Are all of your students properly classified as EMH students?

MS. UNSWORTH. They have all tested out to be in EMH classes. They have taken IQ tests, either the [inaudible] or [inaudible] tests. I think a lot of the students that are in there are not actually that low of an IQ. These possibly had been turned off from learning a long time ago, possibly by environment. But according to the IQ tests they do belong in EMH programs.

MS. WALKER. Students that you feel do not actually belong there, do you keep them or do you put them back into regular classes?

MS. UNSWORTH. Well, the goal of the whole program is to bring the kids up to the seventh-grade level or whatever grade they are in so they can be put back in regular classes and be trained to have a job when they graduate from high school.

MS. WALKER. What kind of arrangement do you have with the other teacher for teaching these children? Do you have the same group of children all day?

MS. UNSWORTH. No, we have two levels of reading and two levels of math. We also teach, I teach home ec and he teaches shop. We trade the kids back and forth. If a child, usually if a child is a slow, very basic reader, he is going to function at the same level in math, and I teach the low math and high reading so our kids switch back and forth all day.

MS. WALKER. Do any of the special education students take regular classes at Young?

Ms. UNSWORTH. We have one girl who is taking regular science and math and she is doing very well at it. All or our children we try to put in electives every 9 weeks. We are in the process of doing that this week.

Ms. WALKER. Would you identify specifically what electives you're talking about?

Ms. UNSWORTH. Health, basic reading, home ec, shop, typing, business occupations, the areas that—music.

Ms. WALKER. Are the children able to keep up in these subjects?

Ms. UNSWORTH. They do very well, yes. They do a lot of—a lot of the times the teacher will come tell me that they behave differently for her than they do for me. They just seem to fit right in with the group. They don't want to, you know, be labelled as an EMH child.

Ms. WALKER. Thank you.

Mrs. Williams, have you always taught at Plant City High School?

Ms. D. WILLIAMS. No, I began my teaching at Marshall High School.

Ms. WALKER. When you were a teacher at Marshall, was that an all-black high school?

Ms. D. WILLIAMS. Yes, it was, it was an all-black high school.

Ms. WALKER. Would you make some comparison of the facilities that were available at Marshall compared with Plant City High School?

Ms. D. WILLIAMS. I can only talk about the business department because I am not really that familiar with what was in the other sections of the Plant City High School when I went there. But I do feel that the facilities at Plant City High School as it existed in 1969 was superior in terms of variety and that kind of thing than at Marshall High School. And I state a specific example. I was the only business education teacher at Marshall at the time, and I had shorthand classes and, of course, we do get to the point where the students must take dictation. We had to do so by using tapes on a tape recorder.

Of course, when I went to Plant City High, I was really thrilled to find out that they had consoles with earphones available and at least three different levels could be worked with at the same time at different speeds. So I felt that we were in need of facilities that we did not have now for whatever reason. I do feel that the facilities were less adequate.

Ms. WALKER. Would you contrast the experience that black students are having at Plant City High School now compared to what you observed at the all-black Marshall High School? Maybe we could break that down. First, talking about an average or above average student, and then talking about a student with academic difficulties.

Ms. D. WILLIAMS. I think that perhaps the student who is academically able is benefited quite a lot from the variety of exposure that he has in a situation where the subjects are more varied and facilities are better.

Perhaps the average student would be average anyway, but I think that the slowest student might have a harder struggle in a larger situa-

tion which we do have now. So I think perhaps that in the smaller situation which we were in at Marshall High School, then the less capable student had a better chance of having some special kind of attention that he does get in a large situation.

Ms. WALKER. Thank you.

Mr. de Leon, were you at Greco when there was a disturbance there in 1973?

MR. DE LEON. Yes, I was there as a science teacher.

Ms. WALKER. What would you attribute that disturbance to? Was it racially motivated?

MR. DE LEON. No, I don't think so, although some people tried to say it was racial. Our plant was originally built for about 800 students, and we enlarged to about 1,300. So I would have to say it was an overcrowded situation. And I think because of overcrowding, this is what brought it about.

Ms. WALKER. You were teaching in the school system before desegregation, is that correct?

MR. DE LEON. Yes, I was.

Ms. WALKER. Have you felt that there has been any change in your ability to function as a teacher since desegregation?

MR. DE LEON. Well, naturally we are dealing with a wider variety of students, and a teacher has to take into consideration all the individual differences that students present. So that, as we teach a lesson, we are not explaining something or presenting something to just one person, but we are presenting it to 30 or 35 different people, that all are listening to us just a little bit differently. So, of course, I would have to say that desegregation has brought about a great difference in our methods of teaching, sure.

Ms. WALKER. Have you personally had any human relations training since desegregation?

MR. DE LEON. No, I can't say that I have, except that I have gone back to school for graduate work, and I do have a degree in guidance counseling.

Ms. WALKER. Have you actually changed your teaching techniques since desegregation?

MR. DE LEON. Yes, very definitely, I have. In order to reach everybody, you must present as many different possibilities of the student's learning something as possible. So I think I have had to reach down a little further than I had to before. I don't think that students now probably are as academically ready for the subject I am teaching as they probably were before. That is because we are getting some students who are not academically trained to take science.

If I might enlarge upon that just a little bit, I teach eighth grade and I teach ninth grade. The eighth-grade science course is a required course, so that we have everybody taking eighth-grade science. Ninth grade is an elective, so more of the students who are academically ready to accept more sophisticated subjects are taking science. So we

lose a lot of the students who couldn't handle it if they were to be put into that position.

Ms. WALKER. Thank you.

Mrs. Williams.

Ms. V. WILLIAMS. Yes.

Ms. WALKER. What year did you come to Hillsborough High School?

Ms. V. WILLIAMS. I came to Hillsborough High School in 1966.

Ms. WALKER. How many black faculty were at the school at that time?

Ms. V. WILLIAMS. One; me.

Ms. WALKER. Would you describe the situation at the school that year for yourself?

Ms. V. WILLIAMS. First of all when I went to Hillsborough High School, I went under Mr. Dick Spotoh's administration. He made it relatively comfortable for me. I had the understanding that if I was to encounter any racial problems whatsoever from teachers or students, I was to report them immediately to him because he said this was not going to be tolerated, and evidently he had told the other faculty members. So I was welcome at Hillsborough High School and I had no problems whatsoever.

Ms. WALKER. Were there any racial disturbances at the school while you were there?

Ms. V. WILLIAMS. My first year?

Ms. WALKER. Any of the years you have been there.

Ms. V. WILLIAMS. I was there during the riots, the racial—

Ms. WALKER. Would you briefly describe that situation?

Ms. V. WILLIAMS. From what I can remember of that, the riots started during the time of the student council election. Mr. Collins spoke about the unrest at school and it was quite a bit. We had black kids not making cheerleading; we didn't have any black kids on the student council, etc., so they were kind of feeling like they were left out.

We had a few teachers, they had integrated Middleton High School and they brought over the Middleton faculty and the Middleton students, and we had a few teachers who were still saying things like "their school" referring to Middleton when they talked about black kids and "our school" referring to Hillsborough High School in regards to whites.

So this type of situation when you're saying "ours" and "yours" and "theirs" and "mine," it would probably bring about conflict. And the black kids walked out of the classroom because they did not have representation on the student council because they did not have anybody elected as such. And we just, you know, riots just broke out.

Ms. WALKER. Has the situation with respect to black participation and student activities improved?

Ms. V. WILLIAMS. Well, at our school the black participation, Mr. Spotoh installed, inaugurated, rather, a workshop to try to get black

girls involved in the cheerleading. When you've got an all-black basketball team, you need black representation as cheerleaders. We eliminated the fact where the student body vote for cheerleaders. We just had judges to elect them.

The problems, well, we got a much, much better situation now, but we still have a few problems, you know.

MS. WALKER. THE FACT THAT BLACK STUDENTS ARE BUSED TO THE SCHOOL, DOES THIS, IS THIS A FACTOR IN TERMS OF ACTIVITIES, THEIR PARTICIPATION IN ACTIVITIES GIVEN THE SCHOOL HOURS?

MS. V. WILLIAMS. Yes, it is because when I first got to Hillsborough High School they would have dances on Friday nights after football games; they would have different social activities that, after we had to start busing kids in, they had to be cut out. Then some of the black kids felt like they stopped having dances because they don't want us dancing, you know. But it is a result of busing, having kids from the satellite areas can't get back, so they cut it out completely.

MS. WALKER. Thank you.

Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Horn.

VICE CHAIRMAN HORN. Some of you, just as Mrs. Williams has testified, have been involved where you have been observers and witnessed various types of school disturbances. I am just curious, based on those observations in which you were observers and were involved, to what extent were any of these problems caused by students who were outside that particular school, perhaps just hanging around on the periphery and provoking some of these incidents or to what extent in your daily teaching do you see outsiders merely wandering around the school that really don't belong there? Ms. Williams or Mr. de Leon?

MR. DE LEON. I can't say I have ever seen a situation like the one you have just described. Most disturbances would happen within the pupils enrolled in that school. Again, I wouldn't label it racial as much as I would label it a situation where an overcrowded school might provide a background for an eruption to start.

VICE CHAIRMAN HORN. Is that your answer, Ms. Williams, also?

MS. V. WILLIAMS. No, that's not my answer.

First of all, I think you would have some outside influences when you have like with our basketball team who is predominantly black and our superstars on our football team were black kids. Then when they were not getting black representation, the people in the community, and this was before the schools were desegregated would say, "You're being exploited, they are using you, but they're not letting you take part in their activities." This would tend to create hostilities in some of the kids. As far as outside influences that created our riots, I don't know if I could say yes or no to that question.

VICE CHAIRMAN HORN. Some schools, and this has happened for a generation I can think of in some schools I know rather well in California, often the alumni of a particular high school hang around and

cause more problems for the students there now. Is there any situation like that during the day that disturbs classes, anything like that?

MS. V. WILLIAMS. Well, not at our school now.

VICE CHAIRMAN HORN. Let me ask you, as faculty members do you feel that your school has adequate security so that it is a safe place in which to learn, or are students carrying in weapons, knives, everything else under the sun, which is not unknown in most urban schools I find today. How secure is it?

MR. DE LEON. Sir, in order to answer that question I can say that at Greco I feel the students are very safe there now. Our school is on double session. We have approximately 650 students coming there in the morning, 650 in the afternoon. We have one principal, four deans, several guidance counselors. But this was not the situation 2 years ago. Two years ago we had 1,300 students at the school at the same time. We were not on double session. We had one principal and two deans instead of four. I don't think the school was nearly as safe then as it is now.

I would again attribute it to the fact we are on double session, we are not as crowded as we were before. So if we had any problems then, they were greatly magnified. Right now the problem seemed to disappear because we have a faculty that can handle it. If a student gets out of hand once, twice, three times, he's treated accordingly. We just didn't have the faculty to help.

VICE CHAIRMAN HORN. Right.

Does either Mrs. Unsworth or Williams have any comments on this aspect of school security, how safe do you feel as teachers?

MS. D. WILLIAMS. I feel our school is quite safe. Of course, we are out in the woods, so to speak, you know, we are away from every place. The deans are constantly patrolling and our teachers also are assigned parking lot duties, so that we have to be responsible for unidentified vehicles on our campus. And I think things are fairly safe, and we are, you know, in control of whatever happens in our area.

VICE CHAIRMAN HORN. Do you feel that way?

MS. UNSWORTH. I feel the same way. At my school it is a seventh-grade center, we have very young children there. The only problem we have ever had was the last day of school when we had walk-ons from the neighborhood come to the school and try to start something, but it never came to a head. The only other time that we've had problems would be with walk-ons and if we had a fence put up, that would be to keep the walk-ons away instead of keeping children inside.

VICE CHAIRMAN HORN. What type of people were the walk-ons?

MS. UNSWORTH. Most of the time it was older boys that would be like in their 20s, say 18. We get out at 4:30. The high school around us gets out earlier than we do, and they are on their way home so they cut through the school. And the neighborhood has, through the years, has found out that we are trying to help the students, and so I think this year it's better than it has ever been for the walk-ons staying away from the school, just taking a detour to go home is usually what it is.

VICE CHAIRMAN HORN. Just to complete this aspect of the record, Mr. Glick, Mrs. Ford, would you as an exhibit here contact the district administration, ask them if there have been any problems in terms of security due to outside students coming into the school system and what measures they have taken, if any, to counter that. Because I've heard testimony over the last day or so that fences have been built, and so forth; that I'd just like to complete the record. Without objection, Mr. Chairman, if that could be put in the record.

CHAIRMAN FLEMMING. Without objection that will be done at this point.

[The document referred to was marked Exhibit Number 28 for identification and was received in evidence.]

CHAIRMAN FLEMMING. Any other members of the Commission have a question? Commissioner Freeman.

COMMISSIONER FREEMAN. Yes, I have a question for Mrs. Vivian Williams. You have been at Hillsborough High School since 1967. Could you tell me, tell the Commission, were students bused to Hillsborough High School between 1967 and 1971?

Ms. V. WILLIAMS. We had a few buses coming in, but not as many as we do now.

COMMISSIONER FREEMAN. About how many?

Ms. V. WILLIAMS. Offhand I can't say.

COMMISSIONER FREEMAN. What is the number of, the differences, do you know how many have been bused since 1971?

Ms. V. WILLIAMS. No, I really don't, but I know we have something like 22 buses now. Before maybe it might have been about eight or nine. But, offhand, I don't know the figures for the busing, and that is handled by the dean's office.

COMMISSIONER FREEMAN. I would like to, Mr. Chairman, ask the staff if they could get the information because your testimony was that dances, the dance activity, was terminated in 1971 because of the busing. I would like to know if you can get from the administration the number of pupils that were bused prior to the termination as against the number, compared with the number that were bused. Because your statement also was that the students felt that the termination of this activity may have been because they were being bused—may very well have been based upon the information which we do not yet have.

CHAIRMAN FLEMMING. When that information is obtained it will be entered in the record at this point.

[The document referred to was constructively marked Exhibit No. 29 for identification and was received in evidence.]

COMMISSIONER RANKIN. Is it the consensus of opinion of this group that this will help avoid any trouble in the future, and that is, that the citizens, county government, and school board provided adequate school facilities to take care of the school population explosion that has taken place in this area, if they would do that would that be a safeguard to avoid future trouble in the school? That is yours, isn't it, Mr. de Leon?

MR. DE LEON. Yes, it is, sir.

COMMISSIONER RANKIN. Do the rest of you agree with that or not?

MS. UNSWORTH. Yes, sir.

MS. D. WILLIAMS. I don't think—I think any time you have a situation where students are different coming together, you're going to have to anticipate some problems. It is a matter of time, really, that helps more than anything else. When the students who are from a minority situation go into a majority situation; it is as if they are going, you know, they are visiting. I think that perhaps the students who are in the majority need to be prepared to accept them and to really bend over backward to make them welcome.

COMMISSIONER RANKIN. But you would say that undue crowding doesn't help?

MS. D. WILLIAMS. It doesn't help, yes, I would agree with that.

COMMISSIONER RUIZ. Mrs. Unsworth?

MS. UNSWORTH. Yes.

COMMISSIONER RUIZ. Is it important to pass special education children?

MS. UNSWORTH. I think it is.

COMMISSIONER RUIZ. Why is that?

MS. UNSWORTH. Well, in the seventh grade a child is not a baby anymore, he is reaching his time for growing up. I think to hold children back especially for 1 year, I am strictly a seventh grade center, to keep a child back in special ed would be to label him even further than he's already been labelled. The neighborhood kids, in my situation, I work in a neighborhood school, the neighborhood kids know that he has been held back. He's teased, you know, unmercifully about this. If he's passed on to eighth- and ninth-grade centers he can—I think a teacher would be capable of bringing him up to his level.

COMMISSIONER RUIZ. Have you been having any difficulty in having these children pass to higher grades?

MS. UNSWORTH. I have only retained one student and I have been teaching for 4 years. There is going to be a new policy this year, according to the age of the student they will have to be retained. They feel that when they get in high school, they are not mature enough for the high school level. So they are starting this year with a new plan to hold back students until they reach the chronological age that they want them to be in high school, so that they will be more mature. I don't agree with the plan at all. I think it is a bad idea for seventh graders to be held back. If we do this this year we have about 10 students that we will have to retain simply because they are not old enough according to the new age, the new time for them to go up. I think it is a very unfair thing to the student myself. I don't agree with it at all.

COMMISSIONER RUIZ. In other words, you feel it is more harmful to the child even though he doesn't reach the categorical age?

MS. UNSWORTH. In special ed, yes, I do. It is a painful time for a kid to be stuck in seventh grade. It is a very painful time. There is a lot of adjusting. They are all realizing they aren't babies anymore and have to start acting like high school students, and I think it is just very unfair.

COMMISSIONER RUIZ. Has your personal opinion been given consideration with respect to what your conclusion is?

MS. UNSWORTH. Yes, but I think that the head office is trying to keep everybody happy. The high school teachers are very unhappy because they are getting very immature students in their classes. So it has to start some place, just like the busing had to start some place. We have to start at sometime bringing these kids up to a more mature level when they reach high school. I have voiced my opinion about the matter.

COMMISSIONER RUIZ. Mario de Leon, do you speak or understand a language other than English?

MR. DE LEON. No, not anymore. I used to understand Italian, but I don't anymore.

COMMISSIONER RUIZ. I was just wondering because a namesake of yours left a deep imprint in the history of Florida.

MR. DE LEON. My grandfather.

[Laughter.]

COMMISSIONER RUIZ. Thank you.

CHAIRMAN FLEMMING. Commissioner Saltzman.

COMMISSIONER SALTZMAN. No.

CHAIRMAN FLEMMING. Thank you for coming here and being with us this morning. We appreciate your responses to the questions that have been addressed to you. Thank you very much and best wishes.

MR. DE LEON. Thank you.

CHAIRMAN FLEMMING. Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, our next witnesses are a group of junior high school students here in Hillsborough County: They are Bernadette Watkins of Blake Junior High School, Craig Allen of Dowdell Junior High School, Aileen Miller of Greco Junior High School, and Kenneth Hunsberger of Young Junior High School.

[Ms. Bernadette Watkins, Mr. Craig Allen, Ms. Aileen Miller, and Mr. Kenneth Hunsberger were sworn.]

TESTIMONY OF BERNADETTE WATKINS, STUDENT, BLAKE JUNIOR HIGH SCHOOL; CRAIG ALLEN, STUDENT, DOWDELL JUNIOR HIGH SCHOOL; AILEEN MILLER, STUDENT, GRECO JUNIOR HIGH SCHOOL; AND KENNETH HUNSBERGER, STUDENT, YOUNG JUNIOR HIGH SCHOOL

CHAIRMAN FLEMMING. We are very happy to have you here. Just before counsel starts to ask questions, I would like to make an announcement relative to the plans for the rest of the day. According to our schedule, we will finish listening to the witnesses that have been sub-

penaed between 1:30 and 2:00 o'clock. When we opened the hearing on Monday morning, Commissioner Freeman pointed out that after we had listened to the witnesses that had been subpoenaed, we would be happy to listen to other witnesses who desire to be heard. We asked that persons falling within that category should indicate their interest to members of our staff. That can be done in the DeSoto Room. There you can be registered as a witness.

You will be given the opportunity of making a 5-minute presentation. And that rule, in fairness to all concerned, is strictly enforced. You can in addition, however, file with us for the record of this hearing a longer statement.

Prior to our coming there was an indication in the media that we would listen to these witnesses between the hours of 4:00 and 6:00 this afternoon. However, some members of the Commission find it necessary to return to their full-time activities and will have to leave, some of them, in the middle of the afternoon. For that reason, we decided to keep the hearing going longer yesterday than we anticipated in order to hear additional witnesses, so that we would be in a position where we could begin to hear the witnesses who desire to be heard around 2:00 o'clock.

However, in view of the fact that there was an indication in the media that we would listen to these witnesses between 4:00 and 6:00, some of us will be here at least until 4:00 o'clock, and if some persons have not caught up with the new hour, we will then endeavor to listen to them at that time, because anyone who had read the notice and who had made up his or her mind that they would like to make a presentation to us, in our judgment, should not be disappointed.

But for those, if there are any in the room now who desire to be heard, you should go to the DeSoto Room where a member of the staff will be glad to talk with you. We will call on persons in the order in which they register to be heard. We feel that that is the fairest thing to do. Then if you will keep in mind the 5-minute rule—but also keep in mind the fact that if you desire to add to the statement you can do so by inserting or providing us with a written statement which we will incorporate in the record. Incidentally, if that written statement isn't ready today, the record will be held open for at least a week, and the staff will indicate to you where you can mail the statement so that it can be incorporated in the record.

So to avoid any misunderstanding, we will begin to hear witnesses who have registered to be heard around 2:00 o'clock, but if we finish hearing those witnesses before 4:00 o'clock, some of us will stay here until 4:00 o'clock to see whether there are others who come in at that time and who desire to be heard under the rules that I just identified.

Thank you very much.

Counsel, proceed with the questioning.

MR. STOCKS. Would you each, starting with Bernadette Watkins, give your name, address, age, and school you attend?

MS. WATKINS. I am Bernadette Watkins. I go to Blake Junior High, 12 years old. I live at 1515 Arch.

MR. HUNSBERGER. My name is Kenneth Hunsberger. I go to Young Junior High School. I am 12 years old and I live at 115 East 143rd Avenue.

MR. ALLEN. My name is Craig Allen. I live at 4906 81st Street. I attend Dowdell Junior High, and I am 14.

MS. MILLER. My name is Aileen Miller. I go to Greco. I'm 14 years old, and I live at 5007 Sierra Place, in Tampa.

MR. STOCKS. Kenneth, would you tell the Commissioners which school you attended before you came to Young Junior High?

MR. HUNSBERGER. Well, for first and second grade I went to St. Laurence, and for third, fourth, and fifth I went to Miles Elementary; sixth, Orange Grove; and seventh at Young.

MR. STOCKS. Are you now bused to school?

MR. HUNSBERGER. Yes.

MR. STOCKS. What do you think about the busing itself?

MR. HUNSBERGER. I don't like the busing because I don't like long rides back and forth to school each morning and afternoon.

MR. STOCKS. What do you think about the school you get off the bus. How's that?

MR. HUNSBERGER. I like the school better than all the other schools I have gone to.

MR. STOCKS. Were some of those schools private schools?

MR. HUNSBERGER. First and second at St. Laurence.

MR. STOCKS. Thank you.

Miss Miller, are you bused to school, also?

MS. MILLER. Well, I am supposed to be, but I don't ride the bus.

MR. STOCKS. Why don't you ride it?

MS. MILLER. Since we are in double session, if I were to ride the bus I would have to get up about an hour earlier than I do now. I would have to leave—school starts at a quarter to 7:00. I would have to leave at a quarter to 6:00 if I wanted to ride the bus, therefore get up at a quarter to 5:00. This way, since I get a ride to school, I don't have to get up until 5:30, so I get extra sleep.

MR. STOCKS. All right.

CHAIRMAN FLEMMING. You are still an early riser.

MR. STOCKS. Miss Watkins, do you ride the bus to school?

MS. WATKINS. No, I don't.

MR. STOCKS. Where is your school in relationship to where you live?

MS. WATKINS. It is close to where I live.

MR. STOCKS. Do you walk to school?

MS. WATKINS. Yes.

MR. STOCKS. Craig, where is your school in relationship to where you live?

MR. ALLEN. From where I live it is about 2-1/2 miles.

MR. STOCKS. Could you talk right into the mike, please, because we are not getting it. Thank you.

MR. ALLEN. From where I live it is about 2-1/2 miles away from the school.

MR. STOCKS. Do you ride the bus?

MR. ALLEN. Yes, I ride the bus.

MR. STOCKS. What do you think of the bus ride?

MR. ALLEN. It is all right with me because I like to ride.

MR. STOCKS. Okay.

Miss Watkins, do you go to a learning center?

MS. WATKINS. Yes.

MR. STOCKS. As part of your education system?

MS. WATKINS. Yes.

MR. STOCKS. Would you tell the Commissioners what the learning center is and what you do there?

MS. WATKINS. Well, it is a special school for the gifted children from different schools. And it is just a class where you take different courses that you learn other than the school, the other school classes. They just teach different things than you would normally learn in school.

MR. STOCKS. What kinds of classes do you take there?

MS. WATKINS. I take agricultural class and a music and films and a science class.

MR. STOCKS. Thank you.

Kenneth, do you serve on the student advisory committee at your school?

MR. HUNSBERGER. No, I don't.

MR. STOCKS. Have you been an alternate on that?

MR. HUNSBERGER. No, I haven't.

MR. STOCKS. Craig, do you serve on yours?

MR. ALLEN. Yes, I do.

MR. STOCKS. What does the student advisory committee do at your school?

MR. ALLEN. Well, we straighten out problems around the school. And the purpose of it is to help students of both races to have a better relationship among themselves.

MR. STOCKS. Do any of you—and I will start with Miss Miller and back down the line. Do any of you have any problems with your school now that it has been desegregated?

MS. MILLER. I haven't. Well, this is the first school that I have been to that has had blacks in it at all, you know. And I haven't really noticed any problems. I mean with me, personally. With other things, I have.

MR. STOCKS. Craig, have you had any problems?

MR. ALLEN. Well, I haven't had any problems, but some of the blacks at our school feel that they have been mistreated by the deans.

MR. STOCKS. So some of them feel that they have been mistreated?

MR. ALLEN. Right.

MR. STOCKS. Kenneth, do you have any problems at your school?

MR. HUNSBERGER. Well, I don't, but there have been a few fights between blacks and whites here and there.

MR. STOCKS. Bernadette, how about you?

MS. WATKINS. No..

MR. STOCKS. Mr. Chairman, I have no further questions at this time.

CHAIRMAN FLEMMING. Commissioner Freeman?

COMMISSIONER FREEMAN. I have no questions.

CHAIRMAN FLEMMING. Commissioner Horn?

VICE CHAIRMAN HORN. I take it that the summation that all of you would make is that regardless of how you get to school, whether by bus or walking or being driven, that you are generally happy with the quality of education you are getting; is that correct?

MS. WATKINS. Yes.

MR. ALLEN. Yes.

MS. MILLER. Yes.

MR. HUNSBERGER. Yes.

VICE CHAIRMAN HORN. If you could be principal or superintendent of schools for a day, what would you do to improve your school? Let's start with you, Bernadette.

MS. WATKINS. Nothing I can think of.

VICE CHAIRMAN HORN. In other words, you think everything's operating at 100 percent effectiveness?

MS. WATKINS. Not quite.

VICE CHAIRMAN HORN. What isn't working not quite?

MS. WATKINS. Classes, that's all. You know, like we have—the school is rather large and we have a 5-minute break between each class, and we have to go to lockers, then the class. And it is just not—we get in too much trouble because we don't have enough time.

VICE CHAIRMAN HORN. Do you think that is why you only have a 5-minute break? In other words, they're sort of pacing you too fast between classes? That's the main problem?

MS. WATKINS. [Shakes head "no."]

VICE CHAIRMAN HORN. Kenneth, how about you?

MR. HUNSBERGER. Well, there is not much wrong with the school. Everything runs okay except for a few fights we have now and then. Otherwise, everything's 100 percent perfect.

VICE CHAIRMAN HORN. How about you, Craig?

MR. ALLEN. Well, they only give us 4 minutes between classes to get back and forth. That is not enough.

VICE CHAIRMAN HORN. So you go into class panting usually; is that it?

MR. ALLEN. Yes.

VICE CHAIRMAN HORN. What would you do to improve the school if you had an opportunity to do so?

MR. ALLEN. Well, I would give them more time between classes, and I would make more activities for the students.

VICE CHAIRMAN HORN. What sort of activities?

MR. ALLEN. Well, we would play games at PE instead of doing the things that we have to do.

VICE CHAIRMAN HORN. In other words, instead of formal exercises, you would have more organized games you could carry on outside the school, not simply in the school?

MR. ALLEN. Yes.

VICE CHAIRMAN HORN. Aileen?

MS. MILLER. I think that I would try to change mostly the way the kids are grouped into classes because for a few of my classes I am being taught at a lower level of, say, what I was when I lived up north. We had tracks. I had top track classes, so we were taught more than the other tracks. Now a few of my classes here I have to sit through things that I already know or I understand faster.

And I think that that is the only thing that I would change, but this year it is better than last year because last year almost all of my classes were just—everyone was grouped together. This year there is more like advanced classes, and since some of the things are electives and only certain people take them, and so it is much better.

VICE CHAIRMAN HORN. How many black students are in your advanced classes?

MS. MILLER. Oh, not many. One of my classes, civics, is one of my classes where it is sort of lower, things go a lot slower. And there's—I think about half the kids in there are black. But in my advanced English class there is two black kids out a, the whole class.

VICE CHAIRMAN HORN. Craig, as I recall, you are an honor student in algebra and doing very well. How many white students are in that class with you?

MR. ALLEN. All of them were white except me. I was the only black until about a week ago and one more black came in.

VICE CHAIRMAN HORN. How about you, Kenneth? Most of your classes have black students in them?

MR. HUNSBERGER. I have got a few. I'm in mostly the advanced classes, and out of most of my classes, except for my elective, PE—out of those that there is no highest in, it's sort of half and half. But in the highest classes, there's about five or six—not that many.

VICE CHAIRMAN HORN. Bernadette, I take it most of your classes are fairly well mixed with black and white students?

MS. WATKINS. Yes.

VICE CHAIRMAN HORN. Thank you.

CHAIRMAN FLEMMING. Could I just ask one question? A number of you commented on the short period of time between classes. If you don't make it in the 5 minutes or whatever the time is, you are marked tardy?

MR. HUNSBERGER. Yes.

CHAIRMAN FLEMMING. If you are marked tardy too many times, does that become the basis for disciplinary actions?

MS. WATKINS. Yes.

CHAIRMAN FLEMMING. Commissioner Ruiz?

COMMISSIONER RUIZ. No questions.

CHAIRMAN FLEMMING. We appreciate so much your being here and we appreciate your very frank response to the questions that have been addressed to you. In the weeks and months and years that lie ahead in terms of your educational experiences, we wish you the very, very best. Thank you very much.

Counsel will call the next witnesses.

MR. GLICK. Our next witnesses are citizens of Tampa who have been active in community affairs. They are: Otha Favors; Joanna Jones of the Tampa Urban League; James Pettiford, who is NAACP State representative; and Augusta Thomas, who is the director of the Tampa Urban League.

[Mr. Otha Favors, Ms. Joanna Jones, Mr. James Pettiford, and Ms. Augusta Thomas were sworn.]

TESTIMONY OF OTHA FAVORS, COMMUNITY COUNCIL ON DESEGREGATED COMMUNITY EDUCATION; JOANNA JONES, PROJECT DIRECTOR, TAMPA URBAN LEAGUE'S LABOR EDUCATION ADVANCEMENT PROGRAM; JAMES PETTIFORD, NAACP FIELD REPRESENTATIVE FOR FLORIDA; AND AUGUSTA THOMAS, DIRECTOR, TAMPA URBAN LEAGUE

CHAIRMAN FLEMMING. Thank you very much for coming here this morning.

MR. GLICK. Beginning with Mr. Favors, could you please identify yourself with your name, address, and occupation?

MR. FAVORS. Yes. My name is O'Mally Otha Favors. Address, 1231 Scott Street, Tampa. I am employed as a clerk at James Construction Company.

MS. JONES. Joanna Jones, Project Youth director, 1405 Tampa Park Plaza; former teacher, former school-community relations specialist; a member of the biracial advisory committee.

MR. PETTIFORD. James Pettiford, State field director for the NAACP, located at 1405 Tampa Park Plaza; former reporter from the *Tampa Tribune*.

MS. THOMAS. Augusta Thomas, 1405 Tampa Park Plaza; former school social worker, 1954 to 1966; former community organization coordinator for special parent education program sponsored by the Tampa Urban League and Family Services Association; current member of the county-wide Hillsborough County citizens' advisory committee and several other committees in the community.

MR. GLICK. Thank you.

I would like to begin with Mr. Pettiford. You indicated that you were a reporter the one of the local newspapers, Mr. Pettiford, and we have heard testimony from the newspaper editors about their coverage of the school desegregation process. I don't believe that you were here in Tampa back in 1971, but in the days when you were a reporter on the newspaper do you feel that the papers covered, the media generally covered the school situation fairly and equitably?

MR. PETTIFORD. I would say I am not sure because I was not involved that much in the education process. I covered human services and at the time there was no controversial issues, black-white issues, surrounding the school system. So the coverage, I think, was fairly accurate at the time.

MR. GLICK. We have heard testimony with respect to the litigation that brought about the desegregation of the Hillsborough County schools, Mr. Pettiford. Can you indicate how, what role the NAACP played in this whole process and what it is doing now with respect to the schools?

MR. PETTIFORD. Well, the first case—not the first case, but the case under which the school system was desegregated was the Manning case in which the plaintiff was my predecessor, one of my predecessors, Bob Saunders. His son was the first child to be integrated in the Hillsborough County school system. He was at that time NAACP State field director.

MR. GLICK. Does the NAACP continue its interest in school issues here in Hillsborough County? Could you describe that for us?

MR. PETTIFORD. Yes. Well, at this time we are involved in trying to reach some accord to solve the problem of the high suspension of blacks within the school system. I came with the NAACP in December. Prior to that the local chapter had written HEW asking that they come down and review the school system and determine whether there was any discrimination involved in the high suspension of black students. They came down and later sent a finding of discriminatory impact within the school system.

Since that time myself, other members of the NAACP education committee, Mr. Favors, several other community leaders, have been meeting with the school system trying to work out some solution to the problems.

MR. GLICK. Do you feel the school system is receptive to the concern that the NAACP has indicated?

MR. PETTIFORD. Well, they listen, but we haven't been able to get them to approve any of our recommendations. We have and we will—we have offered what we call desegregated school evaluation form to the school system in which each school would give pertinent information that would determine whether the school was desegregated entirely and not just a dual system within a unitary school.

The school board has not accepted this, and we will probably send this form to HEW and ask them that they consider it as a tool to establish whether a school is desegregated, also as an information-gathering sheet which will—can possibly be used across the Nation wherever schools are fully desegregated. I would like to offer this into evidence to the Commission and let them look at it.

MR. GLICK. These two documents are sheets in which supervisors and the principals perhaps could rate teachers to determine whether they are relating well to both black and white students. Mr. Chairman,

I think these are very useful rating forms that should be introduced in the record, and I would ask permission to do that.

CHAIRMAN FLEMMING. Without objection, they will be entered in the record at this point as Exhibit No. 30.

[The documents referred to were marked Exhibit No. 30 for identification and were received in evidence.]

MR. PETTIFORD. Also another form, I think Mr. Glick has a copy I gave him earlier. Will you give her that second copy? This one is that when teachers are evaluated, they are evaluated on four categories. We are asking that they be evaluated on a fifth category, which is how well the teachers can relate to students of a different ethnic background.

MR. GLICK. But so far the school district has not been willing to accept the use of these documents?

MR. PETTIFORD. No, they have not.

VICE CHAIRMAN HORN. Could I ask, counsel, to complete this exhibit, that the reasons the school district has not been able to accept these documents be placed in the record as part of this exhibit and that those forms be furnished to the school district?

MR. GLICK. I will do that, Mr. Vice Chairman. I will ask the superintendent, Dr. Shelton, to offer some views as to why he does not accept these rating forms.

CHAIRMAN FLEMMING. When you receive that document, then, it will be entered in the record as Exhibit No. 31 to immediately follow Exhibit 30.

[The document referred to was marked constructively Exhibit No. 31 for identification and was received in evidence.]

MR. GLICK. Thank you.

Ms. Jones, you have been a classroom teacher involved for many, many years in education in Hillsborough County. It is my understanding that you were also a human relations coordinator at Plant High School. Were you doing that kind of work after the 1971 court order desegregated the schools?

Ms. JONES. Yes, I was.

MR. GLICK. What kind of reception did the human relations coordinator function receive from the high school administration? Was it well accepted; was it promoted?

Ms. JONES. Well, I think it was accepted because in some instances I felt that they were made to see that there was a need. In other instances, I felt that it was because the full cooperation and support of the administrative staff was not garnered in the operation of the human relations program.

MR. GLICK. In your capacity as a human relations officer, what kind of concerns were expressed to you by members of the black community with respect to their children's education?

Ms. JONES. Well, I would like to express maybe some of the concerns of the students. But some of the basic concerns I remember at

that time were that, number one, there was opposition to the placement of black history courses in the schools. And up until 1973 there were still schools that did not have black history. It was almost a fight to get black history into the curriculum into the schools.

Secondly, the number of black students who were being suspended, the insensitivity on the part of some teachers as related to me by some students—and if I might digress I have some comments that I wanted to make. That is, that during that time we were encouraged to hold workshops for teachers in human relations techniques—and based on my experiences, those workshops dealt mostly with transactional analysis type activities, group dynamics, values clarification—and there was no in-depth attention given to some of what I felt some of the major problems were, namely, cultural awareness as to dress styles, language barriers, and the black psyche in general, by which I mean the way a student reacts to a verbal command of authority from a white teacher.

I feel there was some insensitivity on the part of teachers because, number one, there is a tendency of black people to view whites as the oppressor and the way in which you give a command to a student or order him to do something has a lot to do with his response. I felt as though in my capacity in consulting with students that a lot of problems were precipitated by teachers in their approach and by their attitude. I can specifically cite instances in which negative comments were made about minority students to members of their class. I will not cite names, but I can back up what I am saying.

There were instances in which a teacher was known to go down the hall during one of the riots, going into the classrooms yelling, “Anyone want to go coon hunting?” referred specifically to black students as “darkies” to me, telling me I need to do something with my “darkies.” There was one black student in that particular teacher’s physics class when she was absent, I had a student to come to me on two occasions without a hall pass. When I asked why she didn’t have a hall pass she said it was because the teacher was making such terrible statements about black students that she could not stay in the class and face her black classmates when she came back to school that next day.

There were instances in which teachers told students not to get involved in the human relations program, they should not want to become involved with black students. There was an instance in which a black English teacher was threatened with loss of her job because the last 9 weeks she assigned a reading list to her students that included books by black authors, and there were no books by white authors and, when asked to explain it, she said the previous three 9 weeks all of the books had been by white authors and she thought it was time to integrate her reading assignment. She was harassed and brought in before a supervisor by her department head and told that she had to change that assignment and she proceeded to add *Alice in Wonderland* to that reading list.

There were also instances in which students were taken from the school campus, detained in juvenile homes, without the knowledge of the parent, on what I thought were basically minor incidents.

One example—and I will delete the expletive—a student told the assistant principal he was going to kick him in his you know what. It was taken as a threat and that student was taken to the juvenile home for that statement.

Also during that time we had a riot in which a typewriter was thrown at a student, and the newspaper reported it as a black student having thrown the typewriter. That statement was never recounted in the newspaper when it was found that a white student threw the typewriter at a black student, the black student ducked, and [it] hit another white student.

Also during that time there was a policeman on the campus who made a statement to my aide at that time, who happened to have been white, who said, "When they find out how these niggers are acting over there maybe they will send them home."

If I may continue, I want to indicate to you some of the things I feel. This is not to cast any aspersions on the human relations program, but only in the spirit of perhaps improvement and in terms of administrative support I feel as though most of the workshops that are being held for teachers are held on the elementary school level, that there are not enough on the secondary level, and that there is a need for more workshops for teachers and administrators, as was brought out in every workshop that I attended with my co-workers who were human relations specialists. Some described our activities as playing games, playing marbles, not really getting down to the nitty-gritty. One English-teacher workshop was labeled as a waste of Federal money.

Some human relations specialists have claimed they have not been provided adequate time to get involved in community activities nor to gather administrative support in identifying and working with disruptive teachers. We have heard a lot about identifying disruptive students, but nothing is done with disruptive teachers. It was alluded to the fact that 5 percent of all teachers account for 90 percent of all suspensions, yet I have heard nothing said about what was going to be done with those 5 percent of the teachers.

There was also comments made as to the field staff not being allowed to visit schools and provide guidance and manpower and expertise for workshops within their individual schools. Some of the school-community specialists, even though they work in the human relations program, still have duty assignments such as acting in the absence of deans, compiling FTE reports, keeping book stores, compiling student opinion survey reports for the parent advisory committee and substituting for absent teachers.

Also that parent advisory committees have not been active in functioning in some of the schools, are nonexistent in others, and some were told to get them together after the HEW sent a letter indicating

that they wanted the school board to comply and they were told to get their committee together, after this letter was sent.

I would like to suggest that the Commission ask for a copy of the kinds of activities that are carried on in human relations workshops so that you can get an idea of what is actually going on in human relations training program and perhaps you might have some suggestions that you could offer.

MR. GLICK. Ms. Jones, you described the situation at Plant High School in which there were use of racial expletives and teachers who could not understand black children, high school children. This goes back a couple of years. Now, even though you are not still in the school system I am sure you have contact with teachers and students and parents. Do you think there has been any change or is this kind of situation still existing.

MS. JONES. You mean what I just mentioned?

MR. GLICK. Yes. Has there been any positive change in the school system as related to you by your contacts?

MS. JONES. Not as of yet. I understand there are supposed to be some positive changes coming up next year, but the feeling is that these changes are brought about only because of the sensationalism of the suspension issue.

MR. GLICK. You think that is what the school system is reacting to?

MS. JONES. I think that is what they have always reacted to. To my knowledge the school system in Hillsborough County has never done anything on a voluntary basis. They have always been forced to do it, either through court order or sensationalism in the newspaper.

MR. GLICK. Thank you.

MR. FAVORS, in previous conversations that you and I have had you have indicated that you live in a low-income neighborhood and that you are in contact with many members of that community and they have real concerns about what is happening to their children in the school system?

MR. FAVORS. That's right.

MR. GLICK. Could you describe what those concerns are for us as they come to you?

MR. FAVORS. Yes. I would like to begin by saying that I am here representing the Community Council on Desegregated Community Education, an organization which is made up of a number of different organizations, individuals, and persons who are concerned about the school situation. We have been conducting our own study and investigation, talking with people throughout the community, collecting data from the school system, and also collecting news items dealing with desegregation and education in general going back as far as 1956. The material you see in front of me is part of the collection of that material.

On Thursday of last week I had a number of junior high school students who came up and said, "I saw you on TV last week talking with the school board."

I said, "That's right."

They said, "You know what?" They said, "We run when we see the school bus coming loaded with white students."

I asked them why.

They said, "Because we live in the ghetto, in the slums, and we don't want them to know that."

I made a mental note of that.

I have a statement before me I would like to just read off quickly for you.

School desegregation has not been successful from an educational standpoint in Hillsborough County. It has not been successful because, number one, the plan that was implemented in the fall of 1971 replaced one injustice with an even greater injustice and, number two, because the people who drafted and implemented the plan ignored the real academic, cultural, and emotional needs of our students and our community.

Because of these conditions and because of the many serious problems that have resulted from 5 years of black absorption and disruption, desegregation should truthfully be evaluated as a disaster and setback for black students and concerned people in our community.

Top school administrators in this county are clearly aware of this fact since they took part in the report on the Governor's Task Force on Disruptive Youth, a report which I might add is the most authoritative that has been done in this area up to date. Instead of telling everybody the truth, they are obscuring facts and hiding truth much like former President Richard Nixon did during the Watergate scandal.

What are some of the facts?

On the positive side, racial balance has been achieved without the kind of massive and ugly violence that occurred in other cities. Masses of people in the black and white community should get the credit for that. Also, some black and white students have made interracial friendships through their day-to-day contact.

Yet neither of these two previous points have anything to do with the kind or quality of education received by black students, nor do these points have anything to do with the problems experienced in our community before 1971.

As for the claim that desegregation has improved the quality of education as measured by tests, even Assistant Superintendent Frank Farmer admits that any such improvement could be due to other factors.

What have been the documented effects? According to veteran teacher and human relations specialist Rudolph Harris, "Schools are graduating a seriously disproportionate number of black students when compared to whites or when compared to the percentage who enter first grade or more seriously when compared to the number of blacks graduating from Old Middleton and Blake, which were the two former

black high schools. Thousands of black students have either dropped out, been expelled, or been suspended from public schools at a rate better than three times the rate of white student removal."

According to the Governor's Task Force on Disrupted Youth, these students tend to be more intelligent than the average population and not less, which means that some of our most intelligent and most promising students are not completing their education.

Desegregation has eroded the already weak family structure and community spirit in our neighborhoods, making it extremely hard for black parents and community leaders to deal with pressing social problems like drugs, prostitution, political enslavement and apathy, juvenile crime and violence. Desegregation has caused the majority of black parents to curtail their positive involvement in the educational process, contributing to the discipline problem in schools. It has stripped this community of the important heritage and tradition built up over years of struggle. It has resulted in the closing of businesses such as the Mr. Harris Store, the Psychedelic Store, which was located across the street from Middleton, and others. It has resulted in millions of dollars being spent with only marginal returns to date. It has also resulted in criminal arrests and juvenile records for students who heretofore were law-abiding.

One closing comment. In 1971 when our community was opposing the particular plan implemented in Hillsborough County, a minister, Rev. W. F. Tanner, who pastored one of the largest churches in Hillsborough County, made the comment, "Thank God they can't do this to our church."

MR. GLICK. I appreciate your statement and I think it is well written and well thought out, but I would like to ask you whether you can see any positive aspects at all to the school desegregation.

MR. FAVORS. Well, I am certain there are some. I do not deny that. But what I attempted to say in my statement was that to date no one has proven or has shown the positive results of this from an educational standpoint.

Now, I am talking about, for example, being able to demonstrate that the reading level, the reading ability, or the mathematical skills of students have significantly increased during this period of time. I have yet to see or to read any facts or statistics which do in fact prove that point. There are other positive aspects of the program that we are all looking for, but, again, you know we have opinions to that effect, but no facts or proof to substantiate it.

MR. GLICK. Thank you.

I would like now to turn to Ms. Thomas. Ms. Thomas, we have been talking about a school system here in Hillsborough County for the last 2-1/2 days and the school system delivers services to consumers, that is, children. It also relates to the parents of the children. Do you believe that the school system here in Hillsborough County relates well to the black community, from parents and the children at the upper

level and at the lower level in your experience? And if not, what are the concerns you see that the black community has with respect to the school system?

Ms. THOMAS. No, I do not believe that the school system relates in a positive fashion to the black parents in this community nor, in some instances, to the black student. The school system does not, in my opinion, pay cognizance to the fact that our parents themselves need special assistance because many of them are unemployed or underemployed; one out of four live in substandard homes or public housing; that the average education of blacks in this community is around the eighth-grade level; and that they have to work at menial-type jobs and have few fringe benefits such as would allow them to get off work without loss of pay to go to the school to see about the needs of their children.

It seems to me that because of this general frustration and the many problems that black parents have, there should be some special consideration given through by way of the guidance services that are provided for the schools. Yet, I have not seen what I consider to be an adequate or substantial increase in those school personnel services or guidance services that relate directly to the parents.

As I understand it currently, senior high schools are on call by the school social workers, the school social worker is only called in for a special situation. I further understand that the—there is no varied schedule on the part of deans or other administrators who would make themselves available in the evenings when parents are available so that when a student is involved in a behavioral situation or some kind of disciplinary situation that would require him to be suspended or expelled from school, that there is always a specific personal contact with that parent. I submit that the reason that more white students are disciplined within the school and kept there without having to be suspended or expelled is because more white parents are available for conferences with the school administrators and to work out the problems on the spot or through a continuing basis.

I think that also on the part of the school system there has not been a real effort toward cultural pluralism in the schools. I am not convinced that black children were given an opportunity to become truly integrated into the system. I believe they were simply brought into the system and had the value system of the larger population imposed upon them.

One instance I can cite is the fact that some 2 years ago the Tampa Urban League was concerned about exposing students to some black history, recognizing that such was not necessarily available through their regular school curriculum. So we proposed to the appropriate school officials that we would simply reproduce copies of "Lift Every Voice," which has been acclaimed as the Negro national anthem to distribute to the schools in National Black History Week. We were rebuffed and told we couldn't give out this literature. I told them I

could not see why the author that wrote "Lift Every Voice" could not be exposed to the students. We felt there was an inadequate emphasis on making a special emphasis to deal with those children who have a particular problem related to their cultural and economic circumstances.

We see splinter groups within the community such as efforts to run a Right to Read program and an intensive tutorial program that is run in cooperation with the University of South Florida. I consider these as relevant kinds of activities that the school system could indeed get involved in. I have not seen any emphasis on the kind of parent education that is needed to facilitate school integration and to help to improve the behavior on the parts of the students.

I am aware of some of the cultural differences that create problems. I am aware of the fact that some of the frustrations felt by the parents because of their social and economic circumstances are sometimes transferred to the students, but I have not seen what I consider a good-faith effort on the part of the school system to actually hold parent-education sessions that could help parents to understand how their own behaviors and how their attitudes would impinge upon their students' attitudes towards the teachers.

I submit that black parents need to help their children to deal more successfully in a human relations manner with the white teachers they have to face. I further submit that white parents need the same kind of education in some instances, but I have not seen such an effort on the part of this school system.

MR. GLICK. Thank you.

I would like to ask Ms. Jones about your experience as a member and chairperson of the biracial advisory committee to the school board, which was formed as we know from the testimony we have heard before pursuant to the court order. Can you tell us about the function of that board?

MS. JONES. Well, this is my second year serving on the biracial advisory committee. Last year I served as chairman. At our first meeting Dr. Shelton came in and let us know in no uncertain terms that we were merely an advisory committee and that they have the authority to accept or reject any recommendations or suggestions that we made and that we were to deal only with school transfers and location of new schools.

We, in turn, wrote a letter to Judge Krentzman asking him to clarify our role, and he did so in view of his court order, and we took it upon ourselves that as parents and members of the community that we could make recommendations in any area that we felt that there was a need for improvement.

On appearances I have made before the biracial committee and some of my predecessors made, they were rebuffed, they were treated rudely and told in no uncertain terms they were meddling in something that they had no business meddling in.

MR. GLICK. Is that true of the white members as well as the black members?

MS. JONES. Yes, in fact one of the board members who was chairman of the biracial advisory committee appeared before the school board and she was treated as rudely as I was.

Also, as far as location of new schools is concerned, I would like to add here that mention was made as to locating schools within the periphery of the Tampa Bay area. As it stands now, all proposed new school sites are to be located in the county areas, and the biracial advisory committee feels as though the school board should make more effort to locate schools closer to the inner city by buying land that is available and building schools and at the same time upgrading schools in the inner-city areas as they have done in some of the predominantly white areas.

Also, I would like to point out that in instances wherein the advisory committee has been asked to advise or recommend plans to bring schools that the 80-20 ratio had become imbalanced, we were—well, submitted to us were a number of plans by Mr. Huer's office to recommend to the school board. Some of those plans would have remedied the situation, but it would have caused the busing of white students from suburban areas into the inner-city schools or predominantly black areas. In my opinion, I feel as though those plans were just ignored because I felt that in no uncertain terms did anyone want to meddle with the condition of bringing more white students into the inner-city areas because of the flak they might have received from the parents.

MR. GLICK. Ms. Jones, has the biracial committee ever considered or discussed the possibility of requesting an amendment to the court order to change the busing pattern so that instead of having black children bused for 10 years and white children for 2 years, the burden of being bused—if it is a burden, and I am not so sure that it really is—but if it is, it would be shared more equitably by both black and white children; has the biracial committee considered this?

MS. JONES. We have considered it, but not in such an organized way that we have said we will petition the court to allow us to do this.

MR. GLICK. Do you think the community might be more receptive now to a change in the busing pattern than it was 5 years ago in 1971?

MS. JONES. No, I don't.

MR. GLICK. Do you think it would not be more receptive?

MS. JONES. No, I do not.

MS. THOMAS. May I comment on that?

MR. GLICK. Please do, I was just about to ask you, Ms. Thomas.

MS. THOMAS. I would like to take issue with your question about whether busing is indeed a burden. I submit to you that it is a burden and that I, as a parent who knows a little more about how to deal with the system, would simply refuse to have a first grader get on a bus early in the morning to go anyplace. We simply have a situation in which our parents feel so helpless about it all, they feel that there is

no remedy. They have not seen substantial results of other efforts in the black community, so they simply accepted it as an inevitable thing that they have to live with.

But I submit that you will not find white parents who are willing to bus in grades one-three out of their neighborhoods to some faraway place. I believe, in spite of what we say about the racial harmony we have in this community, that if we were to institute such a plan we would see this harmony dissipated if we were to do that.

I would further point out that black people have expressed concern about closing of some schools which were considered real community institutions such as Middleton Senior High School, which was a rallying point and community institution for black people. It was changed from a high school.

Further evidence of the differences that are affected by the influx of white students is that fact that in spite of the fact that the school, the school was changed from a senior high school, there were substantial improvements made to all the physical facilities. The school grounds, the school plant were made more safe and just more comfortable for the students. I saw that same kind of thing happen in other schools, and I particularly cite the cases of Dunbar Elementary School that was located in the heart of the ghetto which had in its proximity bars and people would wander in partly inebriated, exposing themselves in the side of the building. I know that community tried over and over to get the school area fenced in, to get the bar closed down, and that did not become an eventuality until the influx of white students. Now we see the total area is fenced in and is much safer.

I do believe there have been substantial improvements in the physical facilities. That same school which had had broken-down bathroom facilities received new bathroom fixtures and tile on the floor where originally they had had cement. They further received improved lighting so the kids could see how to read. So I do think that there has been some—there will, of course, be discrimination and there have been some changes.

Another school that had been a constant problem was Carver Elementary, which was located right next to an interstate highway system. It was so tremendously noisy that the teachers had difficulty relating to the students because of the noise. The teachers, black teachers, simply had to put up with that and do the best they could in the classroom situation until the influx of white students came. At that time they closed up all of the windows on the side where the interstate was, airconditioned the buildings, and later on they completely closed the school.

So these are the kinds of things that we see happen and these are the kinds of things that create suspicions on the part of the students.

Now, if I may simply say one word about the citizens' advisory committee on which I serve. I am serving on the countywide school board citizens' advisory committee, and I echo the statements of Ms. Jones

where she indicated that Superintendent Shelton, whom we look to to set the tone for this committee, has indicated to us quite blatantly that he did not expect us to dictate to him what would happen in the school. He indicated that the educators are the experts and that they know what is good for boys and girls. He further appeared to me to consider it a bother to have come. His wife accompanied him. He told us that he had not had dinner and that he had to rush off prior to the end of the meeting. I thought that was rather blatant disregard for the purpose and importance of the school board advisory committee.

I further submit that that kind of blatant disregard for the real concerns of the parents and for the problems and issues that face them, that is just, I think, characteristic of our superintendent.

MR. GLICK. Ms. Thomas, I am going to have to interrupt you because both Mr. Pettiford and Mr. Favors want to make some further comments and as you know we are on a very tight time schedule. Could I go to Mr. Pettiford?

MS. THOMAS. By all means.

MR. GLICK. Thank you.

MR. PETTIFORD. Regarding the statement about whether the biracial advisory committee had considered going to the judge and asking that the school desegregation order be amended, now we are considering that, in the local chapter of the NAACP, because we feel for black kids to be bused for 10 years and white kids for 2 is discrimination in itself. I understand at that time that was the only plan the white parents would accept, but to us this is just a further example of discrimination.

Also, I would like to reiterate what Ms. Jones and Ms. Thomas said of black schools in the inner city have and are being gradually phased out and most of the new schools are being built out in the suburbia where whites are the majority.

MR. GLICK. Let me ask you with respect to that, are they being built way out in the county, I mean far distant from the inner city, or are they being built somewhere in between as has been suggested in our hearings thus far that it would be appropriate to build the schools on the border, so to speak, between the white and black neighborhoods as long as we have segregated housing so that the transportation problem for both white and black children would be diminished, or are they being built way out?

MR. PETTIFORD. They are being built further out than I'd say in between or on the fringes. There is a new school being built down in the Riverview area. Most of the schools, proposed schools, are going to be built further out, way out, wherein the busing of black kids would be a long and extended trip rather than, you know, a short ride for them.

VICE CHAIRMAN HORN. Excuse me, Mr. Chairman and counsel, at this point in the record just to get this clarified in the Commission's mind, can we get a map of the area that shows the relative outline of

the inner city and the suburbs and exactly where existing and proposed school construction will be so we can see what is what?

MR. GLICK. We have that.

CHAIRMAN FLEMMING. I would like to add to that, that I definitely would be interested in the proposed locations for new schools. But then also I would be very much interested in having included in that exhibit the concept Mr. Bing, I think, set forth; namely, the peripheral group of schools and where those would be located if that kind of concept were given serious consideration, so we can see the present location, the proposed location for new schools, and then also can be given some idea of where new schools might be located if the peripheral concept were implemented.

MR. GLICK. Mr. Chairman, we have maps showing where the schools are and where the planned construction is and we will enter them into the record at this point as an exhibit. I will ask Mr. Bing for a brief memorandum.

CHAIRMAN FLEMMING. I would like to give him the opportunity of identifying on that map where these peripheral schools would be located.

MR. GLICK. We will be in contact with Mr. Bing.

CHAIRMAN FLEMMING. Incidentally, in connection with his memorandum, I would like that to show how that kind of a location would make it possible, change busing patterns, make it possible for an integrated school to be operated without as much emphasis on pupil transportation as is the case at the present time.

MR. GLICK. We will ask Mr. Bing for his views.

COMMISSIONER FREEMAN. Mr. Chairman, to the extent that Mr. Bing's opinions may vary from that of the witnesses that are appearing now, it may very well be appropriate for the witnesses to make their own suggestions as to where in their opinion the sites, the schools should be.

CHAIRMAN FLEMMING. We would appreciate that very very much. That would be, all we are asking for here will become Exhibit 32.

[The documents referred to were marked constructively Exhibit No. 32 for identification and received in evidence.]

MR. PETTIFORD. The duties within the school system are being shared by persons with other titles, consequently, there is no specific person set up with EO duties alone. Comments regarding statements made here previously that a number of school board members have attended community meetings in the black community—now, I have been here 4 years and as far as I know, I usually cover—covered the black community, there was only one, I say, community meeting within the black community called by Mr. Favors and at that time only two members attended, that was Ms. Frank and Ms. Rogers, of all the meetings that have been held they attended, those two members are the only ones that attended and I think that was the only meeting.

As to the recent controversy over location of the housing project in medium-high-income neighborhoods, the position of the county commissioners is that they will not change zoning to allow that housing project in there. The Town and Country area in which HUD wants to locate the project is high income, basically white. I imagine it must not be more than 1 to 10 percent, if that many, blacks in the neighborhood. And they are opposing any rezoning to allow that housing project in there, and I submit it is simply because they don't want them in there.

MR. GLICK. Thank you, Mr. Pettiford.

We are running low on time, Mr. Favors, but I would like to hear any further comments you want to make in line with the discussion we have been hearing, briefly, please.

MR. FAVORS. I am very much concerned about the educational situation and education in general because, as we stated in a statement released back in 1971, we feel education is an important element to regain our identity, to recover self-respect, and so solve problems in our community. I finished third in a class of over 200 when I finished high school. I made 440 out of 495 on the same State senior placement test all the students take, black and white. So I am not—I am very much concerned about education.

I would like to mention a couple of documented comments. Back in 1971, the chairman of the school biracial committee offered the group I was working with at that time money to oppose a particular desegregation plan being implemented in that county because the chairman, he recognized at that time that there were some basic and fundamental problems in the particular plan.

Mr. C. Blight Andrews, a very well-respected gentlemen in the community, editor of the local black paper, was a part of the Hillsborough Black Caucus, a group at that time organized to oppose that segregation plan. He pledged his support to our efforts and expressed strong feelings relative to the concept of integration, which always places black students in a minority such as the 80-20 white versus black ratio in the schools. I testified to this fact and other facts before Judge Krentzman when the plan was finally accepted in 1971. So I think until—

There are several things that need to be done. First of all, in order to solve the situation you must, there needs to be a review of the plan itself to consider whether there are flaws, fallacies, and weaknesses and to correct those and at the same time to implement some other suggestions that have come out of this hearing, for example, considering the location of schools and implementing certain other kinds of services and programs within the schools to make sure the real educational needs of the students are met.

MR. GLICK. Thank you, Mr. Favors.

Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING. I would like to ask a few questions relative to the biracial advisory committee and also the citizens' advisory committee. I have a personal conviction that the role that is assigned such committees and the consideration that is given to the work of such committees is very, very important in this area as it is in other areas of life. First, on the biracial advisory committee, does it have regular meeting dates?

MS. JONES. Yes, we meet the first Tuesday of every month at 6:00 p.m.

CHAIRMAN FLEMMING. Is an agenda developed in advance of the meetings normally that members of the committee are aware of?

MS. JONES. Yes. In fact, we are allowed to place items on the agenda that we feel there is a need to discuss.

CHAIRMAN FLEMMING. If you, as a member of the committee, or if the committee generally felt that it was necessary to have some staff work done on a particular issue prior to your meeting in order to make it possible for you to consider the issue in an adequate manner, can you request that that work be done? And if you do request that it be done will it be done?

MS. JONES. That all depends on what you are asking for. John Huer is the staff liaison for the biracial committee.

CHAIRMAN FLEMMING. Is he full time?

MS. JONES. Yes, he is an employee of the school system. To my knowledge, all the information we have asked for has been provided to us up to this point. However, even though the information is given to us, we review it. In some instances, as in the case of suspensions, we compiled it and drew some conclusions. It does not necessarily mean that our efforts—

CHAIRMAN FLEMMING. Is the person to whom you referred assigned full time to the work of the biracial advisory committee?

MS. JONES. No, he is not. He is administrator of pupil personnel services, I believe, and only acts in the advisory capacity to bring to us those transfers that have been requested, those changes that are needed in school boundaries. And if we ask for any other additional information, then he provides the proper resources for us to secure the information.

CHAIRMAN FLEMMING. Supposing your committee was concerned about the question of discipline, and let's assume that the members of the committee would like to have a staff paper prepared on the issue which would identify various options that might be embraced by the school board, could you request the development of a paper of that kind for consideration by the advisory committee? And if you did request it, would the paper be prepared?

MS. JONES. We did request it, and our request was denied. We requested that the school system provide us with a report of the review of their suspension data, and they refused us that request because Dr. Shelton at that time indicated that he felt there was no discrimination and there was no need for such a review or study.

CHAIRMAN FLEMMING. Could I just sum up this line of questioning in this way? I will state it as my conclusion, tentative conclusion on the basis of what I have heard so far. Namely, that the biracial advisory committee is not provided with the kind of staff that would result in the development of staff papers dealing with issues that you are concerned about, with there being included in the staff papers various options that might be considered by the committee.

MS. JONES. I would say that is correct. But the citizens' advisory committee, on the other hand, is provided with staff.

CHAIRMAN FLEMMING. Okay. I was coming to the citizens' advisory committee in a moment.

Now, how many instances, let's say over the period of the past year, has the biracial advisory committee submitted formally recommendations to the school board for action on the part of the school board?

MS. JONES. Well, two that I have documentation of right here. One is a letter dated March 6, 1975, requesting that they conduct a review of the suspensions within the junior and senior high schools to find out the underlying causes of the high suspension rate among black students.

CHAIRMAN FLEMMING. That was formally presented to the school board at a meeting of the school board?

MS. JONES. Right. And it was submitted in letter form as well.

CHAIRMAN FLEMMING. But also, was there a representative of the biracial advisory committee present at the school board meeting when this communication was considered by the board?

MS. JONES. Yes.

CHAIRMAN FLEMMING. Was the representative of the biracial advisory committee given the opportunity of speaking about the recommendation and giving reasons for making the recommendation?

MS. JONES. I happen to have been the representative, and, yes, I was before I was so rudely interrupted. And I determined that there could be no further communication, so I receded.

CHAIRMAN FLEMMING. That is one recommendation. What was the second one?

MS. JONES. All right. The second one was that, in regards to the suspensions, that the school board initiate provisions for inhouse human relations seminars on human relations techniques on a mandatory basis for all teaching and administrative personnel. We indicated we felt such action should have been initiated a year ago, and we felt there was no basic, comprehensive, long-range plan in which a certain group of teachers or all teachers would in a sequential order be afforded human relations techniques. We felt as though it was too haphazard, that there was no planning whatsoever, and that there were certain teachers who were being afforded only exposure to the human relations training at one time; and, of course, they felt that there should be no mandatory human relations training because they said you couldn't—you could lead a horse to water, but you couldn't make him drink it.

CHAIRMAN FLEMMING. All right. Now, was that recommendation considered by the board at a meeting of the board?

Ms. JONES. Yes, it was.

CHAIRMAN FLEMMING. What—

Ms. JONES. Dr. Shelton recommended that they not accept the recommendation. They did not.

CHAIRMAN FLEMMING. When it was considered by the board again, was there a representative of the biracial committee there, and did that person have the opportunity of making a presentation?

Ms. JONES. I happened to have been the representative again because I served as chairman. Yes.

CHAIRMAN FLEMMING. In this case you were given the opportunity of making a presentation?

Ms. JONES. Yes. I have always been given the opportunity to make a presentation.

CHAIRMAN FLEMMING. Right. This particular instance, the board considered the matter and then formally turned down the recommendation; am I correct?

Ms. JONES. They never accepted it one way or the other. They just said they were accepting the letter and recommendation, but they took no formal action to accept it.

CHAIRMAN FLEMMING. In other words, in this instance no action was taken one way or the other?

Ms. JONES. Right.

CHAIRMAN FLEMMING. During the life of the biracial advisory committee, has the board of education at any time requested the biracial advisory committee to consider certain issues connected with the desegregation of the schools and make recommendations back to the board?

Ms. JONES. Only as it related to school boundaries and changing the makeup of various schools so that the black student ratio would be reduced to the 80-20 ratio.

CHAIRMAN FLEMMING. But no other request for advice—

Ms. JONES. No.

CHAIRMAN FLEMMING. —has been received by the biracial advisory committee?

Ms. JONES. No. Oh, I'm sorry. With regards to approving courses for transfer, yes. Changes in courses to be approved for transfer.

CHAIRMAN FLEMMING. Okay, with that addition.

VICE CHAIRMAN HORN. Before you leave this issue, just to round it out, Mr. Chairman, what I would like as Exhibit 33 is to have inserted in the record all of the written recommendations you have made to the board, asked the board and superintendent for their formal response to these, even if at the public meeting they did not give them. In addition, I would like to know the superintendent's and board's response to the question the Chairman asked about the staffing support for the advisory committee.

Frankly, as an administrator I have great reservations about giving advisory committees separate staff. You have various specialized subjects, you need the expertise of a total system to draw on. And I would just like to see what the superintendent said, because I think we have a disagreement here among the Commission as to whether advisory committees ought to be solely staffed on their own or not. I would be interested in hearing what the attitude of the people involved on the administrative side is going to be.

CHAIRMAN FLEMMING. I would likewise be interested in that. I don't think there is necessarily disagreement. I am not going to quarrel with how the staff support is given, whether it is given by assigning a person full time to the staff or whether it is given by making available the time of various staff members to do the job that needs to be done if an advisory committee is going to be in a position where it can consider issues with the benefit of all the facts and with the benefit of good staff work. But I likewise agree with Commissioner Horn. I certainly like to have the opportunity of reading a memorandum along the line Commissioner Horn has suggested.

VICE CHAIRMAN HORN. That would be Exhibit 33.

CHAIRMAN FLEMMING. And 34.

[The documents referred to were marked constructively Exhibit Nos. 33 and 34 for identification and received in evidence.]

MR. GLICK. May I suggest we submit them to Superintendent Shelton and ask him for his views—

CHAIRMAN FLEMMING. No. Let's make it clear. What we are requesting is what action was taken by the board of education on each specific recommendation.

MR. GLICK. Thank you.

CHAIRMAN FLEMMING. I assume when they indicate the action, they will probably indicate reasons for the action. But the main thing that we would like to have is a complete record of the recommendations that have been made and of the action taken by the board of education on those recommendations.

VICE CHAIRMAN HORN. If the superintendent wishes to give his views on them, I would like the record to have those views.

CHAIRMAN FLEMMING. No question about that at all.

COMMISSIONER FREEMAN. Mr. Chairman, in addition to that, Ms. Jones has given certain examples of epithets or statements made by members of the faculty, such as the statement about the "coon hunting," etc. I would like to know if that information was brought to the attention of the superintendent and if such could be included in the memorandum.

MS. JONES. At that time the chain of command was that you worked with your principal. It was reported to the principal.

CHAIRMAN FLEMMING. Pardon me, as I understand it, Commissioner Freeman, those incidents came before the establishment of the biracial advisory committee. Am I right on that?

MS. JONES. No, it did not.

CHAIRMAN FLEMMING. Okay. Well, then, you may want to pursue that.

COMMISSIONER FREEMAN. I will pursue it when it gets to me.

CHAIRMAN FLEMMING. Okay. Let me turn to the citizens' advisory committee. That committee has been in existence how long?

Ms. THOMAS. Approximately 2 years.

CHAIRMAN FLEMMING. Right.

Ms. THOMAS. I have been a member for just 1 year. This is my first year.

CHAIRMAN FLEMMING. It is, as you indicate, a countywide committee?

Ms. THOMAS. Yes, it is.

CHAIRMAN FLEMMING. Was the board required to set up such a committee by some action on the part of the State department of education?

Ms. THOMAS. Through action on the part of the legislature, yes.

CHAIRMAN FLEMMING. Does that legislation require similar committee, advisory committees, for each school?

Ms. THOMAS. It is my understanding that the legislation gives flexibility so that a school system can have either a countywide advisory committee or advisory committees in each school. It was my further understanding that this school system opted to develop a countywide advisory committee, and that until such time as we had the problems with the—where the problems surfaced about the suspensions, etc., there were very few school-level citizens' advisory committees.

CHAIRMAN FLEMMING. We have had some testimony indicating there are some school advisory committees here in the county. Nevertheless, the board here decided to set up a countywide committee?

Ms. THOMAS. Yes.

CHAIRMAN FLEMMING. How is the chairman of that committee selected?

Ms. THOMAS. The chairman is selected by the committee.

CHAIRMAN FLEMMING. The committee elects?

Ms. THOMAS. As far as I can determine.

CHAIRMAN FLEMMING. What kind of staff assistance is provided the citizens' advisory committee?

Ms. THOMAS. One, Dr. Walter Sickles, who is a staff administrator, does provide staff assistance to the committee. I don't believe that is a full-time responsibility for him. I think he carries that along with other kinds of responsibilities.

CHAIRMAN FLEMMING. Since you have been on the committee, has the committee requested staff work be done for it, and has that request been responded to in an affirmative and satisfactory manner?

Ms. THOMAS. Yes, the committee has requested staff work to be done. I don't consider that we have requested a voluminous amount of work for the staff to do. They did respond to the instances when we made requests such as bring in representatives from the school

guidance department to tell us about the guidance program and other kinds of things, but when it came down to a request for real administrative support, we were told that the county school system does not have the research capability to do some of the kinds of things we requested.

One of the things that the committee got involved in was a followup study of the suspensions and expulsions in the school system. It was my understanding that they got into that because there was general disbelief on the part of the school system that the HEW study was inaccurate. So at this point the advisory committee is looking toward the possibility of using outside experts from the University of Florida and other places and using money to pay outside experts to come in, I suppose to reverify what happened in regard to suspensions.

CHAIRMAN FLEMMING. Do you have authority to employ such consultants or experts as the committee?

Ms. THOMAS. The committee does have an allocation of funds available to it to hire such consultants, yes.

CHAIRMAN FLEMMING. Up to the present time you have not followed that course, but you are considering it?

Ms. THOMAS. We are in the process of getting the study developed. We are not talking about a lot of money; we are talking about a nominal amount, like less than \$5,000. But that amount has been allocated.

CHAIRMAN FLEMMING. Right. In the year that you have been a member of the committee, has the committee agreed upon certain recommendations to the board of education?

Ms. THOMAS. Yes. The committee has agreed upon recommendations pursuant to guidance and to the participation of students in extracurricular activities.

CHAIRMAN FLEMMING. All right. Now, when you have agreed on those recommendations and transmitted them to the board, have they been considered at regular meetings of the board of education?

Ms. THOMAS. Not having served as chairman of that committee, I am not sure what actually happened to those recommendations.

CHAIRMAN FLEMMING. So at the moment you don't know whether they were accepted or taken under consideration?

Ms. THOMAS. I have no knowledge whether the recommendations were implemented at all.

CHAIRMAN FLEMMING. Right. During the period of time that you have served on the committee, has the board of education on its own initiative asked the citizens' advisory committee to take a look at any issues involving the operation of the school system?

Ms. THOMAS. I would say no. The impetus that comes in regard to a study of the real issues facing the school system usually comes from the members of the advisory committee. It is my opinion that the staff person provides for us the kinds of information that they want us to absorb, and I have contended that they keep us busy on the kinds of

issues and concerns that they have. But we have made requests of them. But usually the impetus for studying real issues comes from the body itself, from the committee itself, and not from the staff to us.

CHAIRMAN FLEMMING. I gather that it is possible that the biracial advisory committee and the citizens' advisory committee might consider the same issue and might make recommendations on that issue to the board; is that correct?

Ms. THOMAS. It is possible, but I have not—let me cite an example. We had a group of Hillsborough County parents who happened to be white, who were denied busing for a brief period of time because they were outside of the 2-mile limit and the school board was attempting to cut its budget. These parents were very, very concerned about it and they had been picketing and marching and getting themselves in the newspaper. And we had a school board citizens' advisory committee scheduled during that period of time, and not one thing was on the agenda about it, about the issue that was really the hottest issue in the school system at that time. We were talking about other things, about the 3-year planning process, etc. I did call that to the attention of the committee.

CHAIRMAN FLEMMING. You are all community leaders here. Do you feel that both of these committees provide the opportunity for the development of a genuine partnership type of relationship? Not legally—we all recognize that both committees are advisory—but a genuine partnership-type of relationship between the board and the citizens who serve on these committees and the groups that they oftentimes represent?

Ms. THOMAS. I think these committees provide the opportunity for that partnership, but I do not feel that this opportunity is always seized upon by the school board.

CHAIRMAN FLEMMING. If I could ask just one other on the biracial advisory council. Do you keep formal minutes of your meetings?

Ms. JONES. Yes, we do.

CHAIRMAN FLEMMING. Are those minutes transmitted to the judge?

Ms. JONES. Yes, they are. There is a copy sent to the school board attorney, NAACP and Legal Defense Fund representative, and Judge Ben Krentzman.

CHAIRMAN FLEMMING. You went before the judge for a clarification of your role once. I assume that has not been done again? I mean you did that just once?

Ms. JONES. Yes. I'm sorry I did not bring a copy of the letter we sent to him, but we specifically asked if we could become involved in matters such as discipline, teacher ratio and makeup in the schools. And he indicated that based on his court order that this was not our charge.

CHAIRMAN FLEMMING. I would appreciate it if we could have inserted in the record at this point as Exhibit 35 a copy of the letter of the biracial committee to the judge and a copy of his reply.

MR. GLICK. Can you provide those for us, Ms. Jones?

Ms. JONES. Yes, I can.

[The documents referred to were marked constructively Exhibit No. 35 for identification and received in evidence.]

CHAIRMAN FLEMMING. Commissioner Rankin? Commissioner Freeman?

COMMISSIONER FREEMAN. I believe that the U.S. district court continues to have jurisdiction over this case, so my question will be directed to whether the court has received information concerning these aspects of the desegregation plan which may have a negative effect on its implementation and effectiveness. So, Ms. Jones, I would like to ask you again if you will state for the record whether the complaints which you have just stated to this Commission concerning the statements by certain members of the faculty, that 5 percent disruptive faculty that you were referring to, whether this information was brought in writing to the attention of the superintendent or the school board?

Ms. JONES. It was brought to their attention because a representative of the school board administration made that statement, that they would venture that 5 percent of the teachers created 90 percent of the suspensions.

COMMISSIONER FREEMAN. Again, referring to the recommendation that the participation in the human relations seminar be mandatory for every faculty member, has that recommendation been brought to the attention of the U.S. district court?

Ms. JONES. In our minutes, if he reads our minutes, then that would have been brought to his attention. But a copy of this letter was not sent to him, to my knowledge. I don't believe it was. I would have to check on that.

COMMISSIONER FREEMAN. May I suggest a copy of that letter be sent to the court and to that letter that you attach the statements made by you concerning the statements by the individual faculty members, "the coon hunting" and the "niggers" and that sort of thing. That at least those examples be given to demonstrate the need for the requiring of mandatory human relations seminars and that, if you will, at the time you do this, submit a copy for our records of the Civil Rights Commission?

Ms. JONES. Yes. I might add these are just a few of the things. I wouldn't have time to tell you everything.

COMMISSIONER FREEMAN. I am not suggesting that you tell us. I am suggesting that you state all of those details that you have brought to the attention of the board previously, that you make that a part of the record for the court.

Ms. JONES. I certainly will.

COMMISSIONER FREEMAN. The next question relates to the textbooks and to the curriculum. You have indicated that there was a resistance to the black history courses, and also that certain faculty members were hesitant to encourage the white students to participate. Have any

of you ever made an evaluation of the textbooks that are used, the history books that are used? Have you ever read—made that evaluation recently to determine the extent to which the contributions of minorities are reflected in the textbooks that are used in the schools?

MS. JONES. Well, I have, I guess, because I was in the school system as late as 1974. There has been an attempt to incorporate black history in the American history textbook, but it leaves much to be desired, and it will have to be supplemented by the teacher, who has the option of adding to or supplementing or deleting, if she so desires.

And might I mention, too, comments made to me by students who take "Problems in American Democracy." I had a student who was almost suspended because he insisted that the teacher talk about racism in that class. He said, "You are talking about communism, socialism, all the other isms. Why can't we talk about racism?"

The teacher was so adamant in not discussing racism that he had to be removed from the class.

COMMISSIONER FREEMAN. Could it be the teacher didn't know what racism is?

MS. JONES. He indicated it wasn't a "Problem in American Democracy."

COMMISSIONER FREEMAN. Mr. Favors?

MR. FAVORS. Yes, in reference to implementing black studies throughout the county school system, our group made that recommendation to the superintendent and to the school board on a number of occasions back in 1970-1971. While I was enrolled at the University of South Florida between 1966 and 1971, I co-founded the Afro-American studies program, which is now a full part of the program at that university. We made those recommendations and stressed the importance of implementing a black history program and a black studies program in classes throughout the school system and making it mandatory for black and white students. To my knowledge, that has not been done to date.

COMMISSIONER FREEMAN. Thank you.

CHAIRMAN FLEMMING. Other members of the Commission have questions?

VICE CHAIRMAN HORN. Ms. Jones, if I can follow up on a comment you made earlier—and you have just given some examples to Mrs. Freeman of antiblack comments that have been made by teachers, students, etc. But you mentioned earlier how some of the white teachers did not know how to make requests of black students for certain actions they wanted to occur, and you seemed to imply as I listened to you that that request should be made differently than they would ordinarily make it to a white student. Now, as one who has treated, at least at the university level, black and white students, male and female, exactly alike, simply as human beings, treat them with respect, I am curious here. Do you mean to imply that there is some other way a teacher should make a request of a black student than a white student? I am just not clear.

Ms. JONES. No. I mean to imply that if a teacher takes the right approach, that same approach may be used with any student. To be specific, a paper is lying on the desk in front of a black student. The bell is about to ring, and I tell Mary, "Mary, get that paper off the chair in front of you." This is a black student. She perceives me as a white teacher "ordering me around one more time, wanting me to do your dirty work and clean up behind you."

I submit to you that if I said, "Mary, would you please help me? I don't have time to clean up the desk. I know you didn't leave that paper on the desk in front of you; would you please take it for me, put it in the trash can?"

I am saying the approach that is used has a lot to do with the response that you generate from students in the form of hostility that results in suspensions.

VICE CHAIRMAN HORN. I would then take it you would agree with me, if you treat most people with respect in terms of the approach you use rather than ordering them around, you are likely to get results whether they are black or white?

Ms. JONES. I feel this is correct.

VICE CHAIRMAN HORN. All right.

Mr. FAVORS, I noticed with interest, while you cited some pluses for the desegregation plan, basically you called it a disaster. In a brief period, succinctly, could you sum up what kind of a desegregation plan you would like to see from the standpoint of the black community in Tampa? For example, what proportion of blacks and whites in your judgment should be in the elementary and junior high schools?

MR. FAVORS. Well, my first response is that the most important aspect of achieving a successful desegregation program in Hillsborough County must involve positive and cooperative attitudes between the school board, school superintendent and staff, and various elements of the community. I think that many of the problems that have persisted in Hillsborough County have persisted because this positive and cooperative attitude has not in fact been the case.

Now, as far as particulars are concerned, as to your second question about ratios and percentages, I think that is a very difficult question to deal with. I have no recommendations as far as ratios and percentages are concerned. I am primarily concerned about ensuring that the educational program throughout the system, throughout the schools around the county, that those schools and that that program and the curriculum provides the kind of education that is needed for the students who attend that school.

Now, for an example, again, coming from the particular neighborhood that I do, I know for a fact that the educational needs, the academic needs, the psychological needs, of the students from that area are very different, very much different from, say, students coming from Carroll Wood section of Hillsborough County or from the Brandon section of Hillsborough County or possibly even from, say, the River Grove section of Hillsborough County, which is a black area.

So then, my first recommendation—and this was what we proposed to the school board, and again, I made this proposal to Judge Ben Krentzman at the Federal hearing—was that rather than concentrating first on the number of black as compared to the number of white students in each school, rather than concentrating on where students go to school initially, first concentrate on making the school system, the school program, and the school curriculum the kind of quality, the kind of relevant program that it wouldn't matter that much where you went to school, because in any school that you attended, whether it was what before was an all-black school or what before was an all-white school, that you would get the kind of education that would benefit you in your future. So this was my first concern, and again, to my knowledge, this approach has not been taken in the school system to date.

But as far as shifting students to achieve a better racial harmony, better cooperation, better understanding, I think that that kind of—or that that objective could be achieved by some method other than the massive busing where you have to constantly and artificially maintain the 80-20 ratio. I think there are many other alternatives, and I think some other alternative would prove to be more effective and more successful without the tremendous amount of disruption, without the uprooting, without the tremendous hardships that have really penalized and made it more difficult for students to achieve the kind of education they need.

VICE CHAIRMAN HORN. Well, I gathered some of that from your earlier remarks that you were concerned about the breakdown of institutions in the black community.

MR. FAVORS. Right.

VICE CHAIRMAN HORN. You mentioned black business. You were disturbed by the effect of desegregation, busing, on the culture in the black community. Now, does that mean that you believe that, if the schools could be brought up to what you regard as "quality," that a black student could secure a quality education in an all-black school?

MR. FAVOR. Well, first of all, if that had been the case, if it has been possible and documentedly so for black students to achieve a quality education in an all-black school, then none of this controversy would have come about in the first place. There would have been no need to do what has been done in the last 5 or 10 years because there would have been no basic criticism or complaint.

But as far as the possibility for that, I would just simply like to say that given the hardships and given the inadequacies of all-black schools in the past, the record of the performance of those schools, the instances of persons who have come out of those schools who have been able to achieve successfully in all fields of American society speak for themselves. Any person in this room who is over 20 years of age, I would imagine, any black person, went to an all-black school. All right. And in spite of the inadequacies and in spite of the short-

comings—and we all realize there were those—but those of us who went to school before the period of desegregation went through those all-black schools, studied a little harder, stayed up a little later, made the extra sacrifice and overcame all of those obstacles.

Now, I am saying that as a result of desegregation we find just the opposite happening. We find more students suffering to a greater extent, we find more students who are not completing an education, we find more students who have developed very negative and very hostile attitudes toward education in general. I say that that's not only dangerous to the student himself, to our community, but it is very dangerous to the society in which we all live.

VICE CHAIRMAN HORN. Well, I must say I am not sure on your last statement about more students not completing an education. I am as concerned as you are with the high level of black teenage unemployment that exists. There is also a high dropout rate; we know that.

MR. FAVORS. Right.

VICE CHAIRMAN HORN. I am not convinced, however, and I would like to see the data in—perhaps our next panel, when we get to that, on quality education with some school officials, can give us some statistics, if they have them, prior to desegregation as to the relative rate of black dropouts from high school. I would like to see that data.

MR. FAVOR. All right. My statement is based on research and information collected in part by Mr. Rudolph Harris, who taught in the Hillsborough County school system before desegregation and after desegregation. So this was a result of a study that he did initially at the commission of his principal and higherups in the school system, and then at a certain point they asked him to curtail his study, but he continued it and compiled information which caused him to relay that information to me.

VICE CHAIRMAN HORN. Ms. Thomas, I believe you had a comment to make on this question.

MS. THOMAS. Yes. I would like to comment on whether or not black students would get the same kind of quality education in a segregated system. I believe that a very important aspect of quality education is helping students to learn how to relate to in a positive manner those people that they have to relate to in the larger society. The extent to which they are exposed to people from the larger society in everyday educational experiences will be the extent to which they can later cope more effectively with their process of living, the process of getting jobs, and the process of relating in whatever fashion they have to relate in the community. I do not believe that a segregated school is going to have the same kind of support as would a school that is inclusive of the total population.

MR. FAVORS. Mr. Horn, may I clarify my statement?

VICE CHAIRMAN HORN. Sure.

MR. FAVORS. I did not mean to give the impression that I advocated a segregated school system, and I hope that Ms. Thomas' statement

was not in response to what I said previously. I was not advocating that.

What I was attempting to say was, for an example, at Middleton High School, 6, 10 years ago, there were white students who lived in the neighborhoods right across the street, right around the corner, or a few blocks from that school, who were in fact zoned to attend that school; they did not do so. Their parents did not encourage them to attend the schools, and the school system and school administrators did not force them to attend the schools because everybody felt that the schools were inferior. Whether they were truly inferior or not, we realize there were many inadequacies. But the problem was people felt that those schools were inferior.

What I was saying was, first, make every school a quality school, make the programs within that school a relevant program so that, if you live across the street from what was an all-black school or an all-white school, then you can attend that school without fear of your educational future being jeopardized. The suit in Hillsborough County in 1956, I believe, originated as a result of a black student who lived in the vicinity of a white school, of an all-white school, who could not attend that school and was forced to be bused across town. The parents objected to the student being bused because they felt that he was being denied an education by having to go so far, plus the fact they felt the child was being discriminated against by being denied the opportunity to attend the school which was closest to his neighborhood.

VICE CHAIRMAN HORN. Let me ask one final question now of all members of the panel. You as black community leaders are in a unique position to observe and be in touch with the grassroots in your community, and also read local and regional papers, watch local and regional television. I wonder, based on this experience and the desegregation process that has occurred in Hillsborough County, what is your attitude of the fairness and the accuracy and the adequacy of media coverage on black-white relations in Hillsborough County as you have seen it from your perspective? And perhaps we will start with Ms. Thomas.

Ms. THOMAS. I—

VICE CHAIRMAN HORN. Both visual and print media I am interested in.

Ms. THOMAS. I have some concerns about the news media in that there is an underrepresentation of minority staff on the newspapers. I do not—I am not aware of the employment of one black reporter at either of the major newspapers in town. I am also keenly aware of the absence of programs related to the black community and black culture on the television stations here in the city, and I am also aware of a statement made by Mr. Benjamin Hooks, who was recently here, that he had not been impressed at all with the inclusion of black culture and black-oriented activities within the news media here.

So I would not say that there has been fairness. I think there has been some improvement in that, in past instances when crimes, etc., were reported, you could always identify a black person who had committed a crime by looking at the paper, but if it were a white person who committed a crime, you know, it was simply a statement that John Doe committed this crime, so that he was not identified racially. So I cannot believe that we have adequate coverage as far as the news media is concerned.

VICE CHAIRMAN HORN. You are saying that no longer exists, though, in the papers on crime identification?

Ms. THOMAS. There has been an effort to improve that.

VICE CHAIRMAN HORN. Mr. Pettiford.

MR. PETTIFORD. Okay. Are you referring your question to the matter of schools or to the overall—

VICE CHAIRMAN HORN. I would like both. I would like—you have been involved—our particular focus is obviously on school desegregation. We had a panel on Monday from the media that discussed that. I have asked some other questions in the course of yesterday's hearings on it. I am interested in your views as to the accuracy, the adequacy, the fairness, of media coverage as you see it as an NAACP leader in covering school desegregation. If you would like to broaden that, please feel free to do so.

MR. PETTIFORD. As for school desegregation, I wasn't here when it initially started. I have only become involved in the last 6 months or so with the school system.

Now, taking the print media, newspaper coverage of schools, once it becomes a black-white issue I think they tend to underplay—to downplay any racial matters, especially outside the schools. We have had a couple racial incidents as far as shootings by policemen and such, just racial incidents in the community. These are downplayed. They tend to ignore it because if they ignore it, maybe it will go away.

I had trouble getting news concerning black people or concerning black issues into the newspaper or anything affecting them when I was a reporter there. In a sense, if you are black and you are covering something black, you have got to have many more facts than you would if you were a white covering just an ordinary news event. In other words, the feeling, I think, is that you have automatically got to be prejudiced because you are black.

As for the TV, radio or the airways, we have had—I have had to answer several editorials which I felt were prejudicial, outright biased, by one of the local stations, and I think that we as a—there is kind of a dearth of news unless it is negative by the broadcasting media.

VICE CHAIRMAN HORN. Okay.

MR. PETTIFORD. I am not finished yet.

VICE CHAIRMAN HORN. Sure.

MR. PETTIFORD. There have been several instances on this particular station, which I won't call by name for fear of them saying I have slan-

dered them. They will show, which they are not really news events, but say a fellow commits a robbery. If it is a black person, it seems that they will, you know, close up, show the black person. About, I guess, 2 weeks ago, there was short segment in which this station covered a school board meeting. At that school board meeting they disciplined a student, or expelled him. Now, they showed this on the late news, and I didn't feel it was really newsworthy. I figured that time could have been taken up by something much better. As long as I had been watching the news I had never seen an incident of a student suspended, and I think this was in direct reply to the fact that we have been at odds, in a sense, with the school board over the high suspension of black students and at odds with the station, who consistently takes the side of school administration.

They never—occasionally talk to us while we are there, the editorial person will come to a meeting and observe and then will make no attempt to get in touch with any of the black community leaders who are there before they leave or either at a later point.

In other words, I was always taught that the quality newspaper, the objective is to get both sides. There is no attempt to get the black side by TV stations and in a couple instances by the newspapers.

VICE CHAIRMAN HORN. Ms. Jones, do you have anything to add?

Ms. JONES. Yes. I concur wholeheartedly with what Mr. Pettiford has said. I find that both television and newspaper editorials specifically have always been negative or have minimized issues involving the black community. To be specific, I feel as though in instances of political elections, whenever a black person runs for an election, there is always some allusion made to the fact that somehow there would be bloc voting, and simply because a black candidate runs, you know, that the blacks are going to vote all in mass, you know. And the same thing happens in the opposite, but that is not called bloc voting.

Also, in some instances wherein black—and I don't want to use the word "leaders" because we don't have any; we don't have any elected officials so we don't have any leaders, we just have spokespersons—did not cover black community petitions and requests to the school board. I remember specifically a young man sitting here, a young man sitting in the audience that appeared before the school board. I don't remember the specific request that was made, but that was not covered in the news media and the TV station was there that night. There were pictures taken and I don't know what happened to the tape that they took.

I also feel that in some instances they have used news articles to separate the black community by trying to pit certain segments of the community against the others in terms of politics and in terms of positions. I really feel as though that is basically the problem of the black community in Tampa, is that we are powerless people, and elected officials do not have to contend with us in terms of electoral power.

VICE CHAIRMAN HORN. I would assume just on that point, Ms. Jones, that you would agree that there are differences of opinion in the black community just as in the white community?

MS. JONES. Pardon?

VICE CHAIRMAN HORN. I assume you agree, Ms. Jones, that there are differences of opinion in the "black community" just as there are in the white community?

MS. JONES. Certainly.

VICE CHAIRMAN HORN. Yes.

Mr. Favors?

MR. FAVORS. All right. I would like to begin by saying that I have some experience in journalism. I was active in journalism throughout high school and worked for a time with the *St. Petersburg Times* newspaper in St. Petersburg, Florida. So I have some training and some background as to what reporting is supposed to be about.

As far as the local situation is concerned, I would like to echo the comments that have been made by the other persons on the panel, that the media for the most part do in fact downplay—if in fact they do cover—certain kinds of events that occur in the black community, unless they have negative commentation. That the objectivity and fairness when it does occur, either in printed media or in the electronic media, is a result of the individual effort of particular persons who may be employed by the, by the institutions. There have been instances—there have been a number of instances where persons who attempted to be objective and fair were harassed and were—and are no longer employed by certain institutions in this community.

There is a form of philosophical censorship that is prevalent in the media in this area. By that I mean that there are certain kinds of occurrences and events nationwide or locally are not even reported in many instances. I know this for a fact because I read several newspapers. So, for example, I can pick up a newspaper in St. Petersburg and read about a significant event involving black people on a national scale and never ever see that same event reported or covered in the local news media.

VICE CHAIRMAN HORN. Is there one event comes to mind where you have seen that? I am just curious.

MR. FAVORS. Well, right offhand, no. I can give you one instance of the kind of situation that might occur. For example, the events of the National Black Political Assembly that took place during the last couple of weeks or so were covered in, I think, one- or two-paragraph synopsis in the local newspaper, whereas in other newspapers they commanded more space than that.

I cannot right offhand think of a particular instance where incidents have not been covered at all, but I do say with all truthfulness and sincerity that I do in fact know this to be the case because I am an avid reader of the newspaper and I have worked for newspapers before. So I do know in fact that this is the case.

Then, of course, as has been mentioned earlier, there are a few instances of reporting of positive achievements, viewpoints expressed by different segments of the black community. There are very few feature stories or special interest stories that are done by the media on their own initiative in this area, so I find the media particularly lacking as far as reporting of black events are concerned.

VICE CHAIRMAN HORN. Thank you very much.

CHAIRMAN FLEMMING. Commissioner Ruiz?

COMMISSIONER RUIZ. I have no questions.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. On the issue of black-white ratios in the schools, which the Commissioners have earlier raised, you have made observations relative to the two motives that you feel are significant in that ratio. One has been the promotion of racial harmony—I think Ms. Thomas pointed to this one—the promotion of racial harmony to enable students to cope with a racially diverse society. I think Mr. Favors has emphasized the ratio population factor in relationship to the advancement of black identity and culture. Do you think that there is a third factor involved in maintaining a ratio that the court ordered, a favorable factor, and that is overcoming racial isolation, which in itself, even though you may have the best academic kind of school, will produce deprivation in a minority that is isolated irrespective of religion or color or creed?

MR. FAVORS. May I respond to that?

COMMISSIONER SALTZMAN. Please.

MR. FAVORS. First of all, I think Hillsborough County is peculiar in many instances to other communities around the country. It is peculiar in the sense that, as spread out as it is, you can ride from one corner to another in Hillsborough County and find a black neighborhood. There is very little isolation as compared to many other places in the country, whether they are rural or urban. Again, whether it is Port Tampa or east Hillsborough County, or north Hillsborough County, the communities are very much interwoven, the black community, the Latin community, and the white community, as far as that exposure and contact are concerned. So that is not as critical a problem in this community as it would be, say, in some other cities—

COMMISSIONER SALTZMAN. But, Mr. Favors—to interrupt you, if I may.

MR. FAVORS. Right.

COMMISSIONER SALTZMAN. You indicated at the very beginning of your testimony about the black child who spoke of being isolated in the ghetto and ashamed of it.

MR. FAVORS. Right, but that is a psychological problem, not a geographical or numerical problem. What I am attempting to say is that the particular ratio, that 80-20 ratio, does not bring about the positive kind of contacts and relationships between black and whites that we are all seeking.

On the other hand, what it does is create certain kinds of psychological problems. It was the kind of thing that Mr. Andrews was referring to when he questioned the need for that 80-20 ratio across the board. I am talking about the kinds of problems that have been addressed that Dr. Alvin Husan, who is a nationally noted black psychiatrist, has talked about where he has said, on a number of occasions, he has spoken in this area, where he has reemphasized the fact that being locked in that kind of position creates other kinds of psychological problems, some very serious problems.

Plus the fact that if we deal for a moment with a particular situation on a school campus, let's say, where black students are potentially locked in a position where they cannot exercise their influence, where they cannot assert their viewpoint, where they cannot make their presence felt on the campus in terms of their involvement in community activities, where they cannot acquire certain kinds of skills and develop their talents in certain nonacademic, nonathletic areas that are very important. Because, you see, we go to school for several different reasons besides the reading, writing, and arithmetic, which is very important.

Black students for the most part in Hillsborough County who achieve any recognition, who achieve any acclaim, do so through athletics. Now, those students who do not happen to be a star on the football field or a star on the basketball court are just there and are suffering in many instances. I think that they do not have the opportunity to develop some leadership skills, some other kinds of talents which are very important.

MS. THOMAS. May I please relate to that, Commissioner Saltzman? I do relate to the continued challenge that we have in this community in regard to isolation. I still live in a completely segregated neighborhood, and there are other blacks in this community who still live in completely segregated neighborhoods. And I see in this community a continued effort to keep the races separated in terms of housing.

The local news media carried a series of articles within the past year regarding the efforts of a black couple and a white couple to rent apartments. It was quite obvious that the black couple encountered much more difficulty in renting apartments.

There was also, several years ago, an effort on the part of the Tampa Housing Authority to attain scattered-site housing for low-income housing residents with the understanding that they should not continue to be ghettoized. And in the process of the Tampa Housing Authority's efforts to try to obtain these apartments, namely the Del Rio Estates, the white community really got up in arms, leaders whom we had counted on to be supportive of the kinds of issues that we are supportive of, turned out to be on the other side of the coin when it came to housing integration. So that effort at scattered-site housing was completely turned around, as we expect to have that effort at scattered-site housing out in the Temple Terrace community completely turned around.

I do think we suffer from isolation and the extent to which youngsters can be involved in extracurricular activities together, the extent to which they can relate to each other on the playgrounds, etc., will be the extent to which they will learn to know each other as human beings, and can relate in a more positive fashion.

COMMISSIONER SALTZMAN. One final question. Ms. Jones, you have spoken about derogatory language relative to the black community. In this process of desegregation since 1970, would any of you—since you are in touch with what is happening in the area of desegregation and the community at large—have any of you heard language related to antisemitism accompanying this antiblack derogatory expression?

MS. JONES. I have at the same school where I worked. There were instances in which students belonging to the Jewish faith had had derogatory remarks made about them by both teachers and students.

COMMISSIONER SALTZMAN. Any others have had any experience?

MS. THOMAS. Well, I have had a few instances with antisemitism, except that there seems to continue to exist the expression among people who will sometimes even unsuspecting, about “jewling a person down.” This is the kind of racial epithet that is insulting and that I submit many people are not even aware of. I have also seen some concern on the part of the school system and others about young people and adults who are of the Muslim faith. There are concerns about them, also.

COMMISSIONER SALTZMAN. So that the need for racial—rather, the need for training of teachers in this area is a broad-scope kind of thing relating to the entire situation of harmony in the community? Would you conclude that?

MS. THOMAS. I would say, yes, but I would think that probably the most crucial need relates to the need for training regarding black culture.

COMMISSIONER SALTZMAN. Thank you.

CHAIRMAN FLEMMING. As a result of your being with us this morning, you have certainly very effectively, it seems to me, identified unresolved issues, and certainly I think you have made suggestions as to approaches that could be taken in order to bring about a resolution of those issues. You are clearly in close touch with this situation and you have benefited us a great deal.

MS. THOMAS. We appreciate it. Chairman, may I mention one thing, Chairman Flemming, before we leave?

CHAIRMAN FLEMMING. Sure.

MS. THOMAS. One of the things I failed to mention was the matter of the Classroom Teachers Association and how it relates to its black membership. It has been a continuing concern on the part of the Urban League and on the part of some of the black members of the Classroom Teachers Association that the Classroom Teachers Association does not sufficiently represent the interests of black teachers. I have been personally involved by way of the Urban League with

several instances in which teachers did not receive the legal services available to them as a result of their membership in the Classroom Teachers Association.

We have raised questions with the Classroom Teachers Association in writing, have been—have sent letters to all members of the board, have been completely ignored. We have known instances in which teachers were in legal trouble and needed assistance, and the Classroom Teachers Association declined even to purchase a transcript of the school board hearing. I remember a specific instance in which the executive director of the Classroom Teachers Association indicated to me that the teacher in question—the black teacher in question was a hopeless case from the beginning.

Another instance in which another executive director of the Classroom Teachers Association indicated that he was content to go along with the school board's recommendation and evaluation of the teacher rather than serve as an advocate of the teacher. I have further taken note of the fact that the Classroom Teachers Association does not employ one black lawyer to assist in the defense of black teachers, nor do they have a black lawyer as a consultant. We have recommended to some local black lawyers that they would apply to the Classroom Teachers Association to find out if they can indeed be employed to help represent black teachers.

I would also like to indicate that there has not now and has never been, to my recollection, in the school system a black school psychologist or a black psychiatrist hired to deal with the many behavioral problems, problems related to culture, problems related to pseudore-tardation, etc., that beset black children. I was told during my tenure in the school system that there was no need for a full-time black psychologist, even though we see the kinds of evidences of behavioral problems that these students face.

I would further say that there is not now employed by the school system a qualified psychologist of any race who has a Ph.D. and credentials in psychology, that we simply have psychometrists and that the number of these psychometrists are just not sufficient to serve the needs of those children who need it. So I would like to recommend that the school system would look into these areas of concern and attempt to increase the quality and the quantity of personnel services available to students and their families.

CHAIRMAN FLEMMING. Thank you very much. Thank you all very, very much.

Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, our next witnesses are Mr. Lawrence Worden, the general director of elementary education for the Hillsborough County public school system; Dr. Mary Bullerman, who is the supervisor of testing and evaluation for the county school system; and Dr. Ann Dolgin, who is professor of education at the University of Tampa.

[Mr. Lawrence Worden, Dr. Mary Bullerman, and Dr. Ann Dolgin were sworn.]

TESTIMONY OF LAWRENCE WORDEN, GENERAL DIRECTOR OF ELEMENTARY EDUCATION, HILLSBOROUGH COUNTY PUBLIC SCHOOLS; MARY BULLERMAN, SUPERVISOR OF TESTING AND EVALUATION, HILLSBOROUGH COUNTY PUBLIC SCHOOLS; AND ANN DOLGIN, PROFESSOR OF EDUCATION, UNIVERSITY OF TAMPA

CHAIRMAN FLEMMING. I ask that the hearing be in order, please. Counsel will proceed.

MR. STOCKS. Dr. Bullerman, would you state your full name, your address, and your occupation for the record?

DR. BULLERMAN. My name is Mary Maloney Bullerman. My address is 707 E. Columbus Drive. I am primarily assigned to the staff development office in the public school system. This year I am serving as supervisor of testing and evaluation in the absence of the regular supervisor.

MR. STOCKS. Thank you.

Mr. Worden?

MR. WORDEN. I am Lawrence Homer Worden. General director of elementary education. I reside at Route 2, Box 312AA, Tampa.

DR. DOLGIN. Ann B. Dolgin. I reside at 502 Riviera Drive. I am an associate professor of education and acting internship director at the University of Tampa.

MR. STOCKS. Thank you.

Mr. Worden, in your position as director of, general director of elementary education, do you involve yourself with the testing of students in the measuring of student achievement?

MR. WORDEN. Yes. I am involved as well as my staff is involved in the testing countywide.

MR. STOCKS. What kinds of tests do you give?

MR. WORDEN. In Hillsborough County we are using the Comprehensive Test of Basic Skills.

MR. STOCKS. What kinds of results are you getting from those tests?

MR. WORDEN. Our results on the [inaudible] and the Comprehensive Test of Basic Skills shows a slight increase over the past years.

MR. STOCKS. Were you always giving the Comprehensive Test of Basic Skills?

MR. WORDEN. No, the previous 8 or 9 years we were using the Metropolitan test, which is an achievement test, the Metropolitan battery. In 1974, we changed to the Comprehensive Test of Basic Skills.

MR. STOCKS. Can you still determine, even though you're giving two different tests, whether or not there has been an achievement improvement over a period of 10 years?

MR. WORDEN. This is rather difficult because, as I just mentioned, we changed tests. But not only did we change tests, we changed the

way in which we are reporting test scores. Previously when we used the Metropolitan we used Stanines, which are very broad bands of test measurement; now we are being much more specific in grade equivalence. So to compare the two it is difficult.

MR. STOCKS. But you still maintain that there has been improvement?

MR. WORDEN. Yes, I do.

MR. STOCKS. What are your conclusions as to the factors that may have resulted in this improvement?

MR. WORDEN. I think you have to understand what we have done in Hillsborough County in the last 2 or 3 years. We have many more resources at our disposal than we had 3 or 4 years ago. The legislature to a great degree is responsible for this in that the Florida legislature recognized that to teach primary youngsters it took more money, and they have given us 20 percent increased funding for our primary grades. In Hillsborough County a year ago we took a look at our total elementary program and redesigned it. We've actually gone into a massive program of the basic skills, reading and mathematics.

In that, if you're a primary child in Hillsborough County, we are mandating 2 hours and 40 minutes be taught in the skills of reading. Mathematics is a minimum time of 1 hour. So we have gone back to our instructional program and totally revamped it. I think this is one of the many factors that have caused the increase that I've explained.

MR. STOCKS. Thank you.

Dr. Bullerman, in your position have you had occasion to review the educational achievement of secondary students in the Hillsborough County school system?

DR. BULLERMAN. Yes.

MR. STOCKS. What do you find regarding test scores? Are they going up or down?

DR. BULLERMAN. Well, again, it is difficult to say because the situation is so different. Let me explain. In the State of Florida, seniors in high school have been for many years taking what is known as the 12th grade placement test. We have kept data from these tests over all the years that the students have been taking them. However, we dropped the mandatory nature of this testing. For many years all students took the test, and then it became optional. Only those who had a use for the test score or some interest in taking it took them. So we don't have comparable data.

MR. STOCKS. What does your existing data tell you in terms of achievement levels? Is it going up or down?

DR. BULLERMAN. The percentage—we went back to 1968–69, and we didn't keep information by race for several years in the interim. We went back to '68–69, which was the last time when we had totally white high schools and black high schools.

Then I did a study this year which was the first one that had been done since then on the basis of ethnic performance, ethnic-group per-

formance. We found that in 1968-69, for the total county the 5,376 students who took the test, 32 percent made scores of 300 or better. Three hundred is the score at which college entrance is considered valid.

This year, of the 3,720 students who took the test 421.8 percent made 300 or better. But there you see, you're not testing all the students. You're testing only those who had a reason for taking the test.

MR. STOCKS. Thank you.

Dr. Dolgin, would you tell us a little bit about your educational background, where you received your degrees, and what your experience has been since then?

DR. DOLGIN. I taught for 2 years at Alexander Hamilton Vocational High School in the Bedford-Stuyvessant area of Brooklyn, New York. I taught for 5 years in a junior high school in Forest Hills, Queens, New York, as a teacher of social studies, guidance counselor, and I was advisor to student government. And also the faculty elected me to represent them in labor disputes within the school. This was the beginning of the formation of the union in New York City. I taught for 2 years at Manatee Junior College as a professor of social science, and I taught for approximately 5 years at Plant High School in the city of Tampa, and I am just completing my second year at the University of Tampa.

Educationally, I received a bachelor of arts with a major in history, a minor in education from Brooklyn College; a master's of social science in Hunter College; education specialist degree, graduate degree at Hunter College in administration and supervision; and from the University of Miami a doctorate in the area of curriculum, with a minor in reading disabilities and American history.

MR. STOCKS. Thank you. In your present position with the University of Tampa, do you come in contact with the Hillsborough County school system?

DR. DOLGIN. Yes. Because as acting internship director I have the opportunity of visiting many schools.

MR. STOCKS. As a result of your teaching experience as well as your other academic preparation, could you give us your conclusions on the quality of education provided in the Hillsborough County public schools?

DR. DOLGIN. I have seen vast changes since I have been here since 1966. As far as black schools were concerned, I have found that over 10 years ago there was not enough equipment in the science labs, very poor textbooks, and I have seen this change.

As far as high schools in general, there has been growth of the technical high school, which offers more of a choice for individual students. I have seen many high schools being renovated. When I first started to teach, conditions were overcrowded, lack of airconditioning. I have seen changes in the elementary school in the same respect. However, I have not seen as far as the physical plant is concerned a

great many changes in the junior high school. There is lack of airconditioning and the facilities are not as good. I have seen more changes in the elementary division and in the senior high division.

The second area that I have noticed is in the area of the students themselves. When I first started teaching in the schools, became integrated, at Plant High School where I was teaching, I noticed that many of my black students had a lowered self-concept of themselves. By the time I left the Hillsborough County school system I felt that many black students were prouder of their cultural heritage and that they raised some of their self-concepts.

MR. STOCKS. Do you have any specific observations as to the quality of education in the operation of the schools at the secondary level?

DR. DOLGIN. Well, I have noticed a few things. In the area of curriculum, for instance, this has been mandated more or less by the State. There has been a reduction in the number of required courses. For instance, let me give you an example. In social studies as far as secondary schools all you have to do is take social studies in seventh and eighth grade, it is now optional in ninth and 2 years in senior high school; and there has been a reduction in the area of mathematics on the high school to 1 year, the area of science to 1 year, in the area of English to 2. Whereas there has been an expansion of the elective program in the senior high school.

Now, I approved of the elective program because it gives the students more choice. But the biggest weakness that I have seen is that there is a lack of incorporating writing and reading skills into some of these elective programs. There seems to be a deemphasis on this area.

MR. STOCKS. Do you have any opinion based on your experience as to the suspension problem which is occurring in this particular county's school system?

DR. DOLGIN. Well, as a teacher at Plant High School I have found that many black students complained that they were being treated unfairly, and many white students complained to me that they were also being treated unfairly. One observation that I do have is that there has been a slight increase in discipline problems that I notice as a teacher from year to year.

And my recommendation, I felt, was that in the hallways and in the large areas outside of the classroom there was a lack of supervision of students and sometimes they tended to bring some of these disruptive tendencies inside the classroom. And I felt that suspension and paddling were not the answers. And I believe there should be more in the area of group guidance. Our guidance people are basically in the area of scheduling. They do some guidance work. But I believe that we have to reexamine the purpose of guidance in the secondary schools and encourage guidance counselors to get out into the classroom and work with teachers and students. And, I think, resort less to the paddling business and less to suspension. I think suspension should be used only if a student is a danger to himself or a danger to others.

MR. STOCKS. Thank you.

MR. WORDEN and Dr. Bullerman, where does the Hillsborough County school system rank in terms of national norms for academic achievement?

MR. WORDEN. You'd almost have to go grade by grade to answer that question. Our youngsters coming into kindergarten in Hillsborough County, and I think you need to understand that we have a half-day kindergarten program in Hillsborough County, that is a 2-1/2-hour day. Primarily, this is because of facilities. We would have to increase our facilities if we were to put our potential of 8,000 youngsters on a full-day kindergarten program. But we have 7,200 youngsters in our kindergarten program, and we gave them the Comprehensive Test of Basic Skills. Our youngsters coming into our school system, which is about 70 percent of the current first-grade population, come in significantly below the national norm.

Now, our testing at first grade after we have processed and I use "process" very respectfully—I think education is a process—and after we have worked with youngsters, we last spring had raised our test scores to first grade to be at national norm which is 1.7.

Then as you go through the grades we are somewhat, about 2 months below the national norm until you get to the sixth grade and once again we had our sixth-grade population at national norm.

MR. STOCKS. How are you doing in the secondary level, Dr. Bullerman?

DR. BULLERMAN. On the secondary level we have records only for seventh grade, and we are slightly below national norm on seventh-grade testing. This spring we are expanding the testing program through grades 10, and we'll have more information when that comes back. We hope to keep a longitudinal record in years to come based on these tests.

MR. STOCKS. Thank you.

I have no further questions, Mr. Chairman.

CHAIRMAN FLEMMING. Commissioner Rankin.

COMMISSIONER RANKIN. Professor Worden, you probably heard the testimony of the witnesses previously?

MR. WORDEN. Yes, I did.

COMMISSIONER RANKIN. You heard Mr. Favors give the negative points connected with the desegregation of the schools. Then he said he wanted some positive points, and he said it proves the cultural improvement of the students has improved. But he said "I have no statistics to prove that and I've been trying to get statistics on that." Now, I notice you gave the same opinion, but you also said a minute ago that it is awfully hard to get any hard, fast, firm statistics on this subject. Is that correct?

MR. WORDEN. Yes, that is correct.

COMMISSIONER RANKIN. Why can't we get them?

MR. WORDEN. Well, I think if you're talking about the cultural and the other psychological aspects, it is difficult to get hard core data on that. We do have hard core data on test results of achievement in mathematics and reading and those areas.

COMMISSIONER RANKIN. But that's only for students who want to take them. Isn't that right, not for all the students?

MR. WORDEN. See, I am responsible for elementary, and we test every elementary youngster. We have that on elementary youngsters. Dr. Bullerman was talking about senior placement and that is a voluntary situation. So we don't have them on those youngsters that didn't opt to take it.

COMMISSIONER RANKIN. Does Mr. Bing have any statistics on this? I would like—if we could get some statistics. It is too bad that we don't have these statistics. Why is it so hard to get them?

DR. BULLERMAN. Well, it is a little difficult to measure psychological change in any objective manner for a large population. Is that the kind of statistic you're talking about?

COMMISSIONER RANKIN. Yes, because we say it has improved. I think Mr. Worden said, in his opinion, the cultural attainments had improved. Yet he didn't have any statistics to prove that. Isn't that true in your case?

DR. BULLERMAN. Yes. I think perhaps you might look at some things like school attendance. I have one thing that might be interesting in that light.

You understand that the 12th-grade testing scores reflect only those who probably intend to attend a State university in Florida. That's the only place they are applicable. The junior colleges do not require them. And out-of-State schools and private schools do not accept them. So we drop out the students in the lower group who have no intention of going to college, no interest in further education, formally speaking. And we lose a number at the top end of the scale who are going to Ivy League colleges and that kind of thing.

However, in our, our statistics show that about 60 percent of our white students do take these tests. And 51.5 percent of our black students take the test. So this shows that there is an aspiration there that is larger even than what we are reporting for further education for these people. And I think that's a healthy sign.

COMMISSIONER RANKIN. Are the colleges in the area very strict on their admission policy to keep out those who do not make a certain grade?

DR. BULLERMAN. They have their standards which must be met. And then, there is a 10 percent, I believe, waiver for minority groups who do not make the scores that are required of others.

COMMISSIONER RANKIN. Is that for athletes, that 10 percent?

DR. BULLERMAN. It is not supposed to be.

COMMISSIONER RANKIN. It could be, couldn't it?

DR. BULLERMAN. It could be. However, many of our State universities here have no really—our University of South Florida, for instance, has no really big athletic program in the sense of major league football, that sort of thing. So it's minimal there.

COMMISSIONER RANKIN. Do you think the University of Florida would agree with that statement?

DR. BULLERMAN. I can't be responsible for the University of Florida.

DR. DOLGIN. May I answer that question?

COMMISSIONER RANKIN. Yes, Dr. Dolgin.

DR. DOLGIN. In the area of psychological testing, because, I think, you're looking at social attitudes here, not very much has been done. There is one test about attitudes toward school, and our information really, it's not completely valid. So I think, as far as hard core data is concerned, it could be difficult to get as far as attitudes toward school. I think your community colleges have open enrollment basically in our community, and I know our institution through financial aid and encouragement wants students basically to have a C- average minimum. So I think the door is open to all students to attain a higher education in this area if they so desire.

COMMISSIONER RANKIN. I am just interested in, does the integrated school make it easier for them to qualify for college? Have we had integration long enough that statistics can be sound as to the effect of integration on the grade level of the students?

DR. DOLGIN. I think achievement-wise, if you look at longitudinal studies that have been done, that there has been improvement.

COMMISSIONER RANKIN. Could you give me any statistics on that? That's my point.

DR. DOLGIN. I am afraid I couldn't.

DR. BULLERMAN. We have a situation in our integration program, the students who are graduating from high school this year entered the integrated school in the eighth grade. And I think we all recognize that by eighth grade much of the background of education has been settled, aspirations, work habits, and that sort of thing. And so we will not be able to tell statistically the effect of integration on these students until we begin to measure the performance of students who went into the integrated school in their early elementary experience.

COMMISSIONER RANKIN. So it will be from 5 to 10 years yet before we get good, hard statistics?

DR. BULLERMAN. Before we can state unequivocally, yes, sir.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. May I ask, do you in your planning responsibilities also include concerns relative to intergroup relations?

MR. WORDEN. Very definitely, we do.

COMMISSIONER SALTZMAN. And how about the cultivation of diversity and cultural identity?

MR. WORDEN. We do all of those things.

COMMISSIONER SALTZMAN. And of course extracurricular opportunities?

MR. WORDEN. That's right.

COMMISSIONER SALTZMAN. And finally, I am sure, academic performance relative to curriculum development?

MR. WORDEN. Yes, sir.

COMMISSIONER SALTZMAN. Would it be possible to briefly outline your proposed plans, goals for the future, in these four areas?

MR. WORDEN. If you can give them back to me. I didn't write them down.

COMMISSIONER SALTZMAN. One, intergroup relations. The cultivation of diversity in cultural identity, and academic performance relative to curriculum development; finally, extracurricular activities.

MR. WORDEN. On the diversity, we conscientiously set out in Hillsborough County, and I am speaking from the elementary level because that's my responsibility, the 92 elementary schools. And as we select text materials we purposely have guidelines to take a look at: Do these materials treat the various minority groups in a very positive atmosphere? In fact, I left this morning the textbook selection committee and I charged that committee with this same responsibility this morning, and I will go back to it when I leave this panel.

In regard to achievement, we are constantly, and I think you need to understand what we are doing in Hillsborough County and our CTBS. We've changed, as I mentioned, from Metropolitan to CTBS test primarily because the CTBS instrument gave us some very specific information on basic skills about as groups of youngsters and as individuals.

As we take a look at all third-grade youngsters in a particular school, or all 9,000 third-grade youngsters in Hillsborough County, we are finding out that there are very definite skill deficiencies. As we start analyzing that, first of all, from the general to the specific I analyzed it from the county responsibility, to fill in some of those gaps. As we identify these, it has implications to curriculum revision or changes in our curriculum. And I mentioned when I first started to testify, we have redesigned our elementary reading program entirely. And primarily on the results of test results which are national norm and our criterion tests where we are actually mandating an hour and 30 minutes of direct instruction to every youngster in the primary grades in reading.

As we look at those test results, in a very diagnostic way, then teachers are turning around and prescribing skill deficiencies to individuals. And I am real proud of the fact that in Hillsborough County we are looking at individuals. That's where the change is going to take place when you identify Bobby Brown and he has these deficiencies. Then we have to do something about it. And that's where curriculum revision is coming in at the elementary level.

COMMISSIONER SALTZMAN. How about extracurricular? Is the elementary department—

MR. WORDEN. We are really not that involved in the extracurricular activities.

COMMISSIONER SALTZMAN. What of intergroup relations?

MR. WORDEN. I think you had on your panel earlier Barbara Bethel from our human relation team, and she has worked very closely with my supervisory staff in having staff development workshops with our teachers. First of all, we integrated our instructional staff and that had many implications to these interpersonal relationship. I think we have done a great deal of mandatory kind of services with our teaching staff.

We have now moved in to where we are working with student groups and the kind of one-to-one interpersonal relationship at the elementary level. We have the magic circle, if you are familiar with that technique, and some of the other kinds of group dynamic activities to get the youngsters drawing in. If you've got a child that's an isolate sitting on the fringe, what kind of techniques can a teacher use to draw that child into a mainstream of that discussion or whatever the activity happens to be?

DR. BULLERMAN. We describe a number of these programs in our master plan for inservice teacher education. If you would like a copy of that, I can make it available to you.

COMMISSIONER SALTZMAN. I would appreciate if that would be entered into the record at this point.

CHAIRMAN FLEMMING. Without objection, that will be entered into the record at this point as Exhibit 36.

[The document referred to was marked Exhibit Number 36 for identification and was received in evidence.]

DR. DOLGIN. May I refer to the secondary level because I find this a bit disturbing when I visit secondary schools, predominantly, there has been very little, I feel, in the way of individualization on the secondary level. Most of these changes are being done on the elementary level. And I think we have to work with our teachers in the area of individualization, diagnosis of student needs. The secondary teacher still attempts to teach to the entire class as a group.

We also have to look at the new high schools that are being built. We have what we call open classrooms, consisting of about 150 students with five teachers within that area. I see by this type of procedure there is a lack of interpersonal communication between the teacher and the student because there is an increase in lecturing in the open classroom. Teachers need help as far as individualization. They want this help. And not enough is being done.

One of the most surprising things I have found as a teacher in Florida—in Sarasota as well as Tampa—that in all the years that I have taught within the classroom I never had a visit from my chairman or the principal of the school to evaluate the type of teaching that I was doing. This, to me, seems incredible. Whereas in New York City before I received tenure my principal visited me once a year. The chairman of my department evaluated me three times a year.

I think that what we need is somebody within each secondary school who is expertise in classroom management techniques to go in and work constructively with teachers. There is no incentive for teachers except those who want to do it on their own to, let's say, go off and get further education and things of this nature. So I think more work has to be done in improving the classroom management and expertise of the secondary classroom teacher.

COMMISSIONER SALTZMAN. Are there any specific corrective measures that are now being planned that you are aware of by the administration?

DR. DOLGIN. I believe that in the area of testing, the testing movement is moving into the high schools. I see it beginning here. I see also beginning—the State of Florida has mandated that every undergraduate secondary teacher take a required course in reading in the content area.

But we have a lot of missionary work to do among secondary teachers. They tend to be a very individualistic bunch because they are content-oriented rather than process-oriented, and that's why I think we have more problems in the area of discipline because they also don't tend to relate to the individual student. They tend to relate to a group of students.

MR. WORDEN. Commissioner Saltzman, I'd like to mention one thing to the Commission that I think is a very positive thing the secondary is doing. Last summer the elementary program—we put 15,000 youngsters that were a year or 2 years behind in reading in a very intensive summer program of 6 weeks with a pupil-teacher ratio of 1-15. We gave those youngsters last May a diagnostic criterion test based on specific reading skills, survival skills, if you would, and if they didn't have mastery of these skills they were given a prescription for the 6 weeks with that small pupil-teacher ratio of 1-15, and those youngsters were taught those basic skills they didn't have acquisition of.

Now, the positive part on the secondary level is that at this point in time the secondary is gearing up grades seven, eight, and nine to follow the elementary program in doing the same thing for these secondary youngsters in grades seven, eight, and nine that are falling further and further behind. So they will have a diagnostic, prescriptive approach this summer in a 6-weeks program similar to the one I just explained to you.

COMMISSIONER SALTZMAN. How is it being funded?

MR. WORDEN. This is funded from the State department on a FTE basis. We can earn FTE money for youngsters that are identified in such a manner. So it is State money.

COMMISSIONER SALTZMAN. Yes, Dr. Bullerman?

DR. BULLERMAN. I have been scheduled by the secondary, the guidance counselor's supervisor, to talk with guidance counselors at secondary level about the test results, the reports that they will be getting back from their spring testing and how they may be used in

planning instruction in the classroom. I also have been asked if I would be available to come to specific schools and specific departments and work with them with their own records in developing individualized programs, small-group instruction, the kind of thing that they need to make maximum use of their test information. And I think this is encouraging.

COMMISSIONER SALTZMAN. Thank you.

CHAIRMAN FLEMMING. Commissioner Horn?

VICE CHAIRMAN HORN. I am interested where mandatory testing stops at the present point in the school system. Does it stop at the elementary level?

MR. WORDEN. It stops at the 10th grade.

VICE CHAIRMAN HORN. At the 10th grade. So we do have high school test data on the so-called freshman year and sophomore year of high school?

MR. WORDEN. That would be implemented this spring with our 10th grade.

DR. BULLERMAN. They are being tested at this time.

VICE CHAIRMAN HORN. What has been the limit on last year's data?

DR. BULLERMAN. Seventh grade.

VICE CHAIRMAN HORN. So for the first time then this year we are in the process of testing 8, 9, 10, and 11?

DR. BULLERMAN. That's correct—10.

VICE CHAIRMAN HORN. What are the plans to test 11 and 12 mandatorily?

DR. BULLERMAN. There is a State test administered. It will be administered at the 11th grade next year. It has been 12th grade. And the college entrance exams. And unless there is some move to do the literacy testing, I know of no plans at this time to include 11th and 12th graders in our formal testing program. Their interests and their concentration scatter so much after the 10th grade that it is rather difficult to do anything meaningful with the standardized achievement test.

MR. WORDEN. Commissioner Horn, I would like to add that what we are trying to do in Hillsborough County is get a longitudinal study of how our kids are acquiring the basic skills and we think through 10th grade. Eleventh and 12th, you realize, they become very specialized. They go into vocational-technical programs, and there really isn't a "achievement" test that is fair to a child in a vocational-technical program. So we are saying at the end of the 10th grade we would like to see how are the Hillsborough County [students] acquiring these "basic skills," and we will have a longitudinal study come this spring on that.

VICE CHAIRMAN HORN. This has long been of interest to me. I have been advocating a national longitudinal study with absolutely no success for 3 years now. And I wonder to what degree you feel that a national study which would pick students on a random sample basis

and examine their cognitive and noncognitive aspects of learning would be helpful to you as administrators going through a process of desegregation so that you would have some national guidelines to go by. Dr. Dolgin?

DR. DOLGIN. One of the things that has not been mentioned that I find very distressing—I will answer your question in just a moment—but for some reason, after the junior year, seniors tend to get turned off with education. There is a lack of motivation. I think part of the reason is that teachers expect less of their students to perform. Another reason is that many students work, not necessarily of necessity. And the third, there has been a tremendous grade inflation, and I think part of this is due to open enrollment in community colleges.

Now, I know the rationale behind open enrollment and I favor it. But because you do have open enrollment there are many students who know that all they need is a D average and they will get into higher education. And also I am quite concerned over the fact that teachers complain about the lack of basic skills and, therefore, expect less of their students and demand less of their students.

So this issue of quality education is very, very complex. It deals with the school setting. It deals with happenings in the peer group because students after school tend to work and do extracurricular activities. I think this is not only a local problem, this is a national problem.

I am wondering whether or not all these tests that you are talking about can be of validity from this point of view. We have had the PSAT tests being given at the end of the sophomore year on a national scale, and they find that there is no real decline as opposed to when the junior takes the SAT test. Something happens in that year. In the area of science there has been a decline. In the area of reading, based on the research that I have read, it has been stable, and I believe in the area of reading skills it has been stable and we have started to pay attention to reading on the national level. However, there has been a decline in the area of writing skills. So you do have a great deal of national testing already going on by the American Educational Research Association. Also the national assessment. There has been a national assessment across the country. And I think you could break down those statistics and see how they are as far as desegregated schools versus segregated. But the variables are so complex.

VICE CHAIRMAN HORN. See, this is what concerns me. We have got a hodgepodge of tests given at a variety of levels to a variety of students, some mandatory, some not mandatory. What I am talking about is following a student from the early years—and this is very difficult and very expensive, I understand this—on a random sample basis to just find out what happens to these students in both cognitive, noncognitive dimensions.

Frankly, with the exception of a few 1-year studies in this or that junior high, I'm unfamiliar with an national study that gets at these problems in some valid manner. Instead, everybody that testifies before

this Commission has their sets of tests to prove or disprove whatever it is they want to prove or disprove, and that bothers me. I have been trying to search for some reliable information that will stand up over time on a national basis.

DR. DOLGIN. I think the National Institute of Education could do something like this.

VICE CHAIRMAN HORN. I agree with you. And I keep pressuring and writing and pleading. Do you have any comment, Mr. Worden?

MR. WORDEN. The only comment I would like to make in reference to the proposal you've thrown out—I would much rather see this in the area of a criterion-type test. Let somebody agree on some basic skills that should be, schools should be addressing themselves to and then how are we doing. I think that is much more valid than say, 3.2; but are kids learning, forming compound words, if that's a very integral skill in learning how to read. I would like to see it on a criterion basis, skill by skill, rather than some norm reference which covers such a broad area that you really can't pin it down anyway.

VICE CHAIRMAN HORN. I think that is a reasonable assessment. Of course, some school districts are fearful of being compared nationally on such a basis because it could be that citizens will get upset with the quality of their daughters' and sons' education.

MR. WORDEN. I'm realistic enough to know that we're always going to have, in the foreseeable future, norm-reference tests. I think our school board will want that and, I think, our public. I have no problem with that. But I do have some problems in, sometimes they don't give us enough direction in curriculum. And my job is curriculum revision in instruction. I would like to see the criterion aspect.

VICE CHAIRMAN HORN. Dr. Bullerman, do you have any comment on this question?

DR. BULLERMAN. No, except to say that we are trying to get the best of both worlds in Hillsborough County. We are using the norm-reference test and the information they give us to address the needs of students individually and groups and to revise curriculum.

We are also doing criterion-reference testing, and we are in the process now of setting up a research project evaluating the effect of our summer school, which is completely criterion-referenced in terms of how well the students do during that summer school period in achieving the objectives we have set for them; then, in looking at their standardized test scores next spring to see if in fact that made any difference in their general performance.

I hope you succeed in your effort. I think it is a very valuable and valid need.

VICE CHAIRMAN HORN. Let me ask you: One of the things that concerns me is the degree to which the test data which you experts have at your disposal gets into the blood stream of school management and administration. Do you feel that the results of your studies are having an impact on changing curriculum in the Hillsborough County schools?

MR. WORDEN. Very definitely I do. One reason we changed tests, that I felt like, if instruction is going to improve in Hillsborough County or, I think, in any other district, it is going to be because teachers have better information on how youngsters are achieving or their lack of achievement. The prime reason we changed was not that CTBS is a better test per se, but in my opinion it had better management tools to give to principals and give to curriculum supervisors and classroom teachers. I think that's where it's going to happen, and your question is very definitely correct.

What we are doing in Hillsborough County is giving teachers very definite information on groups of youngsters that are achieving and then specifically what skills are we really coming up short on. Then you can go back to your program and make those changes, if you really believe those are important skills.

VICE CHAIRMAN HORN. One last question. We hear repeatedly, it's been in the literature for years, the problems of the cultural bias of many tests in terms of the minority student. I know, Dr. Bullerman, you spent a week in the classroom, I understand, dealing with minority students. You are a test expert, and I would just be curious to hear from you and your colleagues on the panel, what are your feelings as to the validity of the tests you apply in Hillsborough County in terms of the black students as opposed to white students?

DR. BULLERMAN. Well, you choose a test to tell you things that you need to know about the student. If a test measures the skills that are necessary for a student to perform in the classroom, then it is a valid test no matter what his background is. What you need to do is to know what that student's background is and work with it from there, and I think I would go at that from the other end; I would try to increase teachers' understanding of the cultural background of students and their ability to operate in different cultural milieus and go ahead and use the tests that I am using and try to see how I bring this child from a background where perhaps he has never heard English spoken, as I had some children in Texas in this predicament, or the child who has a different speech pattern because he comes from a poverty pocket somewhere.

I would like the teacher to have the empathy and the knowledge and the understanding to work with this child where he is and bring him to the point where he can perform in the school. That would automatically make him able to perform on the test. I am not particularly interested in a culturally fair test as a teaching tool.

VICE CHAIRMAN HORN. In other words, you are seeing these tests as measures of achievement, not abstract theoretical intelligence? And, therefore, achievement can be dispensed in various units of the curriculum and they can be mastered by students?

DR. BULLERMAN. That's right. And I would hate to see any test used, any achievement test used, as a tool for classifying a student and saying he is hopeless. I think that's bad.

VICE CHAIRMAN HORN. Dr. Dolgin?

DR. DOLGIN. There are two types of tests that I am concerned about. One is the intelligence test. Now, I don't know if it is to be given in Hillsborough County, but I'm just going to make a statement generally on intelligence tests: A student who has difficulty reading cannot do well in taking an intelligence test.

A particular incident sensitized me to this when I was at the University of Miami working in the reading clinic. This youngster that I was working with was identified in his cumulative record cards in Dade County with an IQ of 75. And in talking to him, he seemed much more aware of the outside world. He had good command of vocabulary. So I gave him a Peabody test which was not dependent in the area of reading and found out that he had an IQ of 115, and he was now being labeled through the public school system with an IQ of 75. Fortunately, his teachers had him in an average class. An IQ of 75 would indicate below average.

Teachers really disregarded that particular test.

In the area, for instance, of reading readiness, one time I took a look at some of these tests and looked at some of the questions. For a shy student who takes a reading readiness test, the directions are verbal. This is the child entering first grade, for instance. If the child is shy, he does not understand the directions and he will fail to raise his hand and he can get a whole section incorrect.

One question struck me and it has nothing to do necessarily with cultural bias, but with the changing society; one of the questions dealt with knitting needles and another dealt with Indian moccasins. So I think some of our standardized tests have to be reexamined, and I think teachers are aware of some of the problems, some of these questions. So it is not a true reflection—this is what I am trying to say—of the student's ability.

VICE CHAIRMAN HORN. Mr. Worden, do you have any comment on this question?

MR. WORDEN. The only comment I would make is that when we went into our testing we did have a very indepth study of the test to look at item by item. For example, in Hillsborough County, to ask a child a comprehension question about "How does it feel to fall in a snow bank?" That's a pretty hard concept for a second- or third-grade youngster to feel if he's never seen snow, he's never had the feeling of snow. A rural child, "How's it feel when the elevator goes down and what happens to your stomach?" These are the kinds of questions we have to be concerned with if you really are talking about validity in testing. It doesn't necessarily have to do with race. This is talking about cultural and what kinds of backgrounds you have to bring to a testing situation. We did the best we could on those things.

CHAIRMAN FLEMMING. Thank you very much for sharing with us your experiences and your insight. We appreciate it.

Counsel will call the next witnesses.

MR. STOCKS. Dr. Helen Baines, Dr. Marcia Mann.

[Drs. Helen Baines and Marcia Mann were sworn.]

TESTIMONY OF HELEN BAINES, EDUCATIONAL CONSULTANT, AND MARCIA MANN, DIRECTOR OF FIELD EXPERIENCES, COLLEGE OF EDUCATION, UNIVERSITY OF SOUTH FLORIDA

MR. STOCKS. Dr. Baines, would you state your full name, your address, and your occupation for the record?

DR. BAINES. Helen Baines, 12706 52nd Street, Tampa. I am an educational consultant. At present I'm working as an adjunct professor at the University of South Florida.

DR. MANN. I am Marcia Lee Mann. I reside at 5219 Altoro Court in Tampa, Florida; director of field experiences and internships at the University of South Florida.

MR. STOCKS. Thank you.

Dr. Mann, would you describe for the Commission your involvement in the school desegregation process here in Hillsborough County as a member of the faculty at the University of South Florida? What did you do?

DR. MANN. I came to Tampa, Florida, in 1970. And in 1972, I started to work as a consultant upon occasion for the Miami desegregation center. From that experience I was introduced to people at the University of South Florida that were interested in developing some inservice programs with Hillsborough County. At that time it was called the TTT program. I also met Helen Baines at that time, and she and I began to work on developing a workshop that would help teachers with attitudinal change and growth in the area of understanding different cultures.

MR. STOCKS. Could you tell us approximately how many teachers attended the workshops that you operated?

DR. MANN. The workshop had 24 teachers. They were selected by Hillsborough County. Excuse me, I said teachers. There were a variety. There were principals, learning specialists, teachers. So there were different people from the system.

MR. STOCKS. Dr. Baines, you work with Dr. Mann in the development of the workshop on cultural pluralism and human relations. Would you give the Commission the benefit of your opinion as an educator of the need for cultural pluralism training in the public school system?

DR. BAINES. To my knowledge this was the only course that was offered to teachers, supervisors, learning specialists, or whatever in Hillsborough County schools. This was only offered at the elementary level. And I felt that if we could have had some follow through; we had the course and we had some experiences, everything I thought was very positive. That was the end of it.

And I felt that more could be done in this area, particularly at the secondary level, and perhaps having an understanding of attitudinal changes that came about with the desegregation, could have improved relationships between teachers and students, particularly those who are of different cultural backgrounds. I am not just speaking of blacks and

whites now, but many of the students who come from other cultural backgrounds in this area.

MR. STOCKS. Is it your opinion that some of the teachers in the Hillsborough County school system could have benefited from such training?

DR. BAINES. Yes. It is my opinion that they could have benefited.

MR. STOCKS. Is your opinion based on experiences as a teacher in the system as well as working as a member of the faculty at the University of South Florida?

DR. BAINES. Yes. I would say that my opinion is based upon being involved in the school system in many ways, two of which you mentioned.

MR. STOCKS. Would you just for the record reiterate the ways in which you have been involved with the school system?

DR. BAINES. Okay. I have been involved as a parent of children in the school system. I have been involved as a teacher, as you mentioned, in the school system, as a consultant, doing workshops, not just of this nature but of other types.

MR. STOCKS. Dr. Mann, does the college of education at the University of South Florida provide any kind of ongoing training for those who are on their way to be teachers in the area of cultural pluralism and human relations?

DR. MANN. No, we do not at the present time. There are certain courses in the curriculum in the college of education that perhaps will have a unit or one area of emphasis that would bring this point out. But we don't have any courses designed specifically to make teachers that are preparing for their professions aware of the problems and concerns.

MR. STOCKS. What impact do you believe the student teachers have on the Hillsborough County school district? A number of them come from the University of South Florida.

DR. MANN. Yes. We have quite a few that come from our university. I would hope that they would take in a lot of fresh, new ideas into the classrooms of Hillsborough County. This is the kind of feedback that I do receive from the teachers in the field. It is also another way of keeping the teachers on their toes because they want to do a good job when the interns are in there. So it is a benefit for two people.

MR. STOCKS. Thank you. I have no further questions, Mr. Chairman.

CHAIRMAN FLEMMING. In connection with the workshop that you operated, as I understand it, you had about 24 persons?

DR. MANN. Yes, sir.

CHAIRMAN FLEMMING. Did it operate just once?

DR. MANN. Yes, sir.

CHAIRMAN FLEMMING. I may have—you may have said something about this and I may have been distracted and not heard it, but as you see it now, looking back on that workshop, what are some of the results you feel, both of you, were achieved as a result of it? Have you had feedback from those who participated, for example?

DR. BAINES. This is what I meant when I said "no follow through." I would like to have had seen some follow through to have known what effect it did have. We felt very positive about the effect from our conversations and just—I have kept up with a few of the people in the workshop. But we didn't really have a follow through on it or an opportunity for them to go further if they wanted to.

DR. MANN. The immediate impact was very positive, very favorable. And everyone was extremely excited. And I would say, we could say probably the teachers in their respective schools that associated with the people that were in the workshop benefited at that time. But, then, of course, not having any followups, the effect would diminish.

CHAIRMAN FLEMMING. Was this workshop financed by the school board?

DR. BAINES. No, not at all.

CHAIRMAN FLEMMING. Was it a special grant from some place?

DR. BAINES. As a member or as a participant in the TTT, which was federally funded, we received funds from them and from the Miami desegregation center.

CHAIRMAN FLEMMING. The TTT?

DR. BAINES. Yes. Trainer of Teacher Trainers Program.

CHAIRMAN FLEMMING. You received this grant from the Miami center. So in effect, it was—

DR. BAINES. We received a grant to pay the teachers a stipend from the Miami desegregation center.

CHAIRMAN FLEMMING. Right. When you submitted the proposal, you didn't or did you have in it any provision for a followup?

DR. BAINES. When we first submitted the proposal, and I can give you a copy of it if you would like to have it for the record.

CHAIRMAN FLEMMING. I think it would be a very good thing for us to have it for the record, and, without objection, it will be entered at this point as Exhibit No. 37.

[The document referred to was marked Exhibit No. 37 for identification and received in evidence.]

DR. BAINES. We did have pre- and post-attitude inventories because we were trying to get at some bidialectal differences, and we wanted to see if there were any changes in their attitudes toward usage of the language. So we did give a pre- and post-attitude inventory, but we didn't have any other follow-through plan.

CHAIRMAN FLEMMING. As far as both of you know, there isn't a comparable program being offered in the area at the present time?

DR. MANN. To my knowledge, there is none.

DR. BAINES. We had one contact asking about it, someone from Afro-American studies; but, to my knowledge, nothing else has been done.

CHAIRMAN FLEMMING. On the issue of cultural pluralism and in connection with the contacts that you have with the students who in turn have field experiences, when they come back I assume that there is

some opportunity for them to share with you the kind of experiences they have had and the kind of observations they have made and so on? Is that correct?

DR. MANN. Yes.

CHAIRMAN FLEMMING. And as you talk with them after they have been out in the field and have had these experiences, do you sense a real weakness in terms of their understanding and comprehending all that is involved in cultural pluralism?

DR. MANN. Yes, I do. But I think we have to understand that the student who comes back and responds after this kind of experience out in the field has not had any experiences. This was probably their first attempt at trying to work with children. They come back with a very narrow point of view most of the time, and their greatest concern is classroom management. They come back and they say that they had a difficult time in disciplining the children or the students, depending on the level.

CHAIRMAN FLEMMING. Do you sense, then, that they have a lack of understanding of the issues that are involved in cultural pluralism, but maybe they don't really comprehend the fact that they have this lack of understanding?

DR. MANN. Yes, I definitely think that's it. If they had more understanding of the cultural background and why the children or why the students behaved in the way they did, I think they would be able to attack the problems.

CHAIRMAN FLEMMING. Have efforts been made at your university to introduce into the teacher-training program a course or a program dealing with the issues in the field of cultural pluralism?

DR. MANN. There was an attempt several years ago, an early intervention program that was developed. It was federally funded, and one of our professors had that program for approximately 2 years and the funding was not continued. This was to prepare students to work with potentially handicapped students.

CHAIRMAN FLEMMING. I assume you're voting member of the faculty of your college. Is that correct?

DR. MANN. Yes, sir.

CHAIRMAN FLEMMING. Has the issue ever been raised in the curriculum committee of the college? Has it ever been discussed at a faculty meeting of the college?

DR. MANN. Well, I have been at the university for 6 years, and we have discussed it upon occasion. But there has never been a specific move to make it a part of the curriculum.

CHAIRMAN FLEMMING. If I recall correctly, your president as a witness on Monday indicated a very real concern about this particular area, indicated a desire to have something specific undertaken, but reflected some feeling of frustration over the fact that faculty did not seem to be interested in moving in this direction. He made a comment which Commissioner Horn and I both appreciate, namely, that univer-

sity presidents do not unilaterally bring about a change in curriculum, but that it does require some effort within the faculty itself. Do you feel as a result of your experiences over a period of 6 years that there is opposition to the idea or just kind of apathy?

DR. MANN. I would say apathy. And also we have so many demands placed upon us presently from the type of system that we are in right now. We have demands from all of the counties surrounding Hillsborough County for different kinds of programs to be instituted. We have demands from particular school districts. We have certain students that want certain kinds of programs. All of these demands are constantly being reordered as to priorities, and it depends on what the budget is and that's the Florida legislature that controls that.

So it is a very, I guess it is a long answer to say that the apathy is there because, if we attempt it this year, then next year we won't have the faculty or we might not have the funding. There are so many different variables that affect our curriculum that it's very difficult to plan ahead for a long period of time.

CHAIRMAN FLEMMING. Have you had any requests for work in this area of cultural pluralism from the board of education here in this area or from any of the other boards of education in the area that is served by South Florida University?

DR. MANN. Not to my knowledge, but that does not mean that the requests did not come into the college. I am not aware of them. But they might have come in.

CHAIRMAN FLEMMING. Are you acquainted with the human relations programs that have been carried on in this county since desegregation, financed in part at least by Federal funds?

DR. MANN. I am aware of some of the attempts that have been made in the schools.

CHAIRMAN FLEMMING. Do you feel that they are deficient at this particular point, that they give the attention and consideration that they should to this particular area?

DR. MANN. Yes. I think that the emphasis presently is on basic skills, and everyone is so keyed on that particular item that we are neglecting human relations. I think the statement was made by the previous panel that the guidance counselors were doing clerical work more than actually getting in the classroom and working with the students or having counseling sessions. And I would wholeheartedly agree with that.

CHAIRMAN FLEMMING. You will have a certain number of teachers from this school system as well as other surrounding school systems participate in the summer session this summer at the university?

DR. MANN. Yes.

CHAIRMAN FLEMMING. But those teachers will not have any opportunity to participate in a program in this area?

DR. MANN. In the area of cultural pluralism?

CHAIRMAN FLEMMING. Yes.

DR. MANN. There is nothing being offered in that area. However, we are offering several workshops in communications and human relations.

CHAIRMAN FLEMMING. Those workshops might provide the opportunity of dealing with these issues at least in part?

DR. MANN. Right.

CHAIRMAN FLEMMING. Do you think they actually will deal with these issues?

DR. MANN. I think they will. I—definitely will.

CHAIRMAN FLEMMING. All right.

VICE CHAIRMAN HORN. Let me pursue the Chairman's line of questioning. Since he has been the president of three universities and I have been the president of one, we are both interested in this. Dr. Mann, are you tenured?

DR. MANN. Yes, sir.

VICE CHAIRMAN HORN. What's your academic rank?

DR. MANN. Associate professor.

VICE CHAIRMAN HORN. So you've got one hurdle to go. Let me pursue this some of this because what has always concerned me is: What's the problem with school of education faculties that they can't realize the major problem of our times, in urban America, is black-white relations in an urban setting, and I have this problem with my own faculty and I solved it very simply, after 2 years of preaching to them, I just refused to clear any other programs. Which would have meant they would have gone out of business at the beginning of the next year if I didn't sign on behalf of the State of California. And you would be amazed what kind of effective response you get when you do that.

Now, one of the things we have done along the line you're talking about is require every student—whether they are in administration, counseling, or teaching—to be certified by the faculty that they have had a variety of competencies and experiences in either preservice experience, their actual teaching experience which we insist must be in a desegregated school, or in class cognitive content, be it in the school of education or in the various ethnic studies programs, and it is the ethnic studies programs I want to pursue with you. I assume the University of South Florida has various ethnic studies programs that have been established over the last few years. Am I correct?

DR. MANN. They do. They are not in the college of education.

VICE CHAIRMAN HORN. Is it not possible that in preparing teachers or exposing them to the curriculum that a university can insist on taking a three-unit course in a cultural area, in this case, black studies, Afro-American studies, whatever, or American Indian studies, different from whatever their particular cultural makeup is, and has anybody suggested that in your school of education or in your university?

DR. MANN. Not to my knowledge.

DR. BAINES. I would like to interrupt and add to that, that the reason for having the TTT program was to do what you were suggesting, and

it was not just at the University of South Florida. I think it started at the University of Nebraska, and it was at the University of Miami; and headquarters for the southeastern part was at Appalachian State University, with Herbert Way heading it. They wanted to change faculties at the university level, and they wanted to change faculties at other levels in the educative process.

I don't know how effective this program was. But I know at South Florida it ended and it was not refunded. So I am assuming it was not a total success, or it would have been refunded as it was at some other universities. But within this one program there were all sorts of attempts made to have T-groups, to have cultural studies in which we would involve other faculty members in making them aware of dialectal differences. We had a seminar on these differences and had sociolinguists coming to USF campus one summer. Dr. Mann and I also wrote a proposal which the school system here was all for and they backed us, but the university did not. I don't know exactly why. Maybe it was a poor proposal.

But in my specific area of interest which is reading and I just recently completed my Ph.D. at the University of Georgia where I worked out in school with teachers, and I supervised at the University of Tampa student teachers and have taught reading courses. I am going to be supervising this quarter student teachers at USF. I have been aware that there has been this built-in awareness in the basal readers, for instance, of dialectal differences. But I find it is a real problem because the students are coming back to you constantly saying, "Do I have one set of expectations for the black child and another set of expectations for the white child, or do I expect them both to speak the same dialect? Do I just disregard it when I'm teaching reading. How do I feel about their language?"

I feel in this one area there is a tremendous need for more understanding. But I don't know of any programs where they are trying to do something about this.

VICE CHAIRMAN HORN. I think basically what I get down to is that you can't depend on Federal funds to do these things. It's got to be a commitment by the university to do these things because they are doing related programs that they think will prepare teachers to be more effective when they go into the public schools and this is, certainly ought to be, within their purview as an area they pursue. But you can't really pursue it unless you have built up the infrastructure in the university such as the appropriate members of the faculty that have these skills and members of the faculty that simply aren't white, but that are also black or American Indian or Mexican American or whatever. And I wonder along that line, is the college of education still growing and expanding at the University of South Florida, or has it stabilized so there is no room for new faculty appointments?

DR. MANN. We lose faculty appointments every year. When I came to USF, we had approximately 180 appointments within the college of

education. We are now down to, I think, about 138 or 140 and we are supposed to lose more this year. So we have been dwindling.

VICE CHAIRMAN HORN. In other words there's really no room for new faculty employments, given declining enrollment?

DR. MANN. The enrollment has stabilized or has increased.

VICE CHAIRMAN HORN. Thank you.

CHAIRMAN FLEMMING. Thank you very much. This has been very helpful.

Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, we are now going to have some discussion of the bilingual-bicultural educational issue in Hillsborough County, and I would call as our next witnesses Mr. Nelson Alba, who is engineer for the city of Tampa and who is active in Latin community affairs; Miss Zoraida Favata, who is a bilingual teacher in Blake Junior High School; and Mrs. Norma Lobato, who is the coordinator of bilingual education of Hillsborough County public schools.

[Ms. Norma Lobato, Ms. Zoraida Favata, and Mr. Nelson Alba were sworn.]

TESTIMONY OF NORMA LOBATO, COORDINATOR, BILINGUAL EDUCATION, HILLSBOROUGH COUNTY PUBLIC SCHOOLS; ZORAIDA FAVATA, BILINGUAL TEACHER, BLAKE JUNIOR HIGH SCHOOL; AND NELSON ALBA, ENGINEER, CITY OF TAMPA

CHAIRMAN FLEMMING. Thank you very much. We are very happy to have you.

MR. GLICK. Beginning with Mr. Alba, would you please identify yourself for the record with your name, your address, and occupation?

MR. ALBA. My name is Nelson Alba. I reside at 14015 Holsted Court, and I am an engineer with the city of Tampa.

MS. LOBATO. I am Norma Lobato, bilingual coordinator for the Hillsborough County school system. I reside at 3124 Tampa Bay Boulevard.

MS. FAVATA. My name is Zoraida Favata. I'm a teacher at Blake Junior High School. I reside at 8702 Beverly Drive, Temple Terrace.

MR. GLICK. I would like to begin with Mr. Alba and try to establish some background of the character of the Latin community here in Hillsborough County. And we use this term Latin kind of loosely, but I assume that it includes persons of Spanish, of Cuban, of Italian, of South American, of Puerto Rican ancestry. What I would like to do is kind of assess whether this is a new community, an old community, whether it is a Spanish-speaking community or an Italian-speaking community. How would you characterize the Latin community, Mr. Alba?

MR. ALBA. Well, the first thing that comes into mind it's a total confusion. The Latin community as it's typified has the distinct problem of being the oldest migration group and also the newest. Spanish-

speaking people are still migrating to this country, whereas, for example, Italian speaking people have for all practical purposes stopped coming to this country in large numbers.

There isn't really a community. It is more of a federation of mutually suspicious groups. There are Cubans. Some estimates reach from 55,000 to 60,000 Cubans in the area. According to some statistics from the Council of Colombia, there is somewhere around 3,000 to 4,500 Colombians residing in the area. The number of Mexican Americans that come to the area as migrant workers is also in the thousands. Puerto Ricans are quite numerous. In fact, they are growing right now. They are the largest-growing group because they are moving from New York, due to the problems in New York, down to Florida. The Spanish from the Iberian peninsula are also a large group, but they are the older group. In other words, they are no longer considered immigrants. They are more the Americans of Spanish background.

MR. GLICK. Are the Spanish-speaking groups from whatever place they may have come—Cuba or the Iberian Peninsula, or South America or wherever—are these cohesive groups with a strong cultural identification and a geographical identification in Hillsborough County?

MR. ALBA. No, sir. Due to the problems of limited capacity to express themselves, there is much intracompetition between themselves. They tend to set themselves off as different groups within the Spanish-speaking community. There is much discrimination going on between, let's say, the Spanish to the Cuban, the Cuban to the Colombian, the Colombian to the Puerto Rican, or whatever. They are not a cohesive group that speaks as a whole for the benefit of the whole.

MR. GLICK. Do they tend to maintain a Hispanic culture?

MR. ALBA. Yes, they do. Individually, they have a tendency to be orthodox and keep much of their culture and their language.

MR. GLICK. Do you feel that the Hispanic community, Latin community, whatever, so many different terms are used, feel a need for maintaining this culture and feel a need for the schools to help them in continuing the language and culture?

MR. ALBA. In my point of view and my personal experience, definitely, yes, but they don't know how to go about it.

MR. GLICK. You mean they have not been able to make this felt in the school administration?

MR. ALBA. That's correct. They are not familiar with the structure of our society and how to use it for their benefit.

MR. GLICK. Thank you.

Mrs. Favata, you're a teacher at the Blake Junior High school, and you have non-English-speaking children. Is that the kind of children that you teach?

MS. FAVATA. All of my students speak English in varying degrees, some very poor. Some of them can defend themselves orally, but they can't read or write English or Spanish. They are all illiterate in both.

MR. GLICK. Are these children who are native Tampan's who have grown up here, or are they immigrants from elsewhere? Are they Puerto Ricans, Cubans, South Americans?

MS. FAVATA. Immigrants from elsewhere. I have Cubans. I have mostly Cubans. One from Ecuador and one from Colombia.

MR. GLICK. Do you have any children who are not Hispanic? That is, we've heard mention of Asian children.

MS. FAVATA. No, sir, I do not.

MR. GLICK. Are you teaching them subject matters such as arithmetic and writing, reading in Spanish?

MS. FAVATA. No. I am teaching them in English.

MR. GLICK. You are teaching them in English. How do you communicate with them if some of them are not English speaking?

MS. FAVATA. All of them understand English. Now, understanding it and speaking it are two different things. Of course, I revert to the Spanish when they can't understand something. But the main idea is to think in English, to speak in English, to do everything in English.

MR. GLICK. Do you find that there is a difference from the beginning of the school year to the end of the school year in these children's capacity to learn in English and to communicate in English?

MS. FAVATA. Personally, yes. I think so. I think they have advanced considerably. And it shows in their self-confidence. They are able to go into a class, not just my class, and express themselves, raise their hands, offer an opinion.

MR. GLICK. How many children are in your class?

MS. FAVATA. I have a total of 18 students, but I don't have anymore than 6 students to a class.

MR. GLICK. I see. Are you aware of whether there are classes of the nature that you teach in other junior and senior high schools in Hillsborough County?

MS. FAVATA. You mean are there any other bilingual courses?

MR. GLICK. Yes.

MS. FAVATA. Yes, I'm aware of that.

MR. GLICK. Could you give any idea of how many students there are that need this kind of specialized education?

MS. FAVATA. Well, I only know students in my area because they come mostly from the Town and Country area and the outskirts of west Tampa. That's about it.

MR. GLICK. Have you had any specialized training for teaching bilingual, in bilingual classes?

MS. FAVATA. I majored in Spanish and minored in English. And I also went through the experience personally that they did, in that I'm from Puerto Rico and I was put in an Anglo-Saxon, English-speaking school, and I went through the trauma that they did also of being called dummy, being called stupid, and then making up my mind that I was not only going to learn the language, I was going to be better than they were, I was going to prove to myself that I had the ability

that they did. It was the only way I could do it and this is what my kids feel; they feel that they're looked down on because they can't read, they can't write. Consequently, they can't perform in class and consequently their IQ, you might say, their intelligence is questioned.

MR. GLICK. Is there any transmission of cultural concepts, of Hispanic culture concepts, to these children or are you only teaching your subject areas?

MS. FAVATA. I am teaching them also culture. For example, this morning I took out a booklet on Jose Marti, who is like the George Washington of Cuba, and two of my kids didn't even know who he was and it really surprised me. So I am teaching them not only our culture and our customs, but some of their culture in English.

MR. GLICK. Thank you.

Mrs. Lobato, you're the coordinator for bilingual-bicultural education in Hillsborough County schools. Are you able to give us any overview of the extent of need for bilingual-bicultural education?

MS. LOBATO. Definitely. As a matter of fact, we have just finished a survey which covered all of the children in Hillsborough County. And it showed that there are pretty close to 8,000 children who fall into the categories of having foreign-language backgrounds that would probably be needing the services.

MR. GLICK. Are the majority of these children of Hispanic background?

MS. LOBATO. The majority, yes.

MR. GLICK. What other language groups are there?

MS. LOBATO. As of yesterday we were concerned primarily with seven. But would you care for me to read those out to you? Right now we stand at 15.

MR. GLICK. Fifteen different language groups? I don't think you need to read them.

VICE CHAIRMAN HORN. Well, I would like to hear them because I've got a note here on the seven you had and I'm curious, if you would also state the criterion by which HEW requires you to recognize these language groups.

MS. LOBATO. Okay. The numbers that I am talking about at the present are the numbers that go under the "umbrella number." We haven't come in with a second survey yet to assess the degree of English proficiency which would be the A through E categories. But as it stands right now we have, and this would include the seven that you have, the Chinese, Dutch, French, German, Greek—

VICE CHAIRMAN HORN. Excuse me. Do you have the numbers with those? Could you give us the numbers?

MS. LOBATO. Yes. Surely; 44 Chinese; 24 Dutch; 150 French; 291 German; 32 Greek; 26 Hungarian; 260 Italian; 69 Korean; 29 Philippine; 20 Polish; 25 Portuguese; 5,813 Spanish; 25 Tagalogs; 36 Thai; 153 Vietnamese. Now, these are the numbers that I am calling out that are over 20 in the county of that particular category. I am not going

into other languages in which we have like 4 Russians and 14 Arabic, 11 Danish, and so on.

VICE CHAIRMAN HORN. So this is, the HEW requirement is that you have 20 in the county and your first survey determined really that they speak only this language or that they are the children of parents who speak only the language?

MS. LOBATO. Right. That was the initial survey that was made back in September of '75.

VICE CHAIRMAN HORN. So you don't really know at this point how proficient in English these children are?

MS. LOBATO. No, because we haven't gone in with the second survey.

VICE CHAIRMAN HORN. What is the HEW criterion? Only that their parents speak the language?

MS. LOBATO. The criterion for going into a structured program is that they speak no English or very little English.

VICE CHAIRMAN HORN. The actual child?

MS. LOBATO. Right.

VICE CHAIRMAN HORN. And then if you have 20 in that category you're mandated to provide a program?

MS. LOBATO. Right, a structured program.

MR. GLICK. Ms. Lobato, HEW has required the Hillsborough County school system to undertake a bilingual-bicultural program and you have done the survey that Dr. Horn referred to and you're in the process of doing a resurvey because apparently HEW did not accept the first survey that was done, as I understand it?

MS. LOBATO. Well, the first survey that was not accepted was the one in September of '75. And the one we just completed, that we had the results in yesterday, I believe those will comply with the HEW mandate. Now, following with—that's the survey.

Now, the second part is the assessment of these particular children that have been indicated under this survey. That we haven't done as yet. We're getting prepared to go into that.

MR. GLICK. When do you expect to have that finished, Ms. Lobato?

MS. LOBATO. We have something like 8,000 children that we will have to resurvey in their own language or with the parent. So that will take a little bit more time. So I would imagine it probably would be 4 to 5 weeks.

CHAIRMAN FLEMMING. Just so I'm clear, the figures you just gave us are the results of the second survey? These are up to date?

MS. LOBATO. Yes, sir. Right.

MR. GLICK. In completing the assessment of need, do you anticipate being able to talk to or have some personal contact, not necessarily yourself, but through school staff with the parents of all the children?

MS. LOBATO. I expect my office to do that, yes.

MR. GLICK. So that there will be a process of self-identification by the families and the students, not an identification by a classroom teacher?

Ms. LOBATO. Right. And then in that survey we will be able to assess the degree of English proficiency.

MR. GLICK. Mrs. Lobato, you have prepared a plan for submission to HEW for grant purposes, and I have a copy of what you gave me the other day.

Ms. LOBATO. Did you say "grant"?

MR. GLICK. For funding purposes.

Ms. LOBATO. No, sir, I believe not. That's a plan that has been submitted in which the county commits itself to follow the so-called remedies of HEW. That was not for Federal purposes.

MR. GLICK. I see, but you're anticipating some Federal funding of the program?

Ms. LOBATO. Right, and that's another program which we call our ESA bilingual program, which is the Emergency School Aid Act bilingual program.

MR. GLICK. That will be the source of the funding?

Ms. LOBATO. Right.

MR. GLICK. And the document I have here entitled "Comprehensive Plan for Bilingual Education," dated March 9, 1976, is a plan prepared by your office for submission to the board of education?

Ms. LOBATO. Yes, sir.

MR. GLICK. Mr. Chairman, I would like to introduce this plan which I have reviewed, and it appears to be a very excellent one, into the record as Exhibit No. 38.

CHAIRMAN FLEMMING. Just before we do that, so I am clear, you're seeking financing for this plan from the board of education?

Ms. LOBATO. No, sir. The ESA bilingual program, if we do in fact get funded for that, it will help to alleviate the burden that would be otherwise placed upon the school board in implementing that plan.

CHAIRMAN FLEMMING. I see. And as far as this overall plan is concerned, you're not seeking Federal funds to finance the total plan?

Ms. LOBATO. That's correct.

CHAIRMAN FLEMMING. All right. Without objection, we will enter that in the record at this point as Exhibit No. 38.

[The document referred to was marked Exhibit No. 38 for identification and received in evidence.]

MR. GLICK. Could you very briefly give us a summary of the focus of the plan that you have submitted?

Ms. LOBATO. The comprehensive plan?

MR. GLICK. Yes.

Ms. LOBATO. It is to provide a structured program for children who fall into the categories which we were talking about, who have very little English proficiency, who can't function in the classroom. We will be providing instructions in their own language and at the same time giving them English instruction.

MR. GLICK. Will English as a second language, the ESL program, be part of this?

Ms. LOBATO. Yes, sir.

MR. GLICK. Do you think ESL is an effective device for bringing children into the educational system, more capable—

MS. LOBATO. I think it is an effective device in giving them English instruction and preparing them to cope with the English language. But at the same time we will be giving them instruction in their basic skills area in their own language. So by the time that they have acquired proficiency in English they will be ready to go into their regular classrooms without any loss of the basic skills.

MR. GLICK. Will there be some cultural aspects, elements in the program as well?

MS. LOBATO. Most definitely. That would have to be an integral part of the program.

MR. GLICK. How do you anticipate being able to manage a cultural program for, let's say, 100 Asian children who may be scattered throughout the school district?

MS. LOBATO. We are providing consultants and people, hopefully certified teachers, that will go into these schools to provide these programs. And hopefully with the cooperation of the principals and the administrative staff we will be able to accomplish this.

MR. GLICK. Does your plan include the resource teacher concept?

MS. LOBATO. Yes.

MR. GLICK. How will that function? Can you describe that for us?

MS. LOBATO. Yes. The resource teacher will be a teacher that will be able to go into the different schools and provide programs and provide instruction in the different cultures not only to the child of that particular culture, but to the Anglos as well. So there will be an exchange of cultures.

MR. GLICK. One of the problems we have seen in our hearings in various other places is that the children in bilingual programs or in ESL programs tend to get segregated from the other children in the school system, which may be detrimental to the child. Do you have any kind of built-in situation for avoiding that?

MS. LOBATO. That kind of situation comes from lack of understanding, and that's a bridge that you have to cross. You have to make these two cultures aware of each other. And once you promote understanding of these cultures, then I think we will alleviate the situation you just mentioned.

MR. GLICK. Will there be any kind of special training for teachers in the schools who are not necessarily bilingual-bicultural teachers, but the other teachers for an understanding of the needs of these non-English-speaking or different-culture children?

MS. LOBATO. Only through exposure of our program at this point.

MR. GLICK. But nothing on a formalized basis?

MS. LOBATO. Not at this point, no.

MR. GLICK. Thank you.

I have no further questions, Mr. Chairman.

CHAIRMAN FLEMMING. Commissioner Horn?

VICE CHAIRMAN HORN. I am interested in pursuing one point Mr. Glick raised that I am not sure on the answer. Let's take an example, Mrs. Lobato. You have 24 students that have been identified as Dutch language students, and you have other smaller groups, 20 Polish, 20 Filipinos, Tagalogs, so forth. How in a busing transportation system are you going to effectively reach these students unless you consolidate them in one school and permit them to proceed almost as a group until they attain English language fluency?

MS. LOBATO. We will not be setting up schools that are identifiable as one particular group or as a school being of a particular culture or a mixture of cultures. They will be in with the Anglos. As far as working the logistics out, there might be a combination. We may have to ultimately turn to some busing, some itinerant teachers, combinations of localizing some of these children in one particular school. This hasn't been finalized yet. But it seems like, at this point, that a combination of these will be the way we will have to go.

VICE CHAIRMAN HORN. What I am just curious about as an administrator is the staffing needs. Does this mean for 32 Greek students we will hire just one teacher and keep that teacher on the road, almost as a circuit rider, or does it mean we hire 1 for every 10 because we are going to divide them into groups of 10 or what? I am just curious what your planning is.

MS. LOBATO. Now, these 32 are scattered between grades 1-12. We will try to get as many of them as we can geographically into one school if we can possibly manage that, and then we will have to hire teachers at different levels to be within these schools.

VICE CHAIRMAN HORN. Of course, if you say that they are scattered through grades 1-12, presumably by this time we have some indication of whether they are proficient in English or they aren't, or why did they get to the 12th grade?

MS. LOBATO. They could be recent immigrants to the United States.

VICE CHAIRMAN HORN. I see, I see.

MS. LOBATO. As we have the case in many of our high schools right now.

VICE CHAIRMAN HORN. I have very mixed emotions on a lot of this program, being the son of an immigrant myself, as to how one effectively teaches English. And that is why I am interested in your views. You say both ESL and bilingual education have their appropriate value, as I understand it, given certain situations. But I am bothered just at the extent of this and really the unreasonable expectations that are being created in terms of competency and wondering frankly and I am searching for some answers, as to whether this is the right way to go about it.

MS. LOBATO. We hope it will be ultimately. I know it will be rough in the beginning. There is no question about that. But ultimately, as the program grows, it should be in its final stages where we do have certified teachers that would cover these areas.

VICE CHAIRMAN HORN. Thank you.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. In earlier testimony, we were informed that HEW requirements relative to bilingual-bicultural education in Hillsborough County are too stringent and, in effect, counterproductive because the requirements may relate to States and areas in the Southwest but not really to the nature of the conditions in Hillsborough County. Could you comment on that, especially Mrs. Favata?

MS. FAVATA. For my own benefit, would you go over that again for me, please?

COMMISSIONER SALTZMAN. Well, we were told that the HEW requirements being imposed on the Hillsborough County school system are not really relevant in the area of bilingual-bicultural education because, for example, there is no area in which the student, though he may have one language at the present time, will find that language in the community, in stores, etc., he does not go back anywhere into the community where there is that language primarily spoken, whereas in other parts of the country there will be his native tongue or original tongue principally used in the culture.

CHAIRMAN FLEMMING. The feeling was that the people who developed the regulations or guidelines at HEW may have had the Southwest in mind and that they are unrealistic in terms of the situation that exists in this county.

COMMISSIONER SALTZMAN. Would you agree with that or disagree?

MS. FAVATA. Well, I am not really familiar with the Southwest. I mean—

COMMISSIONER SALTZMAN. Well, the point that the individual was making, in the Southwest, for example, a Spanish-speaking child would find himself in a situation where on the street Spanish is spoken, in stores Spanish is spoken, but here in Hillsborough County English is really the sole language used in the community or in the county, and therefore the need for a bilingual-bicultural education is not on the same level as in the Southwest.

MS. FAVATA. Well, here in Tampa, everywhere you go, whether it is the courthouse or the hospital or any school, someone will be speaking Spanish. And I don't know why, but people who don't speak English always know who in that school or who in that place speaks Spanish.

And this is what I told my kids. I said, "I want you to learn how to speak English because I don't want you to depend upon anybody."

When they walk into their home, they are back in Colombia, or they are back in Cuba or back in Ecuador. That is the only language that's spoken, is Spanish. But when they are with their friends, they speak really a combination of both. When they're playing with their Anglo-Saxon friends, it's English, or if it's just with Cuban friends it is a mixture of both.

COMMISSIONER SALTZMAN. So you don't feel that the HEW regulations are too stringent nor irrelevant to this part of the country?

MS. FAVATA. No, I do not.

MS. LOBATO. May I comment on that? I don't feel at this point that HEW's remedies are absurd as far as meeting the needs of this county, simply because I think what they are asking for is really something which makes a great deal of sense. You teach a child English and in the meantime that child is attending classes that are in English, he cannot grasp his basic skills, so he is losing out on mathematics; on science, and so forth. So you provide a program for him or for her in which he is learning English, but at the same time he is maintaining his academic studies, keeping up his grades, and so forth by receiving the instruction in his own language in the math and science.

COMMISSIONER SALTZMAN. We were told that that process delays by an estimated 6 years his ability to function adequately in English. Would you agree with that?

MS. LOBATO. I do not agree with that. I don't know where that information came from. But I don't agree with that at all.

MR. ALBA. I would like to react to that question, too, please. First of all, I don't know how this person determined what the need was of the Spanish-speaking community, since nobody has gone into the Spanish-speaking community to determine what the situation is within that community. There are no structures of information of feedback either to government or institutions like the schools.

For example, I will give you a little statistics. I attended a public forum Monday on the program for the Hillsborough County schools program for the socially maladjusted. Socially maladjusted. There isn't one single person working for that program that speaks Spanish or is remotely informed about conditions in the Spanish-speaking community. All right.

So how can they determine what the problems are of a child that come from parents of another culture if they can't even communicate verbally with that child? That's number one.

Number two is I think could qualify it as a conspiracy of silence about the conditions in the Latin community. I am going to quote—this is all my personal experience. For example, when Channel 13 television did a presentation on bilingual-bicultural education and they were against it, I personally asked for equal time to reply. And I was told I was not given the time because I was told I was not a member of a responsible, recognized organization. So, consequently, what becomes evident is that you need to organize and create a lobbying group or a pressure group in order to be recognized and to be afforded the media to explain—in other words, it is up to us to structuralize ourselves in the community. The community is not going to take the initiative and create ways by which the Spanish-speaking community can successfully become integrated into the broader community. The University of South Florida does not have one single program that is directly related to the Spanish-speaking community. Neither has Hillsborough Community College. Same thing with the public schools, up to now. In essence, I do not understand how somebody can say

what is the condition of the Spanish community when nobody has really gone in to found out.

COMMISSIONER SALTZMAN. Would you care to comment on whether or not at this point you feel the school administration and the school board are adequately sensitizing themselves to the needs of the Spanish-speaking community?

MR. ALBA. Well, I would say that some have. I would say that some have not recognized what the problem is. They think of it strictly as a language problem. And the language problem is really just a symptom of the broader problem which is culture. Right?

There is a lot of people that are capable of handling the English language, but not become structuralized in our system and cannot use the methods and the means that all of us use within our society to get ahead in life. There are other people in our community that hardly speak even English, but are functionally structural in our society and can function without any problems. So the real problem, the core of the problem, is one of culture, and language really comes second when you get down to what is the biggest, most important problem in this community.

COMMISSIONER SALTZMAN. Thank you.

CHAIRMAN FLEMMING. I don't know whether any members of the panel are familiar or not with the report that the Civil Rights Commission issued some months ago on bilingual-bicultural education, but we did issue it as one of our major reports in the area of civil rights. And the Commission is firmly committed to the concept of bilingual and bicultural education and feels that it is very important and is essential in terms of protecting the basic constitutional rights of persons such as those we have been talking about.

I gather from testimony of all three members of the panel that you feel that, if you think in terms of the Southwest with the large Mexican American population and compare it with the situation here in this county, you believe the same basic issues confront this county as confront the Southwest—there may be some difference in degree at certain points, but that the same basic, fundamental issues confront this area?

MS. LOBATO. Yes. I think the cultural needs are the same, yes.

MR. ALBA. Yes.

CHAIRMAN FLEMMING. Well, you have been helpful in giving us the picture of the situation here in this county and we are grateful to you for being with us.

MS. LOBATO. I appreciate the opportunity.

CHAIRMAN FLEMMING. Thank you very, very much.

Counsel will call the next witnesses.

MR. GLICK. Mr. Chairman, we scheduled a witness from the HEW Office for Civil Rights, but the Office for Civil Rights did not send any representative. However, pursuant to your instructions, the instructions of the Commission, a letter was sent to Mr. William Thomas, regional

director of the Office for Civil Rights of the Department of Health, Education, and Welfare in Atlanta, posing the questions that we would have posed had he been present. And we have received a response from Mr. Thomas, the letter sent to him from Assistant General Counsel Donald Stocks. And I can, if the Commission desires, read the substantive responses into the record at this point, or I can simply enter the letter into the record, whichever you desire.

CHAIRMAN FLEMMING. Well, I would suggest that we enter it into the record at this time. However, I would appreciate the staff analyzing the response and making a recommendation to the Commission as to the adequacy of the response. And we would hold—I will not adjourn the hearing at the end of the day. I will recess it so if we need to take testimony directly from Mr. Thomas we will be in a position to do it and make it a part of the record of this hearing. But whether we take that course of action or not will depend on the analysis made by you and your associates, the recommendations you make to the Commission, and the action that the Commission takes on those recommendations.

MR. GLICK. Very well. Then with your permission, I will introduce into the record as Exhibit No. 39 correspondence from Assistant General Counsel Donald Stocks, dated March 30, 1976, to Mr. William Thomas, and his response, also dated March 30, 1976.

CHAIRMAN FLEMMING. Without objection, it will be entered in the record at this particular point.

[The documents referred to were marked Exhibit No. 39 for identification and were received in evidence.]

MR. GLICK. We are now prepared to enter that portion of the hearing which is devoted to unscheduled witnesses, persons in the community who have statements they wish to make to the Commission. As you have indicated, the unscheduled witnesses are limited to 5 minutes, although they are permitted to enter or provide for the Commission a statement in writing. It does not necessarily have to be done, but as long as the record of this hearing is open, which will be for several weeks, statements can be submitted.

I would like to advise all of the persons who are going to provide testimony for the Commission that the Commission cannot take testimony which will defame or degrade or incriminate any person. Therefore, if a witness wishes to make statements which relate to any particular individual in the community, I advise them to be very careful not to provide testimony which does defame, degrade, or incriminate any person, and in the event that I do hear a statement of that nature I will have to interrupt the witness.

May I call the first?

CHAIRMAN FLEMMING. Pardon me just a minute. I want to make sure that everyone who is in the hearing room at the present time understands the procedure that is being followed. I did make an announcement earlier in the morning, but I appreciate the fact that some

persons are undoubtedly here who were not here at that time. What we are doing now is in accordance with the statement made by Commissioner Freeman at the opening of the hearing, namely to hear unscheduled witnesses.

We recognize that news stories prior to our coming here indicated that this procedure would start at 4:00 o'clock this afternoon. When we met as a Commission Monday morning we learned that some of the members of the Commission would have to leave during the middle of the afternoon. Consequently, we have rescheduled some of the witnesses that had been subpoenaed and made provision for starting this part of the hearing at approximately 2:00 o'clock, which it is now. However, some of us will be here at 4:00 o'clock just in case some persons who want to be heard have not caught up with the change in time. Anyone who wants to be heard should confer with a member of our staff in the DeSoto Room and, if the person does, she or he will be listed as a witness. At the present time, we have 13 persons who have indicated a desire to make a presentation.

As I also indicated this morning, in fairness to everybody we feel that we do have to adhere strictly to the 5-minute rule. The counsel will call the witnesses, I will administer the oath, as we do with all other witnesses, and the General Counsel or one of his assistants will keep time, and when they call time, we permit completing a sentence, assuming that it is not one of the elongated sentences that sometimes get into the picture. But we would appreciate those who are going to participate adhering to that rule.

I also want to underline that, if you have additional comments, you may file them at this point or submit them to us at a later date, and the staff will instruct you just how to go about submitting the additional statement.

At this point, counsel, you may call the—and I also ought to say that these are listed in the order in which people talked with the staff. That is the significance of the order in which persons are going to be called.

MR. GLICK. Thank you, Mr. Chairman. The first witness is Mr. Otis R. Anthony, Jr. Mr. Anthony?

[Mr. Otis R. Anthony, Jr., was sworn.]

TESTIMONY OF OTIS R. ANTHONY, JR.

MR. GLICK. Please proceed with your statement, Mr. Anthony.

MR. ANTHONY. My name is Otis Anthony. I am a former chairman of the Black Organization Project and I now work with the Tampa Urban League.

My purpose for appearing before the Commission was to contribute to the Commission's understanding of what has happened, an understanding of the social phenomena of desegregation and its effect on black people. And my particular position, which is shared by a number of people in the community, I am a product of the Hillsborough Coun-

ty school system before desegregation and I am also a product of the University of South Florida. I was part of the first waves of black students to go into that university. I was part of the first wave of black students who fight for black students there. And I was one of the few students who returned to the desegregated situation in order to provide culture in the desegregated situation for the black students who were stifled culturally.

When I say I wanted to make a contribution, I wanted to be clear—make the Commission clear about a couple of things. One is that there are a number of people in the community who do not share the assumption that desegregation in Hillsborough County is successful. We do not share that assumption. If you remember, we share a common political position in which there has been a lot of community organizing around, a lot of community meeting around a common position that community control of schools is a better answer to the problem we are faced with.

We believe that because we recognize the political problems inherent in forced desegregation. We recognize that, at a time in this country when this country is facing a national crisis, that the effect of that on the majority of white people is going to be terrible. Under that situation, you cannot have peaceful desegregation.

The other thing is that we see community control as the viable alternative simply because community control begins to speak to the need for the people to have control over the institutions that affect their lives. The reason why you have the problems that you have in Boston is due to the fact that, one, most of it is because of the racism and also because that they are alienated from the institutions that are supposed to serve them. And the reason why you have the problem with black people in Boston is because black people have always been alienated from the institutions that are supposed to serve them and think they have to force themselves to be accepted by the majority of whites. We don't believe these problems can be solved through desegregation.

The other thing I wanted to mention to the Commission is that I have a number of articles, clippings, from the kind of activity that has taken place this year and last year in the black community in Hillsborough County around the control desegregation. We stand very strongly on this position, is because no people—in the history of any people—have people given up their children to be educated by another people. That is not—this is not humanly right, it is not necessary. No people should ever have to give up their children for any reason. So we take a very strong position on that.

The other thing I would like to add is to give you an indication of why black people have been forced to accept such a ridiculous plan as that 80-20 ratio, and it has something to do with the fact that we have a strong authoritarian school system which has a very powerful network. You have all kinds of written policies in operation that divide

students. You have police in the school who call themselves police resource officers, who students are very conscious of. You have students who are against the teachers, and you are talking about developing a program to control the desegregation plan. The solutions they are trying to implement are not working, and we see community control as a viable alternative for us at this particular time.

MR. GLICK. Thank you, Mr. Anthony.

CHAIRMAN FLEMMING. Thank you very much.

MR. GLICK. The next witness is Mrs. Dot Ehret.

[Mrs. Dot Ehret was sworn.]

TESTIMONY OF DOT EHRET

MRS. EHRET. Let me say that I am very grateful to have the opportunity to be heard. I was president of the county council of PTAs at the time of total desegregation, and I just felt I could not let this opportunity go by. I felt so close to it.

We have long wanted, since the effectiveness that had been manifested here, to have some opportunity for recognition of this and this opportunity for recognition in the effectiveness that the community has had, and the input of the PTA.

At the outset, I would like to say that I did hear something I had never heard before. I was not here when the religious community was speaking, but I hope perhaps that an implication has been made that we gave very thoughtful prayer to this situation. This is basic to the success that one has, we feel.

And I later on served as spiritual education chairman of the State board of PTA. We chose as the motto for that year "working together in harmony," and we strove to see this harmony manifested. In the second year of my presidency, we had a theme that was "let brotherly love continue," and we strove here to manifest it also.

And I have heard only a little; I would like to emphasize further the fact that one important part of the success of the plan was the participation in the citizenry in formulating that plan. We felt very protective about it because it was our plan with this committee of 100.

I had the opportunity of serving on that committee, and then when we broke down into subcommittees on the elementary part of it. And the sixth-grade center was a result of much conversation about it. We at one point talked about having first-grade centers. This seemed very unrealistic because first graders would require certain structural changes in the schools and this was just not the best plan. We felt the sixth grade was the best place in the elementary schools for a center. And it has been proven by the things the educators have put into the sixth-grade centers that they are an excellent tool. There have been extracurricular activities that have been possible that otherwise would not have been possible.

The seventh-grade centers, too, the opportunities for teaching, and I feel very personally, again, here involved because at the time of the total desegregation I had a son in one of these seventh-grade centers and it was very good after a while.

We had to start under such late—the judge gave his decision on July 2 and that left a limited amount of time for preparation, teachers. And I remember that first day when he came home from school, he hadn't had lunch that day, but after the year was going well, he had a good academic experience there and the teachers were so arranged that he had better personal knowledge of these students because of that.

And I wanted to state something that we were able to do with some of our ESA monies. We took three classes of sixth-grade students from the centers to Washington, D.C., for a cultural exchange program. These were approximately 30 students. This was desegregated, and we took them to see various things in the capital and to work closely in the interchange culturally with Morgan Community School in Washington, D.C., and to see the experiences and the effectiveness that could happen there.

And I would like to say, and in response to what Mrs. Freeman was asking the other day in regard to whether other spinoffs have come from this, I would like to interject something very personal. Our black vice president is on the bowling league I am on. This never would have happened except for the experiences I have had through the desegregation effort, and it has been a growing community thing that I think the effect of it isn't seen yet. I think it has been very positive.

MR. GLICK. Thank you.

CHAIRMAN FLEMMING. Thank you very much for sharing your experiences with us.

MRS. EHRET. I have two annual reports that I would like to submit for the record.

MR. GLICK. Thank you.

Our next witness is Mrs. Sylvia Grinan.

Mrs. Grinan?

[Mrs. Sylvia Grinan was sworn.]

TESTIMONY OF SYLVIA GRINAN

CHAIRMAN FLEMMING. It is nice to have you with us.

MR. GLICK. You may proceed.

MRS. GRINAN. In the year 1973, the superintendent sent a representative of his staff to ask if I would like to be the first black to teach in a white classroom. Others in administrative capacities had preceded me, but I believe I was the first teacher to teach in a white school in Hillsborough County.

My experiences are numerous. But I will not draw on the negative ones, only on the positive experiences as they have affected me.

My health was affected by the unaccustomed isolation experienced. My family experiences and my experiences in Cuba were such that I had lived among whites practically all of my life and never had had the occasion to develop animosity towards my white friends. My doctor advised a leave of absence, a sick leave, and I used the time to further my education at the University of South Florida.

Yes, integration has helped. Federal fundings have helped. We have been cited nationally and we are proud of that fact.

But the questions that are still unanswered are those related to intangibles, those problems that cannot be ascertained by fiscal measures. How can we measure how good a child feels about himself? How can we measure his innumerable frustrations and problems? How can we measure his feeling of inadequacy when thrown into a superior, competitive situation? How can we measure his feeling of rejection, his feeling of withdrawal? It is only when his hostility becomes evident in discipline problems, delinquency, and crimes, then the community is alerted. These violent actions can and are measurable.

It would be well to look into the family child-rearing practices and expectations, the patterns of the middle-class group, and compare the areas with the cultural patterns of the potentially handicapped. We are programmed for low self-esteem. Large families, poor economic conditions, unattended health and emotional problems, and joblessness, all of the above brings instability.

But we have gained the physical against other measurable gains, perhaps better living conditions, perhaps a few more jobs, more money for our services, better housing for those who have made it. But for most—and this is very hard to explain, our minds and behavior have undergone traumatic changes. We should have more time and more input into this instant integration. Our social and psychological nature has suffered tremendously and perhaps you can see why.

For hundreds of years we have been apart, and all of a sudden we are thrown together and asked to love each other. It is the court's decision. What about the personal acceptance? One cannot legislate love.

This committee is fair. Robert Rankin has asked, if black teachers can understand the white culture, why can't white teachers understand the black culture? Mr. Murray Saltzman says that minorities are forced to accept white values. We as blacks are forced to do everything your way. Just you, as whites, cannot be forced into even understanding our way. If and only, as the Indian says, unless you have walked in my moccasins you cannot afford to judge me.

Do you really think that your behavior would be different than mine if you had my same experiences? Political representation in Hillsborough County is nil. We have no one in the school board, no one on the school council, no one on the council staff, no one on the county commission.

MR. GLICK. Mrs. Grinan, you have one more minute.

MRS GRINAN. We have not had contact with all high schools, but we have nothing but praise and respect for some schools where the administrators are unbiased. We are seeing counseling and the entire efforts of some deans and counselors and concerns of many white teachers for our black students.

Yes, there are many whites who do understand our culture. How can we blame the educators? This is a people problem. This is a community problem. This is a love problem. This is a problem of political apathy, the problem of joblessness, the problem of economic inefficiency. We ask that blacks and whites see beyond the years of psychological isolation and that they join hands to build a better Hillsborough County.

Thank you.

CHAIRMAN FLEMMING. Thank you very much. If you would like to leave the full text of your statement with counsel, we will enter the full text in the record.

MR. GLICK. The next witness is Mrs. Geraldine Barnes.

[Mrs. Geraldine Barnes was sworn.]

TESTIMONY OF GERALDINE BARNES

MS. BARNES. My name is Geraldine Barnes and I served 3 years on the biracial advisory committee with Hillsborough County. I also represent—I am representing myself as a parent.

I have been involved in school work, functions, for many, many years in this county. I am the mother of three children. Two of my children were involved in the changeover when desegregation came about in Hillsborough County. Also, I served on the desegregation committee that helped draw up the plan for Hillsborough County during that year.

I would like to relate to you some of the experiences I know that my children experienced and some of the things that I saw that happened during that time.

During the time that desegregation came about in Hillsborough County there were two high schools here, black high schools. One was Milton Senior High School and the other one was Blake Technical School. It was a vocational and technical school. My main—the problem that I feel that should have had a long-range planning into the plan that was formulated in Hillsborough County was that Blake Vocational and Technical High School, the children from Blake—mind you, this was a vocational and technical school—these children were paired with a white high school that was considered one of the highest academic level schools in this county.

I feel that pairing children from basically a technical school and vocational school, which I would say about 90 percent of the children were receiving some kind of vocational and technical training and maybe 10 percent were receiving the lower level of college level cour-

ses—pairing these children on a high level of academics and strictly a college preparatory school, these children were at a loss. They was forced and put into classes mainly to keep the ratio.

Some vocational and technical courses were implemented into the Robertson High School after they realized some of the problems that came about as a result of this; a number of black children were suspended because they were becoming discipline problems. They were behavior problems because they couldn't cope with the type of classes that they were put into. They had no prerequisite for some of these courses such as advanced algebra. These kids were not prepared for a lot of these advanced courses. And naturally they would become some type of behavioral problem to the school, the teachers, because they really didn't know what was going on.

I saw this with my children. I saw this with a number of children in the community. As a result, these children were suspended. And I am wondering: Where are these children now?

As a result of some of the things that happened from desegregation in Hillsborough County, the evening schools in this county have—their enrollment has increased because the number of children were suspended because they were discipline problems. Hillsborough County has a mandatory of 15 days. If the kid is suspended for 15 days, mandatorily he fails for the school year.

I have experienced a number of kids, especially black children, for some of the same things that white children were doing in the school, giving the teachers problems. The black children were automatically given 5 days, 10 days. Well, it doesn't take but three times to get 5 days' suspension and you have 15 days.

MR. GLICK. Mrs. Barnes, you have one more minute.

MS. BARNES. Okay. These children were forced to drop out of school because they lost interest. After desegregation came about in this county, children who had been functioning at the previous black schools as majorettes, cheerleaders, and the other extracurricular activities in these schools, they no longer were a part of these things in the desegregated school simply because they soon became some type of a discipline problem. If you had any type of record pertaining to your conduct, they could not participate in these extracurricular activities.

MR. GLICK. I am sorry, but your time has expired.

MS. BARNES. Thank you.

CHAIRMAN FLEMMING. Thank you very much.

MR. GLICK. Our next witness is Joseph A. Burton. Mr. Burton?

[Mr. Joseph A. Burton was sworn.]

TESTIMONY OF JOSEPH A. BURTON

MR. BURTON. Mr. Chairman and members of this Commission, I wish to thank you for this opportunity and hope I wasn't deducted for travel time on my 5 minutes.

[Laughter.]

CHAIRMAN FLEMMING. It started right now.

MR. BURTON. Thank you.

I would like to, first, if I may, as a private citizen representing only myself as a concerned citizen in the community, make one recommendation to the committee, and I would hope that this recommendation would be carried on to the President of the United States and the Congress in the committee's recommendations. And that is because we are unique in this community, possibly in comparison to other communities in this fact that we have no black elected officials here, we have no members of the black community, therefore, in a position of electoral power. I would, therefore, suggest to this committee that any future funds, Federal funds, coming into this area pertaining to schools would be accompanied by guidelines that would require an affirmative action program that would incorporate black representation because we do not have black elected officials, and that this black representation would have equal voice in the allocation of these funds in the criterion for which they are spent.

Having given this recommendation, I would give a little bit of my background. I served on a number of committees in the community in the last 5 years pertaining to housing and the discrimination in housing. I would like to inform the committee that as of yesterday the legal department of the city of Tampa produced an ordinance that will be presented for public hearing in the next 8 weeks, we hope, that will be the first fair housing ordinance in the city of Tampa—in fact, in Hillsborough County. We hope that if we are successful in the city that this ordinance will be adopted in the county.

I would like to take issue with some of the testimony concerning discrimination in housing and its relation to the problems we have in the schools. I would like to inform the committee that the discrimination in housing is well and alive in the city of Tampa. I would like to refer to the Milo Smith report of late 1969 and 1970, available to this committee through the office of the city clerk, wherein that report recommends that we have a fair housing ordinance and cites testimony, voluntary statements of fact and testimony under oath, that substantiates the long history of discrimination in housing in the city of Tampa.

In 1974, at the initiation of private citizens of the community, and not the administration, the city council voted on and adopted philosophy to accept the fact that we did need an ordinance for fair housing in this community in correlation to other problems of discrimination such as we have in the schools, such as we have in employment. The council's recognition of this fact of discrimination, I think, puts down any statements that have been offered to this Commission that, in fact, discrimination is not a big problem here. It is a big problem here.

The ordinance that is being proposed—and it will be presented for public hearing—will track precisely the Federal law. What we are hoping to do is localize Federal legislation simply because we have not been able under the Federal law to provide immediate redress for those citizens who are discriminated against in our community. We feel by localizing the Federal law and providing local penalties and particularly local conciliatory agreements that we will be able to provide immediate redress for the citizens and this is the purpose of the ordinance.

I would like to also state that in relation and in the correlation, so that in your recommendations that you don't leave Tampa with just the picture of the school problem, that these problems are correlated, the problem of unequal employment opportunities, the problem of unequal and substandard housing, the problem of discrimination as a policy.

One person made the statement here—and I would not attempt to identify the person—it is on the record—that we are a law-abiding community. I would suggest to this committee that generally, yes, we are, but that we have a long history of violation of Federal law pertaining to civil rights; that in fact when the civil rights laws come down from Washington to Tampa, Florida, they become misinterpreted as civil privilege instead of civil right and that you must do certain acts and take certain actions to avail yourselves of these civil privileges.

MR. GLICK. Mr. Burton, your time is almost up.

MR. BURTON. I would simply like to conclude by thanking you for this opportunity, and I would be more than happy to make available to you any information and documented information pertaining to the history of this problem in Tampa. Thank you very much.

COMMISSIONER FREEMAN. Mr. Chairman, I would like to request the staff to obtain from Mr. Burton or from any appropriate source the report to which he refers with respect to discrimination in housing in Tampa and that it be included as part of the record of this hearing.

CHAIRMAN FLEMMING. Without objection, that will be done.

MR. GLICK. The next witness is Mr. Rudolph Harris.

[Mr. Rudolph Harris was sworn.]

TESTIMONY OF RUDOLPH HARRIS

MR. HARRIS. I am Rudolph Harris and I was born right here in Tampa, lived here all my life. I am a veteran of 19 years in the public school system. I did give an interview to the people that preceded me here, and most of what I had to say will be found in the interview. But other than that, there are a few comments I would like to make about some things that I feel very strongly about.

I was transferred to Plant High School in the year 1970-71, I think it was, and for 3 years there I taught American history and taught the first course in black history there. I worked very closely with the

human relations specialist, Joanna Jones, at that time and together we tried to resolve many of the problems that affected the student body and black students more in particularly as a result of desegregation.

Here are some of the pertinent things that I discovered and I noticed that were detrimental to an effective program in human relations. Number one, there seemed to have been a lack of administrative leadership to a positive desegregation program, integration program. I am not talking about numbers. I am talking about a curriculum development that would meet the needs of both blacks and whites, boys and girls. It was under protest and then we got a course in black history. Students had to demonstrate and threaten violence, and we finally got that course instituted there.

The course developed as most of them generally do, and one thing I was primarily concerned about was that it was all black. To offset that, because I felt that all the students needed the benefit of whatever experiences that would come out of the course, I tried to integrate the American history and black history together, and I felt somewhat intimidated as I began to embark upon these new ventures. But we were successful in getting a few black kids and a few white kids into the course.

In all my years while I was there at Plant High School, there was not one instance that I can remember when, in spite of all the confusion, in spite of all the intense, violent atmosphere between blacks and whites, and in spite of all the accusation of students of discrimination by teachers, preeminently white teachers, there was not one instance wherein we were reminded that we should consider the fact that we were operating within a desegregated school system and we must deal with both races. We might be called on the carpet about enforcing things like dress codes and all that sort of thing, but never has anyone given any kind of moral support to making desegregation work and that disturbs me tremendously.

A couple years later I was asked to take the job as human relations specialist and that was the year in which I endured probably the most horrible experiences of my life, especially as a teacher.

The idea of making desegregation work, of teaching black and white kids how to get along together, how to function together as a unit, as a body politic, or what-have-you—one of the problems we had was the lack of black representation in the visible bodies like student council, student government, and what-have-you, and clubs and honor clubs and what-have-you, so we devised a plan wherein the black and white kids would get some experiences that we felt they needed in that respect.

For example, we offered a plan wherein they, transported students, which consist of party to elect certain quotas of representation to these various bodies and under that plan the unique thing about it was that white kids would both be in a minority in one party and black kids would be in a minority in another, both groups enjoying some degree

of affluent leadership. In trying to implement that program in the year 1975, I ran into some problems with the administration.

Out of that situation, for reasons that I have not yet determined today I was demoted back into the classroom. I asked the reasons for the charges, and no reasons were ever given.

MR. GLICK. You have 1 more minute, Mr. Harris.

MR. HARRIS. The thing that really frustrates me is that you go into a situation and you try to do what you feel the law says, you try to conduct yourself as a teacher and try to do the right thing, and for this type of thing you are victimized in such cruel ways because I have suffered all kinds of intimidations while I was there for the things that I felt that I had done and at this time I have yet not been given any kind of hearing in spite of the fact that I have gone to superiors and what-have-you. No one has looked into it.

As I say, we are in court on this matter.

I would ask that the Commission, that you accept the interview that I gave to the people who preceded you because in that would be the many, many things that I would like to express at this time but time does not permit.

MR. GLICK. Thank you.

CHAIRMAN FLEMMING. Thank you.

MR. STOCKS. Our next witness is Mr. E. L. Bing.

CHAIRMAN FLEMMING. I don't have to swear you again.

ADDITIONAL TESTIMONY OF E. L. BING

MR. BING. First, I would like to say for the record that I don't think the people from the universities and the colleges that testified with you took due credit for the kinds of assistance that they provided to the Hillsborough County system. For example, the dean of the college of education at the University of South Florida actually served on our committee in the development of the plan. And in all of the colleges and community colleges we had a number of professors that provided all kinds of help and assistance to us during this process, and since the development of the plan and the actual implementation of the plan those universities and colleges have provided us all kinds of services in terms of inservice education for our teachers upon our request. So the kinds of things that they have done for us, I don't think those witnesses took full credit for the kinds of services they provided for the school system.

Secondly, there has been no reduction in black personnel. This was one of the compromises I mentioned in my first day of testimony. For example, when we developed the first plan for the integration of staffs, there were roughly 712 or 714 black teachers. Today in Hillsborough County there are some 940 black teachers. So there has been an increase of over 200 black teachers, just teachers alone.

At the time of integration we had 19 black principals. Since that time that number has gone up to 21 and is presently back to 12. At that time we had about 10 black deans. Now we have 24 black deans. We have an assistant principal. There has been no reduction in black personnel, but an increase in black personnel.

One other thing I would like to say for the record is that in our big citizens' committee in the development of the plan we had some subcommittees. Now, what actually happened, some of the reports that came out of the subcommittees, the recommendations, for example, the number one recommendation that came out of one particular subcommittee was not accepted as the number one by the committee of the whole. What actually happened was that the recommendations that left the committee of the whole were accepted by the board, but not necessarily the recommendations as they emanated from the subcommittees. I would like to get that record straight.

I would hope that before the staff leaves town that we will be able to explain to the staff sufficiently this business of 80-20 and this business of 80 percent of black youngsters being bused as being equivalent to 20 percent of the white students being bused. In terms of numbers, we are busing for desegregation purposes the same number of white students as we are black students. It is the percentages that confuse people. To change this, it would break Fort Knox to do this and I will be glad to meet with staff members and explain the ramifications of this.

There is one other thing I would like to mention. There has been a lot of discussion about the human relations program. I wrote the first human relations program and for each project that has been submitted to the government subsequently I have submitted those projects.

Mr. Clark, who is also black, was the first director of the human relations program, and since that program's inception it has always had black supervisors. Out of the field staff specialists, 24 of the 37 specialists in those schools in human relations are black, 24 of 37. So I would like to put that in the record.

There was testimony about the bilingual project and the comprehensive plan for bilingual education. That comprehensive plan to meet the remedies of *Lau* will take \$3.5 million. We have submitted a project to the government for \$826,000 which will come nowhere near meeting the demands of *Lau*.

So I would like to recommend to the Commission that you request that HEW look at the remedies in view of local situations and see if there couldn't be some flexibility in the implementation of the remedies.

As it relates to black officials, which I just want to get the record straight, we have had one black official who was elected, Honorable Judge Edcombe. He ran last time unopposed. There is a building now recommended to be named after him. This does not remove the fact that there is a dire shortage of black elected officials. I just wanted to get the record straight.

I think this testimony has been real good and fruitful. The one good thing I see that has come out of it, the Commission has had an opportunity to see the massiveness of our problems. We are aware of them as school officials and staff members. We have problems. We don't have money. We are not saying that the Federal Government should supply us with the money we need, but I think the Commission should be aware of the fact that we just don't have the local resources to bring to bear to get at all the problems and, however, we assure you that we are cognizant of those problems. Thank you.

CHAIRMAN FLEMMING. Thank you very much.

MR. STOCKS. The next witness is Mrs. Cecile Essrig.

CHAIRMAN FLEMMING. You have already been sworn.

TESTIMONY OF CECILE ESSRIG

Ms. ESSRIG. Right. I am speaking as an individual now, although I have been a member of the school board during this process. We feel we are extremely fortunate to have been the expertise and objective view of what we are doing here by your people and, if we had asked you to come in, we couldn't have asked that you do it any better. And, really, the kinds of people you have had and the kinds of questions have given us a look at our system that we have needed and certainly will be of benefit to us. So I think it is an opportunity that we really appreciate.

What I am interested in is—first I want to say that we did have in fact a dual school system and we did in fact need to convert to a unitary school system, and there was no way to do that in a hurry without having lots of frustration and lots of people not satisfied with the way it was done. But it had to be done and it has been done, and I think we have really come a long way.

I think, though, that we have to now make some decisions for the future that are going to build on what we have and see what comes next because we cannot always stay in this period of transition where we rely on court orders and reshuffling and counting to remedy a problem. We have to look ahead and see how can we build something that will in and of itself assure quality education, assure good feelings in the community, and not be a step backward. And I as an individual have some ideas that I think can accomplish this. And I would like to mention them to you.

I think that this in no way means that I don't think that the plan we now have in our school system is helping our school system, helping our young people, and that it is possible for every young person to get quality education and to be recognized with respect and for the potential that he or she has. I think that's possible as it is now. But, I think, if we are not going to continue to count and transport and have artificial means to accomplish what could be accomplished in a new and creative way, we have to look ahead and build towards 5 or 10, 20 years from now.

I would like to suggest that there might be a way to do this. And you had talked, you have asked questions about the possibility of building schools in the inner city and in the periphery of the inner city and whether this would help. I don't think this would help unless we did it as a total new concept of magnets, magnet schools and schools that would attract young people for different reasons. And then we could bus from the total community towards these schools, and we will have a minimum of geographical busing and a reason for people of their own choice and volition to go to these schools because of their interest. We could have clusters of schools. We could have alternative forms of education. We could have both the teachers and the young people choose what they wanted in this school setting and because they were going there, because of what they felt suited their needs, I think they would benefit from this. And I think it would be a challenge both to the young people and to the people teaching them and certainly a challenge to administer a program like this.

I think it could be done. And if perhaps we could let this community be a model and an example to the rest of the community of what is the next step; what do you do after you go to a unitary school system that perhaps is not the final answer, but the transitional answer, what is the next step?

And I think if we could begin now to plan these schools and to build them and get input as we got in this plan from the community that it would be a thing; that our young people could certainly continue the leadership that we are teaching them, hopefully, in the schools and take over and go from there.

I think that busing is the safest way to travel in an urban community like ours. I don't think we are going to go back to neighborhood walk-in schools because it is not safe whether you're 2 miles or a half mile or two blocks to walk on a busy highway or busy street. I think we need transportation to a central location, and I think this could be done and perhaps you would like to use us as an example for the rest of the communities to show that it could be done, and it could be done with creativity and with imagination and never giving up on what we expect educationally from our young people and from the educational system. And I see it as a way to go because I think, instead of looking back and saying, look how far we have come, I think we have got to look ahead and say, where are we going? I think we need to assume this leadership and I think we could do it later. We can't recycle and just throw away what we have. We have got to build on it and move ahead and I think this is what I'm trying to say.

CHAIRMAN FLEMMING. Thank you.

MR. STOCKS. Our next witness is Mrs. Lee DeCesare.

[Ms. Lee DeCesare was sworn.]

TESTIMONY OF LEE DECESARE

MR. STOCKS. Would you please state your name and address for the record?

MS. DECESARE. My name is Lee DeCesare, I'm with the National Organization for Women, Tampa chapter. My address is 407 S. Lois Avenue.

I have come to express concern to the Commission about sexism in Tampa. I know the focus has been on the busing situation, but I hope the Commission will let me make a couple of brief comments about how sex discrimination works in our city. Generally, women have second-class status in employment in Tampa and I know that because I am employment discrimination chairperson for NOW here.

Tampa has the dubious distinction being the first city in the United States to have EEOC find that our city government practices patterns of sex discrimination. The county follows suit, practicing sex discrimination too. It's systematic, pervasive, and everywhere. Private industry follows the lead of our city government and our county government by practicing sex discrimination.

I was interested in the comments of the black community leaders on how the media discriminates. Against women, the media, I think, is a microcosm of the discrimination you find in other areas of the community. Women suffer from employment discrimination. They are very marginally represented only after a charge was filed against a local television station and the charge was validated by the EEOC did the local media start to hire women into jobs where they could be seen on camera. We now have women who are anchor people but only weekends when the men need rest.

The papers are not much better. Systemic discrimination in employment there. They are ghettoized in a part of the paper where they are supposed to be entertained by recipes, bridal, and the horoscope. The image of women is very negative. They are very infrequently found in the hard news section because that's men's business. The editorial writers of both newspapers, morning and evening, deliver diatribes at frequent intervals on how reverse discrimination is going to inundate all the employers because all the unqualified women and blacks are going to tramp in off the streets and take all the jobs away from the qualified white men.

But since we are talking about the school system today, let me just finish up by commenting on the school system. I am interested in the school system as a parent. I have four children in the system, and I became very interested in the sex discrimination against girls 4 years ago when a daughter of mine couldn't get into ROTC simply because she was a female. The response of the school board was disappointing. Evidently they saw nothing wrong with it, and I finally had to get the assistance of the Secretary of the Army to open up ROTC to girls in Hillsborough County.

The school board has made some progress, however, in sex discrimination. Recently, in response to Title IX and I think some grumbling from the women's rights organizations, there have been workshops on the implementation of Title IX in the sports programs, and the superintendent of secondary education has begun to go about in other school systems and explain how Title IX should be implemented. They have also held workshops for resource people on sexism in textbooks, and they have also been supportive of the women's administrative seminar which is held out at the University of South Florida. That is the good news.

The bad is that if you look at the top jobs they are all held by white men and if you look at the lower scale, the lower-scale jobs are held by women. I think one real need, and I say this as a parent and as a teacher in college, is counseling for female students to give them some ideas that they can go into nonstereotypical type of jobs and succeed in those jobs.

I am concerned about the constitution of this Commission. We have one woman and five men. That means a minority is representing the majority in this country because you know women are 51 percent of the population in this country. So I am concerned about that. So evidently the same thing is happening in Washington as happens in Tampa.

[Applause and laughter.]

Ms. DECESARE. I am also concerned about the frail commitment of the Commission to sex discrimination. I understand there are only 6 people in your women's center out of 260. I see a Commission member shaking his head. I would be delighted to learn that there are more. I think that's unsatisfactory if that's true. I hope you all will emphasize sex discrimination.

I think what you're doing is fine. But I think that your commitment to sex discrimination and hearings investigating sex discrimination are very needed, and I will express this in writing to the Commission as well as to my elected officials in Washington. And I certainly hope that around the country you all will emphasize sex discrimination as well as other types of discrimination.

Thank you.

CHAIRMAN FLEMMING. Thank you very much.

MR. STOCKS. The next witness—

COMMISSIONER FREEMAN. I just want to add, the Civil Rights Commission does have jurisdiction over sex discrimination.

Ms. DECESARE. Yes, right. And I am very grateful for that.

MR. STOCKS. The next witness is Joanna Jones.

CHAIRMAN FLEMMING. You have already been sworn in.

FURTHER TESTIMONY OF JOANNA JONES

Ms. JONES. I just want to relate some things I did not get to do this morning. One relates to student activities. You have heard that a lot of the major disturbances on our high school campuses came out of the lack of student representation in extracurricular activities, and I wish to share with you some of my observations. One is that the method of selecting student council officers, versus club representatives, etc., varies from school to school. There is no uniformity or evidence of the sharing of methods. And I wish to cite the example of the plan that was devised at Plant High School that was presented to the school board at which time they said they would pass along to the rest of the school system. I do not think that plan has been implemented in any other school.

Two is that a method of the selection of judges is haphazard and that a crisis takes place every year in selecting dancers and majorettes because human relations counselors and the sponsors are scared to death that no minority females will make the tryouts. I also wish to mention that the routines required for tryouts in competing for positions in these extracurricular activities are often not the same nor as difficult as those actually performed on the field. There may also be some bias inasmuch as some segments of the community might have had the advantage of gymnastics and dancing classes, which would give them an edge over minority students.

Also, teachers have a hand in selecting those students who will go into the honor societies, and the method of voting does allow someone to discriminate because they give a certain number of points for character and what-have-you. And I think these are some things that need to be looked into.

Also, as a result of survey of student opinions on racial attitudes given at one local high school, students did indicate that they felt black students were discriminated against in cheerleaders, dancers, the National Honor Society, and service clubs. And as far as service clubs are concerned, students are allowed to select the number of students they want in their clubs. They naturally tend to pick their friends and minority students more times than not are not their friends.

As it relates to discipline, I wanted to know if you had a copy of the code of student conduct of Hillsborough County.

CHAIRMAN FLEMMING. We do, yes.

Ms. JONES. It lists 10 offenses for which students might be suspended, but I want to share with you the fact that in 1973-74, there were 46 different kinds of offenses for which students were suspended, and these included lighting incense, defamation of character, unsocial behavior, running in the halls and patios, unladylike conduct, violation of dress code, uncooperative, and no assignment. I feel some of these are nebulous and I also feel some of them are minor infractions.

I want to point out in answer to some statements made that Judge Edgecomb was appointed by Governor Askew, and he was unopposed during the election and therefore he was not elected.

If human relations is such a priority in our school system, then the maintenance of this program should not rest with Federal funding and that the school system should seek means of supporting the program itself in the event it has to go out.

And to end it up, I would say that any top-level organization policy established as it relates to racism, sex discrimination, what-have-you, can be sabotaged or can be ignored on the second- and third-level enforcement, and I feel at this time Hillsborough County school administration and staff has made no firm statement as to whether or not they will tolerate racism. I think that's the problem. We haven't yet admitted that racism exists.

CHAIRMAN FLEMMING. Thank you.

MR. STOCKS. The next witness is Albert Davis.

[Mr. Albert Davis was sworn.]

TESTIMONY OF ALBERT DAVIS

MR. DAVIS. I am Albert Davis and my address is 3724 E. Wilder Avenue, Tampa.

I have enjoyed the privilege of being an observer to these hearings. I have learned a considerable amount of the information, and I sometimes feel almost overwhelmed over the kind of problems we really have. I am somewhat like the cat on the hot tin roof. I don't know perhaps how the cat may have felt, but it is a little difficult to describe my feelings, so I can imagine how difficult it is.

I would like for the Commission, if they will, to consider what I would consider a parent affirmative action plan. I am a parent. I have several children in the school system. I am concerned about their well-being. I am concerned about those who I have entrusted to their care, and I am also concerned about the attitudes of those with whom I have to work with, those whom I will be working with.

My parent affirmative action plan is one based on getting the truth and knowing the truth. I have heard much testimony, I have heard many statements, some affirming each other, some countering each other, some saying things that may be confusing to the average citizen. But really, when you get down to the nuts and bolts of it, it is an attempt to try and present information which is of benefit to the total community.

My affirmative action plan as a parent is to become as knowledgeable as I can as to what is happening in our community. Knowing the people who are responsible for implementing the various programs particularly as it pertains to education and approaching them on a personal face-to-face-encounter, believing that they have the interest of not only my children but the total community.

I realize there is a pro and a con, a right and wrong, a left and a right. But I believe somewhere in between there could be a means by which many of our problems could be resolved. I like the suggestion

that our former president suggested when he was confronted with many problems. He said "Come now, let us reason together." And this would be my approach as a parent in learning and attempting to understand and attempting to support the objectives not only for which I feel were desired before for my children, but to articulate those desires by other members of the community who wish to make themselves available to the many services that as a parent are available to all.

CHAIRMAN FLEMMING. Thank you very much.

MR. STOCKS. The next witness is Phan O. Boston.

[Ms. Phan O. Boston was sworn.]

TESTIMONY OF PHAN O. BOSTON

MR. STOCKS. Would you please state your name and address?

MS. BOSTON. I am Phan Boston. My address is 1405 Tampa Park Plaza.

I would like to address myself to three issues, first of all the law enforcement question. On Monday you had Chief Otero and Sheriff Beard here, and they seemed not to have all the statistics regarding representation of minorities in their agencies.

Sheriff Beard said that he has 406 deputy sheriffs and of those 12 are black. He said that he was having trouble getting college-trained blacks to apply for these positions. Now, I take issue with that, first of all, because having a college background is not a requirement for a position of deputy sheriff.

Secondly, as job developer for the State law enforcement program we have been recruiting blacks for positions in various law enforcement agencies. Since the program's inception, we have not been able to have one black applicant tested for the position of deputy sheriff because the sheriff's department requests that the job be announced and testing be made available to the county civil service board and they have chosen not to do that.

Chief Otero said he was not sure how many blacks were on the police force. According to the information that I have there are 20 of 655, and 8 of those were hired from the last 6 months. So much for law enforcement.

On housing, we are led to believe that we have to take advantage of all these opportunities, so when I moved back home for economic reasons I decided that I would move into an integrated community [so] in case my husband got transferred I would be able to get rid of my house. I attempted to purchase the house in the Sunset Park area, and we were at the point of closing when we started getting all kinds of negative feedback relative to blacks moving into the community. I have a 4-year-old daughter. I was not going to submit her to that kind of pressure. On the second count, we had people tell us they were going to send a tax assessor out, this was waterfront property, and we

knew those taxes were going to jump probably \$400-\$500 a year, so we chose to move somewhere else. In so doing we moved into a integrated neighborhood, and now I live across the street from a golf course that I can't play on and my husband can't play on, and I have to explain this to my child, so I wonder just what we are doing when we try to take advantage of all these opportunities.

In terms of taking advantage of educational opportunities, I was one of the first black students to enter the University of South Florida. I can tell you today that it's been a very painful experience to sit and listen to the students, to listen to the administrators, to listen to everybody from the school system, because I was a victim of that. When I went to South Florida, I suffered ostracism and I mean it was just terrible, in terms of being involved in social activities. I had a grade point ratio to try to pledge for sorority. I was naive enough to believe that I could do that. Of 120 girls that bid for informal rush, 119 received bids for formal rush. Now, that is the kind of thing that black students are submitting themselves to, and I say that it is psychologically damaging to be rejected.

MR. STOCKS. Would you spell your first name for the record?

MS. BOSTON. P-h-a-n.

MR. STOCKS. Warren Dawson.

MR. DAWSON. Mr. Chairman, I have been previously sworn and am presently cognizant of my oath.

CHAIRMAN FLEMMING. All right.

FURTHER TESTIMONY OF WARREN DAWSON

MR. DAWSON. Let me hasten to say that 5 minutes has never served me properly, but I shall attempt to address myself to at least a few matters I did not have occasion either to address myself to during my previous testimony or matters which have come to my attention which I would like to at least comment upon that have taken place in some of the testimony you have heard during the course of hearing some of the sworn witnesses in this case.

As the attorney for the plaintiffs in the school desegregation case in Hillsborough County that I am led to feel, as a lawyer would feel in a case where he has obtained some relief for his client, but is nevertheless not completely satisfied with the relief that he has obtained albeit that the client is happy to have what he has gotten, that is to say that whatever you regarded the situation here and I do not know the manner in which you will apply credence to the testimony that you have heard here today or what you have heard about the school situation in Hillsborough County previous to coming here.

I think that there are several matters about the desegregation of schools or establishment of so-called unitary school system in Hillsborough County that there is much good to be said about. But in resolving all the testimony and hearing all the other facts you have had

to listen to, let me suggest to you that it is not all well by a long shot. I don't know whether it would be decided upon a comparative basis as to other school desegregation in other places, but let me say to you that by a long shot it is not all well here, and we are ever vigilant to try to improve and bring about the kind of unitary school system we think we can be proud of.

A couple of facts very briefly. You mentioned about and talked about desegregation of schools and movement of bodies. Indeed, we bus, per capita, the same number of white students that we bus black students. Well, if that is true, then that is inherently disadvantageous to the black community and requires of them a greater burden, far greater than they should bear in order to achieve a unitary school system. That very fact in itself, even if you assume that per capita the same numbers are bused, per capita that there aren't the same numbers of them, therefore, blacks are carrying more than their proportionate share of the load of desegregating the school system here.

We adjust ourselves to that, of course, when this plan was adopted in the proper forum before the court. We would certainly not like for you to go away thinking, gee whiz, it is all well and good. Indeed it is not. In fact, those figures themselves bear in it the kind of problems indicated by the fact that it is the substantial number of black parents who are up in the morning before day and their children wandered off into the darkness to catch buses to go to school all the way across town.

All of the facts that you have heard regarding the—giving you a mirror image of this community not only as it relates to schools, but as it relates to employment, as it relates to the police force, as it relates to housing, as it relates to all of the factors in this community—this is probably one of the most segregated communities in the United States of America. Let me say to you that the school system has not by some unique miracle become different from what the rest of this community is all about. It is also a part of that same kind of problem.

Let me set one thing clear because in fact the man referred to is a very good friend of mine, a fellow lawyer, a person we all admire, but Hillsborough County and the City of Tampa has never popularly elected a black person to office in the history of Hillsborough County and/or Tampa, period. Judge Edgecomb was appointed to an office; he offered himself as a candidate for office and drew no opposition, therefore, was elected but not popularly elected. There were those of us who shuddered at the thought that he might get some opposition because we felt based upon everything going on in this community in the last 100 years he would never have been elected had he had opposition. So we have never popularly elected any black officer in this county or city. And it is that kind of a community that you have come to to hold a hearing and it is that kind of community which you have apparently envisioned the possibility that there exists in this county a plan of school desegregation that might hold some possibilities for an

example to, the United States of America to other school districts around this country.

Let me say to you that, when you examine all of the other factors that are about this community, you will come, I think, conclusively to the opinion that the manner, method of school desegregation with all of the offshoot problems that have occurred as a result of it, not the mere, as has been referred to movement of bodies, we have achieved indeed a great, as a general who was the head of the committee who put together this plan, we had a general, General Paul Dewit Adams who was the head of the committee that put this plan together. If indeed logistical planning for the transportation and mobility of people under his direction and supervision, indeed, we did put some bodies over there and some over here and achieved that kind of integration. But not the kind of substantive school desegregation that we sought and that we think every child in America is entitled to.

I respectfully suggest to you that Hillsborough County is not the example to hold up to the United States of America for that purpose.

Thank you.

[Applause.]

MR. STOCKS. The next witness is Beverly Williams.

[Ms. Beverly Williams was sworn.]

TESTIMONY OF BEVERLY WILLIAMS

MR. STOCKS. Would you please state your name and address for the record?

MS. WILLIAMS. Yes. My real name is Beverly G. Williams, and my address is 1566 Nuccio Parkway, Apartment A. I won't take but 1 minute.

When I was in the 10th grade, I can remember saying to my mother, "Hey, Mom, I don't want to go to school anymore."

And she said, "Why? You have been doing fine all along."

And I said, "Hey, but the attitudes are so cold. My teachers don't like me."

And she said, "Wait a minute. That's their problem. You let your teachers deal with their stupidities, and you deal with your responsibilities because you are in that man's school and this is America."

And I understood what that meant, and I realized that I was not the problem. My teachers were the problem. They made me rebel just because of their negative attitudes about my culture.

And I say to you that it is not black children, it is you, it is the American school system. You are blind, inadequate, and unfulfilling to the needs of all children. You pass down your prejudiced ways and beliefs to your own kids, create a hostility in our children and then ask, "Oh, my God, what is wrong with these people?"

But I will tell you what is wrong with you so-called educators. You are the cause of the problem. You are afraid to open up because you

think that you just might be wrong. How can you pretend that everything is so rosy and racism and discrimination does not exist?

But your pretensions are staring you dead in the face. Everytime a black kid is suspended from school because of his behavior, you say his behavior is uncontrollable. I think that you are not qualified to judge or qualified to control his behavior.

So I think that you should just give our kids back to us and let us deal with them.

Thank you.

CHAIRMAN FLEMMING. Thank you.

[Applause.]

MR. STOCKS. The next witness is Marjorie B. Guest.

[Ms. Marjorie B. Guest was sworn.]

TESTIMONY OF MARJORIE B. GUEST

MR. STOCKS. Would you please state your name and address for the record?

MS. GUEST. I am Marjorie B. Guest, 3512 N. 34th Street, Tampa, Florida. I should like to add that I was a teacher, or at least hired by the Hillsborough County school board for about 6 years as a school social worker.

I was told that all of that time I was servicing a desegregated kind or an integrated school system. When I drove all the way from Port Tampa, Florida, which is the western end of the county, to the eastern end of the county, Plant City, I passed by many, many schools that had many children who were predominantly white, and yet my supervisors told me that I was in an integrated system.

I moved on later to the guidance center of Hillsborough County, now known as the Mental Health Association of Hillsborough County. And there I sat and had to deal with too many children who had been pushed out of classrooms because they did not behave as some teachers wished them to behave.

Now, I come really representing the poor people of the Tampa Housing Authority. I happen to be the director of social services for that agency. We happen to have almost 5,000 homes. In each of those homes we have an average of five people. I think I am representing approximately 25,000 to 30,000 people. I speak especially for my black and white poor children; 54 percent of our population in public housing happen to be under 18 years of age.

Too many days do I go from home to home and do I hear that, "My child is out of school." And I get all kinds of reasons which to me seem stupid. And may I just say that maybe I am stupid, you see, so that is why I am calling these reasons stupid. But a child missed the bus maybe 2 days, so on the third day when he gets to school, he is told to not to come back here until he brings a parent.

I have parents who work for a living who cannot afford to be docked a day's pay because, if this should happen, then next week somebody is not going to have enough food. I, therefore, then, would like to say particularly to the school board of this county that you need to do something about your human relations team because it isn't doing the job that I read that it is doing.

I would personally like to volunteer my time. You can get credentials from the guidance center because I am one of the persons who sat there and said that there is nothing wrong with this child, and we need some teachers who understand this child.

So despite my great respect for teachers and despite my great respect for some of the people who are on this human relations commission for the schools of this county, something is wrong, and all is not well in Hillsborough County school system. We need to get some human relations specialists who are able to look at a situation and evaluate it for what it is. Do you know what is wrong with the specialists? They haven't ever looked at themselves. They feel little and insecure, and all of the other derogatory things about them says—and they are trying to mask those feelings with an air of superiority. So, therefore, they have got to walk all over children everyday. And not just poor children. I have had a son who had to sit in class and who was told that you happen to be the son of Marjorie B. Guest and you don't have any special privileges. This should not have happened to my son.

I have a son who had teachers, white and black. Some were very good and some were so stupid, stupid, stupid—for want of a better word—that they needed to have been really buried, and I am concerned about that.

So I appeal to you to get some folk who love people. If we don't get some people who love people first, then your school system and everything else is going to pot. Again I want to say to you, I stand offering myself to do whatever I can for as many sessions as you have.

I would like to just say that the guidance center receives a minimum of \$75 per hour for this kind of information, this kind of group therapy that I would like to give you for free.

Thank you for hearing me.

[Applause.]

CHAIRMAN FLEMMING. We have now listened to all of the witnesses who registered with the staff to be heard at this time. As I indicated, we will recess until 4:00 o'clock to see whether someone acting on the stories that appeared earlier comes in to register as a witness at that particular time. But in view of the fact that probably a fair number who are now here will not be here at 4:00 o'clock, I just want to say on behalf of the Commission, we are deeply indebted to many, many people. I am not going to attempt to identify persons or even groups of persons, but I think it is obvious that many have contributed to this hearing. We are deeply indebted to all who have contributed to the hearing for a very rewarding experience. Thank you very much.

Just one moment. There is one matter that has been called to our attention that leads me to believe that it would be wise for Commissioner Freeman to repeat a paragraph of the statement that she made at the opening of the hearing.

COMMISSIONER FREEMAN. Witnesses at commission hearings are protected by the provision of Title 18, U.S. Code, section 1505, which makes it a crime to threaten, intimidate or injure witnesses on account of their attendance at Government proceedings. The Commission should be immediately informed of any allegations relating to possible intimidation of witnesses. Let me emphasize that we consider this to be a very serious matter, and if there are any witnesses who believe that their position is put in jeopardy in any way because of the testimony which they gave at this hearing, a member of the staff of the Civil Rights Commission should be notified immediately.

Thank you, Mr. Chairman.

CHAIRMAN FLEMMING. Thank you very much, Commissioner Freeman.

We are now in recess until 4:00 o'clock.

CHAIRMAN FLEMMING. One additional witness has registered. Counsel will proceed.

MR. GLICK. Ms. Sherry, you understand unscheduled witnesses are permitted to speak for 5 minutes?

Thank you.

MR. STOCKS. Would you please stand and be sworn?

[Ms. Towanda Sherry was sworn.]

TESTIMONY OF TOWANDA SHERRY

CHAIRMAN FLEMMING. Thank you.

MR. STOCKS. Would you please state your name and address for the record?

MS. SHERRY. My name is Towanda Sherry. I live at 1908 31st Avenue. I am here as a concerned parent, especially, and I live in the heart of the black community where a lot of these people say, well, most of the problems come from, arise, are the people who have been victims of the problems in Hillsborough County desegregation live at.

I am saying today there are serious problems here in Hillsborough, problems with the present desegregation plan. As a result of that, I see black students and black children at home every day who have been expelled, who turn to a life of crime, drugs, and prostitution as the only other resort, as they see. A lot of parents do not have enough money to support them. A lot of parents are on welfare or have jobs

where they cannot come. These children are expelled from school, or when the kids must bus they cannot get them way out to other communities because they don't have transportation.

I mean serious problems, where we see them staying home, don't have anything to do, and where when we see those who are home sometimes not wanting to go to school because they say, well, "My teacher is racist. Everytime I say something he doesn't want to recognize my hand or he say well, he don't like the way I looked."

Or we see where students are expelled because of a very vague code, and the policies which are very vague in Hillsborough County. When we look at the books, they have like no definition for what is disorderly conduct. I mean, like, most of the time we see black students being expelled as a result of direct confrontations with white teachers, not with white students, with white teachers, that—by this I mean the kind of interaction. We see students getting expelled as a result of the way teachers treat them. I mean with little or no respect.

And school books and the texts which I have read myself, because I went through the desegregation plan, too, as when it first started being implemented in Hillsborough County, I can tell you some of the serious problems that black students see in that it does not seem relevant to their community, that when they graduate they cannot get jobs, they cannot find any type of redress to speak to the problems of the black community. By that I mean like we have courses like American history, poetry, English literature, and so on, which I am not saying it is not good, but I mean when you have to get up there and make it, black students cannot make it because they don't have courses like community development, agriculture. I mean courses that will speak to the needs and aspirations of black people.

The only time we even see the school board is when they come—it is a shame we cannot even see the school board until they come by like tourists. We cannot even function with them. When we do bring forth real problems to them, they say, "Well, we might look at them, we might consider what you have said," but they don't even make any type of real attempts at facing the real problems.

We think that as community people and as people concerned about what is happening herè, that we need an autonomous school board, I mean, a number of school boards in Hillsborough County, because the present school board is not functioning in the interest of black people here in Hillsborough County. It is not functioning in the interest of black students here in Hillsborough County. When we continue to see the high rate of expulsion and suspension of black students, we know it is a serious problem and it is a shame when we live here in Hillsborough County, see more black students going to prison, and the drug problem is not getting any better, and we see more black children out on the streets now.

We talk about dealing with the problems, we have to deal with education, too. Education is a serious problem. We made a recommenda-

tion that the school board come in and hire three consultants to check the curriculum that is in the books, in the textbooks. I mean, three hired consultants; I mean, community consultants who can deal with the curriculum that is relevant to black students and to the whole Hillsborough County school system. It was just passed over lightly like it was nothing.

I think those kind of things need to be dealt with, that we need to have consultants here, that we need to have a student organization where students right now in Hillsborough County—it is illegal for students to organize around their problems, to try to make any kind of grievance forms. They call this an unlawful assembly and all kind of vague, you know, irrelevant terms. And they go through a whole thing about students or parents or black teachers even getting together to help solve those problems.

So I think that the Commission has to deal with some of those things when it looks at the whole form of what is happening here in Hillsborough County. So I am hoping as a concerned black parent, as a member of the Tampa Support Committee, that you will address yourselves to those things, too.

CHAIRMAN FLEMMING. Thank you very much. I notice the member of the family who accompanies you also took the oath.

[Laughter.]

CHAIRMAN FLEMMING. Thank you. We appreciate your being here.

As I said, we would wait until 4:00. We will in case someone else comes in.

FURTHER TESTIMONY OF AUGUSTA THOMAS

Ms. THOMAS. May I just make one additional comment? I just wanted to make one additional statement that I did not have an opportunity to relate this morning. I would like to point out the need for black students to be directed more specifically into areas such as algebra and the sciences because we find a disproportionate number of them enrolled in the basic education courses, and this hampers them in relationship to their future academic pursuits.

We have initiated an effort in cooperation with the school system to try to encourage more black students to get involved in the sciences to the end that we can increase the number of minority engineering graduates. It is a program to increase minority engineering graduates. But we find we do not have a proportioned number of blacks who have been involved in the math and science courses that are required in order to enter the field of engineering. We are aware of the fact

that that is a wide open field and that minorities who are able to graduate as engineers can find employment. We also look to that as another means of providing a role model for other people in the black community in that they can see successful minority engineers around the community.

I would also like to indicate that other kinds of career educational opportunities are extremely limited for our students and would like to see the schools emphasize more the use of role models from the black community to help to inspire our youngsters to go into positions that we consider as nontraditional inasmuch as many of our children come from homes where the head of the household is not a professional nor a technical worker. We do need more emphasis on the role model aspect of education.

I also would like to indicate that I have observed following the integration of schools what I consider some blatant disregard for the kinds of competencies that were accepted prior to—competencies on the part of the teachers that were accepted prior to the integration of schools, in that we have had some teachers who had taught for years and years and had been considered as satisfactory teachers during the segregated system, who had received degrees from accredited black institutions, and some of them having received a master of education degree. And once the school integrated, it seemed to me that there has been a systematic attempt to weed out all except extraordinary black teachers.

Our contention is that if there is room in the system for the teacher who is less than extraordinary, then there should also be such room for black teachers who are less than extraordinary.

I have not been aware of any special effort that has been made to help black teachers to specifically understand the cultural orientation of white students. It has been my understanding that the workshops that have been held have been directed toward helping white teachers to understand the culture of black children. I think that it should be a reciprocal kind of activity because our children have grown up in different disciplinary systems, and during the days of segregation, I am sure the teachers were able to exercise disciplinary techniques that are no longer available to them, and I think that, in all fairness to the experienced black teacher, there should be some orientation toward how you then handle the child who is from a different cultural orientation.

I would like to also point out that the young lady who testified, Beverly Williams, as a student is a very creative and budding poet. I do recall when she was in high school she had such difficulties trying to find creative outlets for her talents, that there were occasions when the school's human relations officer had to call the Urban League to help find some creative outlets and experiences for this young lady.

Now, this is the kind of thing that does not speak well of our school system, or one would think that, if there is a child of any race who has creative abilities, that these abilities should be nurtured within the

school system and one should not have to go outside of the school system to obtain these kinds of resources.

I do believe that there is hope for our system. I hope that whatever I have said has not indicated that I am totally pessimistic about it. I hope, though, that as you make your recommendations and state your findings about the system, that you would indicate that black parents are indeed generally concerned. However, they have not been able to find a way or to have the technical assistance that would allow them to express their concern. They come to the Urban League, they go to other organizations and express general discontent with the system and general discontent with the way their children are faring within the system, but because they are not sophisticated as to how to deal with the system and how to express these grievances, often these grievances are lost to the school system and they are then unaware. But I do believe there are parents willing to participate to the end that their children would get the most out of education. I hope some real emphasis would be placed on this kind of parent education and involvement in the development of the talents of our black children rather than the emphasis that has been placed on what they lack in the way of abilities and creativity.

CHAIRMAN FLEMMING. Thank you very much. We appreciate it.

It is 4:00 o'clock; no one else has registered. Is anyone aware of anyone—Ms. Thomas, for example, are you aware of anyone who hasn't registered who may be coming in around 4:00 o'clock to register?

MR. STOCKS. Do you wish to be a witness?

MR. GLICK. Let me explain to you that the Commission will hear unscheduled witnesses for only 5 minutes, please. Would you please stand so that you can be sworn for the record?

[Ms. Ruth Bachman was sworn.]

TESTIMONY OF RUTH BACHMAN

CHAIRMAN FLEMMING. Thank you. Nice to have you here.

MS. BACHMAN. Thank you.

I am speaking for the cycle of prisoners' segregation by financial and trade learned at prison, which is not being used—presently, I have a young fellow with dental assistance training who is driving a truck. He is often unable to keep a job and has returned to prison 8 of the past 10 years.

His education was in Hillsborough County. He is 30 years old. He feels he has no legal recourse to a meaningful life in the community. He is not black, but a member of a minority. Since he came out of a truly segregated system and returned from prison fully integrated, his feeling about the system is strong.

I would ask for a better defined legal rights and community support. Deprivation basically comes from communities who enforce some civil

rights laws and not others. We believe that enlarging the jail instead of schools and trade education supplemented with job causes more frustrations and a larger jail population.

CHAIRMAN FLEMMING. Thank you very much. We appreciate it.

[Applause.]

CHAIRMAN FLEMMING. All right.

I am now going to recess, not adjourn, the hearing; I am going to recess it because of the fact that we may need to take some additional testimony from a representative of the Department of Health, Education, and Welfare.

Again, thank you all for a very, very fine experience.

*Exhibit No. 1***CIVIL RIGHTS COMMISSION****FLORIDA****Hearing**

Notice is hereby given pursuant to the provisions of the Civil Rights Act of 1957, 71 Stat. 634, as amended, that a public hearing of the U.S. Commission on Civil Rights will commence on March 29, 1976, at the Curtis Hixon Convention Hall, Ybor Room, 600 Ashley Drive, Tampa, Florida. An executive session, if appropriate, may be convened at any time before or during the hearing.

The purpose of the hearing is to collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution because of race, color, religion, sex, or national origin, or in the administration of justice, particularly concerning public school desegregation and equal educational opportunity; to appraise the laws and policies of the Federal Government with respect to denials of equal protection of the laws under the Constitution because of race, color, religion, sex, or national origin, or in the administration of justice, particularly concerning public school desegregation and equal educational opportunity; and to disseminate information with respect to denials of equal protection of the laws under the Constitution because of race, color, religion, sex, or national origin, or in the administration of justice, particularly concerning public school desegregation and equal educational opportunity.

Dated at Washington, D.C., February 19, 1976.

ARTHUR S. FLEMMING,
Chairman.

[FE Doc. 76-5697 Filed 2-26-76; 8:45 am]

Exhibit No. 2

HILLSBOROUGH COUNTY SCHOOL DESEGREGATION

A staff report prepared for
the hearing of the U.S.
Commission on Civil Rights
in Tampa, Florida, March 1976.

U.S. Commission on Civil Rights

The U.S. Commission on Civil Rights is a temporary, independent, bipartisan agency established by Congress in 1957 to:

Investigate complaints alleging denial of the right to vote by reason of race, color, religion, sex, or national origin, or by reason of fraudulent practices;

Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution because of race, color, religion, sex, or national origin, or in the administration of justice;

Appraise Federal laws and policies with respect to the denial of equal protection of the laws because of race, color, religion, sex, or national origin, or in the administration of justice;

Serve as a national clearinghouse for information concerning denials of equal protection of the laws because of race, color, religion, sex, or national origin; and

Submit reports, findings, and recommendations to the President and the Congress.

Members of the Commission:

Arthur S. Flemming, Chairman

Stephen Horn, Vice Chairman

Frankie M. Freeman

Robert S. Rankin

Manuel Ruiz, Jr.

Murray Saltzman

John A. Buggs, Staff Director

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I. DEMOGRAPHIC DATAA. STATE OF FLORIDA

One of the most striking statistics in the description of Florida is the population growth. In 1830, the population was 34,730. Fifty years later, the population had climbed to 296,493. This early growth trend has continued, as evidenced by the 1970 census figure of 6,789,443. At present, Florida is the ninth most populous State in the Nation. The population explosion that occurred between 1950 and 1960 showed a 78.7 percent increase, the highest 10-year increase in the history of Florida.^{1/}

The urban population of Florida has also shown a steady increase, similar to the total increase for the State. From 1830 to 1850, the entire State population was rural; however, by 1970, about 80 percent of the population was located in urban areas such as Miami, Ft. Lauderdale, Jacksonville, Tampa, and Orlando, all coastal cities with the exception of Orlando.^{2/} The 1980 population projection for Florida is 9,378,700; the 2010 projection is over 17 million Florida residents.^{3/} The black population in Florida is about

1/ Del Marth and Martha J. Marth, Comp., Florida Almanac 1976 Edition (St. Petersburg, Florida: West Coast Productions, 1975), p. 102.

2/ Ibid., p. 102.

3/ Ibid.

1,041,651 or 15.3 percent.^{4/} Of the total number of blacks, 31.1 percent are under 18 years of age, 54.4 percent are 18 to 64 years old, and 14.6 percent are over 65.^{5/}

These population characteristics represent only year-round Florida residents. Approximately 25,000,000 tourists and seasonal residents come to Florida each year,^{6/} in addition to large numbers of migrant workers. The seasonal population explosion has a marked effect upon all systems of the State, including roads, taxes, etc.

The socio-economic characteristics of Florida are not what the visitor might expect. Approximately 12.7 percent of the population lives below the poverty level.^{7/} The per capita income of Florida residents was \$3,058,^{8/} ranking Florida 21st in the Nation. The median family income was \$8,261, or 36th nationally in 1969.^{9/} Over 50 percent of Florida residents (52.6) have completed high school (56.3 percent of the white population and 24.4 percent of

^{4/} U.S. Dept. of Commerce, Bureau of the Census, 1970 Census of Population, General Population Characteristics: Florida, Final Report PC (1)-B 11 (hereinafter cited 1970 Census).

^{5/} Ibid.

^{6/} Florida Almanac, 1976, p. 210.

^{7/} U.S. Dept. of Commerce, Bureau of the Census, Statistical Abstract of the United States, 1974, p. 391 (hereinafter cited as Statistical Abstract).

^{8/} Ibid., p. 387.

^{9/} Ibid., p. 387.

the black population).^{10/} In January 1976, Florida's unemployment rate was 11.5 percent, as compared with the January national average of 7.8 percent.^{11/}

B. HILLSBOROUGH COUNTY

Hillsborough, Pinellas, and Pasco counties comprise the Tampa-St. Petersburg Standard Metropolitan Statistical Area (SMSA). Pinellas County is predominantly urban and suburban. Pasco County is mostly rural and agricultural. All four characteristics, rural, urban, suburban, and agricultural, can be found within the borders of Hillsborough County. Figure I illustrates the three-county area in relationship to the State of Florida.

The Tampa-St. Petersburg SMSA is among the Nation's top 30 metropolitan areas with a population well over one million.^{12/} It is the second largest SMSA in Florida. In a recent newspaper article, it was reported that Florida led the Nation in metropolitan growth the first four years of this decade. Florida had seven of the 13 SMSA's in the country that grew by more than 20 percent. The three-county Tampa-St. Petersburg SMSA grew by 22.5 percent.^{13/}

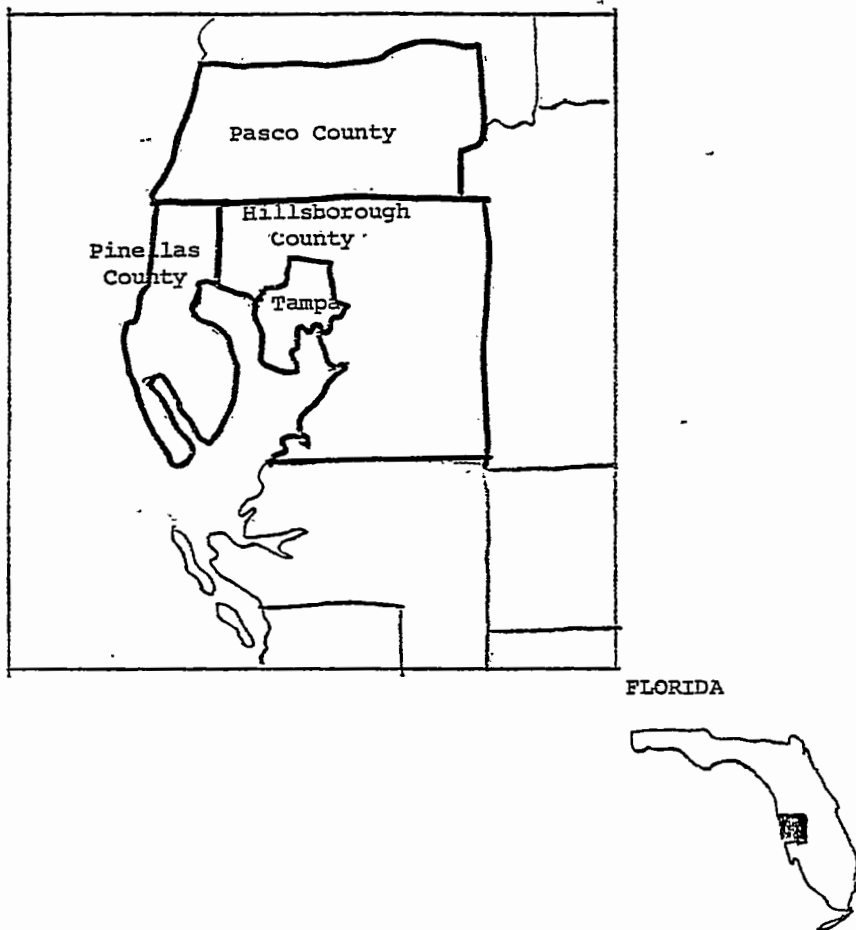
^{10/} Ibid., p. 119.

^{11/} Tampa Tribune, February 24, 1976, pp. 1A-2A.

^{12/} Statistical Abstract, p. 906.

^{13/} Tampa Tribune, February 8, 1976, pp. 1B-2B.

FIGURE I
TAMPA - ST. PETERSBURG SMSA
IN RELATION TO THE STATE OF FLORIDA



When Hillsborough County was established in 1834, it comprised several counties in the surrounding area. At present the land area of Hillsborough County is approximately 1,040 square miles and its inland waterways comprise approximately 22 square miles. ^{14/} The total 1975 population was estimated to be 632,500. ^{15/}

At present, Hillsborough County has a high degree of industrialization in comparison with the rest of the State. It has an ultramodern airport, and is the site of MacDill Air Force Base. Tampa was known for many years for its fine cigars, and the Ybor City section of Tampa was formerly the home of many Cubans who worked in the cigar factories. Port Tampa is one of the finest natural harbors in the Nation. Table I compares the characteristics of Hillsborough County adults with those of the Tampa-St. Petersburg SMSA.

The majority of adults in both statistical areas have no children under the age of 18. Within the six age groupings

^{14/} Florida Almanac, 1976, p. 141.

^{15/} Population and Housing Estimates: Apr. 1, 1970 - Jan. 1, 1975. Hillsborough County Planning Commission, April 1975.

TABLE I
CHARACTERISTICS OF HILLSBOROUGH COUNTY AND THE
TAMPA-ST. PETERSBURG SMSA

	<u>Hillsborough County</u>	<u>Tampa SMSA</u>
Adult Population	400,000 (100)	1,014,000 (100)
Sex		
Male	185,000 (46)	459,000 (45)
Female	215,000 (54)	555,000 (55)
Race		
White	339,000 (85)	921,000 (91)
Non-White	61,000 (15)	93,000 (9)
Age		
18-24	75,000 (19)	130,000 (13)
25-34	82,000 (21)	146,000 (14)
35-44	58,000 (15)	123,000 (12)
45-54	68,000 (17)	163,000 (16)
55-64	52,000 (13)	148,000 (15)
65 and Over	65,000 (16)	302,000 (30)
Education		
Some College or More	136,000 (34)	378,000 (37)
High School Graduate	117,000 (29)	321,000 (32)
Some High School or Less	144,000 (36)	301,000 (30)
Occupation of Chief Wage Earner		
Professional, Proprietor, Manager	79,000 (20)	188,000 (19)
White-Collar	52,000 (13)	120,000 (12)
Blue-Collar	59,000 (15)	118,000 (12)
Service Worker	34,000 (9)	56,000 (6)
Operative, Non-Farm Laborer	68,000 (17)	114,000 (11)
Other	35,000 (9)	72,000 (7)
Retired	72,000 (18)	343,000 (34)

Numbers in Parentheses are Percentages.

TABLE I (Con't)

	<u>Hillsborough County</u>	<u>Tampa MSA</u>
Adult Population	400,000 (100)	1,014,000 (100)
Annual Gross Income		
Under \$5,000	84,000 (21)	220,000 (22)
\$5,000-\$9,999	133,000 (33)	377,000 (37)
\$10,000-\$14,999	77,000 (19)	227,000 (22)
\$15,000 or More	107,000 (27)	191,000 (19)
Persons Per Household		
1-2	183,000 (46)	588,000 (58)
3-4	154,000 (38)	313,000 (31)
5 or More	62,000 (16)	112,000 (11)
Age of Children		
Youngest Under 6	82,000 (21)	157,000 (15)
6 -17 Years	85,000 (21)	182,000 (18)
None Under 18	232,000 (58)	668,000 (66)
Home		
Owned	289,000 (72)	816,000 (81)
Rented	111,000 (28)	196,000 (19)
Type of Dwelling		
Single Family	299,000 (75)	789,000 (78)
Apartment, Duplex, Other	101,000 (25)	225,000 (22)

Source: TAMPA '75 NEWSPAPER AUDIENCE, pp. 8-9.

from 18 through 65 and over, no one group in Hillsborough County has substantially more members than any other; in the SMSA, however, a disproportionate 30 percent are 65 and older. Likewise, there are no great proportional variances among the seven given occupational groups in the county (with the exception of service workers, and "other" occupations, both at a low of 9 percent).

Approximately 36 percent of the adult residents of Hillsborough County have not completed high school. The educational level for Hillsborough County and the three-county SMSA are relatively the same. Finally, almost three-fourths of the county's residents own their own single family home.

There are three significant minority groups in Hillsborough County. The term "Latin" is used in reference to persons of Italian, Sicilian, Cuban, Puerto Rican and South and Central American origin or extraction. This group includes 52,643 persons of Spanish language and 36,768 persons of Spanish origin.^{16/} The Jewish population has been estimated at 2,000 families, or a total of about 6,000 persons.^{17/} The black community comprises 13.9 percent of

^{16/} Florida Almanac, 1976, p. 141.

^{17/} This estimate was provided by the Jewish Community Council of Tampa. Telephone interview, March 9, 1976, p. 1.

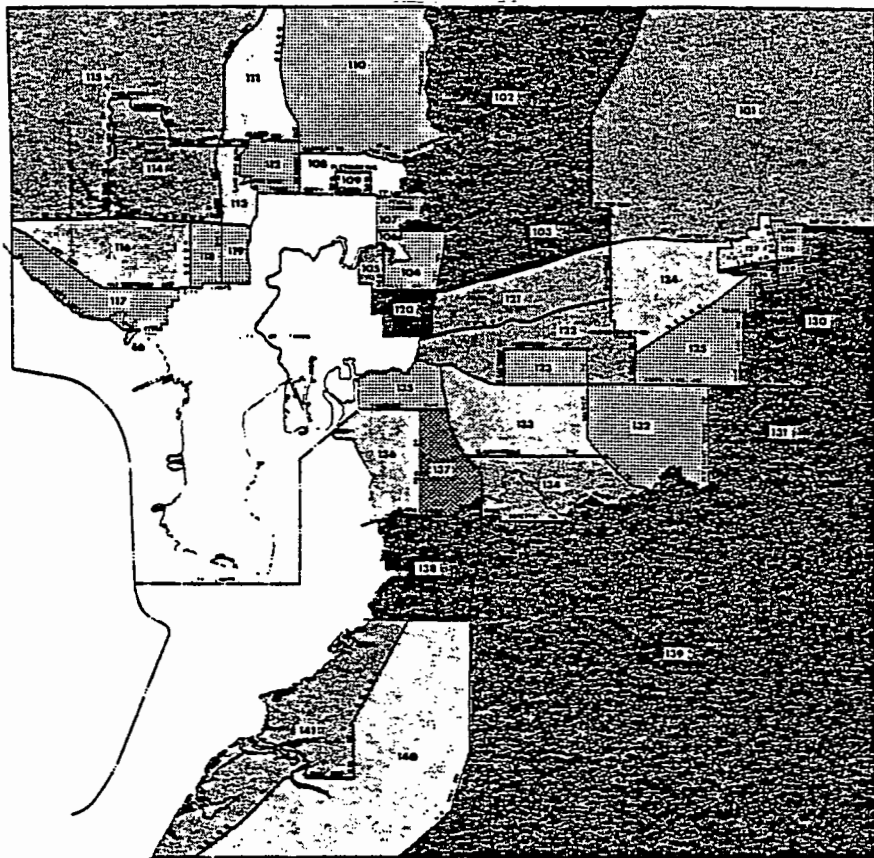
the total population.^{18/} Figure II illustrates the black population as a percent of the total population by census tracts. There are three census tracts in which the black population totals more than 20 percent of the total population. Two of these census tracts are in southern Plant City, and the third is southeast of Tampa.

The Hillsborough County Planning Commission report, Economic Growth and Development: Hillsborough County^{19/} provides a good general background into the economic demography of the county. Even though the population of Hillsborough County has grown steadily from 36,013 in 1900, to 153,519 in 1930 to 490,265 in 1970, it is growing at a slower pace than the rest of the State. Between 1960 and 1970, Hillsborough County dropped from third to the fifth most populated county in the State, as compared with the accelerated growth rate in Broward and Sarasota counties.

^{18/} 1970 Census.





^{19/} Hillsborough County Planning Commission, Economic Growth and Development: Hillsborough County, 1972. The statistics in the body of the paper relating to economic growth have been taken from this work.

FIGURE II
 BLACK POPULATION AS A PERCENT OF
 THE TOTAL POPULATION
 BY CENSUS TRACTS.



NEGRO POPULATION AS PERCENT OF
 TOTAL POPULATION IN CENSUS TRACT, 1970

1970 CENSUS TRACTS
 HILLSBOROUGH COUNTY

- Percent
-  20.1 or More
 -  5.1 - 20.0
 -  1.1 - 5.0
 -  0.1 - 1.0

— CENSUS TRACT LINE

104 CENSUS TRACT NUMBER

Hillsborough

county

planning

commission



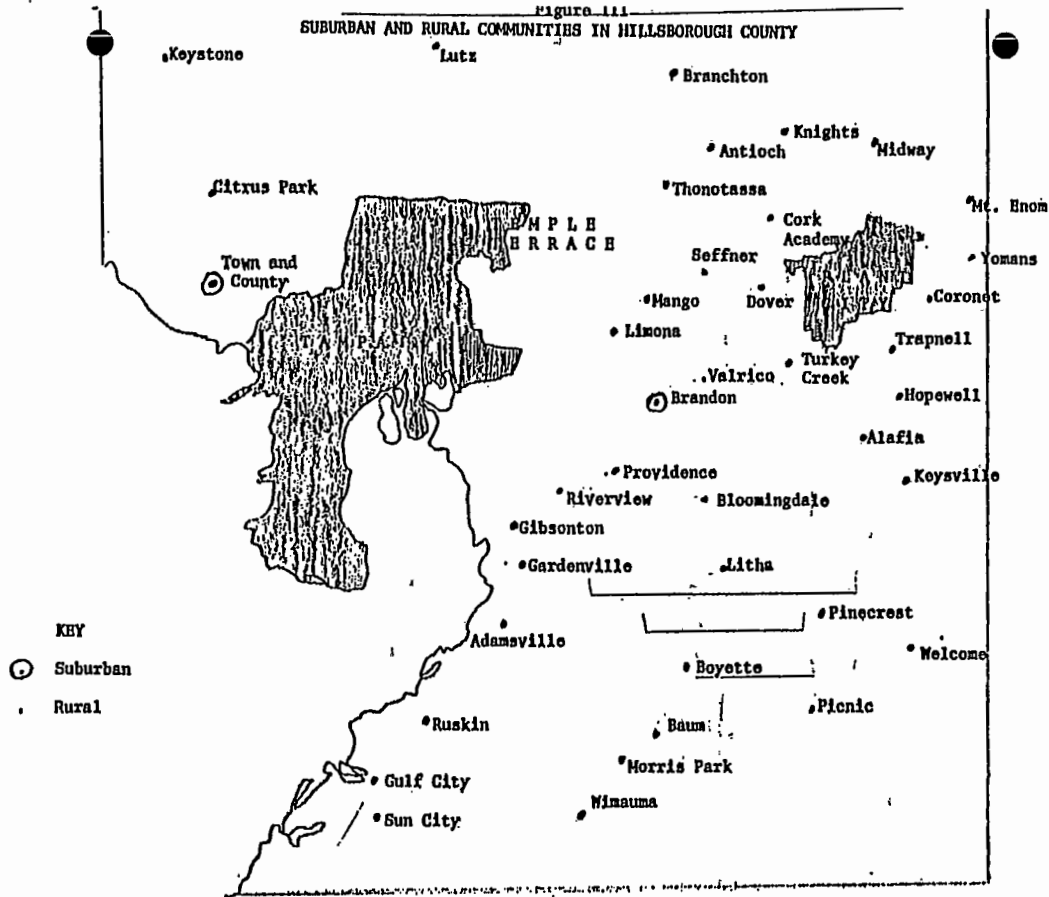
Within Hillsborough County, the greatest growth has occurred in the areas outside Tampa but with good access to the city. Areas that have shown significant growth lie just to the north toward the Pasco County line, and west of the Tampa city limits toward the Pinellas County line and the Brandon area. (See Figure IV.) The map on the following page indicates the rural and suburban communities.

Between 1960 and 1970 the labor force in Hillsborough increased from 151,600 to 206,400, and rose by another 5,000 in 1971. However, the January 1976 jobless rate in the county was 12.2 percent, with 35,500 out of work. Hillsborough County's jobless rate is higher than the unemployment rate of 11.5 percent for the entire State, and considerably higher than the national average of 7.8 percent. ^{20/}

The residents of Hillsborough County are primarily "working class." The largest portion of families (86 percent) derived all or part of their income from wages and salaries.

^{20/} Tampa Tribune, February 24, 1976, pp. 1A-2A.

Figure 111
 SUBURBAN AND RURAL COMMUNITIES IN HILLSBOROUGH COUNTY



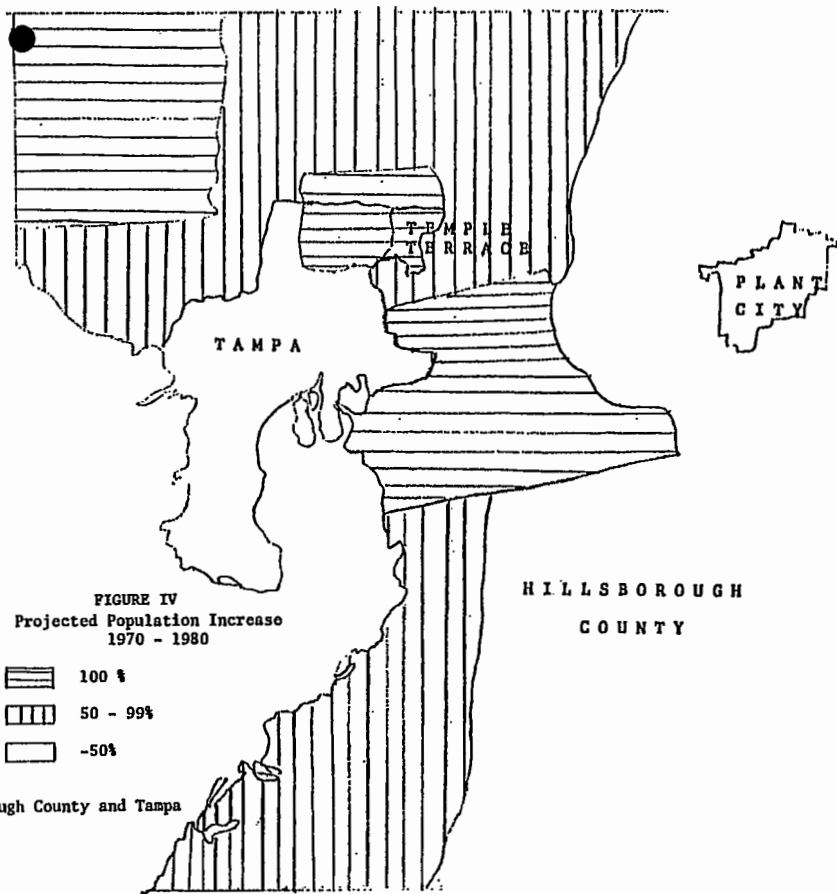





FIGURE IV
 Projected Population Increase
 1970 - 1980

-  100 %
-  50 - 99%
-  -50%

Hillsborough County and Tampa

Comparing this income source for all residents in the State, wages, salaries and other labor income contribute more proportionately, and property income and transfer payments less proportionately, to personal income of residents in Hillsborough County. From 1960 to 1971, the work force has become more cosmopolitan in nature. During this eleven year period, the agricultural work force has decreased by 32.3 percent, even though the number of farms and farm production has increased.

Hillsborough County has a broad economic base of manufacturing and non-manufacturing industries. The non-manufacturing industries include: construction, transportation, communication and utilities, trade, finance, insurance, real estate, services, mining, and government employees. Major types of manufacturing include: the stone, clay and glass industry; the fabricated metal industry; the food related products industry; the cigar industry; the printing and publishing industry; and the chemical industry. In addition, there are several other important related commercial activities. Although Hillsborough County's economy is not dependent on the tourist trade, it is an important part of the economy. Hillsborough County ranks fifth in the State for the number of automobile tourists

visiting, and fourth in the number of air tourists. The primary tourist attraction in Hillsborough County is Busch Gardens, attracting 2½ million visitors annually. Tourist trade is important to the State because of the dollar amount these visitors contribute to the sales tax, part of which helps to pay for the school system.

Civilian government employment has steadily increased in Hillsborough County during the past decade. The primary employers are the public school system, the public hospitals, the city of Tampa, and regional and branch offices of Federal and State agencies. MacDill Air Force Base also provides employment for civilians as well as for military personnel.

Other economic traits also illustrate the urban-rural contrast in the county. First, agriculturally, Hillsborough County ranks fifth in the State for the volume of citrus produced. The county also produces one-half of Florida's total strawberry crop, and over one million 40-pound crates of tomatoes per year. Second, Tampa Airport ranks 24th in the Nation in terms of airline traffic. The number of passengers and amount of air freight has risen substantially in the last decade; and at present, Port Tampa is the eighth largest port in tonnage in the Nation. In export tonnage, Tampa is the Nation's fourth largest port.

Most of the projected population increases in Hillsborough County are located in the areas that surround or are adjacent to the city of Tampa, in the western section of the county. This necessarily means that there will be a higher student population in these areas in the future, necessitating more schools.

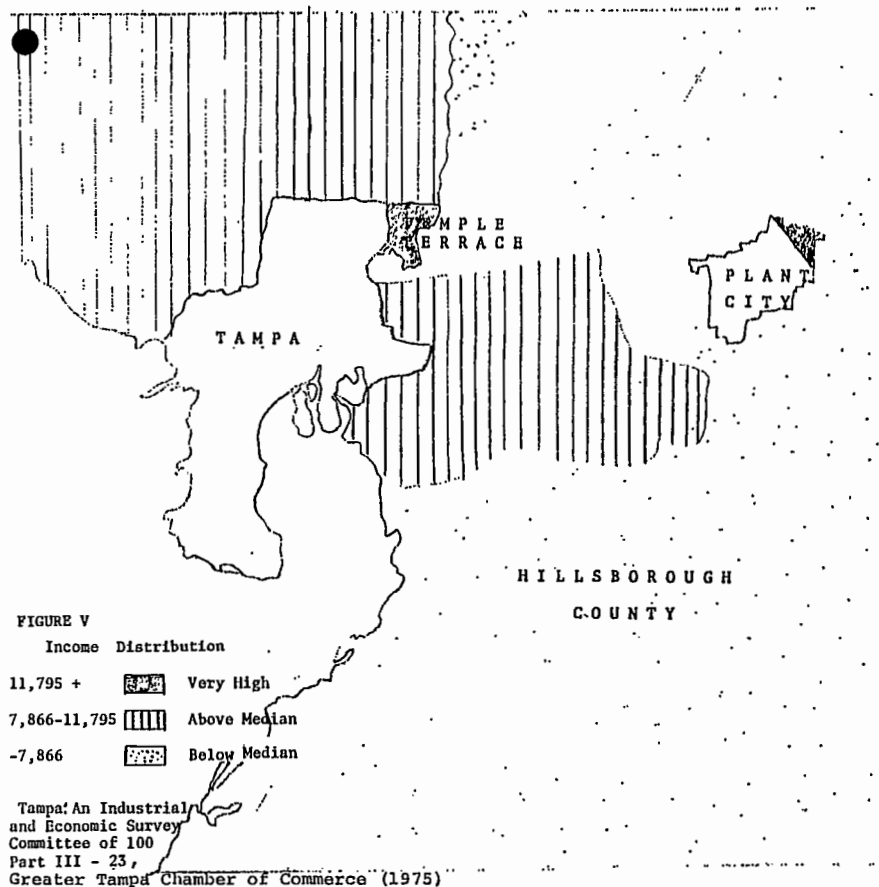
The Hillsborough County residents (outside of Tampa) who have a very high income (\$11,795 and over) are located in two distinct sections: all of Temple Terrace and the northeastern section of Plant City (Figure V). The areas (outside of Tampa) with the highest population density are immediately to the east and west of northern Tampa, and census tract 129 in Plant City (Figure VI).

C. CITY OF TAMPA

The history of Tampa is the story of a military outpost, a frontier town, a center for the cigar industry, and presently, one of Florida's largest cities.

The 1940 population of Tampa was 108,000, in 1950, 125,000, and in 1960, 275,000.^{21/} In 1970, the population of Tampa increased slightly to 278,000, making Tampa the third largest city in Florida, following Jacksonville

^{21/} Statistical Abstract, 1974, p. 25.



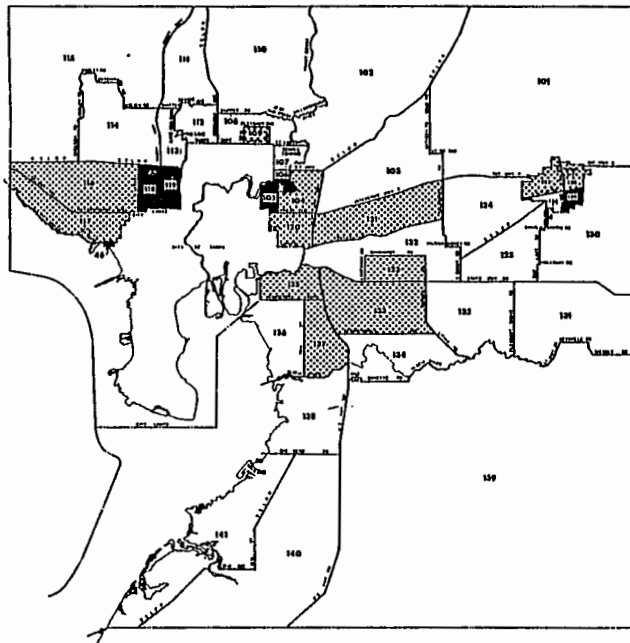


FIGURE VI
**POPULATION DENSITY BY
 CENSUS TRACT , JAN.1,1975**

- .1 - .9 PERSONS / ACRE
- 1.0 - 2.9 PERSONS / ACRE
- 3.0 - 4.9 PERSONS / ACRE
- 5.0 or more PERSONS / ACRE

Source: Hillsborough County Planning Commission

and Miami. ^{22/} In 1970, there were 55,000 blacks comprising 19.7 percent of the population, a three percent increase from 1960. ^{23/} The total land area is 84.5 square miles, with a population density of 3,287 people per square mile. ^{24/} The 1973 population of Tampa was estimated to be 289,740. ^{25/}

Figures VII and VIII illustrates the population density in the Tampa city limits as well as the income distribution. From the data that has been presented, it appears that the population growth in Tampa has virtually dissipated. However, it appears that the black percentage of the population is increasing. This may eventually affect school attendance zones, by requiring redrawing of boundaries to maintain representative ratios in all public schools.

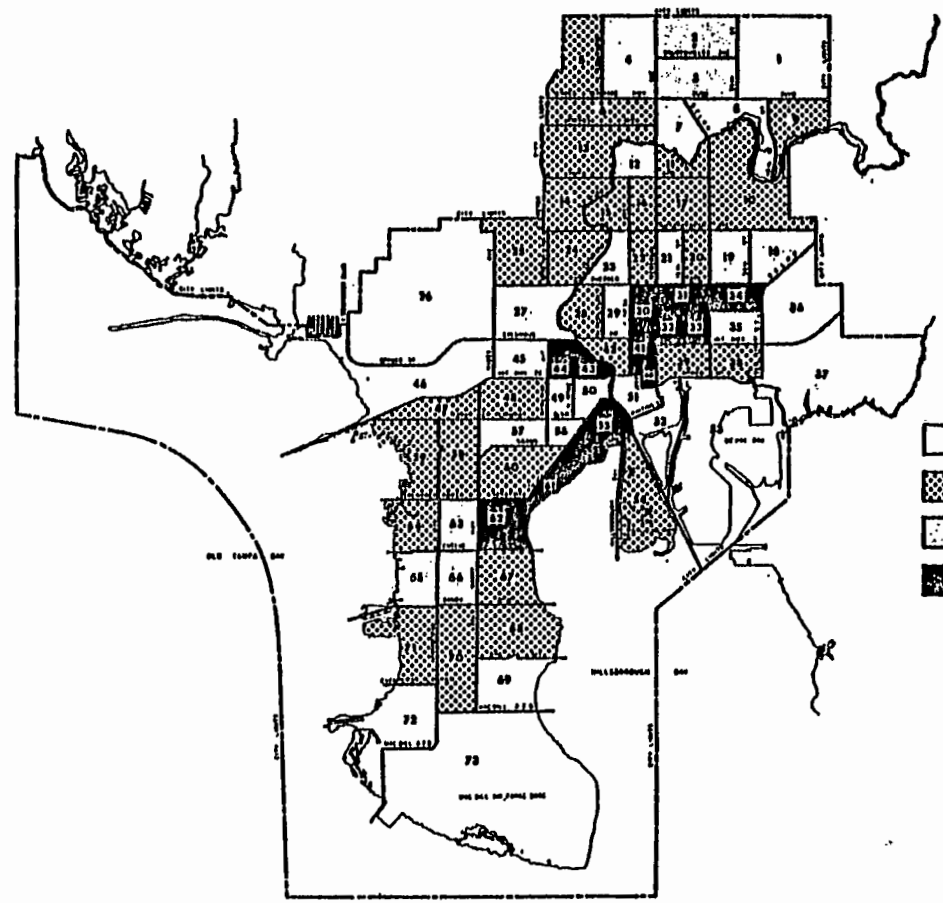
22/ Ibid.





23/ Ibid.

24/ Statistical Abstract, 1974, p. 25.

25/ Ralph B. Thompson, ed., Florida Statistical Abstract 1974 (Gainesville, Florida: University of Florida Press, 1974), p. 28.

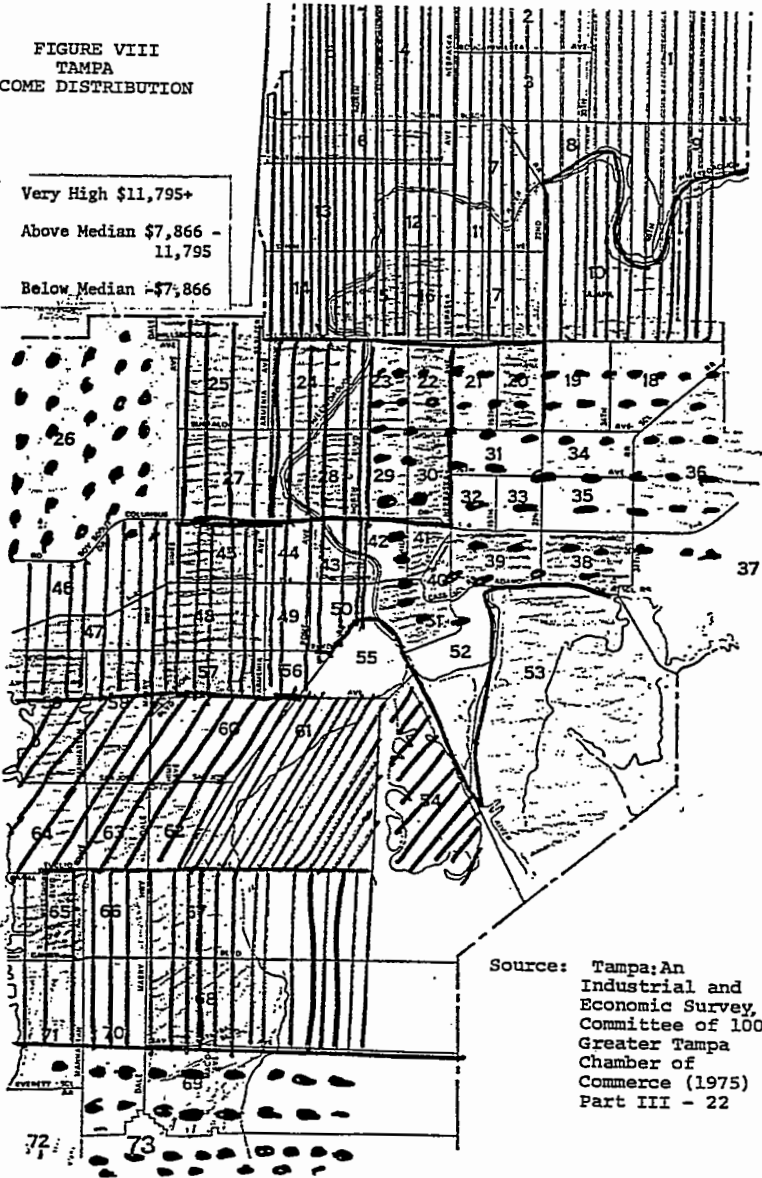
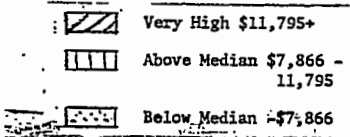
FIGURE VII
**POPULATION DENSITY
 IN TAMPA BY
 CENSUS TRACT , JAN. 1, 1975**



-  1 - 4.9 PERSONS / ACRE
-  5.0 - 7.9 PERSONS / ACRE
-  8.0 - 9.9 PERSONS / ACRE
-  10.0 or more PERSONS / ACRE

Source: Hillsborough County Planning Commission

FIGURE VIII
TAMPA
INCOME DISTRIBUTION



Source: Tampa: An Industrial and Economic Survey, Committee of 100 Greater Tampa Chamber of Commerce (1975) Part III - 22

D. ANALYSIS OF POPULATION TRENDS: 1970-75

Hillsborough County experienced heavy population growth during the years 1970-75. County population grew from more than 490,000 in 1970 to about 632,500 by 1975. ^{26/} The University of Florida's Division of Population Studies attributes approximately 80 percent of this growth (estimated for the period 1970 to 1974) to migration into the county from other areas of Florida and the United States. ^{27/}

Total county population growth between 1970 and 1975 is estimated to total about 132,500 persons. About 75 to 85 percent of this growth is believed to have taken place in unincorporated areas of Hillsborough County. ^{28/} A total of about 130,000 persons moved into these areas, almost all-white, and most probably from out-of-county and out-of-State areas. ^{29/} Growth figures for incorporated areas of the county are as follows: ^{30/}

	<u>1970 (CENSUS)</u>	<u>1975 (ESTIMATE)</u>
Tampa	278,000	297,500
Temple Terrace	7,300	10,500
Plant City	15,400	17,000

^{26/} Population and Housing Estimates: April 1, 1970--January 1, 1975. Hillsborough County Planning Commission, April 1975.

^{27/} Population Studies: Bulletin No. 32. Division of Population Studies, Bureau of Economic and Business Research, College of Business Administration, University of Florida, May 1975.

^{28/} Interview with Barbara Taylor, Hillsborough County Planning Commission, March 11, 1976.

^{29/} Interview with Taylor, March 11, 1976.

^{30/} Hillsborough County Planning Commission, April 1975.

New housing starts and population shifts have reportedly been into (1) the middle income Town and Country area of Hillsborough County; (2) the middle income Brandon area; (3) the middle and upper income Temple/Terrace University of South Florida area; and (4) the Hyde Park urban renewal area. Growth in the first three of these areas has been largely white and middle and upper income due to the high land values and housing costs associated with homes in these sections of the county. ^{31/} The Hyde Park area is now undergoing changes in use and population: at one time an exclusive Tampa neighborhood, it later became a low income area with a deteriorating housing stock. Renewal and rehabilitation activities have now begun to attract middle income families to the area's decayed but large homes. Additionally, substantial development of low rise office space is planned for the Hyde Park area. Mobile home parks (and scattered individual units) have also added new residents to (1) the rural northeastern section of the county and (2) rural areas south of the Riverview section of the county and the Alafia River. Again, the majority of this growth is believed to be white and drawn from outside the county. ^{32/}

^{31/} Interview with Taylor, March 11, 1976.

^{32/} Interview with Taylor, March 11, 1976.

Black housing patterns appear largely unchanged from 1970 census findings. An obvious exception to this pattern is the steady growth of the Thonotosassa-Seffner section of the county as a home to middle and upper income black citizens. But, in addition to the Thonotosassa-Seffner area, black families are still largely concentrated in the City of Tampa and Plant City (both with heavily black public housing populations) and scattered in clusters in rural and suburban areas of the county. ^{33/}

The 1970 census figures indicated that black citizens made up just over 19 percent of the City of Tampa's population and roughly 14 percent of the county population. Estimates of 1975 population distribution by the Metropolitan Development Agency indicate that the black Tampa population appears to continue to live in traditionally black areas enumerated in the 1970 census; substantial increases (20 percent or more) in the relative concentration of black citizens in certain census tracts has moved some contiguous areas close to or past the hypothetical tipping point that marks significant changes of racial identification in residential neighborhoods. Thus, Tampa's mid-central city area is growing more concentrated in black population, and

^{33/} Interview with Taylor, March 11, 1976.

some of this population is now beginning to spill out toward west Tampa. ^{34/}

Interviews with Tampa Housing Authority officials and examination of tenant assignment records appear to indicate that public housing in the City of Tampa continues to be assigned by race despite earlier critical attention from Department of Housing and Urban Development investigators who found the same pattern over half a decade ago. ^{35/} Black housing projects are located in black neighborhoods. The single white housing project is located in a white neighborhood. The two integrated projects, according to Tampa Housing Authority Director Howard Harris, have become more black in composition during the last five to six years and are located in integrated neighborhood areas which are also growing more black in composition. The current (June 30, 1975) occupancy figures for Tampa public housing are as follows:

^{34/} Estimate of Black Population, City of Tampa: September 1975. Research Office of Information and Management Systems, Metropolitan Development Agency.

^{35/} Interview with Howard Harris, Executive Director, Tampa Housing Authority, March 12, 1976.

PROJECT SITE	TOTAL	WHITE	BLACK	SPANISH AMERICAN
3-1-R (N. Blvd. Homes)	528	2	526	0
3-2 (Ponce de Leon)	318	6	285	27
3-5	377	3	344	30
3-3 (Riverview Terrace)	325	181	127	16
3-6	82	40	42	0
3-4 (College Hill Homes)	492	2	490	0
3-7	100	0	100	0
3-11	110	0	110	0
3-8 (Robles Park Village)	426	127	178	121
3-9 (Central Park Village)	496	1	495	0
3-10-A (Bethune Hi-Rise)	399	3	395	0
3-12 (J.L. Young Apts.)	396	325	8	63
TOTAL:	4,049	690	3,100	258

$$\% \text{ White } \frac{690}{4048} = 17\%$$

$$\% \text{ Black } \frac{3100}{4048} = 76.6\%$$

$$\% \text{ Spanish } \frac{258}{4048} = 6.4\%$$

NOTE: Assignment to leased housing units at five other locations reflects the above apparently segregated patterns of occupancy.

The City of Tampa and Plant City both operate public housing programs, but Hillsborough County itself does not. A probable result is that low income persons (most often black) are concentrated in available public housing in these two incorporated areas of the county.

The effect of 1971 school desegregation on housing patterns appears to have been minimal. Local planners, realtors, and housing officials concur in this view and cite the countywide school system as having made white flight an impossibility.^{36/} Area FHA Director Wayne Sweiger agrees that school desegregation has not produced white flight. He noted that in some cases it has led to black families leaving traditionally black neighborhoods to move closer to desegregated schools to which their children are bused. Mr. Sweiger adds that HUD 235 housing units built in white areas have been quickly purchased by black families who recognized them as a bargain and who qualified economically.^{37/}

The above assessments regarding population distribution focus mainly on the movement of white families. The metropolitan Development Agency's Estimate of Black Population for the City of Tampa examines the estimated numbers of

36/ Interview with Taylor, March 11, 1976, and interview with Hunter Wylie, Tampa Board of Realtors, March 11, 1976.

37/ Interview with Wayne Sweiger, Area Federal Housing Administration Director, March 11, 1976.

black school children by census tract for 1970 and 1975. Figures presented in this context generally reflect the mixed pattern of concentration and westward growth of the black community. However, it also indicates new numbers of black school age children in census tracts where in 1970 there were no, or far fewer, black school children. ^{38/}

Either the 1970 census undercounted these children and their families or these children reflect the cutting edge of the outward movement in all directions of black residential areas from traditionally black sections of Tampa. Has school desegregation produced changes in residential patterns, perhaps by bringing some black families into regular contact with other, largely white, areas of the city? Or does this apparent shift of black families merely reflect the movement of white families into new, suburban housing located in outlying area of the county? In any event, white flight from school desegregation has not taken place in Hillsborough County. Available statistical measures and observations by planning and housing experts all indicate that traditional housing patterns in the county remain largely unchanged.

^{38/} Estimate of Black Population, City of Tampa: September 1975.

FIGURE IX
 CHANGES IN POPULATION
 DISTRIBUTION, CITY OF
 TAMPA CENSUS TRACTS

based on 1970 census
 data and Metropolitan
 Development Agency
Estimate of Black
Population (September
 1975)

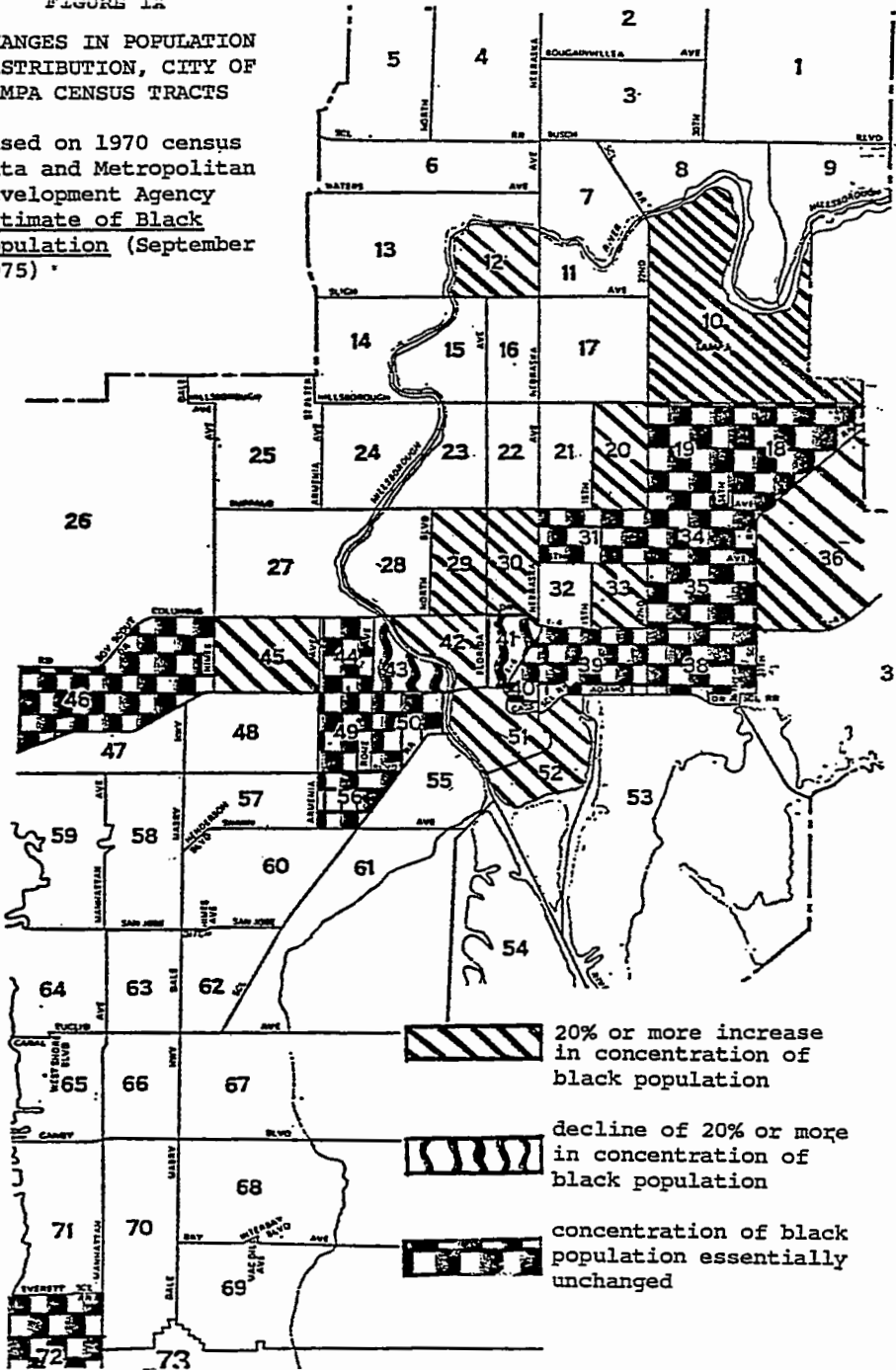


TABLE 2: COMPARISON OF CHANGE IN BLACK SCHOOL AGE CHILDREN, 1970-75

Census Tract	1970 BSAC ¹	1975 BSAC	Net Migration ²
1	0	28	27
2	2	18	15
3	0	30	30
4	3	9	6
5	0	10	10
6	75	40	-19
7	161	82	-36
8	0	30	30
9	0	7	7
10	1001	2291	1220
11	2	10	8
12	39	332	283
13	0	8	8
14	1	3	1
15	0	1	1
16	0	2	2
17	5	16	13
18	1485	1911	402
19	1337	1413	118
20	101	282	184
21	0	65	65
22	0	23	23
23	0	7	7
24	0	4	4
25	0	11	11
26	4	37	30
27	0	87	87
28	6	19	15
29	10	288	278
30	128	460	320
31	924	1059	49
32	81	143	61
33	1069	1610	500
34	1302	1590	281
35	1105	1176	90
36	403	1006	531
37	57	95	47
38	490	468	-54
39	705	719	-144
40	994	723	-245
41	294	272	-124
42	397	518	80
43	1142	959	-308
44	863	1138	321
45	119	364	246
46	875	804	77
47	13	28	19
48	45	114	60
49	368	367	25

TABLE 2 (Continued)

Census Tract	1970 BSAC	1975 BSAC	Net Migration ²
50	424	558	184
51	36	70	65
52	9	9	4
53	6	14	11
54	4	--	0
55	43	80	32
56	108	161	39
57	36	24	-16
58	--	2	2
59	--	1	1
60	13	23	3
61	--	20	18
62	--	3	3
63	--	1	1
64	--	2	2
65	5	5	-7
66	--	7	7
67	--	6	6
68	3	24	20
69	20	11	-7
70	--	179	179
71	5	25	20
72	223	130	-55

¹ BSAC = Black School Age Children

² Net Migration of Black children is defined as children with one of the following characteristics:

- Children who have moved into the Census tract since 1970 and were therefore not included in the Census.
- Children who resided in the tract in 1970 but subsequently have departed.

SOURCE: Estimate of Black Population, City of Tampa, September, 1975, Metropolitan Development Agency

E. ECONOMIC PROSPECTS

The economic prospects for Hillsborough County and the City of Tampa are mixed. This conclusion is based on three economic indicators: building permits, bank assets and port tonnage.

The value of building permits issued in 1975 by the City of Tampa and Hillsborough County declined by 10.6 percent from 1974. The value of multi-family permits decreased by over 75 percent in Hillsborough County, and by over 50 percent in Tampa. Construction began to decline in 1974 and continued throughout 1975. This economic slide left numerous casualties -- subcontractors, suppliers, and financiers, as well as contractors. There is reason for some optimism. In the first two months of 1976, single family home permits have increased, in value and number, as compared with the first two months of 1975.^{39/}

Another economic variable, bank deposits and receipts, is shifting. Total bank assets in Hillsborough have been increasing. However, a recent report revealed that most of the growth has been in the suburban areas of Hillsborough County, with total bank assets decreasing in the City of Tampa.^{40/} Lastly, total tonnage at the Port of Tampa decreased in 1975 when compared with total figures from 1973.^{41/} It appears that Hillsborough County is suffering from the current economic recession.

^{39/} The Tampa Tribune - The Tampa Times, March 21, 1976, pp 1H-2H.

^{40/} The Tampa Tribune - The Tampa Times, March 14, 1976, p. 1H.

^{41/} The Tampa Tribune, March 15, 1976, p. 5B.

II. GOVERNMENTAL SURVEYA. STATE GOVERNMENT

In Florida, two branches of the State government are directly involved with the public school system -- the legislative and the executive.

The State Legislature with two houses, the Senate and the House of Representatives, meets in its regular session every April and May for 60 days. The legislature is organized on a committee basis and both houses maintain a standing committee on education. These committees maintain permanent research staffs. The staffs recommend and draft legislation. In addition to law-making duties, the legislature also appropriates funds for State programs and the schools.

In addition to their statewide roles, the 40 members of the Senate and 120 members of the House also serve as members of their home county's legislative delegation.^{42/} All of the State legislators from Hillsborough County serve as the Hillsborough County Legislative Delegation. The purpose of the delegation is to process local bills and to conduct public hearings for reactions to proposals or bills. At present the members of the Hillsborough County Legislative Delegation are: State Senators David H. McClain, Guy Spicola, and Julian B. Lane; State Representatives James L. Redman, John L. Ryals, Ed Blackburn, Jr., Jim Foster, H. Lee Moffitt, Ray C. Knopke, Richard S. Hodes, George H. Sheldon, and Helen G. Davis.

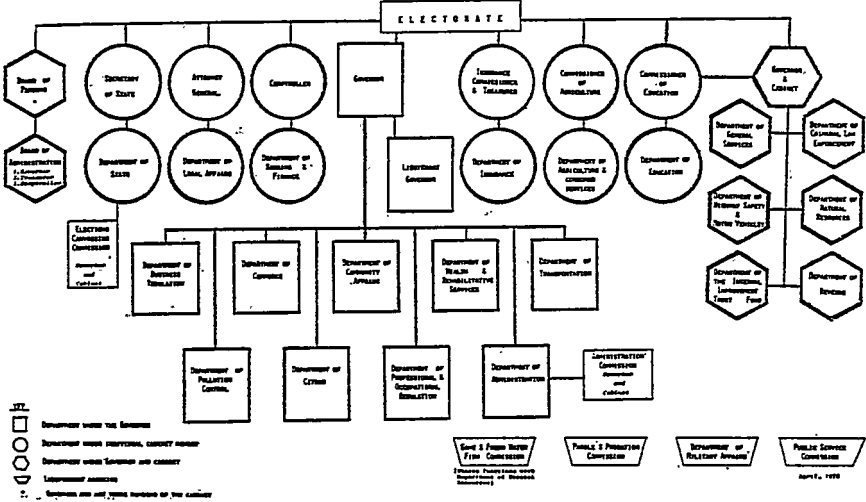
^{42/} In Florida, counties have the option to adopt "home-rule" charters. These charters or constitutions permit counties to govern themselves on most issues, thereby minimizing the power of county legislative delegations. Hillsborough County has not adopted such a charter.

Florida's executive branch is unusual in several respects which affect the State Board of Education and the State Department of Education. The Florida constitution stipulates the use of the "plural executive plan". The voters of Florida elect a governor and a lieutenant governor (jointly) for a four year term. The governor may serve only two consecutive four year terms. In addition, the voters elect six cabinet members who serve as heads of administrative departments. There is no limit to the number of terms the cabinet members may serve. The governor can call special sessions of the legislature, item veto the budget, act as commander and chief of the militia, veto acts of the legislature, appoint some officials, countersign warrants, etc. However, the governor has no constitutional control over the cabinet departments, with the exception of the Department of Education.^{43/}

Chart I (below) illustrates the plural executive plan in Florida Government.

^{43/} Allen Morris, Comp., The Florida Handbook 1975-1976, 15th ed. (Tallahassee, Florida: Peninsular Publishing Co., 1975), p. 108 (hereinafter cited Morris, Florida Handbook).

CHART I
Executive Department Organization



Source: Allen Morris, Florida Handbook, p. 106.

The governor has control of the nine departments depicted on the chart in the shape of a box. Each elected member of the cabinet serves as the head of the circular department directly beneath his office. The departments in the shape of a hexagon are subject to the control of the governor and the cabinet jointly. The Department of Education is subject to the control of the governor and the cabinet.

The governor and the cabinet constitute the State Board of Education. The governor serves as the chairman of the board and the Commissioner of Education serves as the secretary of the board.

The constitution charges the State Board of Education with issuing bonds or motor vehicle tax anticipation certificates ^{44/} on behalf of counties for capital outlay. Under the Laws of Florida 1969, Section 229.053, Florida Statute 1974, the State Board of Education has the following duties:

- (a) To adopt comprehensive educational objectives for public education;
- (b) To adopt comprehensive long-range plans and short-range programs for the development of the state system of public education;
- (c) To exercise general supervision over the divisions of the department of education to the extent necessary to insure coordination of educational plans and programs and resolve controversies;
- (d) To adopt and transmit to the governor as chief budget officer of the state on official forms furnished for such purposes, on or before November 1 of each year, estimates of expenditure requirements for the state board of education, the commissioner of education, and all of the boards, institutions, agencies, and services under the general supervision of the state board of education for the ensuing fiscal year;
- (e) To hold meetings, transact business, keep records, adopt a seal, and perform such other duties as may be necessary for the enforcement of all laws and regulations relating to the state system of public education;
- (f) To have possession of and manage all lands granted to or held by the state for educational purposes;
- (g) To administer the state school fund;
- (h) To approve plans for cooperating with the federal government and, pursuant thereto, by regulation to accept funds, create subordinate units and provide the necessary administration required by any federal program;
- (i) To approve plans for cooperating with other public agencies in the development of regulations and in the enforcement of laws for which the state board and such agencies are jointly responsible;
- (j) To approve plans for cooperating with appropriate nonpublic agencies for the improvement of conditions relating to the welfare of schools;
- (k) To authorize, approve, and require to be used such forms as are needed to promote uniformity, accuracy or completeness in executing contracts, keeping records or making reports;
- (l) To create such subordinate advisory bodies as may be required by law or as it may find necessary for the improvement of education; and
- (m) To constitute the state board for vocational education or other structures as may be required by federal law.

History.—1915, 21, 23, ch. 63-102.

The Commissioner of Education is the chief school officer in the State, and is an elected official. It is his duty to make recommendations to the State Board of Education that affect the overall development of the schools in Florida, while the State Board of Education has the overall responsibility for formulating State educational policies. As noted above, the State Board of Education is composed of the governor and the elected members of the cabinet. Thus, the person elected Commissioner of Agriculture or Attorney General is also delegated the ex-officio responsibility for formulating State educational policies.

B. COUNTY GOVERNMENT

Counties are the administrative arms of the State. In Florida, the 67 counties have the option to adopt home rule charters.^{45/} At present, Hillsborough County has not adopted a home rule charter.

The legislative and governing body of Hillsborough County is the Board of County Commissioners. The commission is composed of five members elected at large but required to be residents of electoral districts. The board has legislative as well as administrative power to direct the operation of various departments that are not headed by independently elected administrative officials. Hillsborough County has adopted a commissioner/administrator form of government.

45/ See note 42, above.

The Board of County Commissioners delegates the implementation of policy to the appointed administrator. The county commission provides for a variety of services characteristic of a local multi-purpose government. These services include roads, animal control, building and zoning, health, hospitals, social service programs, and a host of others, but not directly including schools.

The five member Hillsborough County Board also serves as the Hospital and Welfare Board, Environmental Protection Commission, and Community Action Agency. Individual board members serve on various other boards, authorities, and commissions such as Tampa Bay Area Rapid Transit Authority, Tampa Bay Regional Planning Council, West Coast Water Supply Authority, Committee of 100 of the Greater Tampa Chamber of Commerce, Expressway Authority, Aviation Authority, Sports Authority, Council on Criminal Justice, West Coast Inland Navigation District, Tampa Area Mental Health Board, Tampa Arts Council, United Fund Board, WEDU Educational Television Board, and Drug Abuse Comprehensive Coordinating Office. 46/

The Hospital and Welfare Board is noteworthy because there is cooperation between the Hillsborough County Schools and the health department regarding such health related items as vaccinations, minimum health care, etc.

In Hillsborough County there are seven independently elected officials who have specific countywide powers and head administrative agencies. These include: the clerk of the circuit court; the supervisor of elections; the tax collector; the tax assessor (property appraiser); the sheriff; the public defender; and the State attorney.

46/ Board of County Commissioners, Hillsborough County, Florida, Hillsborough County Directory of Services, 1975-76, p.2.

Three of these offices are extremely important to the Hillsborough County School System. The supervisor of elections is responsible for all elections in the county, including the school board. The property appraiser and the tax collector are important to the school system in terms of raising the necessary ad valorem taxes necessary to run and maintain the schools.

One other county department deserves mention, the Hillsborough County Planning Commission. The commission is composed of representatives of the three incorporated places in Hillsborough County: Tampa, Temple Terrace and Plant City, as well as representatives from Hillsborough County. School site and construction plans are submitted and approved by the Commission. Having a unified planning system eliminates some of the disputes that commonly occur between cities and counties.

C. SCHOOL BOARD

Each of Florida's 67 counties has a school district. The boundaries of school districts in Florida are coterminous with county boundaries. The School Board of Hillsborough County is the policy maker for all of the students and public schools in Hillsborough County.^{47/} The seven board members

^{47/} Since the institution of Mannings, the boards of public instruction have been renamed school boards. Art. 9 §4(a), Fla. Const. 1968; Chapter 69-300, Laws of Florida 1969; Section 230.21, Florida Statutes 1970. County superintendents of public instruction have been renamed superintendents of schools. Art. 9 § 5, Fla. Const. 1968; Chapter 69-300, Laws of Florida 1969; Section 230.321, Florida Statutes 1970.

are elected to four-year terms by the county as a whole. The county is divided into five districts; one member must reside in each district and two members are elected at-large.

State law requires the superintendent to make recommendations prior to board action.^{48/} The board members may vote as they wish, however, agreeing or disagreeing with the superintendent's recommendations. The school board is not an administrative or executive body, but according to the law is specifically empowered to determine policies necessary for the effective operation and general improvement of the county school system and to provide for proper execution. Each board is a corporate body, which can make contracts, sue and be sued. The following list includes some of the most important responsibilities, duties, and powers of the county school boards:

1. Determine and adopt such rules, regulations, policies, and minimum standards as are necessary for the efficient operation and general improvement of the county school system.
2. Establish schools and attendance areas, assign pupils to schools, eliminate school centers and consolidate schools, and cooperate with boards of public instruction of adjoining counties.
3. Determine organization of school centers (grades to be taught) and establish standards and regulations for standardizing the schools of a county.

48/ Laws of Florida, 1973; Section 230.22, Florida Statutes 1974.

4. Fix a uniform date for the opening and closing of school and approve and designate school holidays.
5. Provide for vocational rehabilitation services, evening schools, and instruction in the operation of motor vehicles.
6. Provide for the appointment, compensation, promotion, suspension and dismissal of school employees according to law.
7. Provide for the accounting and control of pupils at school, the enforcement of attendance laws, and attention to health, safety, and welfare to pupils.
8. Provide adequate instructional aids, including control of textbooks and establishment and maintenance of libraries.
9. Authorize transportation routes, arranged efficiently and economically, and provide necessary transportation facilities.
10. Provide a long-range building program; select and purchase school sites and provide for additions, alterations, maintenance of buildings, utilities, and insurance.
11. Provide for the proper handling of fiscal affairs of the county school system, including budgets, contracts, records, and reports.
12. Require that all records are kept accurately and that all reports are submitted promptly and in proper form. 49/

In addition to these twelve duties, the school board has tax levying authority. In 1974 the school board levied an 8.00 mill operating tax and a .75 mill debt service levy countywide. Also, the school board must act on expulsions from the school system. The relationship between the school board and the school administrative structure will be discussed in Chapter III.

49/ Florida School Board Members Handbook, Chapter II.

D. CITY GOVERNMENT

Hillsborough County, unlike many other counties of its size and smaller, contains only three municipal corporations: Tampa, Temple Terrace and Plant City. Some other counties, Dade, Broward, and Pinellas for instance, have between 20 and 30 incorporated places.

The City of Tampa has two operating programs that are related to the Hillsborough County School System. One, the federally funded School Resource Officer Program, provides for an on duty Tampa police officer to be stationed at each of several selected junior high schools in the city. The officer's primary responsibility is to familiarize himself with the students on a one to one basis with the goal of improving student-police relations and preventing crime. The Metropolitan Development Authority of Tampa, provides educational pre-school day care centers for students whose parents are on welfare. This program is run in conjunction with the Hillsborough County Schools, utilizing school facilities for day-care centers.

Table III (below) illustrates the 1974 tax levies in Hillsborough County.

TABLE III
1974 Tax Levies

1974 MILLAGE LEVIES	
The millage, or rate of taxation per \$1,000 taxable valuation, levied in 1974 for the use of the county, school board, municipalities and other taxing authorities:	
Countywide Levies	
County Government	
Operating	
Board of County Commissioners	
General Revenue	3.04323
Fine & Forfeiture	3.18131
Road & Bridge36186
Mosquito Control11672
Total	6.70312
Hospital & Welfare Bd. ..	2.46483
HWB Capital Imp. Fund ..	.50
Health Department1905
Port Authority	1.14155
Total Operating	10.00000
Debt Service	
1970 Voting Mach. Cert.	.05987
Independent Special Districts	
SW Florida Water Mgmt.25
W. Coast Inland Navigation	.02
School Board	
Operating	8.00
Debt Service75
Total Countywide Levy	19.07987
Non-Countywide Levies	
County Govt. Sp. Districts	
Free Library Service52698
Fire Control Service33168
SWFWMD Watershed Basins	
A-Alafia River76
H-Hillsborough River Basin ..	.82
N-NW Hillsborough Basin ..	.86
Municipalities	
TA thru TF - Tampa	9.50
PC - Plant City	10.00
TT - Temple Terrace	8.20

TAX DISTRICTS	MILLAGE
City of Tampa	
TEA	29.33987
TAH, TBH, TCH, TDH, TEH & TFH	29.39987
TEN & TFN	29.43987
City of Plant City	
PCA	29.83987
PCH	29.89987
City of Temple Terrace	
TTH	28.09987
Outside Municipalities	
A	20.69853
H	20.75853
N	20.79853
XA	20.36685
XH	20.42685

Property in each tax district is taxed at the rate shown above for every \$1,000 of taxable valuation.

The millage is set by the County Commissioners, the County School Board, the governing bodies of the municipalities and the other special taxing district authorities within the county. It is determined on the basis of advance estimates of revenue needs and total taxable valuations within the taxing authority's jurisdiction.

The non-countywide Free Library Service levy is assessed on property outside any municipality; the Fire Control Service levy is assessed on property both outside any municipality and outside the Brandon Special Fire Protection District. Property in the Brandon Fire District — designated by X in the millage code — is exempt from the County Fire Control service levy.

III. THE SCHOOL SYSTEM

A. HISTORY

The early history of the Hillsborough County Schools is vague. The minutes of the earliest school board meetings date back to 1871. However, schools already existing are discussed in the first recorded minutes.

In the 1850's the county commission acted as the school board. Hillsborough County at that time included all of what is now Hillsborough County, Polk County and Pinellas County. In 1869 the State school system was created. The Hillsborough County Board of Public Instruction was created in the 1870's. This board was distinct from the county commission. The area of Hillsborough County was reduced by nearly one-half when Polk County was organized from its southeastern part in 1861. The county was further reduced when Pinellas County was created from it in 1911.^{50/}

B. DEMOGRAPHIC PROFILE

The following table denotes pupil and teacher population of the Hillsborough County Schools from 1955-1975.

^{50/} Hillsborough County Schools, When History was in the Making: the Neighborhood Origins of Public Schools in Hillsborough County, 1871-1900 (1975), p. iv.

TABLE IV

HILLSBOROUGH COUNTY SCHOOLS
Grades K through 12

<u>School Year</u>	<u>Average Daily Membership</u>	<u>Full Time Instructors</u>
1955-56	55,737	2,214
1960-61	78,992	3,150
1965-66	93,062	3,735
1966-67	96,853	3,940
1967-68	96,830	4,191
1968-69	99,830	4,493
1970-71	103,891	4,777
1971-72	102,835	4,878
1972-73	105,299	5,113
1973-74	111,409	5,808
Projected 1975	113,431	

SOURCE: Tampa: An Economic and Industrial Survey
Committee of 100, Greater Tampa Chamber of
Commerce, p. I-8.

At present, the Hillsborough County public schools with nearly 115,000 pupils is one of the largest school systems in the nation. It is usually ranked as the 22nd largest school system in the U.S. and the third largest in Florida. The Hillsborough County School system now operates 129 schools: 91 elementary schools; 26 junior high schools; 11 senior high schools; and one school, Lavoy, for the trainable mentally handicapped (TMH).^{51/}

School system data for the 1973-74 school year indicate:

^{51/} Ibid., p. iv.

School Population: K-12, and adult full time equivalent, 114,320.63; enrollment, 126,189; average daily attendance--102,627. 52/

Pupils Suspended: American Indian 4; Black 3,260; Asian American 3; Spanish Surnamed 475; all other 3,467. Total 7,209. 53/

Pupils Expelled: American Indian 0; Black 9; Asian American 0; Spanish Surnamed 0; all other 1. Total 10. 54/

Instructional Salary Ranges: Rank I (Doctorate) 9,451 - 13,851; Rank IA (Specialist) 9,026 - 13,426; Rank II (Masters) 8,600 - 13,001; Rank III (Bachelors) 7,752 - 12,150. 55/

Full-Time Male Staff: White 2,125; Black 391; Spanish American 374; other 6, total male 2,896. 56/

Full-Time Female Staff: White 5,588; Black 1,475; Spanish American 549; other 14. Total 7,626. 57/

Total Staff: 10,522. 58/

Instructional Positions - 1972-73: Supervisors 144; Principals 149; Teachers: K - 6; 1-6 = 2,538; 7-12 = 2,264; Librarians: 1-6 = 91; 7-12 = 52; Guidance: 1-6 = 15; 7-12 = 93; Psychological and other 118; other instructional personnel 24: 59/

52/ Del Marth and Martha Marth, ed., Florida Alamac 1976 Edition (St. Petersburg, Fla.: Westcoast Productions, 1975), p. 390.

53/ Ibid., p. 393.

54/ Ibid., p. 394.

55/ Ibid., p. 384.

56/ Ibid., p. 386.

57/ Ibid.

58/ Ibid.

59/ Ibid., p. 388.

Pupil Mobility - 1972-73: Withdraws 24,751; first time entries 107,714; out of State transfers 6,412; in State transfers 3,001. 60/

The pupil population count in Table V, below, was completed by the Hillsborough County school administration in February 1976.

TABLE V

**ELEMENTARY AND SECONDARY PUPIL SURVEY--
Fall 1975 Survey--October 31, 1975**

	<u>White Non- Hispanic</u>	<u>Black Non- Hispanic</u>	<u>Hispanic</u>	<u>Asian & Pacific Islander</u>	<u>Indian & Alaska Native</u>	<u>Total Students</u>
Elementary	44,424	11,227	3,350	309	58	59,368
Jr. High	22,640	5,580	1,196	79	61	29,556
Sr. High	19,826	4,421	1,087	61	51	25,446
Thomas, Dorothy	70	35	4	0	0	109
LaVoy	154	94	17	0	1	266
<u>Exceptional Child</u>	<u>85</u>	<u>19</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>112</u>
Total	87,199	21,376	5,662	449	171	114,857

SOURCE: HILLSBOROUGH COUNTY SCHOOLS

The school system has also provided the following facts:

1. In addition to the K-12 student population, almost 30,000 adults attend day or evening sessions for credit and/or non-credit courses.

2. There are 368 buses on regular runs transporting 60,365 pupils an estimated 41,844 miles per day.

3. All eleven senior high schools are accredited by the Southern Association of Colleges and Secondary Schools; all other schools in the system meet the requirements of the Florida State Department of Education.

4. Non-profit and commercial groups may arrange to use schools through individual principals.^{61/}

5. Hillsborough County schools are completely desegregated, facilities as well as student populations. Each school has a racial composition as close as it has been possible to arrange to the court-directed ratio of about 80% white, 20% black.^{62/}

C. ADMINISTRATIVE STRUCTURE

In the previous chapter, the State educational system was discussed. Basically, the Florida House and Senate are charged with the passage of legislation. The education standing committees are primarily concerned with legislation that ultimately affects the schools of Florida. The Governor and the Cabinet serve as the State Board of Education. The Commissioner of Education is the State's chief school officer.

^{61/} Hillsborough County Schools, Facts About Hillsborough County Schools, (1976).

^{62/} Hillsborough County Schools, Attendance Info., 1974-75.

Each county of Florida has a school board. The Hillsborough County School Board has the responsibility for the organization and control of the public schools in the district. In addition, the School Board of Hillsborough County exercises legislative authority over the schools in accordance with the laws of Florida. The duties of the school board members have been enumerated in the preceding chapter.

In essence, the proper functioning of the school system is the responsibility of the appointed superintendent of schools. Individual schools are the domain of each principal. The superintendent, as the chief executive officer of the school board, is charged with administrative oversight of the school system and responsibility for the efficient operation of the system and its departments. The Florida Statutes list 23 specific areas of duties and responsibility that the superintendent must perform:

1. Assist in Organization of Board.
2. Regular and special meetings of the board.
3. Records for the board.
4. School property
5. School program; prepare longtime and annual plans
6. Establishment, organization, and operation of schools, classes, and services.
7. Personnel
8. Child Welfare
9. Courses of study and other instructional aids
10. Transportation of pupils
11. School plant
12. Finance
13. Records and reports
14. Cooperation with other agencies
15. Enforcement of laws and regulations

16. Cooperate with school board
17. Visitation of schools
18. Conferences, institutes, and study courses
19. Professional and general improvement
20. Recommend revoking certificates
21. Make records available to successor
22. Recommend procedures for informing general public
23. Other duties and responsibilities 63/

Chart II illustrates the present positions in the Hillsborough County School system created to assist the superintendent.

The Hillsborough County School administrative structure (as depicted on Chart II) represents a major change from a decade ago when the school board was reorganized by local legislation. Prior to 1967 the school board consisted of five elected members and an elected superintendent of schools. Additionally, prior to reorganization, area directors were called area coordinators; four such positions existed as opposed to three such positions now. Further, there were four assistant superintendents as opposed to five assistant superintendents at present. Ten years ago the Hillsborough County School Board was referred to as the Board of Public Instruction. Board members were: Marvin Green, Chairman; Al Chiaromonte; Ben H. Hill, Jr.; Henry Moody; Everett Prevatt. The elected superintendent was J. Crockett Farnell, who also served as the secretary of the board and later resigned. 64/

63/ Laws of Florida 1973, Section 230.33; Florida Statutes 1974.

64/ Board of County Commissioners, A Guidebook to the Government of Hillsborough County, Florida, 1966, p. 13.

TABLE VI

SELECTED HILLSBOROUGH COUNTY
SCHOOL OFFICIALS
1975 - 1976

ADMINISTRATION

Raymond O. Shelton, Superintendent
Hugo Schmidt, Chairman, County Board
Cecile W. Essrig, Member, County Board
Patricia (Pat) Frank, Vice-Chairman, County Board
Ben H. Hill, Jr., Member, County Board
Don C. Kilgore, Member, County Board
Roland H. Lewis, Member, County Board
Marion S. Rodgers, Member, County Board
W. Crosby Few, Attorney, County Board
Mrs. Sadie Lobo, Administrative Secretary to Supt.
Paul E. Dinnis, Public Information Officer
Walter L. Sickles, Administrative Assistant to Supt.

DIVISION OF ADMINISTRATION

Paul R. Wharton, Assistant Superintendent for Administration
Mrs. Barbara Bethel, Supervisor of Human Relations
Harold Clark, General Director, Area II
Lester E. Cofran, General Director, Area III
John W. Heuer, Director of Pupil Administrative Services
Dwight Nifong, General Director, Area IV
James D. Randall, General Director, Area I
Charles Vacher, Supervisor of School Plan Survey
Larry Wagers, Supervisor of Administration
Barbara K. Warch, Supervisor of School Food Service Area I

DIVISION OF BUSINESS

Wayne Hull, Assistant Superintendent Business Division
Ozzie C. Beynon, Supervisor of Security
Lawrence W. Richter, Jr., Supervisor of Federal Program
Accounting
Robert N. Pettigrew, Director of School Plant Planning
Louis P. Russo, Director of Finance

DIVISION OF INSTRUCTION

Frank M. Farmer, Assistant Superintendent for Instruction
Mrs. Margaret Amo, Supervisor, Mentally Handicapped
Dr. Mary Bullerman, Supervisor, Staff Development
Lyle Flagg, General Director, Secondary Education
John Friend, Supervisor, Exceptional Child Education

DIVISION OF INSTRUCTION (Cont.)

John R. Lamb, Director, Exceptional Child Education
 John Lizer, Director, Staff Development
 Providence Maniscalco, Supervisor, Early Childhood
 Education Centers
 Benny Martinez, Manager, Instructional Materials
 Depository-Textbooks
 Mr. Yvonne McKitrick, Supervisor, ESEA I Reading
 Mrs. Kay Morse, Supervisor, Communication Disorders
 Mrs. Claudia Silas, Supervisor, Headstart
 Donald R. Taylor, Director, Comprehensive Educational
 Planning
 Wayne Williamson, Director, Athletics
 Lawrence H. Worden, General Director, Elementary Education

DIVISION OF SUPPORTIVE SERVICES

E. Lutrell Bing, Assistant Superintendent for Supportive
 Services
 Joseph C. Yglesias, Director of Federal Program Finance

DIVISION OF PERSONNEL

Rodney C. Colson, Assistant Superintendent for Personnel
 S. Edward Dobbins, Director of Personnel Services
 Robert G. Gardner, Supervisor of County Level Personnel
 and Substitute Teacher Placement
 Mrs. Elizabeth Miles, Supervisor of Elementary Teacher
 Placement
 Donald R. Yoho, Director of Program Development
 Edward Boddy, Supervisor for Evaluation

DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

D. G. Erwin, Director, Vocational, Technical and Adult
 Education
 Mrs. Eloise J. Cabrera, Supervisor, Community Schools
 Dr. Domenic P. Cammaratta, Director, Adult General
 Education
 Boyd Wilborn, Director, Tampa Bay Area Vocational-
 Technical Center

SOURCE: State of Florida, Dep't of Education,
Florida Education Directory 1975-1976,
 pp. 149-180.

D. FINANCES

Between 1947 and the 1972-1973 school year, Florida schools were financed by the Minimum Foundation Program (MFP). Through this program, the State helped support school systems by providing minimum funds for salaries, materials, facilities and transportation. In 1973 and 1974 this system was abolished in favor of the Florida Educational Finance Program (FEFP).^{65/}

Gradually through the years, more and more State assistance has been provided to school districts. At present educational financing is a three-way partnership between the school districts, the State, and the Federal Government.

At the district level, the sole source of funding is the ad valorem tax. At the State level the major sources of money are the sales tax, a portion of the gasoline tax, driver license fees, a levy on parimutuel wagering, and the motor vehicle license tax.^{66/} During the 1947-48 school year, school districts received 45 percent of their revenue from local sources, 52.3 percent from the State and 2.7 percent from the Federal Government, by 1972-73 the distribution had changed to 35.3 percent from local sources, 55.3 percent from the State, and 9.4 percent from the Federal Government.^{67/}

^{65/} Allen Morris, comp. The Florida Handbook 1975-1976 15th edition (Tallahassee, Florida: Peninsular Publishing Co., 1976), p. 307.

^{66/} Ibid., p. 307.

^{67/} Ibid., p. 307.

The Florida Education Finance Program (FEFP) formula to determine the allocation to a school district is complicated and exacting. Basically, the program revolves around Full-time Equivalent Students (FTE's). Essentially one FTE represents one student in membership in a school for a minimum of five hours a day (grades K-3, four hours a day). The FTE's are multiplied by their program cost factors. The program cost factors are provided in Table VII - Program Cost Factors.

TABLE VII
PROGRAM COST FACTORS

Basic Programs --

Kindergarten and Grades 1,2 and 3	1.20
Grades 4 through 10.....	1.00
Grades 11 and 12.....	1.10

Special Programs for exceptional students:

Educable mentally retarded.....	2.30
Trainable mentally retarded.....	3.00
Physically handicapped.....	3.50
Phys. & Occupational therapy I	6.00
Speech theraph I.....	10.00
Deaf.....	4.00
Visually handicapped I.....	10.00
Visually Handicapped.....	3.50
Emotionally disturbed I.....	7.50
Emotionally disturbed.....	3.70
Socially maladjusted.....	2.30
Specific Learning disability I.....	7.50
Specific Learning disability.....	2.30
Gifted I.....	3.00
Hospital and homebound I.....	15.00

Special Vocational-Technical Programs:

Vocational education I.....	4.26
Vocational education II.....	2.64
Vocational education III.....	2.18
Vocational education IV.....	1.69
Vocational education V.....	1.40
Vocational education VI.....	1.17

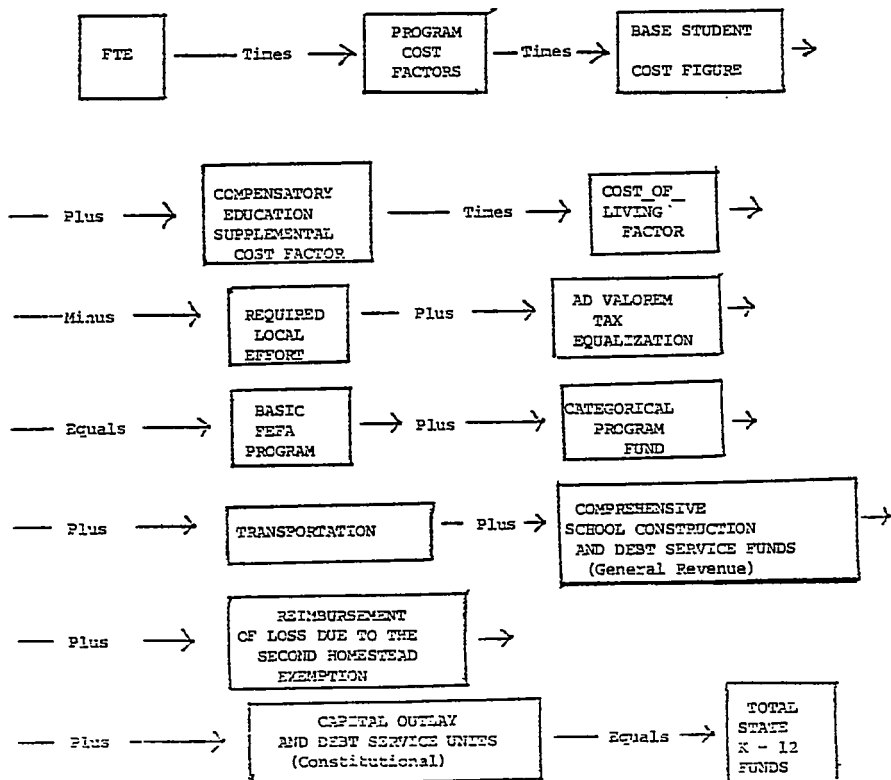
Special Adult General Education Programs:

Adult basic education and adult high school.....	1.60
Community Service.....	1.30

Source: Hillsborough County Schools

The entire formula is presented here. Although the formula is complicated, educators agree that it is a more equitable method for distributing revenue than the Minimum Foundation Program (MFP), which it replaced.

CHART III
FUNDING FORMULA FLOW CHART OF STATE FEFA FUNDS



SOURCE: Hillsborough County Schools

In 1974-75 the base student cost was \$745 per student. The compensatory educational supplemental cost factor was .05 of the student cost. The cost of living factor rates each county on a cost differential basis between a low of .883 to a high of 1.085. The required local effort is the amount a district raises in ad valorem taxes. At present (1975-76), the legislature has limited local effort to 8 mills. The ad valorem tax equalization is a recent factor added to equalize the amount large counties contribute to the fund.

The first part of the formula equals the basic Florida Education Financial Program. In addition, there are categorized programs, transportation allowances, etc.

In the State of Florida, the ad valorem taxes are based on the non-exempt assessed valuation of property. The county property appraiser assesses the value of all non-exempt property including non-exempt real estate, personal property, railroad and telegraph property. This is the valuation on which school taxes are levied. It does not include the \$5,000 homestead exemption allowed owner occupied homes. Hillsborough County's non-exempt property assessed valuation in 1974 was \$2,871,014,000. The required local effort for FEFP for Hillsborough County was \$15,774,183 in 1974. This figure is obtained by multiplying the minimum local effort (5.74 mills) times the property value.^{68/}

68/ Department of Education, Profiles of Florida School Districts 1975, p. 166.

The revenue receipts by source in Hillsborough County for 1973-74 include:

Federal	11,090,667.80	8.82%
State	80,282,088.85	63.85%
Local	34,356,004.53	27.33%
Total	125,728,761.18	<u>69/</u>

The current expenses in Hillsborough County include:

Administration	2,872,289	2.66%
Instruction	75,532,616	69.92%
Operation of Plant	8,211,674	7.60%
Maintenance of Plant	4,216,573	3.90%
Auxiliary Services	7,639,516	7.07%
Fixed Charges	9,548,309	8.84% <u>70/</u>

The total outstanding indebtedness in Hillsborough County is \$65,367,500, with \$13,148,997.97 the total expenditures for capital outlay, and total expenditures of \$125,360,721.55. The current expense per pupil in FTE 1973-1974 is \$944.89. 71/

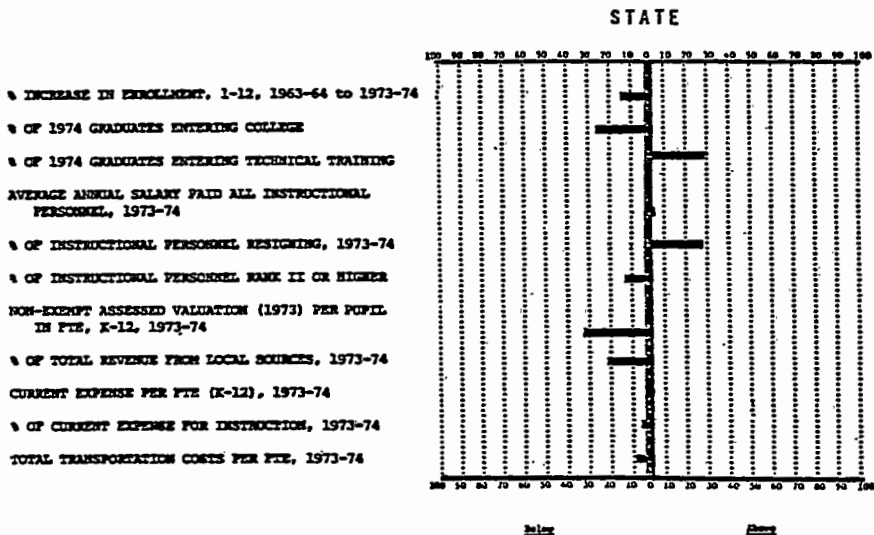
The following two tables compare certain education data for Hillsborough County and the State of Florida.

69/ Ibid., p. 175.

70/ Ibid., p. 171-173.

71/ Ibid., p. 169.

TABLE VIII
DEVIATIONS FROM THE STATE AVERAGE



*NOTE: The profiles above represent a percent deviation from the Group or State average value for each item. All deviations were calculated by:

$$\frac{\text{District Value} - \text{Group Value}}{\text{Group Value}} \times 100 \quad \text{OR} \quad \frac{\text{District Value} - \text{State Value}}{\text{State Value}} \times 100$$

SOURCE: State Department of Education Profiles of Florida School Districts (1975), p. 68.

TABLE IX
COMPARATIVE STATISTICS

	<u>DISTRICT</u>	<u>STATE</u>
<u>PUPIL</u>		
Percent Increase in Enrollment (1-12), 1963-64 to 1973-74 . . .	24.57%	29.17%
Percent of 1974 Graduates Entering College	34.17%	47.06%
Percent of 1974 Graduates Entering Technical Training	4.80%	3.73%
Percent of Regular Membership Promoted (1-12) 1973-74 . . .	97.63%	96.20%
Percent of Total State Un-weighted FTE in District, Final Count 1973-74	7.32%	100.00%
<u>INSTRUCTIONAL PERSONNEL</u>		
Percent of Instructional Personnel Resigning, 1973-74	13.67%	10.67%
Percent Instructional Personnel, Rank II or Higher, '73-74 . . .	28.79%	33.10%
Average Pupils (1-12) in ADM Per Classroom Teacher, '73-74 . . .	22.68	22.22
Average Annual Salary, Instructional Personnel, 1973-74 . . .	\$11,035.77	10,963.96
Average Annual Salary, Classroom Teacher (K-12), 1973-74 . . .	\$10,395.20	10,435.20
<u>FISCAL</u>		
Percent Increase, Non-Exempt Assessed Valuation '64-74 . . .	481.43%	387.40%
Percent Total Revenue from Local Sources, 1973-74	27.33%	34.49%
Percent of Current Expense for Instruction, 1973-74	69.92%	71.67%
Non-Exempt Assessed Valuation (1973) Per FTE, 1973-74 . . .	\$25,113.70	\$7,762.35
Current Expense Per Pupil in FTE, K-12, 1973-74	\$944.89	\$945.88
<u>TRANSPORTATION</u>		
State Transportation Costs Per Pupil in FTE, K-12 1973-74	\$33.95	\$33.21
Total Annual Transportation Cost Per Transported Student, 1973-74	\$60.82	\$67.18
Transported FTE as a Percent of Total FTE, 1973-74	53.47%	45.81%

SOURCE: State Department of Education Profiles of Florida School Districts (1975)
p. 69.

School enrollment in Hillsborough County has not increased as much as in the State as a whole. The comparison also shows proportionantly fewer Hillsborough students entering college but a greater percentage entering technical training than in Florida as a whole. The instructional salary and expenses per FTE is almost the same as the State average, however, there was a high degree of instructional resignations and a lower proportion of teachers with master's degrees in Hillsborough County than the State. Finally, the property value under FTE in Hillsborough County was considerably less than the State average, and the percent of revenue from local sources was considerably less than the State average.

E. PRIVATE AND PAROCHIAL SCHOOLS

There are approximately 52 private and parochial schools covering grades K-12 that serve the residents of Hillsborough County. The estimated student population of 11,299^{72/} is 7.43 percent of the total school population. In addition, Hillsborough County is the home of the University of South Florida, the University of Tampa, Hillsborough Community College, and Florida College.

72/ Profiles, p. 153.

IV. DEVELOPMENT OF THE DESEGREGATION PROCESS

A. INTRODUCTION

Hillsborough County, which includes urban Tampa, has the 22nd largest school system in the nation, the third largest in Florida.^{73/} Unlike many of the older cities which are surrounded by suburbs or townships having individual or autonomous school systems, Tampa schools are included in the same countywide school system as its surrounding suburban and rural communities. In contrast to other communities in the nation which have been recently ordered to desegregate their schools, Tampa/Hillsborough County schools have been operating a complete racially-integrated system for five years, under a countywide desegregation plan implemented by massive busing.^{74/} The current desegregation plan has been in effect with little or no community opposition since the court order of May 11, 1971.^{75/} Students throughout the Hillsborough County School System are being bused to achieve a racial balance of approximately 18 percent black, 82 percent white in every elementary and secondary school in the system. The desegregation of the school faculties represents a similar black/white ratio to that of the students. Essentially, the 18 percent black and 82 percent white achieved in the student population by

^{73/} Hillsborough County School Board, 1974-75 Facts about Hillsborough County Schools.

^{74/} Tampa Times, June 5, 1972, p. 10.

^{75/} The May 11, 1971 court ordered plan called for the use of clustering, satellite zoning, re-zone attendance areas, and pairing to achieve a unitary school system. Mannings v. Bd. of Pub. Instruction No. 3554 Civ. T-K (D. Fla. May 11, 1971).

the massive busing plan and the similar staff racial mix, is representative of the ratio of the black/white population in the county as a whole. ^{76/}

Prior to 1954, the schools in Hillsborough County and all other counties in the State of Florida were legally operated as dual school systems under the constitution and laws of the State of Florida. Under the Florida Pupil Assignment Law (PAL), separate and equal schools were constructed, operated, and maintained to provide education facilities staffed by white personnel for white pupils only and education facilities staffed for Negro pupils only by Negro personnel. ^{77/}

Despite the United States Supreme Court decisions in Brown v. Board of Education of Topeka, Kansas 347 U.S. 483 (1954), 349 U.S. 294 (1955), and Cooper v. Aaron, 358 U.S. 1 (1958), indicating that State laws which required or permitted racially segregated public schools were unconstitutional under the 14th Amendment, no formal action was taken that directly affected the segregated schools in Hillsborough County until December 1958.

^{76/} See Chapter I, B and D, above.

^{77/} Mannings v. Bd. of Pub. Instruction of Hillsborough County, Fla., No. 3554 Civ. T-K (M.D. Fla. decided May 11, 1971).

From the time the National Association for the Advancement of Colored People (NAACP), on behalf of the parents of some black children, became involved in the historic Mannings case,^{78/} a 13-year period of litigation passed^{79/} before the present plan was designed and implemented. During this 13-year period, the Hillsborough County School District submitted a variety of plans to avoid complying with the U.S. Supreme Court's decisions requiring desegregation of public school systems. The court order of May 11, 1971 ended segregation in the Hillsborough County schools. The Mannings case, the oldest one on the active docket of the U.S. District Court for the Middle Division of Florida, has lasted through four district judges and is still pending under the fourth and present district judge, Ben F. Krentzman.

A description of the litigation follows in the next section of this paper.

^{78/} Manning v. Board of Public Instruction of Hillsborough County, 277 F. 2d 370 (5 Cir. 1960)

^{79/} Mannings v. Board, No. 3554 Civ. T-K. The May 11, 1971 order, cited earlier, contains a history of the case from its beginning in Dec. 1958.

B. THE HISTORY OF SCHOOL DESEGREGATION LITIGATION IN
HILLSBOROUGH COUNTY

Mannings v. Board of Public Instruction of Hillsborough
County, Florida

Plaintiffs: Andrew L. Mannings, Shayron B. Reed,
Sandra E. Reed, Nathaniel Cannon, Norman Thomas Cannon,
Tyrone Cannon, Darnel Cannon and Gail Rene Myers.

Defendants: The Board of Public Instruction
of Hillsborough County, Florida and Clyde McLeod,
Al Chiaramonte, John Coleman and Marvin Green, members
of the Board, and J. Crocket Farnell, Superintendent
of Public Instruction in Hillsborough County, Florida.

Issue: Whether the Hillsborough County School
System was being operated in a racially segregated
manner by the members of the Hillsborough County Board
of Public Instruction.

SUMMARY OF LITIGATION

On December 12, 1958 a suit was filed by black parents in the U.S. District Court for the Middle District of Florida (hereinafter referred to as district court) alleging that the Hillsborough County Board of Education, acting under color of the authority vested in them by State law, was pursuing a policy to operate the Hillsborough County school system on a racially segregated basis in violation of the 14th Amendment to the Constitution. The complaint specifically alleged that 72 of the Hillsborough schools were limited to whites only and 18 schools were limited to blacks who were often required to travel up to 10 miles to attend one of these schools.

The defendant school board moved to have the suit dismissed, stating that under the Florida Pupil Assignment Law (PAL) of 1956 and 1959, an individual black student could apply for admission to any Hillsborough school he/she felt entitled to attend. It was the school board's contention that plaintiffs must use the administrative procedures provided by this law before going to the courts.

The district court agreed and dismissed the suit on the grounds of failure to exhaust administrative remedies. Plaintiffs appealed this ruling to the Fifth Circuit Court

of Appeals. The district court's order to dismiss was reversed by the appeals court in April, 1960 and the case was sent back to the district court for trial. In its reversal, the court commented that in a previous case it had held that the PAL did not meet the requirement of Brown v. Board of Education and that the allegations made by the plaintiffs, if proved, would show that the board had not devoted any effort "toward initiating desegregation." Such a finding would entitle plaintiffs to injunctive relief.

The ordered hearing was held in August 1962, whereupon the following facts were proved against the school board: (1) prior to 1954 the system was operated on a completely segregated basis; (2) prior to September 1961 there was no change in the racial composition of any Hillsborough County school (one non-plaintiff 7-year-old black male was admitted to an all-white school for the handicapped in September 1961 and one other non-plaintiff black male was reassigned under the PAL from a black elementary school to a white elementary school on December 26, 1961); (3) at the time of trial there were approximately 80,000 children enrolled in the 114 public schools of Hillsborough County, 20 of which were black schools and 94 white; and (4) the PAL had been applied by the board as a means of

effectively resisting desegregation of the school system. As a result, the school board was found to be operating a racially segregated system and was ordered to submit to the court by October 30, 1962 a desegregation plan that would remove the existing dual attendance zones and open all county schools on a non-racial basis. The plan, if approved, would be effectuated by the end of January 1963. The school board was also enjoined from applying PAL in a discriminatory manner.

The plan that the board submitted to the court on October 29, 1962 proposed replacement of the dual system of separate attendance areas with a single attendance area over a 12 year period. The plan, to begin in the 1963-64 school year with the first grade in all Hillsborough County elementary schools, would be expanded each year to include the next higher grade.

The plaintiffs on November 16, 1962 also submitted a desegregation plan which called for: (1) the drawing by defendants of new attendance lines for all elementary schools based upon the capacity of each school and the teacher-pupil ratio observed in each school; (2) attendance of all elementary children at the school nearest their residence; (3) implementation of the plan for the 1963-64 school year; (4) submission of a plan prior to January 1,

1964 for desegregation of the high schools; (5) establishment of a central personnel office for hiring school personnel without regard to race; and (6) attendance by the plaintiffs in September 1963 at the school nearest them regardless of their grade level.

On May 8, 1963, the district court rejected the plaintiffs' plan and approved the school board's October 29th plan with the provision that further amendments, including an acceleration thereof, might be suggested by the plaintiffs, the school board, acting in good faith, and the district court. The court was to supervise the operation of the plan to the end that complete desegregation of the public schools might be accomplished with all deliberate speed, commencing with the September 1963 school year.

Following the adoption of the above plan, the following events transpired in the Tampa case: (1) December 12, 1968, plaintiffs filed a Motion for Further Relief, contending that the plan of operation then in use by the defendant board was not functioning as required by decisions of the Supreme Court and the Fifth Circuit Court of Appeals; (2) March 5, 1969--the court ordered the board to produce another desegregation plan; (3) April 15, 1969--the board submitted a revised plan

which was considered by the court; (4) May 9, 1969--the court rejected the plan as inadequate and ordered the board to file an amended plan on or before May 23, 1969. The amended plan was objected to by plaintiffs; (5) July 3, 1969--defendant board submitted a further amendment which was rejected by the court because much of the plan was based upon the privilege of "freedom of choice," which the court ruled would not help to abolish the dual system; (6) July 25, 1969--the court ordered the board to file another plan which would include geographically defined attendance areas for each school; (7) August 1, 1969--the board filed a comprehensive plan which was adopted by the court on August 18, 1969.

The plan provided for the assignment of students in every school on the basis of geographic attendance areas (drawn fairly with regard to race) beginning in the 1969-70 school year. It also provided for faculty integration with a 50-50 ratio in schools where black students were in the majority. For the 1970-71 school year, the ratio was to be approximately 82% white and 18% black throughout.

The court concluded that the board had fairly drawn the school zone lines so as to promote further desegregation and that although there were some completely or predominantly black schools in Tampa, it was the result

of neighborhood housing patterns and not the design of the board. The court concluded that with the faculty changes and the neighborhood school areas determining the complexion of the student bodies, the board had discharged its constitutional duty as set out in the decisions of the higher courts. The court retained jurisdiction over the implementation of the plan.

An appeal was taken on the above district court approved plan to the Fifth Circuit Court of Appeals (May 11, 1970) which reversed and remanded with instructions for specific actions to be taken. In reaching its decision to reverse and remand, the circuit court noted six elements to be considered in converting dual systems into unitary systems: composition of student bodies, faculty, staff, transportation, extra-curricular activities, and faculties. The school system was found deficient in student assignment to certain schools (60% of the black student population attended all or virtually all black schools), and, to a degree, in faculty and staff assignments (faculty ratios of plan discussed earlier). The court stated that to fully desegregate the schools, student assignments must be made: (1) for high schools, by use of a strict neighborhood assignment system and through pairing; (2) for junior high schools, by pairing; and (3) for elementary schools

by pairing of schools and, as an alternative to pairing, by redrawing school zone lines. These procedures would purportedly reduce the number of black students in all or predominantly black schools from 60% to 21%.

To desegregate the faculties and staff, the appeals court directed school assignment on a basis approximating the black-white and staff ratios for the entire school system.

The appeals court ordered the district court to implement its directives and to retain jurisdiction until it was clear that the State-imposed segregation had been completely removed.

The district court on May 13, 1970 ordered: the complete implementation of the faculty and staff desegregation in accordance with the standards set forth in Singleton v. Jackson Municipal Separate School District 419 F.2d 1211 (5th Cir. 1969); strict compliance with the Singleton standards in the areas of transportation, school construction and site selection; implementation of the existing bi-racial committee (advisory group to the board) in the area of student transfers; the implementation of total desegregation in the elementary, junior and senior high schools; and the filing of written evidence of full compliance with the order by the board on or

before September 1, 1970. (This date was extended by a court order of May 14, 1970 to October 1, 1970.)

On June 2, 1970, in ruling on the board's petition for rehearing, the appellate court amended its May 11, opinion in two respects. The appellate decision allowed exercise of certain options by the school board and certain discretion by the district court.

On June 15, plaintiffs filed a proposed rezoning plan. Thereafter and pursuant to order of this court it filed information relating to a pairing plan for certain elementary schools. After hearing on July 22, 1970, the rezoning plan was found deficient; on August 11, 1970, the board filed an additional rezoning plan. After hearing on August 13, 1970, the court ruled from the bench on all aspects of the case including a finding that of the three plans filed by the board and the one by the plaintiffs the pairing plan based on the information furnished by the board was the most effective; the court approved that plan, ordering implementation for the 1970-71 school year. The court announced its written order would be entered shortly after August 19, and requested from the board by that time additional information relating only to recommendations as to specific grade locations at the paired schools, and further details relating to transfer rules and a school Bi-Racial Advisory Committee.

On August 19, the board filed and presented to the court three separate supplemental plans for the elementary schools concerned, one of which involved the closing of a school and distribution of its pupils to three other schools, and each of which had two or more alternative plans attached thereto. On August 19, the superintendent of schools assured the court that the entire plan could be implemented by the school opening date, August 31, 1970.

The necessity for consideration of the additional data delayed the entry of a memorandum and order, and to avoid further delay, the court entered a written interim order on August 21, 1970. On August 25, 1970 the court entered a supplemental order.

Motions of August 28 and September 10, 1970, by the board to make zone changes for the Blake High School that would help it operate at full capacity were denied because the rezoning would serve to resegregate the school.

On November 12, 1970, the board filed a report giving the racial composition of certain schools as of October 23, 1970. The report demonstrated the ineffectiveness of the August 1970 desegregation decrees, and showed that board representations to the district court and the

court of appeals had been markedly inaccurate. Accordingly, in May 1971, taking note of the Supreme Court decision in Swann v. Charlotte-Mecklenburg, the district court reopened the case by its own motion. In so doing, the court made the following findings of fact: (1) that the Hillsborough County school system was a segregated system; (2) that this segregation resulted from State action; that in the intervening nine years since the first finding of segregation, the defendant board "have at no time taken any steps which have had the effect of significantly altering the system's racially biased student assignment system"; (3) that prior plans had failed to abolish the dual school system (1963-1967 desegregation on the basis of one grade per year; 1967-69 freedom of choice plan; 1969-1970 attendance zone system; August 1970 plan); and (4) that defendants must desegregate all predominantly black schools (i.e., where at least 50 percent of students were black). The court stated that the reasons the previous plans failed were that too much reliance was placed on free choice, transfer provisions other than majority to minority ones were extremely liberal, and no attempt was made to eliminate the black schools except by the addition of a few whites to the black school population.

On the basis of the above findings, the court ordered the board to desegregate according to the following terms:

1. No later than June 15, 1971, the school board was to file with the court and serve upon plaintiffs a plan or plans for desegregating the Hillsborough County School System in accordance with the court's order: this plan was to become effective with the beginning of the 1971-1972 school year.

2. In formulating the plan, the school board was to follow these guidelines:

a. The plan was to have as its primary objective the abolition of segregation in all schools in the county, and in particular was to aim at desegregation of all schools in the county having a 50 percent or higher black enrollment.

b. In preparing the plan the school board was to begin with the proposition that a white-black ratio of 86%-14% in the senior high schools, 80%-20% in the junior high schools, and 79%-21% in the elementary schools would be the most acceptable and desirable form of desegregation.

c. The plan was to accomplish desegregation by pairing, grouping, clustering, and use of satellite attendance zones. Where pairing, grouping, and clustering were used, every effort was to be made to avoid

splitting of grades. If in some instances it became necessary to split a grade the school board was to file figures showing the extent of desegregation which would result if the grades were not split. No splitting of grades would be approved unless it resulted in a degree of desegregation equal to that which would result if the grades were not split. In view of what had gone on before, any proposed desegregation by use of rezoning or gerrymandered zoning was to be supplemental, secondary, and alternative to desegregation by the techniques mentioned above.

d. In formulating the plan the school board was to consult with experts and authorities in the field of desegregation who were unaffiliated with the Hillsborough County School System.

e. In formulating the plan the school board was to examine and consider the plans used and in effect in Manatee, Sarasota, Lee and Pinellas Counties and consult with school officials in those counties.

3. On May 21, 1971, May 28, 1971, and June 4, 1971, the school board was to file with the court status reports detailing steps taken in complying with the court.

4. The court also noted that selection of new school sites was also a matter directly affecting existing segregation in schools and would be subject to court approval.

5. The school board was warned that if it again defaulted on its obligation to present a legally acceptable plan, the court would direct its attention to the provisions of plaintiffs' proposed plan of July 15, 1970. The court would also then determine whether to appoint at defendants' expense an expert or experts in the field of education for the purpose of obtaining a satisfactory desegregation plan.

In accordance with the May 11th court order, the board filed a plan, maps, etc. which they clearly and satisfactorily explained to the court. The court concluded that the plan presented would result in the establishment of a unitary school system in Hillsborough County. (For details of the plan, see Chapter IV, C and D.)

Although there were subsequent legal proceedings, the plan has been "successfully" in effect in the Hillsborough County School System for almost five years.

C. CREATION OF THE PRESENT PLAN

As was brought out in the preceding section on the history of the Hillsborough County schools desegregation case, several types of plans were submitted to the court at subsequent times. The various plans proposed were: grade-by-grade desegregation to begin with all first grades and assignment of pupils to the schools nearest their homes (this included a "freedom of choice" utilizing a minority to majority transfer provision),^{80/} re-zoning attendance areas to desegregate the senior high schools,^{81/} establishing a central personnel office for hiring to implement desegregation of school staffs,^{82/} strict neighborhood student assignment at all grade levels,^{83/} a "freedom of choice" plan,^{84/} re-defining school attendance areas on a geographical basis,^{85/} and pairing of selected formerly all-black schools with selected formerly all-white schools.^{86/}

^{80/} Plan filed by Defendants (October 29, 1962).

Minority to majority transfer policies were disapproved in *Goss v. Board of Education of Knoxville*, 473 U.S. 683 (1963), and *Boston v. Ripley*, 285 F. 2d 43 (5 Cir. 1960), and finally prohibited in Hillsborough County by the Order of May 15, 1967. Henceforth, with certain exceptions (e.g. for handicapped children) only majority to minority transfers were permitted. A minority to majority transfer provision, in operation from 1963 until 1967, allowed a white student to avoid attendance at a black school even though the black school was closer to home.

^{81/} Plan filed by the Defendants (February 2, 1966).

^{82/} Plan filed by the Defendants (June 5, 1967).

^{83/} Plan filed by the Defendants (April 15, 1969).

^{84/} Defendants' Revision of April 15 Plan (August 1, 1969).

^{85/} Ibid.

^{86/} For final pairing plan, see Order of August 25, 1970 at 22.

These plans were reviewed and subsequently rejected by the court when it became evident through surveys of the schools' racial composition (both student and staff assignments) that the schools in Hillsborough County were being operated in a segregated manner. Between the time of the grade-by-grade desegregation plan, submitted to the court on October 29, 1962, and the "freedom of choice" plan, submitted on July 3, 1969, the schools were essentially operating as a dual system, not in compliance with the court's orders.^{87/}

The "pairing" plan, adopted by the court on August 18, 1969, was different from the preceding plans in that it was comprehensive by definition and its implementation had direct effect on the creation of the present plan. For the 1970-71 school year, the faculty and student ratio throughout the system was to be approximately 82 percent white and 18 percent black. Students were to be assigned to every school on the basis of geographical attendance areas which were to be drawn fairly with regard to race on the basis of population information for the 1969-70 school year.^{88/} Some provisions

^{87/} Order of May 11, 1971.

^{88/} Order of May 18, 1969.

of this plan allowed students to transfer: (1) from a school in which the student was a member of the racial majority to one in which he/she would be among the minority, (2) to obtain required courses not available in the assigned school, (3) because of physical handicaps (medically certified); and (4) because of extreme situations where an elementary school child would be left unattended after school or if ordered by an official agency for the welfare of the child. ^{89/}

Under this plan approved by Judge Joseph Lieb (the third judge to whom the case was assigned), there were to be 783 blacks, 90 whites at Blake High School, and 993 blacks, 137 whites at Middleton High School. These were the only two black high schools in Tampa. The third black high school in the Hillsborough County school system, Marshall High, which was in Plant City, was to be abolished as a high school. Some of its former students would be attending the new Plant City High School and Pinecrest High School. The Marshall school building would become a seventh grade center, and would be paired with Tomlin Junior High School. Marshall would have the seventh grade and Tomlin would have the eighth and ninth grades. ^{90/} The formerly all-black junior high schools included in this plan were: Just Junior High, which was to have 662

^{89/} Order of May 23, 1969.

^{90/} Ibid.

blacks and 36 whites; Booker T. Washington Junior High, which would have 609 blacks and no whites; and Young Junior High School, which would have 1,000 blacks and 90 whites.

Seven elementary schools--Carver, Dunbar, Henderson, Meacham, Potter, Roland Park, Shore, were to remain all-black. Five more: College Hill, Lincoln, Lomax, Williams, and Ybor-- would be 90 percent black. Glover, Jackson Heights, Progress Village, and Simmons would be predominantly black.^{91/} These schools, most of which were in the Tampa and Plant City areas, were situated in predominantly black residential neighborhoods.

Because of shifts in population, and transfers to private schools, the "pairing" plan that Judge Lieb had approved failed (even on paper) to accomplish desegregation of the Hillsborough County schools. As of October 24, 1969, a report showed that 91 of the 124 public schools in the county were still identifiable as either black or white by court definition.^{92/} The "pairing" plan, which was im-

^{91/} Order of May 23, 1969.

^{92/} The court defined a white school as a school that is attended by white students only, or whose student body is at least 95% white. A black school is a school with a student population that is all black or at least 90% black. See Supplemental Findings of Fact, filed March 31, 1970; Singleton v. Jackson Municipal Separate School District, 434 F.2d 931 (5 Cir. 1970).

plemented in the 1970-71 school year, came as a result of the Fifth Circuit Court of Appeals in New Orleans reversing the order of Judge Lieb. On May 11, 1970, a panel of three Federal judges declared the Hillsborough School System to be deficient in implementing desegregation throughout the system. ^{93/} This same court ordered the pairing and re-zoning of selected schools and all attendance areas for elementary, junior high, and senior high schools in the county.

The school board was directed to use a strict neighborhood assignment system to desegregate the two remaining black high schools (Blake and Middleton), or pair Blake and Middleton with two predominantly white high schools (Plant and Hillsborough). The three remaining black junior high schools (Just, Booker T. Washington, and Young) were to be paired with three predominantly white junior high schools (Wilson or West Tampa, Franklin or Memorial, and Sligh). Neighborhood attendance zones were not feasible for the junior high level. For the elementary schools, 16 of which were at least 90 percent white, the court ordered that 12 of these be paired: College Hill with Edison, Dunbar with Tampa Bay, Henderson with Graham, Lincoln with Jackson, Meacham with Gorrie, and Simmons with Burney or Wilson.

93/ 427 F.2d 874 (5th Cir. 1970).

(The schools actually paired in the 1970-71 school year differed slightly, as noted on the chart of the paired schools on the following page). Two of the six paired schools were in Plant City; the other four were in the urban Tampa areas. Re-zoning was also authorized by the court as an alternative to pairing,^{94/}

Up to this point in the 1970-71 projected plan, the action taken to desegregate the schools of Hillsborough County primarily involved the black community as represented by the NAACP, the county school board, the Federal courts, and the State of Florida through its laws and constitution. Very little community action on the part of blacks or whites, and little or no involvement by city or county government was evident. The "pairing" plan and the May 11, 1970 reversal order may have directly or indirectly changed the situation. Also, up to this point, the school system had not taken advantage of Federal funds for which an integrated system would be eligible. In addition to the court order to pair and re-zone, a special bi-racial committee was ordered to be established. The names of the community members on

^{94/} Order of May 11, 1970.

CHART IV

PAIRING, RE-ZONING, AND FEEDER PLAN TO DESEGREGATE
HILLSBOROUGH COUNTY SCHOOLS FOR 1970-71Elementary Level

Formerly White with Formerly Black

TAMPA

Edison (Grades 1,2,3)	College Hill (Grades 1,4,5,6)
Tampa Bay Blvd. (Grades 4,5,6)	Dunbar (Grades 1,2,3)
Gorrie (Grades 1,2,3)	Carver (Grades 4,5,6)

PLANT CITY

Jackson (Grades 1,2,3,4)	Lincoln (Grades 1,5,6)
Burney (Grades 1,2,3,4)	Simmons (Grades 5,6)

(In Tampa, Henderson was closed. Its students were re-assigned to Meacham, Graham, and Lee).

Junior High Level

Marshall (Plant City)	Tomlin (Plant City)
-----------------------	---------------------

(In Tampa, new attendance lines were drawn for Just, Booker T. Washington, and Young)

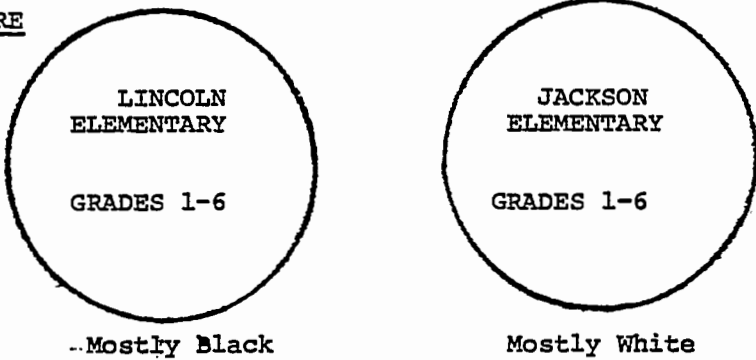
Senior High Level

(New attendance lines)

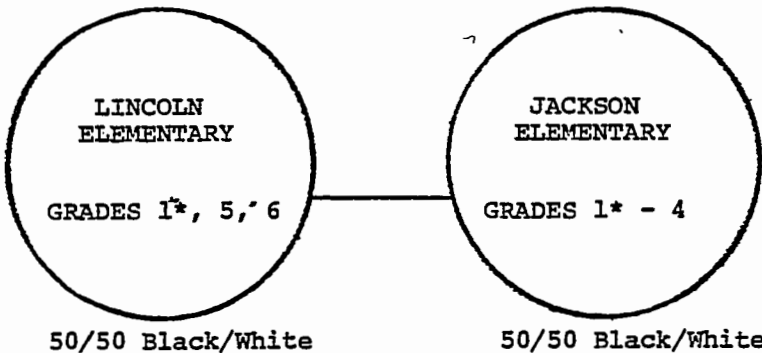
Plant High	Blake High
Hillsborough High	Middleton High

CHART V

EXAMPLE OF PAIRING IN PLANT CITY UNDER THE
1970-71 HILLSBOROUGH COUNTY
DESEGREGATION PLAN

BEFORE

Note. Before pairing, students enrolled according to each school's attendance area.

AFTER

* Each school retained its own segregated first grade student population.

Note. After pairing, students of both attendance zones enrolled in the two schools according to grade.

the first bi-racial committee (1970-71) are given in the special section on the committee, its function, and history. Also listed are the committee members appointed from 1970-71 through 1975-76.

During the 1970-71 school year a few interested persons, at their own expense and on their own time, conducted a survey of a majority of schools in the county. A civic leader and housewife, Adrienne Sundheim, kept a history of desegregation-related events and a collection of descriptive school data. Included in the Sundheim collection were news clippings and letters relating to what had occurred and what conditions were in evidence at that time in the public schools. On several occasions Mrs. Sundheim was quoted in the local news media as having found evidence of physical disparities in school buildings, and school racial population ratios differing from the school board figures. Through her efforts, a letter and accompanying data were sent to the district court judge handling the Mannings case. The information in that letter gave evidence of the failure of the 1970-71 "pairing" plan. ^{95/} Members of the Tampa Urban League attested to the failure of the 1970-71 desegregation plan. ^{96/} (Some of these reactions and others will be detailed in the community reaction section of the report).

^{95/} Interview with Adrienne B. Sundheim, Mar. 2, 1976.

^{96/} Interview with Augusta Marshall Thomas, Tampa Urban League Director, Mar. 10, 1976.

Prior to the 1970-71 plan, 74 percent of the county's white students attended 70 white schools; 65 percent of the black students attended 21 black schools. Figures filed by the school board during the year of "pairing" indicated that as of October 23, 1970, about 46 percent of the system's black students were attending 15 black schools. Most of the black students were in the 28 schools that were at least 50 percent black. ^{97/} However, the white students, 57,869 out of 83,474 or 69 percent, attended 65 schools that were either all-white or at least 95 percent white. ^{98/} A chart with the racial composition of the schools is on the following page.

The summary that appeared in the court record stated clearly the overall effects of the 1970-71 plan and the activities that preceded that plan:

... the record supports what the Court has learned in presiding over school desegregation proceedings in this area of Florida: a desegregation plan will be unsuccessful and entail resegregation where a few whites are added to formerly black schools which otherwise remain intact; in short, a plan which anticipates retention of identifiably black schools will fail. Partial desegregation results in white flight, resort to private schools, and other maneuverings which frustrate the course of justice. Successful desegregation must extend throughout the school system and be done in such a way that the tactics which impede court orders are rendered futile....The Court therefore concludes that in order to desegregate the Hillsborough County School System all of the identifiably black schools must lose that identity. ^{99/}

^{97/} Order of May 11, 1971.

^{98/} Ibid.

^{99/} Ibid.

1. Bi-Racial Advisory Committee

In its May 1970 opinion, the court of appeals ordered the creation of a bi-racial committee by June 6, 1970.^{100/}

Its function was to be an advisory board for the school system regarding majority to minority transfer and school location sites. On the stationery of the Bi-Racial Advisory Committee the purpose of the committee is stated, "A U.S. Federal Court Appointed Committee to Advise the Hillsborough County School Board and Administration."^{101/} The members of the committee past and present, are listed at the end of this section.

As stated in Exhibit 13 of the August 25, 1970 court memorandum and order, the purpose of the Bi-Racial Advisory Committee is to serve in an advisory capacity to the school board on matters involving the operation of transfer rules, including majority-to-minority transfers,^{102/} the maintenance of zone lines, pairing and grouping problems, and future school site locations; the committee also provides a means

^{100/} There is some indication in the court record that such a committee may have existed already, but the record is not clear on this point.

^{101/} It should be noted that the committee was not appointed by the court, but created by the court order. The judge did not appoint the members.

^{102/} See Transfer Rules, Hillsborough County Schools, at end of this section.

for direct community access to and communication with the school administration, and ultimately the school board of Hillsborough County.

This Bi-Racial Advisory Committee will consist of ten members who shall be residents of Hillsborough County, Florida. Five members will be selected by the School Board of Hillsborough County, with three of the five members being white and two members black. Five members will be selected by the Commission of Community Relations of Tampa, Florida. Of the five Commission of Community Relations appointments, three will be black and two white. The net result will be a ten-member committee with equal racial representation. Each member will serve for a one-year term. A member may be reappointed. The Chairman of the Bi-Racial Advisory Committee will be selected by the committee itself with the chairmanship alternating each year between a black and white chairman. One or more members of the school administrative staff will be assigned to assist the committee.^{103/}

The scope of the committee was and is advisory in nature. In a transcript of court proceedings dated July 18, 1974, Judge Krentzman emphasized this when he stated:

The Bi-Racial Committee was created primarily to deal with majority-to-minority transfers, and day by day actions of the board with regard to the location of new school facilities; to be advised, and in this instance, in Hillsborough County, to do what they could incidentally toward improving the relations between the races . . . that is the purpose. But it was

^{103/} Order of Aug. 25, 1970.

not created as a supervisory agency to the board or to the court or anything else. I haven't even seen who the Bi-Racial Committee is. I know their names but I have never met with them. I could not delegate my responsibility to the Bi-Racial Committee or to any other committee.^{104/}

What the committee actually does is stated as its function:

When complaints are registered with the superintendent concerning matters of race in any facet of the administration of the schools of Hillsborough County, the Bi-Racial Advisory Committee may meet at the request of the superintendent or a majority of the committee, to consider the complaint, conduct investigations through the cooperation of the school administration, and make recommendations. These recommendations will be submitted to the Superintendent for action. If he is able to resolve the problem, he will report his actions to the board and to the Bi-Racial Advisory Committee. If he is not able to resolve the matter, he will submit the problems to the board for further consideration. The superintendent will consider all recommendations made by the Bi-Racial Advisory Committee for advice and recommendations. The school board will provide a meeting place, necessary clerical help, and supplies and equipment needed for the operation of the committee.

Since the school board establishes policy for the operation of the Hillsborough County schools and the superintendent is charged with administrative responsibility within the system, this committee will act in an advisory capacity to the superintendent and the board. The committee

^{104/} Transcript of Proceedings, July 18, 1974.

will establish its own by-laws and operational procedures and will consider means for providing direct communication with the Superintendent of Schools through its chairman, a subcommittee, or through other means. The school board will maintain an active interest in the on-going activities of the committee through its chairman.105/

105/ Order of Aug. 25, 1970.

TRANSFER RULES
HILLSBOROUGH COUNTY SCHOOLS

EFFECTIVE 1971-1972 SCHOOL YEAR

No student will be allowed to transfer from his or her assigned school except as follows:

1. Majority to minority transfer - Any student shall be permitted to transfer from a school in which his race is in the majority in order to attend the closest school to his residence in which his race is in the minority.

Said transfer shall be permitted at the beginning of each semester.

If a child is entering the Ninth or higher grade, or if the child is sixteen years or older, he may make a choice himself. Otherwise, a parent or other adult serving as a parent must sign the transfer form.

The transfer forms shall be available at each public school in Hillsborough County and the County School offices.

The transfer form shall be completed at least fourteen (14) days prior to the beginning of the semester.

A choice of transfer once granted cannot be changed within the semester.

The transferee is to be given priority for space and thus the transfer is not to be dependent on space being available.

Transportation will be provided by the School Board in service or in kind to the school to which the transfer is made if that school is more than two miles from the home.

2. Transfers may be granted when recommended by the Juvenile Court.

3. Transfers may be granted for children who are exceptional children as defined by State Law or regulation.

4. Children of teachers and certified instructional staff members who reside in Hillsborough County may attend the school wherein their parents are employed.

5. Transfers may be granted students attending Tampa Bay Vocational-Technical High School to the capacity of the building.

6. Transfers may be allowed in cases of severe hardship after determination of each case by the Board.

Transfers under 3, 5 and 6 will be approved by the board only after consideration of recommendations from the school Bi-Racial Advisory Committee. They shall be considered without regard to race except that special attention will be given to insure that transfers are not approved which are made for the purpose of avoiding desegregation. Transfers under 1 and 4 above shall be reported to the school Bi-Racial Committee for its information.

BI-RACIAL ADVISORY COMMITTEE MEMBERS1970-71

William H. Blevens
 Garland V. Stewart
 Terry Runkle
 Warren Dawson
 Freddie Jean Cusseaux
 Charles I. Jones
 Harold H. Clark
 J. D. Newman, O.D.
 Marian Rodgers
 Dick Rodd

1971-72

Stephen Sessums, Chairman
 Charles I. Jones
 Alex Hull
 Geraldine Barnes
 Warren Dawson
 J. D. Newman, O.D.
 Harold H. Clark
 Dick Rodd
 E. L. Bing
 Hugh Smith

1972-73

Charles I. Jones, Chairman
 Robert Gilder, Vice-chairman
 Harold H. Clark
 Geraldine Barnes
 Marian Rodgers
 J. D. Newman, O.D.
 Dick Rodd
 Cy Smith
 E. L. Bing
 Mrs. Walter Harrell

1973-74

Marian Rodgers, Chairman
 Perry A. Little, Vice-chairman
 Geraldine Barnes
 Harold H. Clark
 Ronald E. Gainey
 Robert Gilder
 Charles I. Jones
 Ms. Perry Keena, Jr.
 J. D. Newman, O.D.
 Rabbi David Zielonka

1974-75

Joanna N. Jones, Chairperson
 Dick Rodd, Vice-chairperson
 Geraldine Barnes
 John W. Daniels
 Ronald Gainey
 Robert Gardner
 Katie Keene
 Al Latter (dropped & replaced by
 Ellen Condon)
 Emily Lawyer
 Rev. A. Leon Lowry

1975-76

Dick Rodd, Chairman
 John W. Daniels, Vice-chairman
 Rev. A. Leon Lowry
 Robert Gardner
 Emily Lawyer
 Joanna N. Jones
 Dennis G. Diecidue
 Mrs. G. Pierce Wood
 Mrs. Douglas Hampton
 Eddy Lee Burroughs

2. School Desegregation Committee

Once the court decision was made to end the 1970-71 pairing plan and direct the school system to design a constitutionally acceptable desegregation plan or have the court impose a plan, the school board began to comply. One of the steps taken by the school administration under instruction of the board was to appoint E. L. Bing, Director of Special Projects for Hillsborough County Schools, and the highest ranking black in the school system, to coordinate efforts to create a new comprehensive desegregation plan.^{106/} A special citizens' group, the School Desegregation Committee, including nearly 200 people representing all segments of the community, was also appointed to share in the process of plan development. This group divided itself into three main subcommittees: the Elementary School Subcommittee, the Junior High School Subcommittee, and the Senior High School Subcommittee, headed respectively by Adrienne B. Sundheim, Edward D. Davis, and Frank Moody. Paul D. Adams, Ret. U.S. Army General, was named to head the general committee. These four persons were all parents and prominent civic leaders in Hillsborough County. A complete list of the committee members and the part of the community each represents is given on the following pages.

^{106/} Mr. Bing is currently Assistant Superintendent of Schools for Supportive Services.

Hillsborough County School Desegregation Committee

Gen. Paul D. Adams, Chairman

Elementary School Subcommittee

Adrienne B. Sundheim, Chairman

Shirley Aikens -----	Blake High School Student
C. Blythe Andrews, Sr.-----	Lily White Assoc. Pres.
Rilla Mae Bell-----	P.T.A. Leader
Russell Below -----	Hillsborough Co. Schools
Willie Bexley -----	Business Leader
Ken Blakely -----	Leto High School Student
Linda Borchers -----	League of Women Voters
Fortune Bosco -----	Civic Leader
Harold Clark -----	Human Relations Director
Lester Cofran -----	Hillsborough County Schools
Rodney Colson -----	Hillsborough County Schools
Robert Edwards -----	Attorney & Civic Leader
Dorothy Ehret -----	P.T.A. County Council Pres.
George Fee -----	Mayor of Temple Terrace
Eleanor Fisk -----	Hillsborough Co. Schools
Wilbur Futch -----	Business & Farming
Jim Ghiotto -----	Tampa Electric Co. Exec.
Robert Gilder -----	Community Action Agency
W. R. Hall -----	Business Leader
Otis Harper -----	Businessman
Joseph Harrell -----	East Bay Jr.-Sr. High Student
Howard Harris -----	Tampa Housing Authority Dir.
Dr. Anita Harrow -----	Educator
George Harvey, Sr. -----	Radio & TV Station WFLA
Hazel Harvey -----	Hillsborough Co. Schools
Dr. Edward Hayes -----	Tampa Urban League
Betty Hill -----	Turkey Creek High Student
Robert Hudson -----	Tampa Tribune Managing Ed.
Alex Hull -----	Business Executive
Nelson Italiano -----	Insurance
Edison James -----	Hillsborough Co. Schools
Tetlow Johnson -----	United Fund of Greater Tampa
Katie Keene -----	P.T.A. Leader
Jack Lamb -----	Hillsborough Co. Schools
Scott Lamberson -----	Chamberlain High Student
John Foy Lee -----	Business & Civic Leader
Victor Leavengood -----	General Telephone Co. V.P.
Helen Liles -----	Housewife
Colin Lindsey -----	Business Leader
John Lizer -----	Hillsborough Co. Schools
Phil LoCicero -----	Food Broker
Rev. John F. Mangrum -----	Religion
Robert Martinez -----	Classroom Teachers' Assoc.
Robert Olson -----	TV Station WTVT
Victor Peterson -----	Chamberlain High Student
Essie Mae Reed -----	Tenant Assoc. Public Housing
Rev. Roger Robbennolt -----	Religion

Elementary School Subcommittee (cont.)

Marian Rodgers -----	Hillsborough Co. P.T.A.
Gary Register -----	Leto High Student
Walter Sickles -----	Hillsborough Co. Schools
Sherrell Smith -----	Plant High Student
Mrs. Robert Spann -----	P.T.A.
Dr. Salvador Spoto -----	Civic Leader
Gerald Swilley -----	Pinecrest High Student
Donald Taylor -----	Hillsborough Co. Schools
Mrs. Elwin R. Thrasher -----	P.T.A.
Amada Valdez -----	Middleton High Student
Tom Vena -----	Business Leader
Paul Wharton -----	Hillsborough Co. Schools
Bennie Wiggins -----	Business
Rev. B. F. Williams -----	Ministerial Assoc. Pres.
Lawrence Worden -----	Hillsborough Co. Schools
Guy Cacciatore -----	Hillsborough Co. Schools

Junior High School Subcommittee

Edward Davis, Chairman

Doug Alderman -----	Pinecrest High Student
Edwin Artest -----	Hillsborough Co. Schools
Malcolm Beard -----	Hillsborough Co: Sheriff
Mrs. Wayne Bevis -----	State Public School Board
Bill Brown -----	Brandon High Student
Mac Burnett -----	Citrus Leader
Eloise Cabrera -----	Hillsborough Co. Schools
Mrs. Troy Chapin -----	P.T.A.
Silvia Collins -----	Hillsborough Co. Schools
Betty Crislip -----	League of Women Voters
Lee Davis -----	Retired Business Leader
Paul Dinnis -----	Hillsborough Co. Schools
Joe Dominguez -----	Retail Grocer Executive
William Drew -----	Tampa Board of Realtors
Doris A. Dudley -----	Attorney & Pres. of Law, Inc.
Paul Ecenia -----	Manufacturing Co. Exec.
Charles Edwards -----	Mayor of Plant City
Mrs. Jim Everidge -----	Housewife
Noreen Follman -----	League of Women Voters
Dr. Edwin Franco -----	Hillsborough Co. Schools
Paul Funderburk -----	Business Executive
Charles E. Futch -----	Bank President
Dick Greco -----	Mayor of Tampa
Matthew Gregory -----	NAACP Tampa Branch Pres.
Billie Harrison -----	King High Student
John Heuer -----	Hillsborough Co. Schools
Mary Hennigan -----	Robinson High Student
Jean Hill -----	P.T.A. Leader
Rev. F. G. Hilton -----	Religion

Junior High School Subcommittee (cont.)

Sam Horton -----	Hillsborough Co. Schools
Wayne Hull -----	Hillsborough Co. Schools
Drexel Jackson -----	Tampa Tech Student
James Jordon -----	Hillsborough Co. Schools
Anthony Marshall -----	Middleton High Student
Dicksie Mitchell -----	Hillsborough Co. Schools
Dwight (Bud) Nifong -----	Hillsborough Co. Schools
George Pennington -----	Hillsborough Co. Schools
Gerald Riffenburg -----	King High Student
Philip Rosete -----	Hillsborough Community College
E. J. Salcines -----	Hillsborough Co. Solicitor
John Y. Sessums -----	Hillsborough Co. Schools
Nancy Sever -----	League of Women Voters Pres.
Dr. O. M. Schlichter -----	Educator
Lugenia Sheffield -----	Brandon High Student
Garland V. Stewart -----	Hillsborough Co. Schools
Lucius Sykes -----	Civic Leader
Charles Thomas -----	Business
Robert S. Trinkle -----	Attorney
Arthur Wilder -----	East Bay High Student
G. Pierce Wood -----	Tampa Electric Co. V.P.

Senior High School Subcommittee

Frank Moody, Chairman

C. Blythe Andrews, Jr. -----	Fla. Sentinel Bulletin Ed.
Yvette Ballard -----	Blake High Student
Geraldine Barnes -----	Blake High P.T.A.
Dr. J. A. Battle -----	Dean, Education, U. of So. Fla.
Morris Blake -----	Labor Exec.
Scott Christopher -----	Chamber of Commerce Exec.
Robert Collins -----	Hillsborough Co. Schools
H. L. Crowder, Jr. -----	Insurance
George Edgecomb -----	County Solicitor (deceased)
Ann Dolgin -----	Plant High Teacher
David Ellis -----	Hillsborough High Student
Ron Elsberry -----	Agriculture Exec.
D. G. Erwin -----	Hillsborough Co. Schools
Frank Farmer -----	Hillsborough Co. Schools
James L. Ferman -----	Automobile Dealer
Cody Fowler -----	Attorney, Past Pres. ABA
Perry Harvey, Jr. -----	International Longshoremen
Freddie Johnson -----	Plant City High Student
Charles Jones -----	Com. of Community Relations
J. G. Littleton -----	Tampa Police Chief
William C. MacInnes -----	Tampa Electric Co. Exec.
Steve Mason -----	Plant High Student
Clay McCullough -----	General Contractor Assoc.

Senior High School Subcommittee (cont.)

Charles C. Miles	-----	Hillsborough Co. Schools
James Randall	-----	Hillsborough Co. Schools
Jim Reinhardt	-----	Tampa Board of Realtors
John Renwick	-----	General Telephone Co.
Vickie Range	-----	Tampa Tech Student
Elsworth G. Simmons	-----	County Commission Ch.
Delano S. Stewart	-----	Attorney & Civic Leader
Jerry Sykes	-----	Plant City High Student
Tom Umiker	-----	Turkey Creek High Student
J. H. Williams, Jr.	-----	Business
Joyce Williams	-----	Robinson High Student
Sumner Wilson	-----	Business
Inez York	-----	Blake High Student
Joe Yglesias	-----	Hillsborough Co. Schools

The details of the desegregation plan were actually developed by the school district's staff with comments and suggestions from the citizen's committee. In this way community involvement was incorporated into the desegregation planning to gain public understanding and acceptance. A notice also appeared in the local papers addressed to all parents of school children in Hillsborough County:

You are invited to submit written suggestions, before June 3, for desegregating schools in Hillsborough County as ordered by the Federal District Court.^{107/}

It was signed by the school board.

The school staff consulted with the Charlotte, North Carolina superintendent who had a school district under court order and similar experiences in devising a plan. The school transportation director from Tampa also consulted with the Charlotte, N.C. personnel. The Florida Desegregation Center Staff from the University of Miami also acted as consultants in the plan development. The plan that was finally proposed was supported by the local newspapers, radio, and television (with a few exceptions), the P.T.A., the Tampa Urban League, and the NAACP.^{108/} That plan will hereinafter be referred to as the May 11, 1971 plan or the "present plan."

^{107/} Advertisement as it appeared in The Tampa Tribune (no date), U.S.C.C.R. files.

^{108/} See Chapter IV, E.

3. The May 11, 1971 Desegregation Plan

In addition to the court order by Judge Krentzman, an event took place outside Florida that gave impetus to the design of a unitary school system in Hillsborough County. That event was the Supreme Court decision in Swann v. Charlotte-Mecklenburg Board of Education,^{109/} which stated clearly that court-ordered busing was a constitutionally acceptable tool for effectuating school desegregation. Spurred by that precedent, and aided both by the guidelines of the district court and the experience of the unsuccessful 1970-71 plan, the school administration was able to put a workable, numerically acceptable plan into effect just three months after the May 11, 1971 court order. The new plan was to comply with seven sections of the order:

1. The school board had to file a comprehensive plan with the court in accordance with previous court decisions to end a dual system of education by June 15, 1971.
2. The desegregation plan guidelines were:
 - a. Abolition of all segregated schools, especially those which were now at least 50 percent black.
 - b. Plan to desegregate using a white-black ratio of 86 percent to 14 percent in the senior high schools, 80 percent to 20 percent in the junior high schools, and 79 percent to 21 percent in the elementary schools.

^{109/} 401 U.S. 1 (1971).

- c. Plan to desegregate using pairing, grouping, clustering, and satellite attendance zoning with efforts to avoid splitting of grades.
 - d. Plan to desegregate using consultants who are experts in the field and are unaffiliated with the Hillsborough County School System.
 - e. Use examples of plans of surrounding counties: Lee, Manatee, Pinellas, and Sarasota.
3. The board was to file three progress reports to the court on May 21, 1971, May 28, 1971, and June 4, 1971, detailing steps taken to comply with the court order.
 4. Plans and requests for any proposed new school sites were to be submitted to the court.
 5. The defendants could either formulate a legally acceptable plan through the school board's direction or be given a plan to desegregate by the court or an appointed agency.
 6. The court order was to be disseminated among the school board members and superintendent, Dr. Raymond Shelton.^{110/}
 7. The case would remain active and pending.^{111/}

^{110/} The superintendent at the time the Mannings case was originally filed was an elected official, J. Crockett Farnell. He was replaced in 1968 by Dr. Shelton, an appointed superintendent. None of the school board members serving in 1958 when the case began, was still serving.

^{111/} Order of May 1971.

The School Desegregation Committee, which was previously described and its members listed, was but one part of the task force which designed the present plan. Under the guidance of E. L. Bing, a second committee was set up. It consisted of 15 staff members and five laypersons. The options were considered by both committees and a busing plan was selected as the most feasible alternative. The plan also utilized a combination of pairing, clustering and satellite zoning to achieve racial balance. Two diagrams are given on the following pages to show graphically how clustering was accomplished and how satellite zoning was utilized. Actual school plans are shown in the diagrams.

The court approved the plan, on July 2, 1971, giving the County until August 30, 1971 to get the busing routes drawn up, locate buses, disseminate information of the plan to school personnel and parents, relocate supplies, and reassign teachers. When school opened, 52,795 of the 100,868 students in the system were being bused a total of 32,294 miles a day; it was an increase of 61 percent in the number of students transported. The number of schools to and from which students were bused increased from 84 to 125. Black students were to be bused for about 10 of the 12 grades; whites were to be bused for about two of the 12 grades. To assist in implementing this massive desegregation plan through busing, the Federal

Department of Health, Education, and Welfare (HEW) allocated approximately \$2.25 million in funds to Hillsborough County Schools for the 1971-72 school year.^{112/}

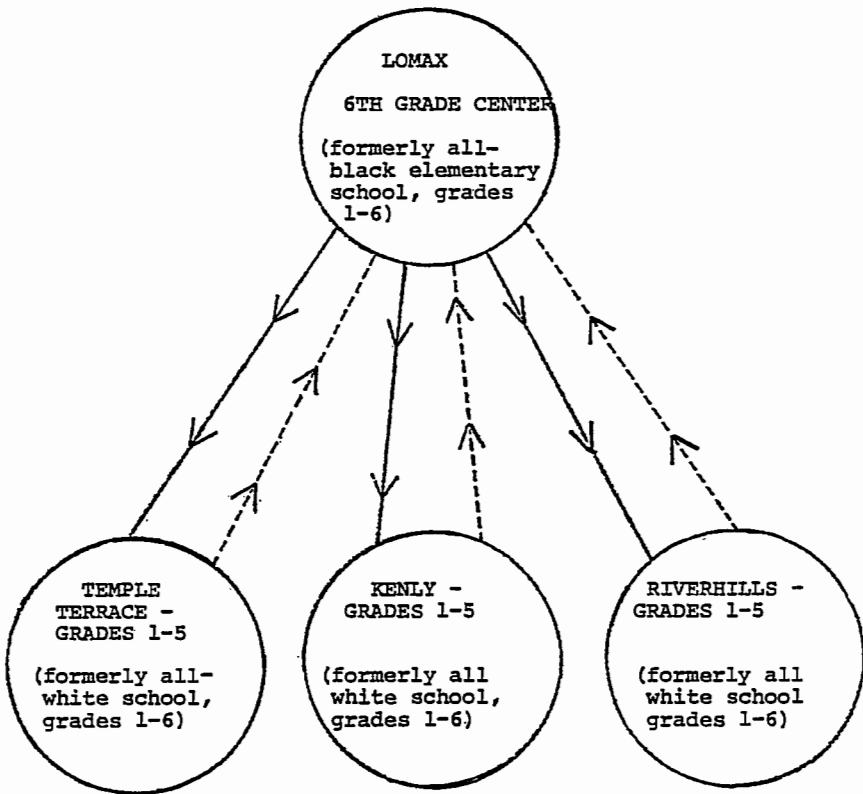
^{112/} The emergency funds for ESAP were appropriated under authorization granted in six statutes: The Educational Professions Development Act, Part D (20 U.S.C. 1119-1119a); The Cooperative Research Act (20 U.S.C. 331-332b); The Civil Rights Act of 1964, Title IV (42 U.S.C. 2000e-2000e-9); The Elementary and Secondary Education Act of 1965, section 807 (20 U.S.C. 887); The Elementary and Secondary Education Amendments of 1967, section 402 (20 U.S.C. 1222); and the Economic Opportunity Act of 1964, Title II (42 U.S.C. 2781-2873).

The ESAP grant totals \$2,225,000 and is being used primarily for learning specialists, a human relations department within the school administration, including the school specialists and aides, and supplies.

DIAGRAM I

EXAMPLE OF CLUSTERING IN HILLSBOROUGH COUNTY SCHOOLS

KINDERGARTENS EXCLUDED

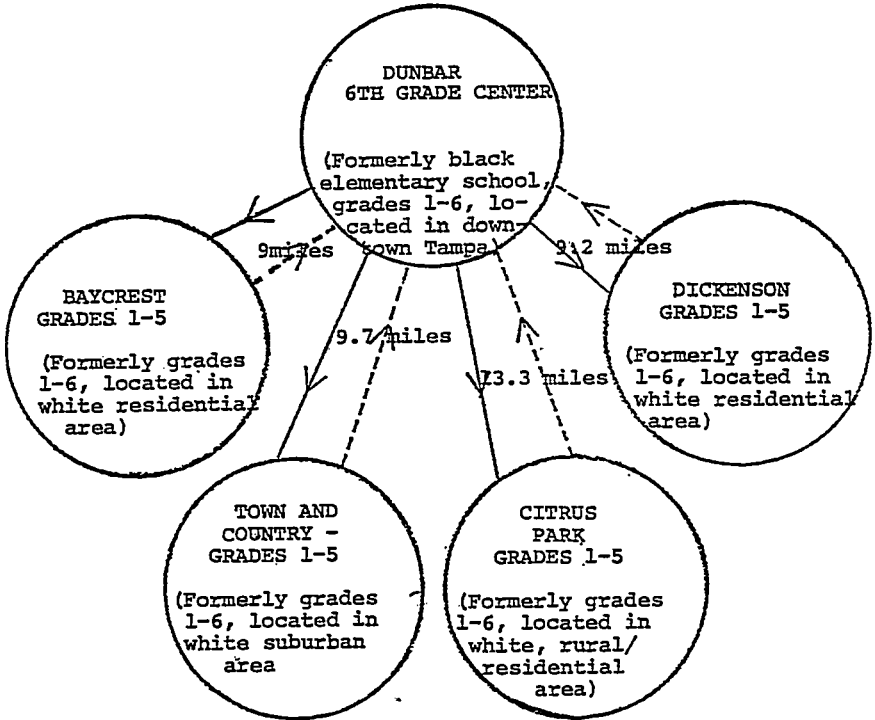


— represents the movement of students from predominantly black attendance areas by busing or assignment for 5 out of 6 grades

- - - represents the movement of students from predominantly white attendance areas by busing or assignment for 1 out of 6 grades

DIAGRAM II

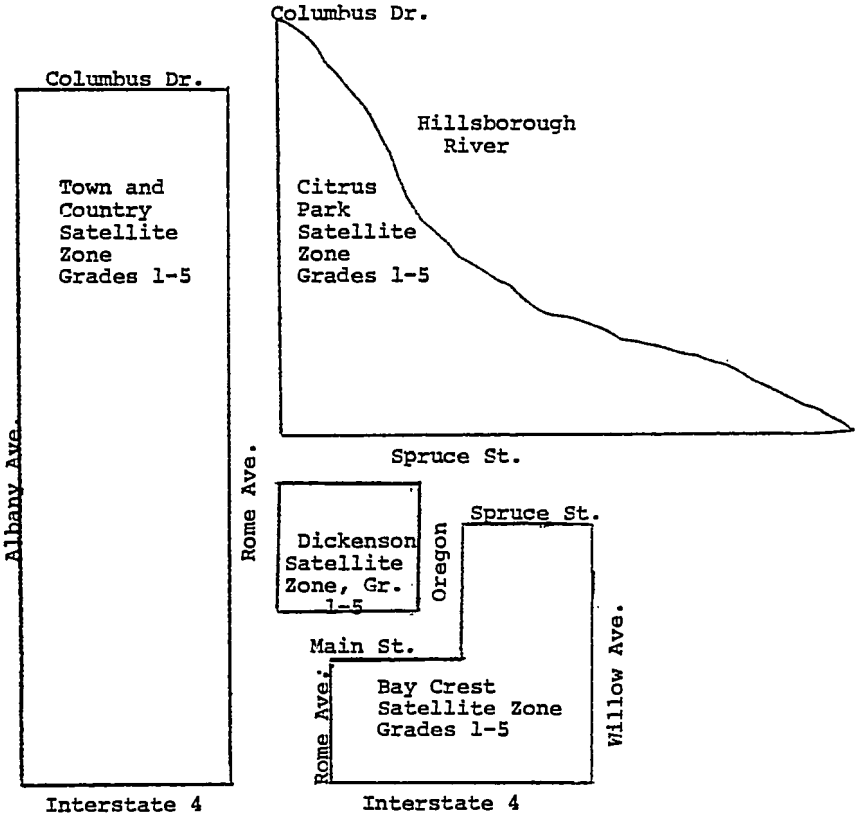
DUNBAR SIXTH GRADE CENTER CLUSTER
 (INCLUDING SCHOOL DISTANCES)



- represents the movement of students from predominantly black attendance areas by busing or assignment for 5 out of 6 grades
- - - represents the movement of students from predominantly white attendance areas by busing or assignment for 1 out of 6 grades

DIAGRAM III

DUNBAR ATTENDANCE AREA (6TH GRADE CENTFR)



Note. These satellite zones, if fitted together like pieces in a puzzle, make up the Dunbar attendance area

D. IMPLEMENTATION OF THE PLAN

At the court hearing in June 1971, the following plans were offered for the desegregation of all elementary, junior high and senior high schools in Hillsborough County.

Elementary Schools

Seventeen racially integrated elementary school clusters were established. In each cluster a previously black school was grouped with two to five previously white schools. All 89 elementary schools were included in the plan. The black elementary school in the cluster became a sixth grade center, and all sixth graders from the black school and each of the white schools attend this sixth grade center. Students in grades one through five in the black school were distributed among the white schools through the use of satellite zones which cover the boundaries of the black school. (See chart on the previous page). First through fifth graders who resided within the boundaries of the white school continued in attendance at the school previously attended.

Graham and Gorrie elementary schools were integrated through re-zoning. Students attending those schools would remain for the first six grades. Tinker Elementary was also effectively desegregated through satellite zoning. Four other schools were already desegregated and remained unaffected. They were West Shore, Sulphur Springs, Thono-

tosassa, and Wimauma Elementary schools (each has grades 1-6). Ybor Elementary School, formerly all-black, was closed.

Junior High Schools

The 23 junior high schools and three junior-senior high schools were grouped in eight cluster arrangements. In each, one formerly predominantly black junior high school was clustered with one to three formerly predominantly white junior high schools. The black junior high school became a seventh grade center, and all seventh graders from the black school and each of the white schools attended this seventh grade center. Eighth and ninth graders from the black junior high school were distributed among the white junior high schools through the use of satellite zones which cover the boundaries of the black school. Eighth and ninth graders who resided within the boundaries of the white school continued going to the school they had previously attended. No junior high schools were closed under this particular plan. Memorial Junior High School would use the facilities that had been the all-black Middleton High School.

Senior High Schools

The two black high schools, Blake and Middleton, were to be closed. The facilities would be used for other schools. The attendance area which was formerly served by Blake was divided among a new high school (Jefferson, not completed at that time) and Plant and Robinson High Schools.

The students who would have attended Middleton were assigned to Hillsborough. Portions of this attendance zone were divided into satellite zones for Leto, Chamberlain, and Brandon High Schools. The percentage of blacks attending King High School was increased through a zoning change.

The rural high schools were also affected by re-zoning and satellite zoning. These schools were East Bay, Pinecrest, Plant City, and Turkey Creek High Schools. Tampa Bay Tech was already effectively integrated.

. Special Features of the Plan

To implement the plan with more understanding on the part of teachers, students, and parents, some of the Federal funds were used to establish programs such as:

1. The Human Relations Staff. About 80 educators trained in the field of human relations were hired to assist students, teachers and administrators in adjusting to the desegregation program.
2. The Rumor Control Center. The center was staffed with one supervisor, one teacher, and one clerk with knowledge of the system. The overall goal of the center was to disseminate accurate information regarding all components of the desegregation program, to minimize the number of rumors that might start regarding problems in desegregated areas, and to maintain control over those rumors which were reported.

3. ESAP (Emergency School Assistance Program) Support Services. Special teachers such as reading resource teachers, learning specialists, tutors, teachers' aides, and diagnosticians were hired to help the students who were deficient in skills such as reading and math.

4. Staff Development Programs. Some money was provided to assist in-service training of teachers, evaluation and research and provide a greater variety of in-service training to upgrade staff development.

E. COMMUNITY REACTION TO THE PLAN

That the community accepted the present plan is evidenced by the lack of any organized effort to abolish or alter it. Although sporadic outbursts have occurred since the schools desegregated in August 1971, the integration plan has gone smoothly in comparison with other systems in the Nation which have undergone court-ordered desegregation.

School Administration

The tone of the administration's view of the present plan after the first year of its existence was reflected in an editorial quoting Dr. Raymond Shelton, Superintendent of Hillsborough County schools:

Whether or not any of us believe in the changes that have come about in our public school system because of court orders, it is apparent that the instructional personnel of the Hillsborough County Schools believe in young people and in education, and as a result, instruction has been the order of the year, albeit in a much more desegregated setting.

The editorial noted the effective way in which Dr. Shelton and his personnel handled a difficult situation. "There have been incidents under the forced busing order--some quite ugly. But they were isolated. The school system did not break down. And the year ended on a note of hope.^{113/}

Shelton spoke of the 1971-72 school year at the outset as possibly being "The Year of Great Sorrow" because of what the courts did to the school system. But, he also said that the court order should not be used as a scapegoat for every problem that arises. In turn, he called for community and school personnel support.^{114/}

^{113/} Editorial, "Shelton says 'thanks'," The Tampa Times, Monday, June 12, 1972, p. 10-A. This editorial is included in a compilation of media reports and comments on Hillsborough County school desegregation: In the Eye of the Nation: Desegregation of the Public Schools in Hillsborough County, Florida in the School Year 1971-72. Public Information Office of Hillsborough County Schools, June 1972.

^{114/} Remarks by Raymond O. Shelton before a Hillsborough County teachers conference, excerpted by the Washington Post, Sept. 5, 1971, p. D-6.

E.L. Bing, a black, and one of the top administrators in the Hillsborough School System, said he believed the desegregation plan was and would be permanently a part of the system. He saw little chance of a change without an amendment to the U.S. Constitution. He predicted an amendment would be passed after the South was completely desegregated and pressure exerted on the North, an area he felt would never desegregate as the South would. It was also Bing's contention that in time, the integration of Southern schools would improve the quality of education.^{115/}

Bing's comments, directed to the local community, stressed that the white majority had received a "good deal", in that the plan was an appeasement to the white community.^{116/} Most whites would be bused from their neighborhoods in the sixth and seventh grades only, while most blacks would be bused out of their neighborhoods for 10 of their 12 years of school.

To the black community, Bing said that they had, in fact, lost their high schools and community centers; but he argued that they had gained better representation in the student and teacher population throughout the county. Also, black students now had a chance to compete in an integrated society, and to achieve social mobility.^{117/}

Y15/ Remarks by E.L. Bing, ibid.

Y16/ Ibid.

117/ Ibid.

Governor Reuben Askew went on record as supporting busing and the school administrations in Florida which were trying to cooperate and peaceably desegregate.^{118/}

Hugo Schmidt, a school board member in Hillsborough County, who was chairman when the plan was devised, was quoted as saying that the plan, which used roughly an 80-20 ratio, had been effective for two reasons: (1) It reflected the "tipping point" theory of desegregation (which says a school in which blacks comprise more than 25 percent of the student body will not hold its white students); (2) it applied to all schools equally, curtailing white flight. Although Schmidt admitted having voted on a straw ballot against busing,^{119/} he has since adopted the attitude that there is no choice but to make the best of the situation and get on with education.^{120/}

Student and Teacher Involvement

A headline in the New York Times read, "Year of Tampa Busing Finds Adults Wary, Pupils Content."^{121/} The reporter, James Wooten, wrote that after one year of busing there were few people in the Tampa area who were willing to state that the plan had worked or to predict that the second year would

^{118/} The Washington Post, Sept. 6, 1971, p. A-20.

^{119/} The final vote of the school board was unanimous in favor of the desegregation plan.

^{120/} St. Petersburg Times, June 5, 1972, p. 1-B.

^{121/} New York Times, June 7, 1972.

continue its smooth, quiet pace. The reporter suggested that the busing plan generated a variety of problems (both emotional and economic). A block of hard-core busing opponents, who, Wooten reported, seemed to thrive regardless of what actually took place in the schools, became vocal and attempted to organize opposition to the busing. The writer attributed most of the adult wariness to the economic burden placed on the schools and concern over how the local taxpayer would be affected.^{122/} Of the \$2.25 million, allocated in Federal funds, none could be used to purchase buses. About 125 additional vehicles were required. The school board had to borrow money, \$1 million from local banks. The situation was further exacerbated by 1972-73 school budget cuts, resulting from revenue decreases.^{123/}

Another article on the reaction of students and parents to desegregation noted that Tampa parents, black and white, had much to do with the plan working. In general, it was noted that parents' attitudes affected the behavior and attitudes of students toward desegregation.^{124/}

^{122/} Ibid.

^{123/} The trend of budget cutting continued each year and is still a problem in the county. The county has relied heavily on Federal funds as a source of providing quality material and personnel in all the schools. These funds, sometimes termed "soft money", provide job opportunities on a year-to-year basis. These jobs can end when the funding runs out.

^{124/} Cynthia Parsons, "Parent and Child - PTA Comes Alive", The Christian Science Monitor, Eastern Edition, June 14, 1972.

Comments from black and white students interviewed at Dunbar and Bay Crest Elementary schools included mild student objection to long bus rides, getting up early and arriving home late, and putting up with noisy classrooms and rough behavior. Favorable comments noted the opportunity to get to know blacks and whites, few changes in sports and facilities, and a general liking of school days.^{125/}

John Perry of the Tampa Times also reported on the student and teacher reactions. Perry mentioned the great personal inconvenience to many teachers who were reassigned to schools long distances from their homes with little or no choice of supervisors or location of jobs (schools, grade levels, or geographical location). Many parents were quoted as objecting to their children being bused so far from home. Parents and educators were also concerned about the effects of frequent school changes during the fifth through tenth grades.^{126/}

Perry reviewed comments made at a Classroom Teachers Association (CTA) meeting of some 200 teachers. Topics of the greatest concern were disruptive behavior, disrespectful language used by students to teachers and other students,

^{125/} CBS Morning News with John Hart, March 13, 1972.

^{126/} Five part series on county school desegregation, The Tampa Times, June 5-9, 1972.

"terrifying experiences" in the girls' restrooms, teachers being physically abused by students, greater numbers of suspensions and expulsions, and fights among black and white students.^{127/}

As was noted earlier, these incidents were isolated and did not create problems great enough to interfere with the school system functioning on a daily basis.

Black Community

In general, the black community did not raise unified objections to the busing plan. However, the Tampa Urban League, the Center for a United Black Community, the Florida Sentinel Bulletin, and radio station WTMP often presented the black community's views on the implementation of the plan and racially-connected school incidents. One black civic leader, Otha Favors, has been assembling newspaper articles that appeared in the white and black media in the Tampa Bay Area. The early 1960's articles show that black involvement in desegregation was limited primarily to the Mannings case.

^{127/} Ibid. These continue to be topics of concern among teachers.

A December 1961 article^{128/} on the hearing before Judge Bryan Simpson in the district court, concerning the progress of desegregation in Hillsborough County schools, described what the school board had done to comply with the 1954 U.S. Supreme Court decision in the Brown case. The figure given in this article for Negro^{129/} transfer applications to white schools to date totaled 10 students out of an enrollment of 80,000. Only one of the 10 transfer applications was approved.

Another article quoted Nathaniel Cannon of Port Tampa, one of the plaintiffs in the Mannings case, as testifying that four of his children were transported between 10 and 18 miles to various schools, although they lived within a mile of two white schools in Port Tampa.^{130/}

One news article reported that by July 1965, more than 500 Negro pupils had been integrated into the school program in grades one through 12 in 17 schools, including adult and technical programs. If these figures were accurate, more blacks were becoming involved in individual attempts to

^{128/} "Schools Here 'Officially Desegregated', Court Told," Tampa Tribune, Dec. 5, 1961. Article in U.S.C.C.R. file.

^{129/} Negro was the term used by the press and in the court record during the 1960's. By the early 1970's the term black replaced Negro.

^{130/} "Racial Distinction Records Injected in School Trial," Tampa Tribune, Dec. 6, 1961. Article in U.S.C.C.R. files.

desegregate the schools in the seven years since the Mannings case began. But the number was still insignificant if the schools were to meet the court deadline of total desegregation by 1967.^{131/}

In an October 1965 article, it was estimated that one to two thousand children were in schools of predominantly the other race. Any incidents in schools were referred to as differences between children, not races.^{132/}

The next group of articles reviewed concerned black reaction to and involvement in desegregation. They refer to the slow start school desegregation had in Hillsborough County.^{133/} The lack of articles concerning black involvement between 1958 and 1970 was an indication that the black community was passive for the most part.

The first mention of a "black group" appeared in January 1970, when an activist gathering to protest integration was reported. The group mentioned in the article was called "Black Youth for Peace and Power," and they were concerned about loss of black identity.^{134/} Some of the issues brought

^{131/} "Faculty and Pupils--1967 Deadline for Total Desegregation," The Tampa Times, July 9, 1965. Article in U.S.C.C.R. files.

^{132/} "Desegregation Termed Going Well in Hillsborough Schools," Tampa Tribune, Oct. 12, 1965. Article in U.S.C.C.R. files.

^{133/} See, e.g., "School Integration Had Slow Start Here". Tampa Times, Jan. 22, 1970, p.1.

^{134/} "Blacks Say Save Schools," the Tampa Times, Jan. 22, 1970, p.1.

up at the meeting of this group were that integration was a scheme to perpetuate racism and exploitation, that school board plans were irrelevant to needs of the black community, and that blacks would lose control of their schools and their culture through integration.

Otha Favors, leader of the Black Youth for Peace and Power, was quoted following another demonstration in front of the Hillsborough County Court House as saying he saw no value in integration which demanded "closing down black schools and firing black teachers."^{135/}

In February 1970, a report was published about a "black power" group demonstrating for a school boycott. About 150 teenagers and young adults reportedly attended the gathering. The boycott was urged to get school officials to consult with black leaders on matters affecting their education.^{136/}

The next day, the Tampa Times reported that several hundred students from Blake and Middleton Senior High Schools and Young Junior High School had walked out to protest the court ruling on school desegregation.^{137/} The paper noted that the demonstration was peaceful--and also that it was backed

^{135/} "Views of the Times--Civil Rights Certainly, but Civil Disobedience Too," The Tampa Times, Feb. 1, 1970, p. 3-C.

^{136/} "School Boycott Pushed--Court Ruling Protested," The Tampa Times, Feb. 1, 1970. Article in U.S.C.C.R. files.

^{137/} "Negro students protest mixing, boycott classes," The Tampa Times, Feb. 2, 1970. Article in U.S.C.C.R. files.

by the greatest showing of black strength and unity (the Tampa Urban League, the NAACP, and the Black Organization Project) recorded by the press.

Black power continued to grow and blacks showed evidence of attempting to unite in the 1970's. Black advocates rallied for quality education for blacks, upgrading the black schools, and an end to the closing of black schools.^{138/}

By 1971, when the present plan was implemented, other black groups had emerged and became vocal. They were the Tampa Black Caucus, Center for a United Black Community, the Tampa Urban League's Community Council on Desegregated Education, and the Junta of Militant Organizations (JOMO).^{139/}

Although the black groups had voiced opposition to the desegregation plan, particularly the loss of Middleton and Blake High Schools (which were community centers of high esteem in the black community), the desegregation plan was implemented and black schools were systematically closed. Black children were systematically bused.^{140/}

138/ "Black Power Shouts for Quality Education." Tampa Tribune. Feb. 6, 1970, pp. 1-5.

139/ See, flyers in U.S.C.C.R. files.

140/ "Black Caucus Organizes to Fight School Integration Plan," Florida Sentinel Bulletin, April 3, 1971, p.21-22.

F. CURRENT STATUS OF THE PLAN

Between 1972 and 1976, the desegregation plan of May 11, 1971, has been in effect in Hillsborough County schools. The school population has increased considerably since the Mannings case in December 1958.

In this four year period, there is one noteworthy generalization that can be made. After reviewing news media reports, school board meeting reports, and the court record on the Mannings case (which is still pending), very little opposition can be noted. The desegregation of Hillsborough County schools and the massive busing of a large majority of the 117,000 students takes place quietly and effectively as far as the records indicate.

Areas of concern to the community appear to fall into six main categories:

1. Re-zoning school attendance areas in keeping with the desired 80-20 black/white ratio that has worked for the past four years. Because of shifts in population and population growth, the closing of old school buildings, and building of new school plants will be reviewed by the court. A decision may be forthcoming as to how often the Hillsborough County school system will have to re-zone attendance areas to maintain total racial desegregation in keeping with the May 11, 1971, court order.

2. Disruptive behavior and the increasing number of suspensions and expulsions of black students.

3. The equal treatment of both black and white students in the classroom.

4. Academic achievement and how the quality of education has been affected by desegregation.

5. Suspensions of school personnel who are black.
(The case of a suspended black cosmetologist, with more than 20 years teaching experience, is currently pending before the school board.)

6. Use of Federal funds intended for desegregation.

*Exhibit No. 3***From the Pastor's Desk**

On March 29, 30, 31st, the U. S. Commission on Civil Rights will conduct open hearings on the Hillsborough County Schools, in the Ybor Room at Curtis Hixon Hall.

The hearings have been preceded by 3 months of personal interviews, research, and data analysis by 12 Commission attorneys and specialists. They have examined the far-reaching desegregation process which began here nearly 5 years ago.

In so far as I have been subpoenaed to appear before the Commission on Monday, I thought that this would be a good time to re-affirm the teaching of the Church in this matter.

Throughout history the two great enemies of religion have been excessive nationalism and racism, both stemming from the same root.

The Church has always taught that all men are equal before God and man, because the dignity of man lies in the fact that his soul is made to God's image and likeness--not where he is born, or what color he is--but rather, that we are all children of one Father in heaven.

Unfortunately among the so-called religious, we find that stating a principle and belief is one thing, and putting it into practice, another. It is always easier to feel superior on one hand, breeding aggression on the other.

The Church backed the Fair Housing Act as being the only just and real means to end segregation. Practically speaking, even though the law was passed, the implementation was, and is, very slow. Following up on the same problem some years later came the desegregation of schools. Again, the Church, not only in Hillsborough County, but throughout the nation, backed up the Supreme Court's ruling, through our educational offices and parish schools, that no child was to be accepted in Catholic schools who was enrolling in order to avoid the busing issue.

To sum it up, it is pretty easy to legislate law, but almost impossible to legislate morality. Unless we who say we are Christians believe and put into practice what are basic fundamental precepts of our Faith, then all the laws in the world will not solve the problem.

If we all had practiced what the Church preached, the Fair Housing Act and busing would not have been necessary.

Policy WorksheetDBS File #5111

Subject:
Student's Admission

In that the Catholic Church has always taught the equality of all men and fostered the efforts of society to achieve the genuine brotherhood of all mankind as so clearly advocated by Christ,

In that the United States Government has now found it necessary to order desegregation plans at the local level so that U.S. Supreme Court decisions and federal legislation be carried out;

In that the Catholic Church has always valued highly the contribution of the public schools to the welfare of our nation, and does not now wish to compound the problem of the public schools in carrying out desegregation;

It is the policy of the Diocese of St. Petersburg and the Hillsborough County Catholic Board of Education that students transferring from the public school system in order to avoid or to reject the desegregation process will not be admitted to Catholic schools;

It is the further policy of this Board that the individual schools develop an affirmative action plan to assure enrollment of minority groups in the Catholic Schools of Hillsborough County.

Policy adopted June 28, 1971

**Department of Education
Diocese of St. Petersburg
St. Petersburg, Florida**

ST. LAWRENCE CATHOLIC CHURCH

4608 NORTH ST. VINCENT ST., TAMPA, FLORIDA 33614
 FATHER LAURENCE E. HIGGINS, PASTOR
 TELEPHONE 878-8775

July 16, 1971

MEMORANDUM

To: Priests of Hillsborough County
 From: Laurence E. Higgins
 Subject: Policy on Students Admission and Desegregation

Enclosed is the Statement of Policy of the Diocese of St. Petersburg as expressed by the Hillsborough County Board of Education relative to the subject of this memorandum. Realizing that you have already received a copy from the Board, I wish to emphasize the importance and necessity of making it known to our people and implementing it in our parishes. It is suggested that:

A copy of the policy be attached to, or incorporated in, the Sunday bulletin, and that attention be drawn to it from the pulpit.

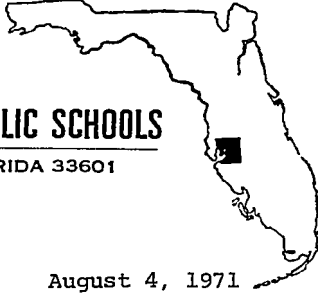
We know that in many cases the situation is difficult for the people involved but busing is a necessary part of the process for desegregation to be effected. It is the law of the land and our duty to see that it is carried out.

Until such time that fair housing becomes an actual fact, not just a written law, the only way to solve some of the problems is for men and women of good faith to come together, and even more than that, to teach our children to talk and play and pray and be together---that religion or color or nationality is not a barrier.

I would also like to call your attention to and emphasize again very strongly the last part of the Diocesan statement of policy:

"It is the further policy of this Board that the individual schools develop an affirmative action plan to assure enrollment of minority groups in the Catholic schools of Hillsborough County."

The policy of the Catholic Church on the question of discrimination has been well documented by many of the Popes. But, unless we at a local level make known simply and directly to the people these teachings, we fail in our duty.



HILLSBOROUGH COUNTY PUBLIC SCHOOLS

P. O. BOX 3408 TAMPA, FLORIDA 33601
(813) 223-2311

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SUPERINTENDENT OF SCHOOLS

OFFICE: COUNTY COURTHOUSE

August 4, 1971

Father Laurence E. Higgins
St. Lawrence Catholic Church
4606 North St. Vincent Street
Tampa, Florida 33614

Dear Father Higgins:

A copy of your memorandum to the priests of Hillsborough County on the subject of Policy on Students Admission and Desegregation has come into my possession. I want to take this opportunity to thank you and commend you not only for the statement of policy of the Diocese of St. Petersburg but also for your emphasis on the affirmative action plan aspect.

I am much encouraged relative to the community acceptance of our desegregation plan in the Hillsborough County public schools and statements such as yours give me further cause for encouragement.

It is possible that September 1 may bring tense times to our community, but if we can weather these initial difficult days, I feel that in the long run our children and our nation will benefit.

Sincerely yours,

Raymond O. Shelton
Superintendent of Schools

ROS:bb

Enclosure

ST. LAWRENCE CATHOLIC CHURCH

4606 NORTH ST. VINCENT ST., TAMPA, FLORIDA 33614
FATHER LAURENCE E. HIGGINS, PASTOR
TELEPHONE 876-8775

March 9, 1972

MEMORANDUM

To: Priests of Hillsborough Deanery
From: Laurence E. Higgins, Dean
Subject: SUPPORT OF GOVERNOR ASKEW'S STRAW VOTE TO DEFEAT
THE ANTI-BUSING AMENDMENT

As you are aware, Governor Askew has called for a straw vote against the Anti-Busing Amendment on March 14, 1972. In so doing he has shown great courage and moral leadership. I feel we as priests should support him and ask our people to do so.

Although we all probably agree, busing is not a satisfactory solution to the basic problem of prejudice and fair housing, it is the only one we have available at the present time.

I feel that we are obligated by being ministers of God's law to be leaders in social and racial justice and continually teach our people that prejudice, actual or implied, inherent or inherited, such as in our present school system, is evil. Let us support the Governor in upholding the busing law, which is the law of the land, and not allow the seemingly present majority of citizens to destroy this major step in effecting justice for all.

No matter what logical arguments are used, we can't forget that busing is not the real issue, nor is the right of the neighborhood school. It is a prejudice and injustice that has been compounded through the years and will not be overcome until fair housing is an actual fact and the hearts of all men recognize the rights and dignity of every man.

.....

ALSO, PLEASE ASK YOUR PEOPLE TO SUPPORT by telegram or telephone call House Bills No. 3172 (busing) and No. 3173 (textbooks). These bills would give millions of dollars in aid to our parochial schools.

.....

WE NEED YOUR HELP in another matter which I brought before you at the Deanery meeting this Tuesday. The State Special Olympics for mentally and physically handicapped children will be held in Tampa this year. As always, our Morningstar School will participate and are asking for our support by the purchase of a bumper sticker. The cost of the sticker is \$5. of which \$3 will go to the Olympics and \$2 to

MEMORANDUM

TO: Bishop Charles McLaughlin and Deans of the Diocese of St. Petersburg

FROM: Father Austin Mullen

SUBJECT: Anti Busing Amendment on March 14 Presidential Primary

WHEREAS the priest's Senate of the Diocese of St. Petersburg failed to discuss the Anti Busing Amendment which will be on the March 14th Presidential Primary ballot, because it was not on the agenda at their February 28, 1972 meeting in Clearwater, and the motion when presented did not receive the required two thirds vote to get it on the agenda, and

WHEREAS Governor Askew has urged church leaders to help people understand why he wants them to defeat the Anti Busing Amendment, and

WHEREAS as Catholic priests and Church leaders we should stand for and preach moral and social justice, and

WHEREAS the President of our Senate, Father John P. Lawler recommended that the resolution be presented to the priests of the Diocese of St. Petersburg at their forthcoming Deanery meeting,

BE IT RESOLVED that our priests exercise moral leadership in the community by encouraging their parishioners to vote against the Anti Busing Amendment on March 14, 1972, thus continuing to pursue the goal which busing was designed to pursue, which in our Governor's words is "to put this divisive and self defeating issue of race behind us once and for all".

*"The policy of our paper is very simple — merely to tell the truth."
— Paul Poynter, publisher, 1912 - 1950*

18-A

Wednesday, February 23, 1972

Askew's Courage

Gov. Reubin Askew courageously refocused state and national attention Monday on the real issue behind the busing furor: segregation.

Standing tall in Orlando, where voters opposed busing by 90 per cent in a straw ballot, the governor made it clear that if busing stops, integration suffers. He boldly sought to dampen the hysteria surrounding the word busing.

SHUNNING THE diversionary rhetoric which has grown like weeds in recent weeks, Askew returned the debate to its jumping-off-place, reconstructing the fundamental social issue.

He noted the deliberate, historic school segregation practices that have grown up over the years; he observed the cruel educational handicap segregation has imposed upon black children; he said busing is an artificial, hopefully temporary tool for reducing that handicap, and he admitted busing is not only unpopular, it is inadequate to the task.

Still, he strongly emphasized that despite its drawbacks busing must remain a desegregation device "until we can be sure that an end to busing won't lead to a return to segregated public schools."

Then, facing directly the question of inequities caused by busing to achieve integration, Askew said those injustices should be attacked and solved, not used as an excuse to return to the greater injustice of segregation.

WAYS CAN be found if citizens cooperate. Rotation plans could be implemented; express buses could be used for the few who travel long distances; central campus schools could be established. Any of those could smooth the transition to the day when busing will be a thing of the past, the day when Americans

will look back and proudly say: **We** got it done. That is the goal Askew is asking Floridians to focus on. His vision is beyond the days of busing to the day of desegregated housing and equal employment opportunity.

His words are those of unity, not division. They rally all of us to the flag of quality education in a just society, revealing something that has often gone unnoticed — that parents who oppose and parents who support busing all have one thing uppermost in mind: their children.

ONE THING the governor did not note, however, deserves attention. Before busing to achieve integration came along, school buses were the ordinary way an overwhelming majority of school children outside central cities got to school.

Today, after redesigning many of those existing bus routes to desegregate public schools, the total amount of busing in the U.S. has not increased one whit, according to federal government figures, and in the Deep South where almost all of it now takes place, the proportion of children riding to school is less than 3 per cent above the national average.

Clearly, as the governor has shown in his statesmanlike position, the issue is not just buses. It goes much deeper, involving people's innermost feelings about themselves and their relationship to ideals of racial justice.

Gov. Askew has driven a stake marking his position. It now remains to learn how many Floridians stand with him. That knowledge will come on the evening of March 14, when the returns come in on the state's busing referendum.

Miami Herald Feb. 25, 1972

A Senator Speaks

About Busing

THE EDITOR recognizes U.S. Sen. Walter F. Mondale (D., Minn.) on the question of school busing.

SEN. MONDALE: "We have only two choices . . . We can fulfill the commitment to equality of opportunity which we have made in the past . . . Or we can stand in the schoolhouse door. We can resist the rulings of the Supreme Court and the advice of educators. We can abandon all the efforts of the past 17 years to eliminate discrimination and end racism. . . .

"Let's just be candid with ourselves and with the American people for once on this issue of school desegregation. Busing is the way the overwhelming majority of school children outside our central cities gets to school. Twenty million elementary and secondary school children are bused. They rode 256,000 yellow buses 2.2 billion miles last year. The annual cost of school busing last year was \$2.5 billion. And 40 per cent of our school children — 65 per cent when those riding public transportation are included — ride to school every day for reasons that have nothing at all to do with school desegregation. . . .

"Black children, and their parents, know that the real issue is not 'massive busing to achieve an arbitrary racial balance.' They know that the real issue is our willingness to accept integrated schools. White children know this, too. And the health and stability of our society over the next 50 years will reflect the lessons which we teach our children today."

Our thanks to the senator.

TITLE: Affirmative Action Plan for the Non-Discriminatory Hiring of Professional Staff for _____ School

STATEMENT OF BELIEF:

_____, School, City of _____, Florida, Diocese of St. Petersburg, as an effective educational institution believes that the implementation of the moral and theological values emphasized in our Catholic School, will serve minority students. The tenets of our faith require that we develop brotherhood in Christ with all people.

GOAL: It is, therefore, the goal of _____ School of the Diocese of St. Petersburg school system to strive to attract minority professionals to participate in the Christian community in presenting Christian values of education to today's society and the possibility of communities sharing peacefully and charitably in a mixed society.

These goals may be implemented in the following ways:

1. To explore the possibility of employing a larger ratio of minority professionals within our school.
2. To provide a challenge to qualified minority professionals who would offer both a variety of ages, backgrounds and cultures for our students.
3. To accept applications of teacher candidates from Florida A & M, Tampa University and the State University System. This includes cooperating with these universities in their teacher internship programs.
4. To list job openings in the parish bulletins or local newspapers.
5. To follow the interview guidelines of the Diocese for Teacher Recruitment and Selection.
6. To hire only after careful consideration of:
 - a. Qualifications (according to State of Florida Certification Requirements, Florida Catholic Conference Accreditation Standards, or Southern Association of Secondary Schools, and Diocesan Policy.)
 - b. The acceptance of the Christian community and Christian values system.
 - c. An understanding of the applicants philosophy of education and matching that to the schools and the Christian community.

TITLE: Affirmative Action Plan for the Non-Discriminatory Hiring of Professional Staff for _____ School

7. That by 1980-1981 School year the school will have achieved these goals.

RESPONSIBILITY:

The above steps will be implemented working closely with the pastor/s and the Diocesan Office of Education.

Signed: _____
Principal

School

Date

Hillsborough County

<u>Elementary Schools</u>	<u>Total Enrollment</u>	<u>Percent of increase or decrease Over Previous Year</u>	<u>Total Black Enrollment</u>	<u>% of Total Enrollment</u>
1971-1972	6,617	+ 1.6%	³⁶⁴ 366	5.5%
1972-1973	6,437	- 2.7%	348	5.4%
1973-1974	6,154	- 4.4%	329	5.3%
1974-1975	5,968	- 3.0%	376	6.3%
1975- 1976	5,741	- 3.8%	354	6.2%
 <u>Secondary Schools</u>				
1971-1972	2,100	+12.8%	90	4.3%
1972-1973	2,292	+ 9.1%	78	3.4%
1973-1974	2,416	+ 5.4%	88	3.6%
1974-1975	2,409	- 0.3%	74	3.1%
1975-1976	2,368	- 1.7%	72	3.0%

<u>JESUIT HIGH SCHOOL</u>	<u>Total Enrollment</u>	<u>Black Enrollment</u>	<u>ACADEMY HIGH SCHOOL</u>	<u>Total Enrollment</u>	<u>Black Enrollment</u>
1969-1970	503	6	1969-1970	209	9
1970-1971	517	6	1970-1971	259	10
1971-1972	521	9	1971-1972	294	5
1972-1973	534	6	1972-1973	297	10
1973-1974	565	16	1973-1974	320	8
1974-1975	596	14	1974-1975	344	7
1975-1976	601	12	1975-1976	379	4

ENROLLMENT

1. Enrollment for past 4 years (1971-1975) and current year:

1971-1972	-	1,285
1972-1973	-	1,461
1973-1974	-	1,531
1974-1975	-	1,469
1975-1976	-	1,388

2. 1975-1976 enrollment in each parish and/or feeder elementary school by grade (K-8).

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
Christ the King	22	35	37	45	59	54	65	69	64	450
Corpus Christi	39	40	40	40	39	40	40	40	39	357
Epiphany	--	25	29	29	29	36	34	34	33	249
Incarnation	--	44	42	42	43	71	81	78	54	455
Most Holy Redeemer	--	50	57	56	54	66	68	65	65	481
Nativity	30	72	66	61	71	74	71	71	61	577
Sacred Heart	23	28	17	34	34	46	48	74	64	368
St. Joseph	30	39	35	40	40	40	40	40	42	346
St. Lawrence	47	48	90	68	84	76	86	117	77	693
St. Patrick	37	49	38	55	53	56	69	71	63	491
<u>TOTAL</u>	<u>228</u>	<u>430</u>	<u>451</u>	<u>470</u>	<u>506</u>	<u>559</u>	<u>602</u>	<u>659</u>	<u>562</u>	<u>4,467</u>

3. Size of 8th-Grade graduating class in past 4 years and Current year

	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>
Christ the King	83	72	69	73	64
Corpus Christi	--	--	29	38	39
Epiphany	31	33	38	37	33
Incarnation	37	40	40	61	54
Most Holy Redeemer	65	64	57	65	65
Nativity	46	50	67	64	61
O.L.P.H.	77	76	57	--	--
Sacred Heart	46	64	59	95	64
St. Joseph	47	44	40	38	42
St. Lawrence	82	89	116	82	77
St. Patrick	68	76	60	68	63
<u>TOTAL</u>	<u>582</u>	<u>608</u>	<u>632</u>	<u>621</u>	<u>562</u>

4. Net loss of students from Freshmen to Sophomore, Sophomore to Junior and Junior to Senior for the past 4 years.

	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>
Freshmen to Sophomore	+ 46	+ 28	- 26	- 72	- 71
Sophomore to Junior	+ 8	- 15	- 39	- 53	- 45
Junior to Senior	+ 2	- 11	- 39	- 48	- 27

5. Annual growth rate of community with projection of additional information as relates to possible enrollment in the Catholic high school.

6. BLACK ENROLLMENT

	<u>Catholics</u>	<u>Non-Catholics</u>	<u>TOTAL</u>	<u>Percent (%)</u>
1971-1972	58	18	76	5.9 %
1972-1973	34	34	68	4.6 %
1973-1974	36	28	64	4.2 %
1974-1975	35	18	53	3.6 %
1975-1976	34	22	56	4.0 %

7. TOTAL NON-CATHOLIC STUDENT ENROLLMENT - PERCENT (%)

1971-1972	61	4.7 %
1972-1973	77	5.2 %
1973-1974	76	4.9 %
1974-1975	66	4.4 %
1975-1976	126	9.0 %

SCHOOL PROFILESCHOOL: ST. JOSEPH - TAMPA DATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

	<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
1971-1972 -	--	34	35	40	44	43	45	46	46	47	380
1972-1973 -	--	26	42	38	41	40	43	44	43	44	361
1973-1974 -	--	22	41	40	36	41	41	45	41	40	347
1974-1975 -	--	30	33	40	37	38	41	40	45	38	342
1975-1976 -	--	30	39	35	40	40	40	40	40	42	346

b. Black Enrollment for past four years and current year:

	<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972 -	10	6	16	4.2
1972-1973 -	8	3	11	3.0
1973-1974 -	9	1	10	2.9
1974-1975 -	7	0	7	2.0
1975-1976 -	10	0	10	2.9

c. Total non-Catholic Enrollment and percent of total enrollment:

	<u>Non-Catholics</u>	<u>Percent</u>
1971-1972 -	17	4.5
1972-1973 -	12	3.3
1973-1974 -	0	-0-
1974-1975 -	0	-0-
1975-1976 -	0	-0-

SCHOOL PROFILESCHOOL: ST. PETER CLAVER - TAMPADATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

1. ENROLLMENT

a. Enrollment for past four years and current year:

	<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>	
1971-1972	-	--	--	29	37	35	30	31	26	--	--	188
1972-1973	-	--	--	28	26	29	28	22	23	--	--	155
1973-1974	-	--	--	27	25	26	27	24	17	--	--	146
1974-1975	-	--	--	25	20	22	21	25	22	--	--	135
1975-1976	-	--	--	32	23	21	20	22	22	--	--	140

b. Black Enrollment for past four years and current year:

	<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972	-	24	164	100
1972-1973	-	13	142	100
1973-1974	-	24	122	100
1974-1975	-	25	110	100
1975-1976	-	29	109	98.6

c. Total non-Catholic Enrollment and percent of total enrollments:

	<u>Non-Catholics</u>	<u>Percent</u>	
1971-1972	-	164	87.2
1972-1973	-	142	91.6
1973-1974	-	122	83.6
1974-1975	-	110	81.5
1975-1976	-	109	77.9

SCHOOL PROFILESCHOOL: ST. LAWRENCE - TAMPA DATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

		<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
1971-1972	-	--	51	78	78	104	86	80	107	86	82	752
1972-1973	-	--	54	73	77	79	102	82	82	114	89	752
1973-1974	-	--	65	70	84	72	75	107	83	81	116	753
1974-1975	-	--	52	94	72	86	73	81	114	82	82	736
1975-1976	-	--	47	48	90	68	84	76	86	117	77	723

b. Block Enrollment for past four years and current year:

		<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972	-	0	15	15	2.0
1972-1973	-	0	15	15	2.0
1973-1974	-	6	9	15	2.0
1974-1975	-	7	8	15	2.0
1975-1976	-	15	0	15	2.1

c. Total non-Catholic Enrollment and percent of total enrollment:

		<u>Non-Catholics</u>	<u>Percent</u>
1971-1972	-	23	3.1
1972-1973	-	38	5.0
1973-1974	-	24	3.2
1974-1975	-	20	2.7
1975-1976	-	25	3.5

SCHOOL PROFILE

SCHOOL: NATIVITY - BRANDON DATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

	<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
1971-1972 -	--	26	68	74	68	64	59	76	47	46	528
1972-1973 -	--	38	59	68	71	64	71	74	76	50	572
1973-1974 -	--	33	67	52	67	65	71	70	71	67	563
1974-1975 -	--	33	69	64	57	72	64	73	73	64	569
1975-1976 -	--	30	72	66	61	71	74	71	71	61	577

b. Black Enrollment for past four years and current year:

	<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972 -	0	2	2	0.4
1972-1973 -	0	0	0	-0-
1973-1974 -	0	0	0	-0-
1974-1975 -	0	2	2	0.3
1975-1976 -	0	0	0	-0-

c. Total non-Catholic Enrollment and percent of total enrollment:

	<u>Non-Catholics</u>	<u>Percent</u>
1971-1972 -	10	1.9
1972-1973 -	66	11.5
1973-1974 -	0	-0-
1974-1975 -	57	10.0
1975-1976 -	44	7.6

SCHOOL PROFILESCHOOL: SACRED HEART - TAMPADATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

		<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
1971-1972	-	--	12	24	29	28	33	32	59	58	46	321
1972-1973	-	--	13	30	24	29	31	33	33	68	64	325
1973-1974	-	--	16	23	30	27	28	29	34	37	59	283
1974-1975	-	11	18	15	23	24	28	72	77	82	95	445
1975-1976	-	10	23	28	17	34	34	46	48	74	64	378

b. Black Enrollment for past four years and current year:

		<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972	-	11	5	16	5.0
1972-1973	-	21	7	28	8.6
1973-1974	-	12	14	26	9.2
1974-1975	-	15	25	40	9.0
1975-1976	-	28	21	49	13.0

c. Total non-Catholic Enrollment and percent of total enrollment:

		<u>Non-Catholics</u>	<u>Percent</u>
1971-1972	-	20	6.2
1972-1973	-	25	7.7
1973-1974	-	21	7.4
1974-1975	-	69	15.5
1975-1976	-	34	9.0

SCHOOL PROFILESCHOOL: MOST HOLY REDEEMER - TAMPADATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

	<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>	
1971-1972	-	--	--	65	63	71	69	60	68	69	65	530
1972-1973	-	--	--	59	56	58	61	65	62	60	64	485
1973-1974	-	--	--	59	55	51	61	58	72	66	57	479
1974-1975	-	--	--	50	61	54	64	65	67	72	65	498
1975-1976	-	--	--	50	57	56	54	66	68	65	65	481

b. Black Enrollment for past four years and current year:

	<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972	- 0	0	0	-0-
1972-1973	- 0	4	4	0.8
1973-1974	- 2	5	7	1.5
1974-1975	- 5	10	15	3.0
1975-1976	- 4	4	8	1.7

c. Total non-Catholic Enrollment and percent of total enrollment:

	<u>Non-Catholics</u>	<u>Percent</u>
1971-1972	- 6	1.1
1972-1973	- 12	2.5
1973-1974	- 29	6.0
1974-1975	- 41	8.2
1975-1976	- 53	11.0

SCHOOL PROFILESCHOOL: MORNING STAR - TAMPA DATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

		<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
1971-1972	-	11	(37 Students Ungraded)									48
1972-1973	-	10	22	(23 Students Ungraded)								55
1973-1974	-	9	23	(31 Students Ungraded)								63
1974-1975	-	7	27	(30 Students Ungraded)								64
1975-1976	-	7	24	(30 Students Ungraded)								61

b. Black Enrollment for past four years and current year:

		<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972	-	0	2	2	4.2
1972-1973	-	0	3	3	5.4
1973-1974	-	2	2	4	6.3
1974-1975	-	3	2	5	7.8
1975-1976	-	1	1	2	3.3

c. Total non-Catholic Enrollment and percent of total enrollment:

		<u>Non-Catholics</u>	<u>Percent</u>
1971-1972	-	29	60.4
1972-1973	-	27	49.1
1973-1974	-	31	49.2
1974-1975	-	32	50.0
1975-1976	-	3	4.9

SCHOOL PROFILE

SCHOOL: INCARNATION - TAMPA DATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

		<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
1971-1972	-	--	42	58	58	68	40	40	43	40	37	426
1972-1973	-	--	39	41	58	58	65	40	70	40	40	451
1973-1974	-	--	32	42	40	46	72	70	40	80	40	463
1974-1975	-	--	--	40	42	40	67	80	80	58	61	468
1975-1976	-	--	--	44	42	42	43	71	81	78	54	455

b. Black Enrollment for past four years and current year:

		<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972	-	0	0	0	-0-
1972-1973	-	0	0	0	-0-
1973-1974	-	0	0	0	-0-
1974-1975	-	1	0	1	0.2
1975-1976	-	0	0	0	0

c. Total non-Catholic Enrollment and percent of total enrollment:

		<u>Non-Catholics</u>	<u>Percent</u>
1971-1972	-	6	1.4
1972-1973	-	7	1.5
1973-1974	-	19	4.1
1974-1975	-	17	3.6
1975-1976	-	13	2.9

SCHOOL PROFILESCHOOL: EPIPHANY - TAMPA DATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

	<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>	
1971-1972	-	--	--	25	35	25	32	27	28	35	31	239
1972-1973	-	--	--	21	28	25	25	33	33	32	33	230
1973-1974	-	--	--	32	32	28	27	35	37	37	38	256
1974-1975	-	--	--	22	28	29	33	29	40	40	37	257
1975-1976	-	--	--	25	29	29	29	36	34	34	33	249

b. Black Enrollment for past four years and current year:

	<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972	- 18	8	25	10.5
1972-1973	- 18	9	27	16.1
1973-1974	- 15	19	34	13.3
1974-1975	- 11	54	65	25.3
1975-1976	- 9	59	68	27.3

c. Total non-Catholic Enrollment and percent of total enrollment:

	<u>Non-Catholics</u>	<u>Percent</u>
1971-1972	- 50	20.9
1972-1973	- 60	26.1
1973-1974	- 61	23.8
1974-1975	- 98	38.1
1975-1976	- 109	43.8

SCHOOL PROFILESCHOOL: CHRIST THE KING - TAMPADATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

		<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
1971-1972	-	--	33	70	58	62	54	70	73	82	83	585
1972-1973	-	--	31	65	60	56	73	60	74	71	72	562
1973-1974	-	--	24	48	54	65	57	67	66	72	69	522
1974-1975	-	--	23	43	48	60	57	58	69	65	73	496
1975-1976	-	--	22	35	37	45	59	54	65	69	64	450

b. Black Enrollment for past four years and current year:

		<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972	-	5	1	6	1.0
1972-1973	-	8	2	10	1.8
1973-1974	-	5	1	6	1.1
1974-1975	-	4	1	5	1.0
1975-1976	-	6	4	10	2.2

c. Total non-Catholic Enrollment and percent of total enrollment:

		<u>Non-Catholics</u>	<u>Percent</u>
1971-1972	-	7	1.2
1972-1973	-	10	1.8
1973-1974	-	5	1.0
1974-1975	-	1	0.2
1975-1976	-	14	3.1

SCHOOL PROFILESCHOOL: CORPUS CHRISTI - TEMPLE TERRACE DATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

		<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
1971-1972	-	--	32	35	37	30	29	33	30	--	--	226
1972-1973	-	--	34	35	33	34	35	33	33	33	--	270
1973-1974	-	--	31	35	30	36	35	36	36	35	29	303
1974-1975	-	--	35	38	38	37	40	49	40	39	38	344
1975-1976	-	--	39	40	40	40	39	40	40	40	39	357

b. Block Enrollment for past four years and current year:

		<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972	-	0	0	0	0
1972-1973	-	0	0	0	0
1973-1974	-	0	0	0	0
1974-1975	-	0	0	0	0
1975-1976	-	0	0	0	0

c. Total non-Catholic Enrollment and percent of total enrollment:

		<u>Non-Catholics</u>	<u>Percent</u>
1971-1972	-	11	4.9
1972-1973	-	136	50.4
1973-1974	-	0	-0-
1974-1975	-	10	2.9
1975-1976	-	11	3.1

SCHOOL PROFILESCHOOL: ST. PATRICK - TAMPA DATE: March 19, 1976

This profile is based on information submitted on the annual NCEA Data Bank form and the parish/school budgets.

I. ENROLLMENT

a. Enrollment for past four years and current year:

	<u>PK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
1971-1972 -	30	77	83	87	78	86	79	81	84	68	753
1972-1973 -	15	48	79	72	76	76	80	82	71	76	674
1973-1974 -	19	32	59	54	59	69	63	69	72	60	556
1974-1975 -	17	29	36	45	44	50	59	69	70	68	487
1975-1976 -	15	37	49	38	55	53	56	69	71	63	506

b. Black Enrollment for past four years and current year:

	<u>Catholics</u>	<u>Non-Catholics</u>	<u>Total</u>	<u>Percent</u>
1971-1972 -	2	3	5	0.7
1972-1973 -	2	0	2	0.3
1973-1974 -	2	0	2	0.4
1974-1975 -	2	0	2	0.4
1975-1976 -	4	0	4	0.8

c. Total non-Catholic Enrollment and percent of total enrollment:

	<u>Non-Catholics</u>	<u>Percent</u>
1971-1972 -	28	3.7
1972-1973 -	33	4.9
1973-1974 -	2	0.4
1974-1975 -	2	0.4
1975-1976 -	40	7.9

Exhibit No. 4

This exhibit was not received in time for publication.

Exhibit No. 5

This exhibit was not received in time for publication.

Exhibit No. 6

HILLSBOROUGH County Council

ROUTE 3, BOX 553 D
VALRICO, FLORIDA 33594



MRS. DOUGLAS HAMPTON
PRESIDENT HCCPTA
117 GORNEO LAKE ROAD
BRANDON, FLORIDA 33511

Newsletter

VOL. IV

FEBRUARY 1976

No. 6

Dear PTA Friends,

Can you believe we are already ending our first month of "76"? Those of you who weren't able to join us at January Council - you really missed a fine day. We are truly grateful to Joan Byrd, Plant Area Vice President for such excellent planning from beginning to end.

As we move on into "76" with all our plans for children and better education - we hope you all will move into "The Spirit of 76" and become a member of same. It's one way to aid our building dilemma. Just think if each of you ask 5 people to join what a great contribution that would be. If you need the invitations just let me know. We encourage you to do your own thing in aiding this emergency situation and we know "Hillsboroughs Hearts and Hands" will come thru - they always do.

With Love,
Hilda Hampton, HCCPTA President

✗ DATES TO REMEMBER:

- ✗ February 12, COUNTY COUNCIL - Tomlin Jr. High School
(See page 2 for map and details)
- ✗ February 19, EXECUTIVE COMMITTEE - No. Blvd. Recreation Center, 9:30 a.m.
- ✗ February 26, PTA-MARCH OF DIMES PARENTING CONFERENCE, International Inn,
Tampa, Florida 8:45 a.m. til 4:30 p.m.
(Note this is a new date and place)
- ✗ March 11, COUNTY COUNCIL - PRESIDENTS-PRINCIPALS CONFERENCE
Robinson Area (More about this in next Newsletter)

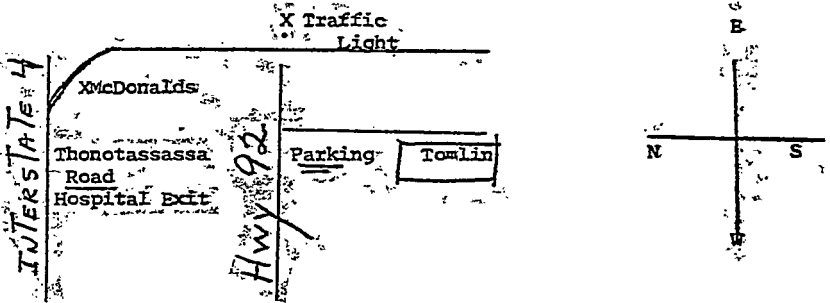
SPECIAL EVENTS TO NOTE

If you can give your unit only one gift,
let it be enthusiasm.

COUNTY COUNCIL MEETING:

Towlin Jr. High School
 (Old Plant City Senior High School)
 Meeting place - Audio Visual Room
 Time - 9:30 a.m.
 Host -- Plant City Area Schools

NOTE - To our Tampa Friends - if you come to council by way of Interstate 4, please note that you exit at the THONOTASSASSA ROAD EXIT. There is a Thonotassassa exit - but DON'T TAKE IT or you will be very late for Council meeting.



SPECIAL NOTICE:

FEBRUARY 26,

PARENTING CONFERENCE

Due to speakers schedule we are moving the date of the Parenting Conference from February 20, to February 26. Make special note on your calendar now! It will be at the International Inn in Tampa. Registration at 8:45 a.m.

We have invited our Education Commissioner, Mr. Ralph Turlington to bring us greetings and the endorsement of the Parenting Program he presented at Convention. Many hours of planning have already gone into this Conference and many more are yet to come. Your part will be participating when the BIG DAY arrives.

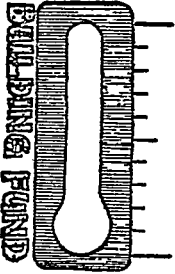
Our Chairmen, Barbara Bethel and Terri Cobb, March of Dimes Volunteer, are really doing a tremendous job in steering our committee on planning.

To know that poor nutrition can lead to brain damage - to be aware nasal sprays and aspirins can be harmful at times - to know the effect a grandparent can have on future generations. These are just a few things to be shared at the Conference. Plan now to come and make it a success with your presence.

A special notice with more details will be mailed in February which will include reservation information. Be on the look out!

EMERGENCY MEMO FROM FLORIDA PTA:

The year of rebirth for our nation finds the Home of Florida PTA drawing its last breath. Disaster struck December 22, 1975 when the bank notified us that it could no longer carry our building loan.



AID FROM HILLSBOROUGH COUNTY COUNCIL:

HCCPTA has set up a contest to be held between the Council Areas. The contest will be held from February 15th til March 15th. Your Area Vice President will be in touch with you - to give you information - ideas to raise money. We are asking EVERY LOCAL UNIT to join in raising money for our State Building, so that we will not lose the building or the money that has already been invested in the name of Florida's Children.

When you have had your money making project for the Florida PTA Building Fund, please make your check payable to the FLORIDA PTA BUILDING FUND, Mail it to Marge Rosevelt, HCCPTA Treasurer, 4605 Villa Rosa, Tampa, 33611. By mailing it to HCCPTA we will be aware of the locals who participate and come up with the winner of the Building Fund Contest for Hillsborough County PTA's.

AT WHATEVER COST, WE MUST KEEP THE VOICE FOR CHILDREN ALIVE.

* * * * *

FEBRUARY FINDS OUR STATE PRESIDENT, Catherine Chapin on the road.

January 26, Coalition for Responsible Funding of Education meeting, Tallahassee.

January 28-30, Florida District Superintendents Assoc., Tampa.

January 30, Coalition meeting with Zollie Maynard, Raymond Shelton, Hilda Hampton, Tampa.

February 4, Hillsborough Bi-Centennial Education Comm. Tampa.

February 10-13, Florida Career Services Commission, Tampa.

February 19-21, Southeast Regional Conference of International Reading Association, Jacksonville.

February 23-25, Florida Career Services Commission, Fort Lauderdale

February 26, FCPT Alcohol Education Conference - "Youth in Conflict", Miami.

February 27, Florida Council for School Volunteer Programs, Tallahassee.

Catherine, you are missed in Hillsborough County, but we are aware of the important business that you are taking care of. Keep up the good work. Return safely.

DON'T FORGET TO OBSERVE FOUNDERS DAY IN FEBRUARY - - -

"The parents who truly love their children, are they who can recognize through the needs of their dear ones, the needs of all children, and who feel in their inmost being the claim of childhood to happiness." This was a statement made by one of our founders, Alice Birney, in 1886 and is just as appropriate at this time in expressing the spirit of PTA people.

Consider making your Founders Day contribution a special earmarked Building Fund. Remember that charity begins at home, so this year, thats a thought for your consideration.

* * * * *

RESTRUCTURING COMMITTEE:

Area Vice Presidents and local Presidents please send suggestions and ideas pertaining to the locations of schools within the areas, and changes you need in boundaries, or phone any committee member.

Frances King - - 832-7874 Mae Pflug - - - 839-6858
Dot Ehret - - - 839-0436 Louise Robinson-971-4632

* * * * *

BY-LAWS CHAIRMAN:

Dear Local Unit Presidents- -

Have you reviewed your by-laws lately? (They should be reviewed every three years) Do you find they no longer really fit your situation? Do you want help in working to amend them?

If you answer yes to anyone of these questions or are unsure, please call me -- Dot Ehret, HCCPTA By-Laws Chairman - 839-0436.

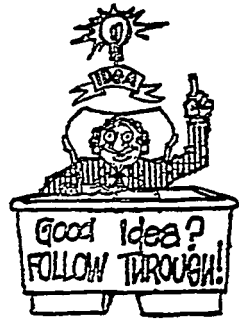
* * * * *

PTA/PTSA DAY AT THE LEGISLATURE- -

It's time to begin making plans to attend that twenty-four hour jampacked "DAY" during the legislative session.

Mark your calendars for noon Wednesday, April 21 in the lobby. Lunch on your own-then promptly walk to the Hayden Burns Building for opening and orientation. We are excited about the use of this location because it will give you the opportunity to meet where the Florida Cabinet sits as the State Board of Education.

RATES: Singles \$21.00, Doubles \$25.00 and additional person in a double would be \$4.00. (Four persons in a double would be slightly over \$8.00 each.) There is no charge for a student staying in the room with a parent. Watch your Florida Bulletin for reservation forms and more information.



TAKS-ANOTHER LOOK- - -

For those of you who read the Tribune Headline "PTA Supports Bias Report" - we would share the statement and you can see what they did ^{with} ~~did~~ ^{it} ~~it~~ ^{print} ~~print~~.

It would seem negative accounts sell more papers - because ^{it could have} ~~because~~ it could have read "PTA Supports Discipline and Parent Responsibility."


Parent Responsibility

FLORIDA PTA, the advocate for all children, regardless of race, creed or ethnic background, has been speaking to a better relationship between home, school, church and community for years. You must go back to the basic fact that parents are still the key to many problems. ALL parents have the responsibility to encourage the child to do his best and when he does, teachers will certainly respond with their best - if these three goals were used every day - the educational process would certainly be more effective.

Parent-Teacher does agree that if a child is truant, in school suspension would be more productive than out of school suspension, but in school suspension does not give the student the right to further disrupt school efforts.

Parent-Teacher also has put into Priority this year, training for beginning teachers in classroom discipline.

We would hope that all agencies truly concerned with better education - better citizenship, would indeed cooperate and communicate and honestly apply the golden rule - "Do unto others as you would have them do unto you."

Alone we are weak

 United we are strong

FROM LEGISLATURE CHAIRMAN - Charlotte Barres
INFORMATION ON CHILD AND FAMILY ACT

The bill contains nothing that changes or affects the legal relationship between parents and their children. Instead it simply offers to families - on a totally voluntary basis - access to health education and child care services which they want for their children but often cannot afford. It offers:

- 1. Prenatal health care
- 2. Early medical screening
- 3. Treatment to detect and remedy handicapping conditions
- 4. Day care services for children of working mothers.

Limits eligibility for these services to "children whose parents or guardians request such services.

Bill is deliberately designed to provide parent control of any services offered.

Services only for children whose parents request them.

Gives priority to children who have not reached 6 years old.

65% of money goes to economically disadvantaged children.

Priority to children of single parents and working mothers.

Meets the needs of:

- A wide range of socio-economic backgrounds
- Minority groups
- migrants
- Bi-lingual

Provide for direct parent participation in programs-even on employed basis.

Projects must establish a parent policy committee composed of at least 10 members with 50% parents of children served by project.

Quotes on advocates coming into the home from congressional record are from testimony in 1971 by a Senator opposing bill and quotes are from the English "Charter of Children's Rights" of the British Advisory Center of Education and the National Council for Civil Liberties - none of this wording is found in the bill.

Bill gives special grants to states to assess child and family service programs, to assess goals and needs in the state and to develop and enforce state licensing codes for child care facilities.

This may be reason for campaign against the bill by groups affected.

* * * * *

ADDITION TO YEARBOOK:

HCCPTA MEMBERSHIP CHAIRMAN
Linda Lawson
2 Undine Drive
Thonotosassa, 33592
Phone 986-1858

Please let Linda know the number of members enrolled in your local unit. Also notify her when you reach that all important number - 100%.

* * * * *

100% MEMBERSHIP - - - Congratulations to CITRUS PARK ELEMENTARY

* * * * *

NOMINATING COMMITTEE: The Nominating Committee meets this month. We urgently need your help in choosing the slate of officers for the year 1976-77. Local Presidents - poll your members - check the HCCPTA By-Laws - If you have suggestions of persons to fill any of offices below, PLEASE call anyone of the members of the Nominating Committee, Council Members - help the committee nominate those you will work with and will represent you. THIS INFORMATION IS NEEDED BEFORE FEBRUARY 12.

NOMINATING COMMITTEE

Louise Robinson, Ch. - 971-4632 Jewell Pettijohn - 877-4667
Mae Pflug - - - - - 839-6858 Sharon Brewer - - - 737-1203
Marcia Bodo - - - - - 839-1113 Frances King - - - 832-7874

THOSE RECOMMENDED MUST HAVE SERVED ON COUNCIL AT SOME TIME.

PRESIDENT _____

FIRST VICE PRESIDENT _____

SECOND VICE PRESIDENT _____

THIRD VICE PRESIDENT _____

RECORDING SECRETARY _____

CORRESPONDING SECRETARY _____

TREASURER _____

AREA VICE PRESIDENTS:

BRANDON _____

CHAMBERLAIN _____

EAST BAY _____

HILLSBOROUGH _____

JEFFERSON _____

KING _____

LETO _____

PLANT _____

PLANT CITY _____

ROBINSON _____

The Nominating Committee also selects a recipient for the Honorary Life Membership and at least three people deserving of OUTSTANDING SERVICE AWARDS. We do request your recommendations for people deserving of the HONORARY LIFE MEMBERSHIP and OUTSTANDING SERVICE AWARDS. Please list NAMES and QUALIFICATIONS for your recommendations.

- 1. _____
- 2. _____
- 4. _____
- 5. _____

PLEASE CALL A MEMBER OF THE NOMINATING COMMITTEE BEFORE FEBRUARY 12, The list of names presented by the nominating committee will be presented at the Council Meeting in Plant City. Thank you for your cooperation.

Exhibit No. 7

This exhibit was not received in
time for publication.

Exhibit No. 8



UNIVERSITY OF SOUTH FLORIDA

TAMPA • ST. PETERSBURG • FORT MYERS

ACADEMIC AFFAIRS
OFFICE OF THE VICE PRESIDENT
TAMPA, FLORIDA 33620
813: 974-2154

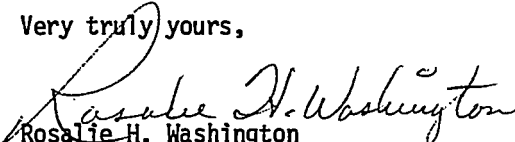
March 30, 1976

Commissioner Freeman
U.S. Civil Rights Commission
Curtis Hixon Hall, Ybor Room
Tampa, Florida

Dear Commissioner Freeman:

President Mackey forwarded your request for data regarding black faculty to me for a response. A summary of that data as per your request is attached.

Very truly yours,


Rosalie H. Washington
Special Assistant for Equal Opportunity

RHW:pc

cc: M. C. Mackey

UNIVERSITY OF SOUTH FLORIDA

Instructional Faculty*

Rank	Black Faculty (FTE) ¹			White Faculty (FTE) ¹	Ratio
	Men	Women	Total	Total	
Professor	0	0	0	161	0
Associate Professor	3	0	3	253.12	1:84.37
Assistant Professor	9	3.5	12.5	214.07	1:17.12
Instructor	1	1	2	44.5	1:22.25
Other	.5	.5	1	52.25	1:52.25
<u>Totals:</u>	13.5	5	18.5	724.94	1:39.18

*St. Petersburg campus included.
New College not included.

¹Fulltime Equivalent.

Source: "Department Within Reporting Area", effective 2/12/76.

Exhibit No. 9

This exhibit is on file at the U.S.
Commission on Civil Rights.

Exhibit No. 10

This exhibit is on file at the U.S.
Commission on Civil Rights.

Exhibit No. 11

This exhibit was not received in time for publication.

Exhibit No. 12

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Commission on Civil Rights.

Exhibit No. 13

This exhibit is on file at the U.S.
Commission on Civil Rights.

Exhibit No. 14

This exhibit is on file at the U.S.
Commission on Civil Rights.

Exhibit No. 15

This exhibit is on file at the U.S.
Commission on Civil Rights.

Exhibit No. 16

This exhibit is on file at the U.S.
Commission on Civil Rights.

Exhibit No. 17

This exhibit is on file at the U.S.
Commission on Civil Rights.

Exhibit No. 18

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
 School Plant Survey
 February 13, 1976

AREA I

<u>Kindergarden - 5th Grade</u>	<u>Pupil Stations</u>	<u>Enrollment</u>
1. Alexander	720	646
2. Anderson	720	503
3. Ballast Point	820	661
4. Bay Crest	860	740
5. Bellamy	860	945 —
6. Carrollwood	750	644
7. Chiramonte	830	720
8. Citrus Park	805	794
9. Crestwood	780	771
10. Dickenson	830	695
11. Egypt Lake	830	841 —
12. Grady	720	480
13. Lake Magdalene	720	704
14. Lanier	720	636
15. Lois	0 (605)	556
16. Mabry	835	619
17. MacFarlane Park	265	382 —
18. Manhattan	960	687
19. Mendenhall	745	640
20. Mitchell	0 (730)	528
21. Morgan Woods	780	880 —
22. Roosevelt	720	606
23. Tampa Bay Blvd.	475	421
24. Town & Country	720	761
25. Woodbridge	830	980 —

Kindergarden - 6th Grade

1. Gorrie	0 (720)	463
2. Tinker	840	893
3. Twin Lakes	780 (310)	1012
4. West Shore	460	363

6th Grade Center

1. Just	570	531
2. Roland Park	480	481 —

7th Grade Center

1. Blake	1096	952
2. Oak Grove	1060	994
3. West Tampa	0 (706)	719 —

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
 School Plant Survey
 February 13, 1976

Page two

AREA I

<u>8th - 9th Grade</u>	<u>Pupil Stations</u>	<u>Enrollment</u>
1. Coleman	780	610
2. Madison	1210	1092
3. Monroe	1335	973
4. Pierce	1303	1401 —
5. Webb	1376	1589 —
 <u>7th - 9th Grade</u>		
1. Wilson	0 (574)	701 —
 <u>10th - 12th Grade</u>		
1. Jefferson	1958	1902 —
2. Leto	2218	2582 —
3. Plant	1884	1858 —
4. Robinson	1710	2358 —

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
 School Plant Survey
 February 13, 1976

Page three

AREA II

<u>Kindergarden - 5th Grade</u>	<u>Pupil Stations</u>	<u>Enrollment</u>
1. Broward	460	472 —
2. Cahoon	720	581
3. Cleveland	500	378
4. Desoto	385	288
5. Edison	540	458
6. Forest Hills	720	693
7. Foster	600+75TMR	594
8. Lutz	840	765
9. Miles	720	671
10. Mort	860	946 —
11. Riverhills	720	696
12. Seminole	573	448
13. Shaw	830	741
14. Temple Terrace	840	964 —
15. Witter	720	703

Kindergarden - 6th Grade

1. Gary	0 (275)	222
2. Graham	480	481 —
3. Robles	830	889 —
4. Sulphur Springs	60 (610)	584

6th Grade Centers

1. Bryan, Tampa	500	456
2. Cuesta	375	326
3. Dunbar	710	617
4. Jackson Heights	0 (540)	482
5. Lee	660	492
6. Lockhart	900	792
7. Lomax	0 (505)	465
8. Orange Grove	560	590 —
9. Potter	720	566
10. Shore	0 (440)	401
11. Williams	720	941 —

7th Grade Centers

Franklin	819	1086 —
Sligh	1252	1277 —
Washington, B.T.	889	783
Young	1025	1140 —

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
 School Plant Survey
 February 13, 1976

Page four

8th - 9th GradesPupil StationsEnrollment

1.	Adams	1223	994
2.	Buchanan	1155	1138
3.	Greco	1168	1357 —
4.	Middleton	1012	985
5.	Van Buren	1242	1271 —
6.	Washington, George	100	573 —

10th - 12th Grades

1.	Chamberlain	2134	2448 —
2.	Hillsborough	2798	2540
3.	King	2281	2426 —

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
 School Plant Survey
 February 13, 1976

Page five

AREA III

<u>Kindergarden - 5th Grade</u>	<u>Pupil Stations</u>	<u>Enrollment</u>
1. Brooker	780	983 —
2. Bryan, P.C.	720	579
3. Burney	90 (225)	235
4. Clair Mel	830	1062 —
5. Cork	480	909 —
6. Dover	590+72TMR	716 —
7. Gibsonton	810 (50)	791
8. Jackson, P.C.	540	400
9. Kenly	815	727
10. Kingswood	840	1072 —
11. Knights	0 (160)	305 —
12. Limona	840	893 —
13. Mango	630 (125)	989 —
14. McDonald	860	0
15. Palm River	800 (100)	897
16. Pinecrest	0 (585)	665
17. Riverview	830	890 —
18. Robinson	600 (55)	770 —
19. Ruskin	785 (75)	1077 —
20. Seffner	780	1052 —
21. Springhead	520	524 —
22. Thonotosassa	830	1107 —
23. Trapnell	135 (150)	378 —
24. Wilson	270	242
25. Yates	720	726 —

Kindergarden - 6th Grade

1. Oak Park	570	638 —
2. Wimauma	360	838 —

6th Grade Centers

1. Glover	0 (248)	203
2. Lincoln	240 (300)	598 —
3. Progress Village	720	681
4. Simmons	0 (225)	308 —

7th Grade Center

1. Marshall	669	698 —
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HILLSBOROUGH COUNTY PUBLIC SCHOOLS
 School Plant Survey
 February 13, 1976

Page six

AREA III

<u>7th - 8th Grades</u>	<u>Pupil Stations</u>	<u>Enrollment</u>
1. Eisenhower	1108+54EMR	1380 —
2. Turkey Creek	1147	946
 <u>7th - 9th Grades</u>		
1. Dowdell	948	1715 —
 <u>8th - 9th Grades</u>		
1. Mann	1367	1413 —
2. McLane	1336	1092
3. Tomlin	1434	1319
 <u>9th - 12th Grades</u>		
1. East Bay	2486	1985
2. Plant City	1951	2950 —
 <u>10th - 12th Grades</u>		
1. Brandon	2275	3279 —
2. Tampa Bay Voc. Tech.	1322	2672* —

* This figure indicates 330 daytime adult students.

HILLSBOROUGH COUNTY SCHOOLS

SCHOOL	YEAR CONSTRUCTED	YEAR OF ADDITIONS	AIR-- CONDITIONED
Adams Junior High	1957	1959	None
Alexander Elementary	1951	1952-53-60-63	None
Anderson Elementary	1955	None	Partial
Ballast Point Elementary	1925	1927-55	Partial
Bay Crest Elementary	1968	1972	1968
Blake Junior High	1955	1962-69	None
Brandon High	1972	None	1972
Brewster Adult Tech	1925	1926-52-58-59-62-64	None
Brooker Elementary	1961	1963-65-69	Complete
Broward Elementary	1926	1953	Partial
Bryan, PC Elementary	1926	1949-61-69	None
Bryan, Tpa Elementary	1925	1926-50	None
Buchanan Junior High	1962	1968-69-73	Partial
Burney Elementary	1925	1951-62-69	Partial
Cahoon Elementary	1951	1952-53-60	None
Carrollwood Elementary	1961	1965-69	Partial
Carver Elementary	1909	1953-54-63	Partial
Chamberlain High	1954	1958-73	Partial
Chiarmonite Elementary	1970	None	1970
Citrus Park Elementary	1926	1958-61-68-69-71	Partial
Clair-Mel Elementary	1959	1961	Partial
Cleveland Elementary	1926	None	None
Coleman Junior High	1960	None	Partial
Cork Elementary	1912	1927-43-46-47-73	Partial
Crestwood Elementary	1968	None	1968
Cuesta Elementary	1909	1915-24-49-55	None
DeSoto Elementary	1925	1946	Partial
Dickenson Elementary	1962	None	1972
Dover Elementary	1951	1973	None
Dowdell Junior High	1963	None	Partial
Dunbar Elementary	1926	1949-61-65	None
East Bay High	1972	1973	1972
Edison Elementary	1925	1952	None
Egypt Lake Elementary	1958	None	Partial
Eisenhower Junior High	1956	1960-73	None
Forest Hills Elementary	1958	None	None
Foster Elementary	1953	1957-65	Partial
Franklin Junior High	1926	1963	None
Gary Elementary	1912	None	None
Gibsonson Elementary	1959	1969	Partial
Glover Elementary	1932	1946-52	None
Gorrie Elementary	1899	1912-15-26-63	Partial
Grady Elementary	1958	None	Partial
Graham Elementary	1922	1948-52-61	None
Greco Junior High	1962	1968-69-73	Partial
Hillsborough High	1922	1952-53-73	Partial
Jackson Heights Elementary	1901	1925-62-63	Library
Jefferson High	1972-73	None	1972-73
Kenly Elementary	1928	1959-61-69-72	Partial
King High	1959	1969-71	Partial
Jackson, PC			Partial

SCHOOL	YEAR CONSTRUCTED	YEAR OF ADDITIONS	YEAR AIR CONDITIONED
Kingswood Elementary	1968	1971	1968
Knights Elementary	1922	1932	None
Lake Magdalene Elementary	1946	1948-49-51-52-53-54-56	Partial
Lanier Elementary	1958	None	Partial
Lavoy Elementary	1971	None	1971
Lee Elementary	1906	1973	None
Leto High	1964	1969-70-71	1964
Limona Elementary	1971	None	1971
Lincoln Elementary	1973	1948-61-72	Partial
Lockhart (College Hill) Elem.	1951	1955	None
Lois Elementary	1955	1956	Partial
Lomax Elementary	1907	1937-57	None
Lutz Elementary	1926	1946-54-61-70	Partial
Mabry Elementary	1949	1950-53-54	Complete
MacFarlane Park Elementary	1926	1948-52	Partial
Madison Junior High	1952	1954-55-64-69-70	Partial
Mango Elementary	1951	1953-59-62-68-69	Partial
Manhattan Elementary	1953	1953-58-61-63	Complete
Mann Junior High	1958	1959-60-69	Partial
Marshall Elementary	1956	1961-73	Partial
McLane Junior High	1914	1919-28-48-52-61-62-65-8	Partial
Meacham Elementary	1926	1954	None
Mendenhall Elementary	1946	1950-53-61	Partial
Middleton Junior High	1946	1948-51-55-59-70	Partial
Miles Elementary	1961	None	Partial
Mitchell Elementary	1915	1949-52	Partial
Monroe Junior High	1956	1958-68-73	Partial
Morgan Woods Elementary	1968	None	1968.
Mort Elementary	1966	1969	1966
Nature's Classroom	1968	None	1968
Oak Grove Junior High	1950	1954-64-70	Partial
Oak Park Elementary	1928	1949-51-55	None
Palm River Elementary	1948	1949-63-72	Partial
Pierce Junior High	1961	1963	Partial
Pinecrest Elementary	1936	1947-48-51-63	Partial
Plant High	1926	1936-53-55-56-62-73	1973
Plant City High	1972	None	Partial
Potter Elementary	1960	None	None
Progress Village	1959	1960-62	None
Riverhills Elementary	1964	1969-72	1964
Riverview Elementary	1961	1963-69-71-72	Partial
Robinson Elementary	1961	1968	Partial
Robinson High	1958	1966-69-71	Partial
Robles Elementary	1959	1961-63-70-72	Partial
Roland Park Elementary	1962	1965	Partial
Roosevelt Elementary	1925	1945-54-61	Partial
Ruskin Elementary	1942	1948-49-60-61	Partial
Seffner Elementary	1961	1967-69	Complete
Seminole Elementary	1918	1925	Partial
Shaw Elementary	1972	None	1972
Shore Elementary	1922	None	None
Simmons Elementary	1962	None	None

SCHOOL	YEAR CONSTRUCTED	YEAR OF ADDITIONS	YEAR AIR- CONDITIONED
Sligh Junior High	1949	1950-52-55-59-61-64-69-71	Partial
Springhead Elementary	1914	1924-28-38-47-73	Partial
Sulphur Springs Elementary	1923	1926-46-49-53	None
Tampa Bay Blvd. Elementary	1926	None	Partial
Tampa Bay Voc. Tech High	1968	1970-71-73	1968
Temple Terrace Elementary	1955	1956-58	Partial
Thomas, Dorothy Elementary	1940	1949-56-59-62-70-71	None
Thonotosassa Elementary	1962	1969-70-71-72	Partial
Tinker Elementary	1951	1969	1969
Tomlin Junior High	1949	1953	None
Town & Country Elementary	1961	None	Partial
Trapnell Elementary	1928	None	None
Turkey Creek Junior High	1929	1937-45-54-62-73	Partial
Twin Lakes Elementary	1921	1934-48-51-55-61-68-69	Partial
Van Buren Junior High	1962	1966-1972	Partial
B. T. Washington Junior High	1925	1928-55-61-68	None
Geo. Washington Junior High	1912	1954	None
Webb Junior High	1967	1970-72-73	1967
West Shore Elementary	1926	None	None
West Tampa Junior High	1926	1961	None
Williams Elementary	1965	None	Complete
Wilson Elementary	1924	1962	Complete
Wimauma Elementary	1927	1930-35-72	Partial
Witter Elementary	1959	None	Partial
Woodbridge Elementary	1971	1971	1971
Yates Elementary	1954	1959	Complete
Young Junior High	1962	1966-69	Partial

Exhibit No. 19

This exhibit was not received in time for publication.

Exhibit No. 20

This exhibit is on file at the U.S.
Commission on Civil Rights.

Exhibit No. 21

Race not at issue, black educator says

By SUSAN HEMMINGWAY
Times Staff Writer

5-14-75

Racial tensions have eased in Hillsborough County schools since integration began here in 1971, causing suspension rates to drop by 300 a month now, according to one school official.

But the number of suspended black students remains disproportionate. Nearly half of all youngsters suspended on black.

Calvin Bexley, a black man who's lived through integration and segregation as the principal of Blake junior high and former principal of the segregated Blake senior high, says race plays no part in the statistics.

Suspended students, black or white, represent a more complex set of issues—changed values, less disciplinary options and class differences, he said in an interview yesterday.

"I don't think race has anything to do with it. It's more of a class problem because most of the kids suspended are lower class kids," Bexley said.

"Sometimes subcultures just won't adopt majority standards. For instance, in some subcultures threats are just a way of teasing.

"If a kid says, 'I'm gonna get your eye', he doesn't really mean he's going to black someone's eye. But threats aren't acceptable in schools that enforce majority standards," he said.

And majority standards are what schools are all about, ac-

ording to Bexley.

"Schools have two purposes—get kids to make the most of themselves and induct them into society. If a child doesn't know how the majority acts, he'll never get along in the world."

Blake now holds 1,000 seventh-grade students, divided by race with the court-ordered ratio of 20 per cent black students and 80 per cent white students.

About 500 black students attended Blake when it was a neighborhood high school.

When schools were segregated, black high school students were suspended at a rate of no more than 10 a year. Now statistics show 3,600 were suspended in 1973 alone.

"But even if we still had segregated schools I think we'd have an increased number of suspensions," Bexley said.

He said he thinks today's society is more "rights-oriented" than it was even four years ago and now suspension is virtually the only option left for disruptive students.

"We used to be able to make a kid pick up paper or something like that for punishment. Now those things are considered to be dehumanizing and non-educational," he said.

And he said, since the neighborhood school has disappeared, less parents seem interested in their children as students.

"I seldom hear from a parent anymore, 'you kill him at the end and I'll kill him at this end,'" he said meaning a disruptive child would also be punished by his parents.

Brandon State Champions!

5/15 BY TOM EDDRINGTON
Tribune Sports Writer

BRANDON— The Eagles did as they were expected.

The Eagles ran as they were expected.

The Eagles won as they were expected.

And it all added up to Brandon High School's second state track title in the past three years. The first title came in 1973.

"It's a fantastic feeling," said Eagle coach Jeff DeCola. "This team has long worked hard for this. Some of our kids have been working hard toward this since last summer—and that's a long time."

"It wasn't something that went down to the last event, so maybe it wasn't as exciting as Brandon's first title," DeCola pointed out. "We clinched it all after the seventh running event.

"—And when you work as long and as hard as we did, you find it hard to believe that it's all over."

"It's the biggest moment of my career," said smiling distance man Tommy Curtis, winner of the mile and half mile events. And that's saying quite a bit considering all the individual titles and fame that have fallen on Curtis this season:

THE TWINS were probably the least excited. Kevin and Keith Johnson just looked as if

they were sorry it was all over.

"For me, it was just like another meet," Keith said afterwards. "We just went out there and did what we've been doing all year."

But this is not the end for some of the Brandon runners.

Although their high school competition has officially ended, some of the members of the team will continue to run in invitational meets around the state and across the country this spring and summer.

Tommy Curtis and the twins will definitely be going on. And they're looking forward to it.

And Coach DeCola is already mapping plans for rebuilding his squad next year.

*Exhibit No. 22*TOTAL NUMBER OF SUSPENSIONS FOR 1968-1976

<u>SCHOOL YEAR</u>	<u>TOTAL NUMBER OF SUSPENSIONS</u>
1968-69	2,603
1969-70	2,643*
1970-71	4,805
1971-72	8,598
1972-73	9,530
1973-74	10,149
1974-75	8,854
1975-76 (August thru February)	4,733

*Estimated Figure

This is a breakdown of suspensions for 1974-75 by categories for the Senior and Junior High Schools.

Mr. Wharton asked the Principals to compare their school with other schools with similar enrollments and try to come to some conclusion as to why their suspensions in a certain area are far out of line with other schools.

HILLSBOROUGH COUNTY PUBLIC SCHOOLS**INTER-OFFICE COMMUNICATION** **DATE** January 19, 1976

TO: Secondary Principals
FROM: Paul R. Wharton, Assistant Superintendent
SUBJECT: Suspensions

All of us are very conscious of the suspensions within our schools. I feel they are justified but I also feel we must be in a position to defend our suspensions as being justified. I have compiled the suspensions according to categories for the schools for the 1974-75 school year. I have also given the enrollment of the schools for the last reporting period.

I felt that a principal with his staff and faculty could take these figures and study them in comparison to other schools with similar enrollments and probably come to some conclusion as to why their suspensions in a certain area are far out of line with other schools--or you might realize that yours are in line with the majority of the other schools.

Please discuss these figures with your administration, including your guidance and human relations departments, and let them become familiar with the problem.

PRW/jdr
Attachment

	Brandon	Chamb.	East Bay	Hills.W.	Jefferson	King	Leto	Plant	Plant C.	Robinson	Tampa Bay Tech								
Alcohol -	11	4	0	8	9	5	4	1	3	0	8								
Assault -	3	15	1	2	14	15	15	21	4	4	5								
Disobedience -	7	25	14	7	31	18	21	15	27	28	9								
Disruptive and/or Disrespectful -	38	20	38	42	69	21	26	71	60	84	27								
Drugs -	15	9	2	2	5	32	2	2	1	0	2								
Fighting -	36	35	25	36	33	31	54	29	36	33	8								
Obscenity and/or Profanity -	9	11	15	19	12	10	29	6	11	35	12								
Possession of Weapons -	0	2	0	1	1	0	0	0	2	1	1								
Smoking Violations -	113	5	13	8	27	3	17	6	21	10	2								
Tardiness -	52	42	3	31	130	2	73	15	8	22	0								
Theft and/or Extortion -	7	5	13	1	1	9	0	5	2	19	15								
Threats (Adults and/or Pupils) -	0	0	0	2	0	6	1	1	0	2	2								
Trespassing -	2	0	2	4	19	3	2	0	1	1	0								
Truancy -	13	60	134	79	197	51	110	148	62	81	12								
Vandalism -	3	0	5	7	1	0	8	4	1	3	3								
Other -	12	4	16	2	20	11	16	12	6	6	11								
Total -	321	237	281	251	569	198	478	336	245	329	117								

Enrollment figures as of September 22, 1975.

Brandon	2813
Chamberlain	2111
East Bay	1641
Hillsborough	2471
Jefferson	1701
King	2144
Leto	2252
Plant	1776
Plant City	2636
Robinson	2079
Tampa Bay Tech.	1911

SUSPENSION REPORT

	Adams	Blake	Buchanan	Coleman	Dowdell	Eisenhr	Franklin	Greco	Madison	Mann	Marshall	McLane	Middleton	Monroe	Oak Grove	Pierce	Silgh	Tomlin	Turkey Creek	Van Buren	Wash. BT	Wash. Geo.	Webb	West Tampa	Wilson	Young
Alcohol	0	18	12	6	1	0	0	1	0	0	0	0	0	1	1	0	0	0	2	0	0	0	0	0	2	0
Assault	7	18	17	17	8	30	3	9	7	6	21	19	11	37	7	17	11	12	4	15	1	12	26	2	17	4
Disobedience	8	21	6	3	35	31	14	61	97	34	71	40	6	83	38	12	22	13	5	11	0	6	97	16	20	4
Disruptive and/or Disrespectful	16	42	5	23	56	85	14	160	57	33	31	60	39	65	27	84	73	18	24	28	8	56	39	13	65	5
Drugs	5	0	4	0	6	0	0	1	0	2	0	1	2	0	2	0	2	0	0	3	0	0	2	0	1	1
Fighting	42	44	6	13	68	35	32	49	42	18	21	35	15	36	22	26	92	8	22	17	34	34	69	41	21	31
Obscenity and/or Profanity	5	15	0	7	11	8	5	18	3	8	31	28	20	24	7	35	12	7	3	12	1	17	24	3	11	6
Possession of Weapons	0	7	0	0	1	2	1	4	3	0	0	3	3	5	1	1	2	3	0	1	1	0	2	0	1	6
Smoking Violations	23	2	7	3	23	37	2	27	25	1	21	16	44	9	2	11	14	6	0	2	2	11	35	7	20	3
Tardiness	6	7	3	1	12	24	1	30	14	3	1	16	9	20	4	15	12	5	0	0	1	7	32	0	20	2
Theft and/or Extortion	0	3	4	10	0	13	2	7	8	2	4	10	0	12	4	6	7	3	4	2	2	3	11	0	0	5
Threats (Adults and/or Pupils)	1	4	0	0	1	5	2	6	4	1	5	8	0	5	6	3	4	3	0	2	1	1	4	0	2	0
Trespassing	0	1	0	3	0	1	0	1	0	0	0	0	2	5	0	0	0	0	0	2	0	1	2	0	0	0
Truancy	4	18	5	18	21	72	0	98	9	14	12	17	32	68	25	59	16	17	5	5	3	37	52	6	19	4
Vandalism	1	2	0	0	0	3	0	9	2	2	0	0	1	4	0	3	0	2	0	0	0	0	1	0	3	2
Other	6	6	3	0	4	27	4	18	3	4	7	33	15	14	2	9	80	3	1	9	3	7	12	3	8	2
Total	124	208	72	104	247	373	78	499	274	128	175	247	188	390	146	283	345	102	70	109	57	192	408	93	210	75

Enrollment figures as of September 22, 1975.

Adams	994	Eisenhower	1380	Mann	1413	Pierce	1401	B. T. Washington	783
Blake	952	Franklin	1086	Marshall	698	Silgh	1277	Geo. Washington	573
Buchanan	1138	Greco	1357	Middleton	985	Tomlin	1319	Webb	1589
Coleman	610	McLane	1329	Monroe	973	Van Buren	1271	West Tampa	719
Dowdell	1715	Madison	1092	Oak Grove	994	Turkey Crk	946	Wilson	701
								Young	1140

This is a summary of the suspensions for the 1974-75 school year. This summary is a breakdown of the suspensions by categories for the entire year, Attachment #1, is Senior High Schools, Attachment #2, is Junior High Schools, no summary was made for Elementary Schools as there were so few suspensions.

Suspension Report Month	1974-75 Summary																											
	Alcohol	Assault	Disobedience	Disruptive and Dis- respectful Behavior	Drugs	Fighting	Forgery	Obscene Gestures, Language or Notes	Possession of Weapon	Profanity	Sex Related Violations	Smoking Violations	Stealing	Tardiness	Theft, Extortion	Threatening Adults, or Pupils	Trespassing	Trespassing While on Suspension	Tuancy	Uncooperative	Vandalism					Bus Suspensions	Total	
August and September	6	9	16	53	6	49	2	3		13	3	50		16	15	1	10	2	86	4	5						349	
October	1	10	27	60	16	45	3	2	1	21		48		22	11	2	1		96	4	1	18					389	
November	4	9	29	74	5	37	4	1	2	27	2	19	0	23	1	1	5	1	94	2	4	9					353	
December	13	7	9	78	6	25	2	3	1	16		24		34	2	1			65	3	4	9					302	
January	2	9	7	41	6	35	3	3	1	15	1	10		23	4	3			91	3	6	5					268	
February	7	23	19	75	1	43	5	6	1	22	1	21		53	9	4	12	2	172	8		33					517	
March	1	17	24	60		42	1	5		17		16		69	15	2	4	1	117	2	1	14					408	
April	7	9	35	61	3	32	1		1	21		22		54	7	1	3		129		2	8					396	
May & June	12	7	38	80	4	38		23	2			15		69	15				104		3	13					423	
Total	53	100	204	582	47	346	21	46	9	125	7	225		363	79	15	35	6	954	26	26	109					3405	

Month	1974-75 Summary																											
	Alcohol	Assault	Disobedience	Disruptive and Disrespectful Behavior	Drugs	Fighting	Forging	Obscene Gestures, Language or Notes	Possession of Weapon	Profanity	Sex Related Violations	Smoking Violations	Streaking	Tardiness	Theft, Extortion	Threatening Adults, or Pupils	Trespassing	Trespassing While on Suspension	Tuancy	Uncooperative	Vandalism					Bus Suspensions	Total	
August and September		29	27	100		79		8	2	21	2	25		9	13	2	2		29	1	2	4						355
October	3	25	66	124	3	98		10	4	27	5	20		32	19	6	1	1	55	5	6	29						539
November	18	38	56	98	2	94	1	14	2	20	1	28	0	18	13	6			63	7	5	17						501
December	11	18	66	98		59		6		16	1	26		15	11	5		1	35	1	4	36						410
January		37	54	107	10	64		4	4	14		45		17	11	6			49	1	1	24						448
February	2	27	100	137	11	104	1	7	5	20	2	37		34	21	9			87	3	2	43						652
March	3	25	83	124	12	73	1	8	5	16		54		35	11	2		1	79	4	4	40						580
April	2	54	97	186	9	120		14	14	34	6	41		28	10	14	2	3	61	3	6	27						731
May and June	5	51	136	160	2	153	2	46	11		12	59		44	7	13		2	151	3	4	38						906
Total	44	304	684	1142	49	844	5	117	47	168	29	335		232	116	63	5	8	609	28	34	258						5122

This is a summary of the suspensions for the 1973-74 school year. This summary is a breakdown of the suspensions by categories only for the months of March thru June as this was when it was decided this would be the best way to keep track of the areas which had the highest rate of problem. Senior and Junior High schools are the only ones listed on the attached sheet as there were so few suspensions for Elementary Schools.

Suspension Report Month March, April, May and June Year 1973-74		Fighting	Assault	Drugs	Alcohol	Uncooperative	Disruptive and Dis- respectful Behavior	Disobedience	Possession of Weapon	Tuancy	Smoking Violations	Forging	Tardiness	Theft, Extortion	Obscene Gestures and Language	Profanity	Threatening Adults or Pupils	Sex Related Violation	Stealing	Trespassing	Trespassing While on suspension	Vandalism	Defamation of Character	Cheating	Lying	Bomb Threat	Improper Dress	Throwing Rocks	Lighting Incense	Total
School																														
Sr. High School																														
March		42	12	7	20	3	62	29	1	164	48	0	57	7	2	19	3	2	20	0	3	0	0	0	0	0	0	0	0	501
April		26	3	22	18	1	68	18	0	93	20	2	21	4	4	9	2	0	0	0	1	3	0	0	0	0	0	0	0	315
May and June		47	12	4	11	2	55	38	0	94	26	3	45	11	7	21	7	1	0	2	0	3	0	5	1	0	0	0	0	395
Total for March thru June 1973-74		115	27	33	49	6	185	85	1	351	94	5	123	22	13	49	12	3	20	2	4	6	0	5	1	0	0	0	0	1211
Jr. High School																														
March		125	45	19	4	14	196	106	8	102	46	3	44	16	12	32	13	2	0	1	3	8	0	0	0	0	0	0	0	799
April		90	48	4	0	3	151	78	11	108	30	0	17	19	4	22	18	2	0	2	1	3	1	0	0	0	0	0	0	611
May and June		133	61	8	5	3	251	114	6	141	44	6	59	20	14	31	15	9	1	0	2	10	0	1	0	1	2	4	1	942
Total for March Thru June 1973-74		348	154	31	9	20	598	298	25	351	120	9	120	54	30	85	46	13	1	3	6	21	1	1	0	1	2	4	1	2352

Total Suspensions for March
thru June 1973-74 Jr. & Sr. High 3563

The attached comparison report is for the 1973-74 and 1974-75 school year. Elementary Schools are included in these figures.

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

INTER-OFFICE COMMUNICATION DATE June 30, 1975

TO: Dr. Raymond O. Shelton, Superintendent of Schools
 FROM: Paul R. Wharton, Assistant Superintendent for Administration
 SUBJECT: Comparison of Suspension Reports for 1973-74 and 1974-75

Since suspensions have been of great concern to all of us for the past two years, I felt it would be of interest to know that in the 1974-75 school year there have been less suspensions than the previous 1973-74 school year.

<u>1973-74</u>	<u>1974-75</u>	<u>Comparison</u>
Elementary - 367	Elementary - 327	40 Less
Junior High - 4,415	Junior High - 5,122	707 More
Senior High - 5,367	Senior High - 3,405	1,962 Less

Total Suspensions for Both Years

<u>1973-74</u>	<u>1974-75</u>	<u>Comparison</u>
10,149 Suspensions	8,854 Suspensions	1,295 Less

FRW/pm

The attached is a summary of truancies and tardies for Senior and Junior High Schools for the 1974-75 school year. This report was done to see if suspensions for truancies and tardies were affective. According to this report the majority were only suspended one time.

SUMMARY OF TRUANCIES 1974-75

School	Total No. of Truancy Suspensions	Suspended					
		1 Time	2 Times	3 Times	4 Times	5 Times	6 Times
Adams	3	3					
Blake	14	12	2				
Brandon	10	10					
Buchanan	5	5					
Chamberlain	48	41	5	1		1	
Coleman	14	12	1	1			
Dowdell	19	17	2				
East Bay	89	60	20	7		1	1
Eisenhower	46	37	7	1	1		
Greco	85	66	12	6	1		
Hillsborough	64	54	9		1		
Jefferson	177	154	18	5			
King	45	43	1	1			
Leto	83	69	12	2			
Madison	9	8	1				
Mann	11	11					
Marshall	1	1					
McLane	14	12	1	1			
Middleton	26	20	5	1			
Monroe	45	34	6	3	1	1	
Oak Grove	13	5	3	4		1	
Pierce	43	35	5	1	1	1	
Plant	111	94	14	1		2	
Plant City	55	50	4	1			
Robinson High	71	63	6	2			
Sligh	14	12	2				
Tampa Bay Voc.	12	12					
Tomlin	16	15	1				
Turkey Creek	6	6					
Van Buren	5	5					
Washington, B.T.	2	2					
Washington, Geo.	7	7					
Webb	47	42	4	1			
West Tampa	4	4					
Wilson Jr. High	14	9	3	1	1		
Young	1	1					
Totals	<u>1,229</u>	<u>1,031</u>	<u>144</u>	<u>40</u>	<u>6</u>	<u>7</u>	<u>1</u>

SUMMARY OF TARDIES 1977-78

School	Total No. of Tardy	Suspended					
	Suspensions	1 Time	2 Times	3 Times	4 Times	5 Times	6 Times
Brandon	42	38	4				
Buchanan	2	2					
Chamberlain	36	31	5				
Coleman	1	1					
Dowdell	12	12					
East Bay	3	3					
Eisenhower	26	24	2				
Greco	29	25	4				
Hillsborough	28	26	1	1			
Jefferson	117	100	15	2			
Leto	60	55	4	1			
Madison	13	12	1				
Mann	3	3					
Marshall	1	1					
McLane	10	10					
Middleton	9	9					
Monroe	19	19					
Oak Grove	4	4					
Pierce	14	13	1				
Plant City	8	8					
Robinson High	20	18	2				
Sligh	12	12					
Tomlin	4	3	1				
Washington, B.T.	1	1					
Washington, Geo.	6	6					
Webb	27	24	3				
Wilson Jr. High	18	17	1				
Young	2	2					
Totals	527	479	44	4			

Exhibit No. 23

Ch. 230

THE DISTRICT SCHOOL SYSTEM

Ch. 230

sion, as defined in the Professional Teaching Practices Act, ss. 231.54, 231.55, 231.57-231.59. When such committees are involved in the consideration of policies for resolving problems or reaching agreements affecting certificated personnel, the committee membership shall include personnel representing all work levels of instructional and administrative personnel as defined in the school code.

(b) The school board shall establish a school advisory committee or committees, but such school advisory committees shall not have any of the powers and duties now reserved by law to the school board. The school board shall develop a plan for establishing each school advisory committee, which shall include parents and students, and be broadly representative of the community served by the school. The functions of each school advisory committee, including rules and regulations for its functioning, shall be prescribed by the school board; however, each school advisory committee shall participate with appropriate school personnel in the development of the annual report of school progress as may otherwise be provided by law. Each board shall make an annual evaluation of the effectiveness of each committee established and shall submit its plan and a report of the annual evaluation to the State Department of Education. The department shall review the reports of annual evaluation to provide to the State Board of Education and the legislature an annual appraisal as to the effectiveness of school advisory committees and any other information deemed by the department to be appropriate.

(2) **ADOPT RULES AND REGULATIONS.**—The school board shall adopt such rules and regulations to supplement those prescribed by the state board as in its opinion will contribute to the more orderly and efficient operation of the district school system.

(3) **PRESCRIBE MINIMUM STANDARDS.**—The school board shall adopt such minimum standards as are considered desirable by it for improving the district school system.

(4) **CONTRACT, SUE, AND BE SUED.**—The school board shall constitute the contracting agent for the district school system. It may, when acting as a body, make contracts, also sue and be sued in the name of the school board; provided, that in any suit, a change in personnel of the school board shall not abate the suit, which shall proceed as if such change had not taken place.

(5) **PERFORM DUTIES AND EXERCISE RESPONSIBILITY.**—The school board may perform those duties and exercise those responsibilities which are assigned to it by law or by regulations of the state board and, in addition thereto, those which it may find to be necessary for the improvement of the district school system in carrying out the purposes and objectives of the School Code.

History.—s. 422, ch. 19335, 1939; CGL 1940 Supp. 892(65); s. 21, ch. 63-239; s. 1, ch. 69-300; s. 26, ch. 72-221; s. 33, ch. 73-338; s. 6, ch. 74-100.

**Note.*—Paragraph (a) of subsection (1) is repealed effective January 1, 1975.

230.222 School board not to prohibit playing of "Dixie."—The school board shall not take action to prohibit school bands from playing the song commonly known as "Dixie," nor shall it take action to prohibit the playing of "Dixie" at school functions by nonschool bands.

History.—41, ch. 69-117; 51, ch. 69-300.

230.23 Powers and duties of school board.—The school board, acting as a board, shall exercise all powers and perform all duties listed below:

(1) **REQUIRE MINUTES AND RECORDS TO BE KEPT.**—Require the superintendent, as secretary, to keep such minutes and records as are necessary to set forth clearly all actions and proceedings of the school board.

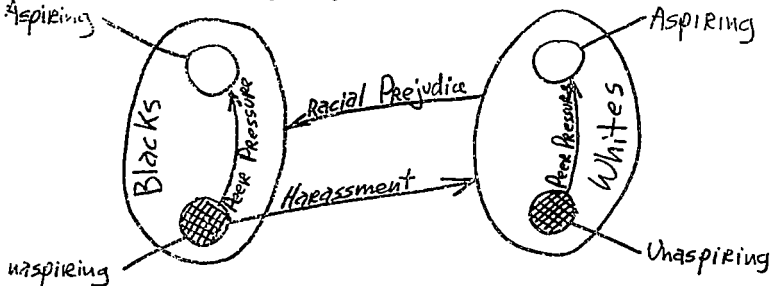
(a) *Minutes, recording.*—The typed minutes of each meeting shall be reviewed, corrected if necessary, and approved at the next regular meeting; provided, that this action may be taken at an intervening special meeting if the board desires. The minutes shall be signed by the chairman and superintendent after approval, and shall be kept as a public record in a permanent, bound book in the superintendent's office.

(b) *Minutes, contents.*—The minutes shall show the vote of each member present on all matters on which the board takes action. It shall be the duty of each member to see to it that both the matter and his vote thereon are properly recorded in the minutes. Unless otherwise shown by the minutes, it shall be presumed that the vote of each member present supported any action taken by the board in either the exercise of, violation of or neglect of the powers and duties imposed upon the board by law or legal regulation, whether such action is recorded in the minutes or is otherwise established. It shall also be presumed that the policies, appointments, programs and expenditures not recorded in the minutes but made and actually in effect in the district school system were made and put into effect at the direction of the school board, unless it can be shown that they were done without the actual or constructive knowledge of the members of the board.

(2) **CONTROL PROPERTY.**—Subject to regulations of the state board, retain possession of all property to which title is now held by the school board and to obtain possession of and accept and hold under proper title as a body corporate by the name of "The School Board of ___ County, Florida," all property which may at any time be acquired by the school board for educational purposes in the district; manage and dispose of such property to the best interests of education; contract, sue, receive, purchase, acquire by the institution of condemnation proceedings if necessary, lease, sell, hold, transmit, and convey the title to real and personal property, all contracts to be based on resolutions previously adopted and spread upon the minutes of the school board; receive, hold in trust, and administer for the purpose designated, money, real and personal property, or other things of value granted,

Exhibit No. 24

The Black-White relationship that exists in our schools (and our society) is best described in this simple diagram.



EXPLANATION: Aspiring blacks and whites are subjected to negative peer-pressure from the unaspiring blacks and whites.

It is easier for the whites to deal with this pressure because of the nature of their living environment, or they can escape. Among blacks, crowded living conditions and the inability to escape their peers makes peer-pressure more difficult for them to deal with.

The same group that exerts black pressure on their own is also harassing whites and causing racial prejudices to remain active. Many good black students are surprised by their own people and because of the tremendous pressure they hold back and never really get involved or excel, for fear they would be labeled "Oreo", acting white, etc. Therefore, few ever make the split. If this hard-core element were separated I feel more and more blacks would split and get involved. This is really where the big Black-White hang-up lies. This group is also causing, by their actions, whites to become more prejudiced. The more the whites become prejudiced, the more the "good" blacks ~~become~~ are forced back toward the hoodlums for security and this is the merry-go-round that we are on.

This diagram is an over simplification of the problem, and one realizes that neither black nor white is divided so neatly into aspiring and unaspiring roles. In reality, individuals come in different degrees between the extremes, and both black and white students cause trouble in school. The difference is: The nature of the trouble they cause, and the over-all effect it has on the school.

The black students who are sincerely trying to improve themselves and get ahead, are catching it from both sides. If integration is to be successful, this group will have to be successful on a large scale.

Normality in the school could be restored if Persons with a continuous pattern of disrupting the education process, or committing violent-type offenses could be removed and placed in a special school.

This beats expulsion from school. In order that administrators not abuse students a lay board could be established to review the student's record and make the final decision. Students, after a specified period of time of good behavior, could be sent back to their regular school. This hard-core group could be bombarded with a system of specialized services to try and improve their academic skills.

This exhibit was not received in time for
publication.

This exhibit was not received in time for publication.

655

Exhibit No. 27

TAMPA BAY BOULEVARD ELEMENTARY SCHOOL

R E M I N D E R

January 26, 1976

SUBJECT: Bake Sale
WHEN: Friday, January 30, 1976
TIME: 10:00 - 2:15 P.M.
WHERE: School Cafeteria

Please bring cakes, pies, pizzas, etc. to the
Lunchroom Friday morning.

Jennis Torrens, President
Tampa Bay Boulevard P.T.O.

TAMPA BAY BOULEVARD ELEMENTARY SCHOOL

NOTICIAS de P. T. O.

P.T.O. Venta de Pasteles
CUANDO: Viernes, Enero 30, 1976
LA HORA: 10:00 - 2:15 de la tarde
LA VENTA: Tampa Bay Boulevard School - comedor de la escuela

Por favor lleven todos los pasteles al comedor de
escuela, Viernes por la mañana.

Jennis Torrens, President
Tampa Bay Boulevard P.T.O.

TAMPA BAY BOULEVARD ELEMENTARY SCHOOL

March 1, 1976

In August of 1970 Federal Judge Ben Krentzman ordered that ten schools in Hillsborough County would be paired to implement a Federal Court Order. One inner city school, all black, would be paired with an all white school. Tampa Bay Elementary was paired with Dunbar Elementary School. Tampa Bay had grades 4-5-6 assigned and Dunbar, grades 1-2-3. Children from both attendance zones were to be cross bussed.

In the school year 1969-1970 before pairing Tampa Bay Boulevard had 713 children enrolled in grades one through six. Three rooms at the local church, plus 3 portable classrooms were used to house this number of children.

The year of pairing, the enrollment dropped to 499 children.

enrollment	172	Grade 4 - 7 classes	white 74	black 98
enrollment	170	Grade 5 - 7 classes	white 67	black 103
enrollment	<u>183</u>	Grade 6 - 7 classes	white 62	black <u>121</u>
	525	21	Total 203	322

The following year 1971-1972, the entire county was desegregated and the enrollment for Tampa Bay was as follows:

Grade 1	- 72 children
Grade 2	- 78 children
Grade 3	- 62 children
Grade 4	- 92 children
Grade 5	- 108 children
Total	<u>412</u>

The black white ratio was approximate 33 percent black 67.5% ^{white}

1972 - 1973

Grade 1	- 50 children
Grade 2	- 69 children
Grade 3	- 69 children
Grade 4	- 66 children
Grade 5	- 97 children
Total	<u>351</u>
Ratio	black 23 white 77

1973 - 1974

Kindergarten	39 children
Grade 1	61 children
Grade 2	52 children
Grade 3	77 children
Grade 4	77 children
Grade 5	75 children
Total	<u>381</u>
Ratio	Black 22 White 78

Tampa Bay Boulevard Elementary School

1974- 75

Kindergarten	46 children		
Grade 1	79 children		
Grade 2	112 children		
Grade 3	76 children		
Grade 4	112 children		
Grade 5	145 children		
	<u>570</u>	Ratio	Black 22 White 78

1975- 76

Kindergarten	44 children		
Grade 1	82 children		
Grade 2	74 children		
Grade 3	76 children		
Grade 4	60 children		
Grade 5	92 children		
	<u>428</u>	20	50

Faculty Ratios

1970-71	Black 4	White 20
1971-72	Black 4	White 18
1972-73	Black 3	White 15
1973-74	Black 3	White 18
1974-75	Black 3	White 19
1975-76	Black 4	White 19

The Personnel Office requires that we maintain an 82-18 percent ratio of black to white teachers. Tampa Bay's ratio is at this figure.

Special Program

Hearing Impaired

Two classes totaling 17
 Students from the entire county. Seven white, 10 black children.
 Teachers - Mrs. Blair and Mrs. Barber
 These children are taught with the use of signs.

Speech Teacher - Mrs. Sandy O'Bryant

Two and one half days a week
 Works with the Deaf children and children from the regular school program.

Grade 1	- 4 children
Grade 2	- 9 children
Grade 3	- 5 children
Grade 4	- 3 children
Grade 5	- 12 children
12 black	11 white

Tampa Bay Boulevard Elementary School

Specific Learning Disabilities

Miss Norma Valenti - Tuesday and Thursday

Grade 2	-	1	child		
Grade 3	-	7	children		
Grade 4	-	2	children		
Grade 5	-	1	child		
Total		<u>11</u>	9 white	2 black	

Emotional Disturbed Teacher, Joy Terrill

Grade 2	-	2	children		
Grade 3	-	1	child	2 black	one white

Program for Gifted

5 white children - 5th grade

Placement based on C-T-B-S Scores. The children are all white and bussed to the Learning Center.

Social Worker - Mrs. Ella Gusseaux - Black Social Worker works one half day on Monday. Referrals by teachers for attendance and any other home problem.

Bilingual Teacher

Marlene Gutierrez - daily

Provided by Federal Funds

Aide Ena Coleman provided by T.C.E.P. Not local school funds.

Psychologist - Maritza Patterson

Monthly basis - Provides Psychological Testing and Evaluation.

Middle Grades Reading Teacher - E.S.E.A. Title one Funds.

One half day teacher - Mr. Jay Porsetsky.

Students who are below grade level in Reading - located on stage due to lack of room.

E.S.E.A. Reading Teacher, Title One

Full time with aide - Teacher - Mrs. Mary Bessent

Aide - Mrs. Bridget Olivero

Located in Portable #132.

Learning Disabilities Clinic - Portable #358

Mrs. Aida Fried - Provides intensive S.L.D. instruction for children throughout the County.

Bilingual Survey

	White	Black	Hispanic
Kindergarten	18	1	24
Grade I	21	15	40
Grade II	29	10	29
Grade III	25	8	37
Grade IV	12	22	33
Grade V	10	37	51

TAMPA BAY BOULEVARD ELEMENTARY SCHOOL

BUDGETS

Regular County	1975-76	\$6,126.04
1975-76 Federal	ESEA Primary Reading	\$520.00
	Middle Grades	740.00
	Bilingual	500.00

FREE and REDUCED LUNCHES

Total 175 Applications
 Approved and on file .

ENCLOSURES

Attendance Zone Maps
 Handbook for Parents
 Parent Notice
 Free Lunch Letter
 Faculty List
 Primary School Day Time
 Pupil Records

Additional Information

Bridget Olivero - E.S.E.A. aide - Reading
 Primary - Neighborhood Parent - Active P.T.A. worker prior, during,
 and after pairing of Tampa Bay. Suggest you talk with her.

Patricia Hutchinson - Kindergarten aide - Active in P.T.O.
 One year following the pairing of schools.

Ena Coleman - T.C.E.P. aide to local parent. Bilingual Program.

Margarita Arce - Middle Grades - Local parent - Reading Program Aide

Doris Baio - Middle Grades Reading - Aide Local Parent
 Three years P.T.O. President following pairing.

Elsa Diaz - Impact Aide

Angela Gonzalez - Impact Aide, College student.

Antoinette Churruca - Impact Aide, Local parent, children in school.

Balbina Lopez - Lunchroom Manager, Local resident.

Tampa Bay Boulevard Elementary School

PAIRING 1970

Additional personnel provided by Federal Funds. Curriculum Specialist provided by Federal Funds, Mr. Mel Taylor, now Principal, Gibsonton School.

Mr. Tony MontesdeOca Reading Teacher - still on staff at Tampa Bay.

Mrs. Mary Bessent - Reading teacher - still on staff at Tampa Bay , E.S.E.A. Reading.

Aides for Pairing 1970 - Funds provided by Federal Government.

Mr. Daniel Williams - black male from the community. Worked only one year.

Mrs. Bridget Olivero - white female, hired from the local white community, still on our staff.

Additional Facts Pairing August of 1970

The attendance boundaries for Tampa Bay were reduced.

The area north of Buffalo Avenue between Habana Avenue and Dale Mabry was assigned for all white school, Mendenhall.

The attendance zone was changed for the 1970 pairing due to the fact three classes were held in the church in 1969-70.

Pairing 1970

Federal Funds

Federal Funds in the amount of \$1000.00 was provided to purchase Reading Materials.

The logistical problem of moving furniture and books and materials was a tremendous task. This was accomplished on the weekend. The situation of staffing teachers was not difficult. The teachers at Dunbar and Tampa Bay elected to remain at their respective school and instruct on the grade level assigned.

Example - Five teachers at Tampa Bay who each had more than 20 years experience in the primary grades elected to teach grade four. The teachers did not wish to be reassigned to another school.

The principal at Tampa Bay for three years prior to pairing resigned from the school system the summer before pairing was implemented.

A former elementary school principal working in the capacity of Supervisor with the Model Cities Educational Program was assigned to Tampa Bay to implement the Court Ordered Pairing of the school. Mr. Gordon Mosteller has been at Tampa Bay since August of 1970.

The year following pairing 1971-72 all the schools were completely ~~desegregated~~ with a grade pattern of grades 1-5, 6th grade centers, 7th grade centers, 8 and 9th grade centers and senior high school grades 10-11-12.

Tampa Bay Boulevard Elementary School

Paired Schools 1970 - 1971

Dunbar - Tampa Bay Boulevard

Carver - Gorrie

College Hill - Edison

Lincoln, Plant City - Simmons, Plant City

Jackson, Pa

Eurney

Racial breakdown by school attached to
this exhibit is not included.

TAMPA BAY BOULEVARD
Thursday March 4, 1976

Team

Mardie Walker - Coordinator

Courtney Siceloff
Frank Taylor

Appointment with Mr. Mosteller, Principal at 9:30a.m.

School hours: Faculty - 7:45 - 3:05p.m.
Students - 8:00 - 2:15

Paired with Dunbar in 1970 - Tampa Bay was formerly white

Staff

Principal - Mr. Gordon Mosteller

CS { Bilingual Teacher - Marlene Guterrey (full time)

JB — ESEA Primary Reading Teacher - Mary Bessent

— Middle Grades Reading Teacher - Jay Porsetsky

Itinerant Personnel

SLD | - Norma Valenti

on. not her → School Social Worker - Ellen Cusseaux 'b,

CE & → School Psychologist - Maritza Patterson (aiba/bi-lingual)

no. → Emotionally Disturbed - Joy/Terrill

Special Programs: 2 classes for deaf
SLD

Directions:

West on Kennedy to MacDill ave.
right on MacDill to Tampa Bay Blvd.
School on left side at corner

Grades 1-5

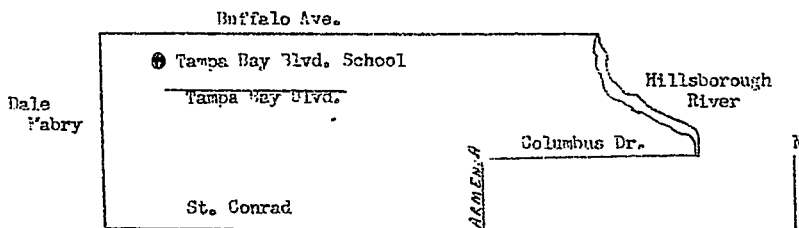
North: West Buffalo (both sides) between Dale Mabry and the Hillsborough River.

East: The Hillsborough River (west side)

South: St. Conrad (north side) between Dale Mabry and Armenia; north on Armenia (not on) to Columbus Drive; east on Columbus Drive (north side) to the Hillsborough River.

West: Dale Mabry (east side) between Columbus Drive and Buffalo Avenue.

NOTE: ALL THE STUDENTS GRADES ONE THROUGH FIVE FROM THE TAMPA BAY ZONE AS DESCRIBED ABOVE (PARTIAL SECTION BELOW) WILL ATTEND TAMPA BAY.



Tampa Bay Satellite Zone

Grades 1-5

North: Spruce Street (south side) from Habana to Albany.

East: North Albany (not on) from Spruce Street to Interstate 75.

South: Interstate 75 (north side) from North Albany to North Havana.

West: North Habana (east side) from Interstate 75 to Spruce Street.

NOTE: ALL THE STUDENTS IN GRADES ONE THROUGH FIVE FROM THAT PORTION OF THE ZONE ATTENDING AS SHOWN AS DESCRIBED BELOW WILL ALSO ATTEND TAMPA BAY. ALL OTHER STUDENTS IN ZONE AS DESCRIBED ABOVE IN GRADES ONE THROUGH FIVE WILL ATTEND MACFARLANE AND ALEXANDER.

2100-2700 block

2 miles from school in West Tampa

Spruce Street			
	Chestnut St.		
	Union St.		
	Main St.		
	Green St.		

Even nos. Only

1973-74
Satellite Zone

Interstate 75

Tampa Armenia "oward

HANDBOOK FOR PARENTS

**INFORMATION PERTAINING
TO
ALL ELEMENTARY SCHOOLS
IN
HILLSBOROUGH COUNTY**

**RAYMOND O. SHELTON
SUPERINTENDENT OF SCHOOLS**

SECOND EDITION

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PREFACE

This Handbook for Parents has been compiled for the parents of all elementary school children in the county. It is our sincere hope that this handbook will provide helpful information about our schools. Although each school is different in some respects, all of our schools have much in common, and many of our policies and procedures apply to all county public schools. Information contained in this booklet should be particularly helpful to parents of beginning school children. We realize that in our changing society there will be changes from time to time. Each school will include policies relating to the individual school which will be found in the last section of this handbook.

Please read the information carefully and refer to it often.

On behalf of the Hillsborough County Public Schools, I wish to extend my sincere greetings to parents of all elementary pupils. The public schools belong to the people, are operated primarily for the benefit of children and are available to serve all of the youngsters in Hillsborough County.

As the child moves from the security and protection of the small family group to the large school community of unfamiliar children and adults, activities are planned to help him make the emotional and physical adjustment as smooth as possible. To foster positive feelings between home and school, it is imperative that we work together to improve communications and avoid any situation that may place a child at a disadvantage. This handbook will help serve that purpose by providing information about school routines. It will also serve as a bridge between home and school and answer questions you may have relative to the public schools.

This Handbook for Parents is not meant to replace personal contact with school personnel. You are encouraged to call your local school principal or teacher anytime there is a question of concern about your children.

Raymond O. Shelton
Superintendent of Schools

Admission Requirements for Kindergarten or First Grade

A Child who will be 5 years old on or before January First, will be enrolled in kindergarten.

A Child who will be 6 years old on or before June First will be enrolled in First Grade.

A Child May Be Granted Early Entrance To First Grade If:

1. He attains the age of 6 years during the school year.
2. Parents request that their child be considered for early entrance. Children meeting the above requirements will be tested during the first month of school. The Principal will inform the parents if their child has successfully completed the readiness test by September 26. The Principal will then transfer the child from kindergarten to first grade.

Evidence of Date of Birth

Before admitting a child to kindergarten or first grade, the principal shall require evidence that the child has attained the appropriate entrance age. A birth certificate is the most acceptable evidence of age. If you do not have one, contact the school for information concerning other acceptable evidence of birth.

Physical Examinations

Before admitting a child to the kindergarten or first grade, a principal shall require presentation of a statement from the County Health Officer or from a licensed practicing physician certifying that the pupil has no contagious or communicable disease which would warrant his exclusion from the public schools. The child must have had a physical since January First. plus and up-to-date record of immunizations.

The same policy shall apply to pupils of all grade levels entering Florida Schools for the first time.

Attendance

Florida School Laws, Section 232.01: All Children who have attained the age of seven years or who will have attained the age of seven years by February First of any school year or who are older than seven years of age but who have not attained the age of sixteen years . . . are required to attend school regularly during the entire school term.

Absence

When a pupil of compulsory attendance age is absent from school, his parent shall explain the cause of absence in writing. Failure to report or explain the cause shall be evidence of the pupil's absence without parental consent. (Florida School Law, Section 232-10) Excessive absences may result in your child being required to attend summer school, before he/she shall be promoted.

A pupil may be absent from school in observance of established religious holidays, but such absence shall be indicated on all school records.

Attendance Areas

All schools shall have designated attendance areas in order to make optimum use of facilities. Pupils are required to attend the school to which they have been assigned.

Residence of Pupil's

A pupil's residence shall be the legal residence of his parent or guardian.

Entrance from Another StateNon Resident Tuition

Chapter 228.121 of the Florida School Laws requires that non-residents of the state of Florida pay a tuition fee for each child registered in grades kindergarten through 12 in any public school of the state.

Bus Transportation

Students who live two miles or more from school are transported. Pupils who live under two miles from school may be transported if school officials determine that a hazardous condition exist.

Responsibilities of Pupils

The responsibilities of pupils transported at public expense are as follows:

1. To occupy the seat assigned by the driver and to refrain at all times from moving around while the bus is in motion.
2. To observe classroom conduct (except for ordinary conversation) while getting on or off and while riding the bus.
3. To obey the driver and to report promptly to the school principal when instructed to do so by the driver.

4. To cooperate at all times with the school bus patrols who have been appointed by the school principal and to assist patrols willingly in the fulfillment of their duties.
5. To warn the driver of approaching danger.
6. To be at the place designated, both morning and afternoon, ready to board the bus at the scheduled time. The driver is responsible for maintaining his schedule and cannot wait for tardy pupils.

Only items that can be held in lap can be carried on bus. In the event there are standees, musical instruments will be placed behind the modesty panel. At no time should anything be placed near the step well and emergency brake.

Live animals and insects are prohibited from boarding the bus.

In the event of rain, all drivers will discharge passengers as near individual residences as possible.

A driver will carry only authorized persons on bus. An authorized person shall be a student entitled to transportation or such chaperones on special bus trips that the principal approves.

Responsibilities of Parents

The responsibilities of parents whose children are transported at public expense shall be as follows:

1. To ascertain that their children arrive at the bus stop in the morning on time.
2. To provide necessary protection for their children in going to and from the bus stops where adequate shelter is not provided by school authorities.
3. To accept joint responsibility with school authorities for the proper conduct of their children.
4. To make reasonable effort to understand and cooperate with those responsible for pupil transportation.

Textbook Information

It is the responsibility of pupils and parents to care for free state textbooks.

1. Lost or damaged textbooks must be paid for (Chapter 233.47 of Florida Statutes).

Suspension

A principal may suspend a pupil for willful disobedience, for open defiance of the authority of a staff member, for the use of profane or obscene language, assault, or for other misconduct when other means of correction have failed to bring about proper conduct. If a pupil is suspended; the principal shall immediately report the fact in writing to the parent concerned.

Visitation

Parents are invited to observe in their children's classroom by prearrangement. However, the teacher cannot stop her/his classroom activities for a conference. (A special section on "Conferences" is included in this Handbook.)

No person is to visit the school without a permit from the office. This policy is for the protection of pupils.

We cannot permit children who are not enrolled in the school to visit within the school during school hours.

Pupil Illness

When pupils become ill at school, every effort will be made to notify parents or guardians in an emergency. It is imperative that the school have a current telephone number where parents may be reached.

Medication cannot be administered to pupils by school personnel.

Exemption from Regular Physical Education Program

A pupil may be excused from the regular physical education program by a written request from the attending physician.

Accident Insurance

Parents will be provided with forms and the information necessary for participating in student accident insurance. You are urged to take advantage of this opportunity.

Provision for SafetyTraffic in School Zones

Parents are expected to obey all traffic signs on and around school grounds. Do not block driveways, streets or bus loading zones.

Bicycle Safety

Students who ride bicycles to school must be responsible for the safe

operation of their bicycles. They should know and abide by the traffic rules which apply to the use of bicycles. As a rule, very young students should not ride bicycles to school.

For his/her own protection each pupil who rides a bicycle to school should use a lock for his vehicle.

School Patrol

The School Safety Patrol is a valuable aid to safety on and around the school grounds, on buses, and at bus stops.

Responsible students are chosen to be members of the Patrol. Their role is one of assistance and direction in areas where dangers or hazards exist. They need and deserve the cooperation of students and parents.

Supervision of Pupils

Supervision is provided for pupils during official school hours. In the interest of safety, pupils should refrain from coming to school earlier than the time designated except by special arrangements. They should go directly home at dismissal time.

Release of Students

During school hours a principal shall permit a child to leave school in custody of an adult only when that adult is the pupil's parent, when the adult has verified authorization from the parent to remove the child, or when the adult is a law enforcement officer.

At the end of the school day, students are released at a specified time and place. If the child rides, he should be picked up as near as possible to his designated place of exit.

Those pupils riding buses are expected to debark from buses at the stops designated for them.

Library Books

It is the policy of the County Board to purchase, within budget limitations, the best books available which satisfy the needs and interest of pupils.

Pupils are encouraged to use the books provided for them. Parents are responsible for any damage to books and for any books which the pupils lose.

School Lunch Program

The school lunch program is an integral part of the total educational program in our county and is governed by the same principles and control as

any other division in the county.

The basic pattern for Type-A lunches includes 1/2 pint of milk; two ounces of protein rich foods such as beef, pork, poultry, fish; bread, muffins, or other hot bread made with whole grain or enriched flour; and two teaspoons of butter or fortified margarine. Dessert is optional but is usually served with each meal.

Conferences

Regular conferences between teacher and parent are an important part of the school's reporting system. Several Conference Days (usually three) are scheduled each year. Your child's teacher will attempt to secure at least two conferences with you each year. These written invitations should be answered promptly so that the teacher's daily time schedule for Conference Day can be made.

Parents may also schedule conferences at other times. In fact, you are encouraged to do so. You should make an appointment before coming to the school for the conference, however.

The teachers feel that personal, confidential discussions and conferences held at school can create better understandings.

Reporting Pupil Progress

Each pupil's progress is reported every nine weeks. These four report periods each year are only a part of the reporting plan. It is felt that conferences with parents are an essential part of reporting pupil progress. Samples of your child's work are sent home frequently. Please study these papers carefully, noting any teacher comments, and talk with your child about them.

Make a sincere effort to recognize your child's limitations as well as his/her capabilities. Please notice on the report card that your child's progress is being reported in the following two ways:

1. In relation to his own ability or his/her own potential.
2. In relation to other children of like age and experience

Further interpretation of the report will be given to you at a conference.

Appropriate Dress and Grooming Policy

The dress and grooming of students shall not be disruptive of the classroom atmosphere or educational process of a school, and should reflect a mode of dress which reflects modesty and good taste. All dress and grooming shall conform to rules relating to health and safety and such rules shall be enforced.

Grades 1-12

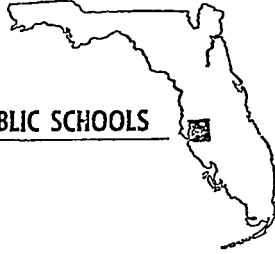
1. Footwear must be worn.
2. Boys' shirts shall be quarter-length sleeve or longer.
3. No midriff shirts or blouses shall be worn.
4. No see-through or mesh garments shall be worn without proper undergarments.
5. Hair must be clean and neatly groomed.

The dressing policy outlined above complies with the County Policy C-44, as stated in Guidebook of Policies and Procedures for Hillsborough County Public Schools.

Reporting Vandalism - a civic responsibility

There exists a need to recognize that vandalism is expensive; that it is an attempt to vent feeling on institutions designed to train future citizens, that it can be a subtle mode or method to destroy our American system of free education. Everyone can help.

.....Reporting vandalism promptly to school and law enforcement officials is a civic duty and responsibility.



SUPERINTENDENT OF SCHOOLS
RAYMOND C. SHELTON

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

Dear Parent or Guardian:

All Hillsborough County Schools serve nutritious meals every school day. Students may buy lunch for 40¢ in elementary schools and for 50¢ in secondary schools. Some schools offer breakfast for 20¢ in elementary schools and 30¢ in secondary schools. Extra milk is available for 10¢.

Children from families whose income is at or below the levels shown on the enclosed scale are eligible for free milk and meals, or at the reduced prices of 20¢ for lunch and 10¢ for breakfast. If your income is greater than those shown but you have unusually high medical bills, shelter costs in excess of 30 per cent of your income, special education expenses due to the mental or physical condition of a child, or disaster or casualty losses, your children may still be eligible.

To apply at any time during the year for free meals and milk, or reduced price meals, for your children, complete the attached application and return it to the school. Within ten days of receiving your application, the school will let you know whether or not your children are eligible. If you do not agree with the school's decision, you have a right to a fair hearing. This can be done by calling or writing the Director of School Food Service, 5715 East Hanna Avenue, Tampa, Florida 33610, phone 621-3678

In certain cases foster children are also eligible for these benefits. If you have foster children living with you and wish to apply for such meals and milk for them, please notify us or indicate it on the application.

All children are treated the same regardless of ability to pay. In the operation of child feeding programs, no child will be discriminated against because of his race, sex, color or national origin.

If we can be of further assistance or if your income changes during the year, please contact us.

Sincerely,

Principal

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

Income Scale for Determining
Free Meal and Milk or
Reduced Price Meal Eligibility

Family Size	Free Meals and Milk	Reduced Price Meals
1	\$0 - 2,580	\$2,581 - 4,520
2	0 - 3,390	3,391 - 5,930
3	0 - 4,200	4,201 - 7,350
4	0 - 5,010	5,011 - 8,770
5	0 - 5,750	5,751 - 10,060
6	0 - 6,490	6,491 - 11,360
7	0 - 7,160	7,161 - 12,530
8	0 - 7,830	7,831 - 13,700
9	0 - 8,440	8,441 - 14,770
10	0 - 9,050	9,051 - 15,840
11	0 - 9,650	9,651 - 16,890
12	0 - 10,250	10,251 - 17,940
Each Additional Family Member	600	1,050

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Free and Reduced Price Meal Application

Date _____ School _____
Homeroom _____

Parents: To apply for free meals and milk, or reduced price meals, for your child, fill out this form and return it to the school office. Please fill out an application for each child.

Name of Child _____ Grade _____

Name of Parent or Guardian _____
Address _____

Total number in family _____

Total family income before deductions (including wages of all working members, welfare payments, pensions, social security and all other income). Fill in one:
Yearly _____ Monthly _____ Weekly _____

If your gross family income exceeds the amount indicated in the attached family income scale, and you wish to apply under any of the special hardship conditions cited in the letter, please complete the application form and also describe the nature of your hardship here:

In certain cases foster children are eligible for free meals and milk, or reduced price meals, regardless of your family income. If you have foster children living with you and wish to apply for such meals and milk for them, please check here _____. The school may wish to contact you for more information about your foster child to determine eligibility.

I hereby certify that all of the above information is true and correct to the best of my information and belief.

Signature of adult family member

FOR OFFICE USE ONLY

Date _____
Approved _____ Disapproved _____ Reason Disapproved: Income Other: _____

Principal's Signature _____

TEAR AND RETURN TO APPLICANT _____ Homeroom _____

Name _____ Address _____

Your application for free meals and milk, or reduced price meals, for your child has been:

- Approved for free meals and free milk
- Approved for reduced price meals at 20c for lunch and 10c for breakfast
- Denied for the following reason: Your income exceeds the income scale for reduced or free meals eligibility. Other: _____

If you do not agree with this decision, you may discuss it with the school. You may appeal the decision by calling or writing the Director of School Food Service, 5715 East Hanna Avenue, Tampa, Florida 33610, phone 621-3678

PRIMARY DAY

Minimal Weekly Time Schedule	SUGGESTED Daily Time Schedule	1974-75 ACTIVITY
1 hour & 15 minutes	15 minutes	Organizing and planning the day with students
13 hours & 20 minutes	2 hours & 40 minutes	<p>1 hour * **Language Arts: 30 minutes Reading: Teacher directed instruction in developmental reading skills.</p> <p>1 hour * 10 minutes Handwriting, Listening, Oral and Written Language and Spelling. Library experiences provided with the assistance of the librarian to reinforce reading and reference skills and literary appreciation.</p>
2 hours & 30 minutes	30 minutes	Physical Education and Motor Perception.
3 hours & 45 minutes	45 minutes	Lunch, restroom breaks and movement to and from activities throughout the day.
1 hour	30 minutes (twice a week)	Music
5 hours	1 hour	Mathematics: Computation, Problem Solving, Measurement and Geometry.
4 hours & 25 minutes	53 minutes	Apply and reinforce reading and study skills in the content areas. Science, A-Process-Approach, should be taught on hour per wk. A portion of this time will be used to evaluate the day with students.
Total: 31 hours & 15 minutes	6 hours & 15 minutes	<p>*Students will meet with the Music Teacher twice a week for 30 minutes.</p> <p>** On the 3 days music is not scheduled, the 30 min. added to L.A. block.</p>

Hillsborough County Public Schools
Tampa, Florida

PUPIL RECORDS

Guidelines for Elementary Schools

C-21.1 Pupil Records, Grades K-5

1. In the Hillsborough County Public Schools the Permanent Cumulative Record shall be defined as all pupil records maintained at both the school and the district levels.
2. The Permanent Cumulative Record, and all other pupil records, shall use the student's name as it appears on his birth certificate or other authority as described in Florida Statute 232.03. The pupil's name may be changed on school records only when evidence of a legal change of name is presented to the principal. Since the report card is an interim report of a pupil's progress, it may bear the name by which the pupil is known in the community.
3. Each school is responsible for initiating or securing and for maintaining a Hillsborough County Permanent Cumulative Record. It should contain up-to-date identifying information, a record of academic progress, attendance, health record and county-wide standardized test results.
4. Inserts in the Permanent Cumulative Record are limited to: (1) the state Health Record (MCH 304) and Special Health Card if applicable, (2) Permanent Record Card and test results, (3) current school psychological report (not more than three years old) if applicable, (4) the Readiness to Grade 6 reading record and AAAS tracking card (competency measure), (5) parental permission for placement in a special class and for inspection or release of information.
5. The pupil's record is confidential. It is accessible for inspection only to the professional staff of the school system, the parent or guardian of the pupil, the school board and superintendent, and a court of competent jurisdiction. Other persons must have the written permission of the parent/guardian to inspect the record. A copy of the permission must be filed in the Permanent Cumulative Record.

Parents must be notified in advance when information is to be provided in compliance with judicial order or a subpoena.

When the pupil is eighteen years of age, the permission to inspect or release records shall be required only of the pupil.

6. Parents shall have an opportunity to question the content of the pupil's record. The principal should arrange for a conference in his office with the parents to review the record.

If the questions regarding the content of the record are not resolved in this principal-parent conference, the parent may request a hearing with the Administrative Assistant to the Superintendent.

7. Each school shall keep on file an up-to-date Permanent Record card including test results for each pupil whose Permanent Cumulative Record is transferred to another public school in Hillsborough County.

8. The Hillsborough County Public School Permanent Cumulative Records and inserts shall be transferred only to public schools in the county upon request of the principal. The Permanent Cumulative Record shall not be withheld because of non-payment of a financial obligation.

9. A complete Permanent Record Card, or a copy, and the state Health Record (MCH 304) shall be sent to local private and parochial schools and to schools out of the county and state upon receipt of an official school request and written parental permission to transfer the records. These records shall not be withheld because of non-payment of a financial obligation.

10. If an original cumulative record of a different type is received from another school system, the school should prepare a Hillsborough County Permanent Cumulative Record for the pupil and attach the one received from the other system. No transfer of information is necessary. If a pupil should return to the school sending an original permanent cumulative record of a different type, this record should be returned, and it should be accompanied by an up-to-date Hillsborough County Permanent Record Card and the state Health Record (MCH 304).

11. Since the photograph of the pupil is for identification purposes, only the most recent one should be kept.

12. Kindergarten and fifth grade Permanent Cumulative Record, Special Health Cards and an alphabetical list of pupils should be delivered to receiving schools on or before the 15th day following post planning. (See Pre-Registration Schedule, Data Processing Manual)

Sixth Grade Permanent Cumulative Records, Special Health Cards, Seventh Grade Permanent Record Cards and alphabetical list should be delivered to receiving seventh grade schools in August on the date designated in the Pre-Registration Schedule in the Data Processing Manual.

Records may be held in the school if there is written evidence from parents that the pupil will not enroll in the assigned public school. Permanent Cumulative Records of pupils who do not enroll in the receiving school should be returned to the sending school on or before the last day of the first month of school.

13. The Permanent Cumulative Record of the individual pupil shall remain on file in the school the pupil last attended. It may not be destroyed until it is microfilmed and authorization for destruction is given by the Director of Pupil Administrative Services.

Pupil Personnel Services
December 1974

Total

Total

TAMPA BAY BOULEVARD ELEMENTARY SCHOOL
N E W S L E T T E R

January 27, 1976

CHRISTMAS PROGRAM

The annual Christmas Program was presented December 16, 1975 in the school lunchroom. The P.T.O., the Faculty and the children presented original Christmas Cards from each room. The fourth grade children sang light Christmas songs under the direction of the music teacher, Mrs. Crump.

FLORIDA STATE FAIR

The Florida State Fair will be held at the Tampa Stadium February 5-15, 1976. Traffic in our section of town will be very heavy. In addition the Fair attracts many types of people. Please talk to your child about strangers and the heavy traffic conditions. We recommend that you pick up your children at school during the time the Fair is open, or insist the children come straight home.

TRAFFIC FLOW

Many parents persist in parking in the circular drive leading into school. This is dangerous for you and the children. Wait in the parking lot for the children to be dismissed.

SCHOOL NURSE

Mrs. Pacer is our new school nurse replacing Mrs. Mirabella who has taken a leave of absence. The Nurse is here weekly to check with children who have health problems.

ENROLLMENT INCREASES

The enrollment at Tampa Bay continues to increase. Fifteen children have enrolled since school opened in January. The Primary classes still average less than 27 pupils per teacher.

BILINGUAL PROGRAM

Mrs. Marlene Gutierrez is our bilingual teacher at Tampa Bay. She is working with children from families who speak Spanish.

SCHOOL LUNCH AND BREAKFAST

Our school has a very good Lunch and Breakfast Program. We are all concerned about the waste of food in the lunchroom. Eating patterns are established in the home. Children should be encouraged not to be wasteful at home and school.

VANDALISM TO THE SCHOOL

Vandalism in the form of broken windows has cost the school hundreds of dollars this year. Help us to stop vandalism during the weekends by reporting acts of vandalism to public property. Call the police if you see any suspicious activity around our school, especially on weekends.

SCHOOL HOURS

Official school hours are 8:00 A.M. to 2:15 P.M. Many parents bring their children to school after 8:00 A.M. Students who report after this time are marked tardy. Please have the children here on time.

DATES TO REMEMBER

February 6 - Pupil Holiday - Elementary Conference Day
February 9 - Gasparilla Day - No School

DAD'S CLUB

Mr. E. Blanco, President of the Dad's Club, is anxious to organize the fathers to help the school. If you can help please sign this form and return to school:

 Father's Name Your Child's Name Phone

The Dad's Club would like to have a money raising project to have funds available for the Safety Patrol, Library Aides and other school activities. Please call Mr. Blanco at this number and volunteer 872-7117.

TAMPA BAY BOULEVARD ELEMENTARY SCHOOL
1975-76

IMPORTANT NOTICE - Please read and keep for reference

Dear Parent:

The faculty of Tampa Bay Boulevard School is anxious to help you and your children make their school experience a profitable one. You will receive information from time to time during the school year in reference to policy and procedures. These are things we feel you need to know immediately:

1. SCHOOL LUNCH: \$2.00 weekly, payable on the first day of the week. Tickets are purchased in the cafetorium. Permits for children to go home may be obtained in the office. Assistance to economically needy families is available. Lunches are not charged at school; Remind your child to write his name on the ticket immediately after purchase.

2. CONFERENCE AND HOLIDAYS: Three conferences are scheduled, October 16, February 6 and May 7. These are pupil holidays and conferences are set for all day. Conferences are arranged by the teacher and only emergency conferences are held during the regular school day. Please call the office for an emergency appointment. Professional Planning Days for teachers are October 17 (all day) and March 26 (all day). These are pupil holidays. Teachers Work Days are October 31, January 20 and March 29. These are pupil holidays. Holidays for Pupils and Teachers are September 1, Labor Day; November 27 and 28, Thanksgiving; December 22-January 2, 1976, Christmas Holidays; February 9, Gasparilla Day; April 15, 16 & 19, Spring Vacation.

3. SCHOOL HOURS: School starts promptly at 8:00 and dismissed at 2:15 p.m. This includes grades 1-5. Parents should not leave their children on the school grounds before 7:30 and should insist they come home promptly after school. Students are not to wait for older brothers and sisters riding the bus from Cuesta in the afternoon. Kindergarten schedule below.

4. BUS LOADING: Students riding to school should be at the Cuesta bus stop at 7:30 a.m. They will arrive before 2:30 p.m. at Cuesta. On rainy days, the bus will be at Cuesta at 2:15. Please make your plans accordingly.

5. RAINY DAYS: In order to make it easier for you and your child, please make sure your child knows what to do on rainy days. We can not allow the office phone to be used unless it is an emergency. Usually the rain showers are brief. It is not necessary to be here at 2:15 on rainy days. Children will be kept in the room until the parents come by or until the rain slacks up. Write your child's name and teacher on a large card so we can call the child to the loading area. To avoid the traffic congestion, we recommend you wait till the rain stops.

6. ILLNESS: We must have a phone number where you can be reached at all times in case of accidents or emergencies. If you work, please make provisions for some one to take care of your children. The school must have an Emergency number on file. School Insurance provided by a private company is available. The insurance is recommended for all children since the School Board is not liable for accidents at school.

7. BREAKFAST: A breakfast program is available for 20 cents per day. This includes a complete breakfast and the milk. We will serve from 7:30 - 8:00 each morning. Twenty cents is paid daily.

8. FEES : No fees will be charged this year. If a teacher has a special activity, such as ceramics, the child may be charged a minimal amount for the cost of materials.

9. BUSES: Buses will leave at Cuesta at 7:30. The buses will arrive at Cuesta each afternoon at 2:30 - 2:40.

10. School starts this year on August 25, 1976.

11. Kindergarten Schedule: First session 8:00 - 10:30. Second session 11:45 - 2:15 p.m. Parents are to bring and pick up these children, according to the session.

Child's Name _____ Teacher _____ Room N^o. _____

PLEASE JOIN AND SUPPORT YOUR PARENT TEACHER ORGANIZATION. Call the school and volunteer your services.

Exhibit No. 28

This exhibit was not received in time for
publication.

Exhibit No. 29

This exhibit was not received in time for publication.

Exhibit No. 30

Hillsborough County Board of Public Instruction
Office of the Superintendent
P. O. Box 3408, Tampa, Florida 33601

Desegregated School Evaluation (November, April)
(To be executed by Human Relations Specialist and verified
by the Principal)

School _____ Principal _____

School Year _____ Pupil Population: White: _____
Black: _____
Male: _____
Female: _____
Total: _____

The following are some pertinent areas of information designed to pinpoint essential characteristics of a good human relations atmosphere in a desegregated school. Supply data where applicable.

I. Population Classification (Staff)

No. of Administrators _____; No. Black _____; No. White _____
No. of Guidance Counselors _____: No. White: _____ No. Female _____
No. Black: _____ No. Male _____
No. of Teachers _____; No. White _____; No. Black; _____
No. Female; _____ No. Male _____
No. teaching academic areas: _____; Black: _____
Male _____; White _____; No. Female; _____
No. teaching in service areas: _____; Black _____; White _____;
Female _____; Male _____
No. of secretaries _____; Black _____; White _____; Female _____

II. Student Activities (Non-athletic)

No. of Service Clubs _____; Membership _____
Black _____; White _____; Female _____
No. of Interest Clubs _____; Membership _____
Black _____; White _____; Female _____
No. of Cheerleaders _____; Black _____; White _____
No. of Majorettes _____; Black _____; White _____
No. of Dancerettes _____; Black _____; White _____
National Honor Society Membership _____; Black _____;
White _____; Female _____
No. of other honor clubs _____; Membership _____;
Black _____; White _____; Female _____
Total _____

III. Discipline

Name of Dean of Boys: _____
 Race _____ Sex _____ Years of Experience _____
 Name of Dean of Girls _____ Race _____ Sex _____ Yrs. exp _____
 No. of Students referred _____; Black _____ White _____;
 Female _____; Male _____;
 No. of Students suspended _____; Black _____; White _____;
 Female _____; Male _____;
 Average No. of days suspended _____; Black _____; White _____;
 Female _____; Male _____;
 No. of Students expelled _____; Black _____; White _____;
 Black _____; Female _____;
 No. of Students referred by White Teachers _____
 Black _____; White _____;
 Male _____; Female _____
 No. of Students referred by Black Teachers _____
 Black _____; White _____;
 Male _____; Female _____
 No. of Students referred to human relations in lieu of
 suspension _____ Black _____ White _____ Male _____ Female _____
 School maintains inschool suspension program: yes ___ No ___

IV. Academic Program

No. of pupils en rolled in honors courses: _____
 Black _____ White _____ Male _____ Female _____
 No. of pupils enrolled in basic courses: _____
 Black _____ White _____ Male _____ Female _____
 No. of pupils reporting failures: _____
 Black _____ White _____ Male _____ Female _____
 No. of Black History classes _____
 No. of Pupils enrolled _____; Black _____; White _____;
 Male _____ Female _____
 Minority studies are offered throughout the curriculum
 in appropriate courses: Yes ___ No ___ Unknown _____
 Black History Week observed: Yes ___ No ___ Planned _____
 Brotherhood Week observed: Yes ___ No ___ Planned _____
 Classroom instructional activities provided opportunities
 for pupils to interact in Nonsegregated groups: Yes ___ No ___
 No. of sensitivity workshops held this year for teachers
 and staff: _____; No. planned _____

**Recommendations for Amending the
Hillsborough County School System Policies
and Procedures**

1. Teacher Evaluation Form

That the present teacher evaluation form be amended to include a human relations category - To be read.

Amended

V. Human Relations

- a. Relates well with pupils whose ethnic background is different from your own.
- b. Considers diversity of ethnic background among pupils when preparing subject matter.
- c. Solves problems with and between students of ethnic differences with minimum assistance.
- d. Mastery of subject is sufficient to discuss issues and contributions of minorities in American life.

Exhibit No. 31

This exhibit was not received in time for publication.

Exhibit No. 32

This exhibit was not received in time for publication.

Exhibit No. 33

This exhibit was not received in time for publication.

Exhibit No. 34

This exhibit was not received in time for publication.

Exhibit No. 35

This exhibit was not received in time for publication.

Exhibit No. 36

This exhibit is on file at the U. S. Commission
on Civil Rights.

Exhibit No. 37

COMPONENT #143 CULTURAL PLURALISM IN CURRICULUM

General Objective:

To promote attitudinal growth and change in educators so that they will effect a change in curriculum, bringing it to bear more directly on the needs of children.

Specific Objectives:

1. To examine our own values, prejudices, role in education.
2. To become cognizant of language differences in multi-ethnic cultures.
3. To become aware of social and family values in culturally pluralistic societies.
4. To engage in fieldwork, increasing the participants' contacts with people, neighborhood, and institutions.
5. To establish new lines of communication to promote curriculum change for meeting the needs of cultural pluralism.
6. To sample music, art, and literature from the major cultures, compiling a list of those items useful in the curriculum for which the participant is responsible.
7. To assess present curriculum for areas needing change.
8. To compile a list of available materials for use in developing a curriculum for cultural pluralism.
9. To make definite plans for classroom practice and curriculum change as a result of this activity.

Evaluation:

Pre and post attitude inventories will be presented for the educator's own self-evaluation.

The final class session will be devoted to sharing of ideas and a discussion of the changes the participants feel to be essential in order to change the curriculum.

Produce outcomes: lists, plans: Objectives 6, 8, 9.

Description of Activities:

Educators will react to and interact with each other, with the TTT Team (professors, participants, and cultural interpreters), and with the Community Resource Participants. A special cultural interpreter will be assigned to each participant to serve as a guide into his particular culture. This should be a time of sharing and learning in both directions. The major local cultures will be examined for understanding and appreciation as to language, social expectations, industrial role, music, art and literature.

Some class sessions will be investigative, seeking practicum type activities into definite cultures and will be scheduled in places other than the University, such as at a Spanish restaurant, a Black restaurant, the New Place Cultural Center, Claxton Manor, a court session and others. Following these practicums, the seminar will resume working toward identifying problems, working toward solutions and melding all into its place in the curriculum.

Materials that would be aids in helping the curriculum better meet the needs of diagnostic teaching and individualization of learning will be brought to class by resource staff and participants.

Inservice Points - 40

Category - Exploratory

For additional information - Director, Staff Development

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

STAFF DEVELOPMENT OFFICE

March 21, 1972

TO: Elementary Principals, Learning Specialists and Supervisors

FROM: *JL* John Lizer, Director, Staff Development

SUBJECT: SEMINAR IN CULTURAL PLURALISM

A seminar in Curriculum for Cultural Pluralism will be conducted on Mondays, 5:00 to 9:00 PM, beginning April 10th and ending June 5th. Elementary teachers, principals, learning specialists and supervisors may apply for participation in this seminar. It will be conducted by the staff of the University of South Florida Trainers of Teacher Trainers (TTT) Program and the cultural interpreters who cooperate with the university TTT program.

Participants in the program will receive a stipend of \$9.00 per session to cover the costs of attending. The stipend will be provided by the University of Miami School Desegregation Consulting Center. A description of this inservice program is attached for your information. The meeting place for the seminar will be announced later. Applications for participation in the seminar must be received in the Staff Development office by WEDNESDAY, March 29th. Participant selection will be made on Wednesday, April 5th, and notification will follow immediately.

Each principal is urged to insure that the teachers in his school are informed of this inservice education program. Ideally, each school represented should send a team of 4 to 6 (principal, librarian, learning specialist and teachers) to the seminars.

Participants who successfully complete the seminar will receive 40 inservice points in the exploratory category under Component #143. OR individual participants may choose to register for the USF COURSE EDC 681 - SEMINAR/PRACTICUM IN CURRICULUM FOR CULTURAL PLURALISM (4). This course credit may be used toward certification in administration or supervision. The participant must pay his own tuition for the course.

JL/aw
Encl: Component #143

CC: L. Worden, Dir., Elementary Edu.

TEAR OFF AND RETURN TO THE STAFF DEVELOPMENT OFFICE, INSTRUCTIONAL SERVICES CENTER NO LATER THAN WEDNESDAY, MARCH 29th.

_____	_____
Name	Work Location
_____	_____
Race	Present Position

701

Exhibit No. 38

COMPREHENSIVE PLAN
FOR
BILINGUAL EDUCATION

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

TAMPA, FLORIDA

MARCH 9, 1976

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I. Identification of the Target Student's Primary or Home Language

The identification of the target student's primary or home language will be made by using the instruments included. These instruments will also be available in all the languages identified in the surveys.

A. Home Survey

All students in the Hillsborough County School System will be screened for possible inclusion into the Bilingual Program.

The Home Survey will determine three conditions:

1. Language(s) spoken at home
2. First language spoken by the student
3. Language(s) spoken by the student in a social setting.

The purpose for having included the word "social" in the Home Language Survey is to insure that an accurate observation of the student is made by the classroom teacher.

The teacher will be the person doing the surveying for obtaining the umbrella number which will cover all 116,000 students in Hillsborough County.

The verbal response will be obtained from the student and printed by the teacher on a data processing card. These cards will be returned to the central computer office where computer results will be made as to the following:

A breakdown by schools, students, and grade levels will be obtained from the data processing office, plus a county profile which will place all language into the various categories.

If the response is "English" to each of the three characteristics determined above, the student is non-target and no further language treatment by the school is required.

Once this is done, any student showing a foreign language in any of the three categories will be individually assessed by a team of bilingual persons during our second Assessment Survey (defined under "B" of this document).

The initial computerized survey will be taken only once. The results will become a permanent part of the student's record.

All new students coming into the county must be registered by their parents or guardians. At that time the accompanying adult will provide the school with the same information requested in the Home Survey. This information is recorded along with other pertinent student data onto a Student Data Transmittal (SDT) form which is submitted to the computer. If a student shows a foreign language in any of the three boxes, the computer is programmed to identify that card. The Bilingual Department will receive that information and send a bilingual person to screen the student using the assessment procedure described in this document.

B. Target Student Assessment Survey

If the response to any of the three characteristics determined above (Home Survey) is a language other than English, the student will also be assessed through the Target Student Assessment Survey. These surveys will be completed by the parents and returned to the school. It will be the responsibility of each school principal or his designee to ascertain that the surveys are distributed to the students, are completed by the parents or guardians, and returned to the office of the Bilingual Coordinator.

C. Language Dominance Testing

The teacher evaluation of the Students' Home Language Survey will be furnished to the second bilingual assessor.

This assessor will make the determination as to the degree of language frequency spoken by the student and whether further treatment is necessary by doing the following:

A visit to the school by the bilingual assessor to observe, interview and communicate with the target student and where the student is too young to give the necessary responses, a visit with or a phone call to the parent or guardian will be made by the bilingual assessor.

Each target student will be administered a language dominance test such as the P.A.L. (Primary Acquisition of Language), Ole-Ola Oral Language Test, or an equivalent instrument. The instruments will be translated in the various languages identified in the survey.

Testing will be done by a bilingual person in the languages spoken by the student. The test administrator will receive training in the administration and scoring of the test prior to test administration.

D. Language Categories

The Home Language Survey, the Target Student Assessment Survey and the language dominance test should cross validate.

Once final determination is made based on the three identification processes the student will be placed in one of the following categories:

1. Monolingual speaker of a language other than English.
2. Predominant speaker of a language other than English.
3. Bilingual speaker of English and some other language.
4. Predominant English speaker, but has facility in some other language.

5. Monolingual English speaker.

In the event that the language determinations conflict, the district will reevaluate and reassess the student using the same assessor(s) in order to localize the discrepancy.

II. Educational Program Selection

A. Elementary School

When we have twenty (20) or more students of the same language groups identified as having a primary or home language other than English they will be placed according to the following program selections:

In the case of the monolingual (Category A) or the predominantly speaker of the language other than English (Category B), the county will implement a Transitional Bilingual Education Program (T.B.E.) in grades K - 6.

All students in A and B category will receive E.S.L. instruction. In addition all students in category A and B will receive native language instruction in one or more of the following: Native Language Arts, Social Studies, Science and Mathematics.

The curriculum content of the subject areas mentioned above will parallel the curriculum content of the regular classes and for the same period of time.

Students who are Bilingual (Category C), predominantly speak English (Category D) or monolingual speaker of English (Category E) and who are underachieving, one standard deviation below district norm for non-ethnic, non-racial minority students, will be served by the Basic Skills Program. The Basic Skills Program is defined as follows:

The Basic Skills Program covers grades K - 9 and is for all students achieving below grade level. These students are given a criterion reference test in the Language Arts and computation skills to determine specific weaknesses. These students are given an extended year program of thirty (30) days to correct those weaknesses. ESL is a component of this program.

B. Predictive Data

The Bilingual Program teacher will secure assigned materials for the target student(s) from the regular classroom teacher. These assignments will be administered to the student(s) in English by the Bilingual Program teacher.

If he can effectively complete these tasks in English, indicating that he can successfully follow instructions in English, and make a passing grade in these subject content tests written in English, the student(s) will then be placed in a regular classroom on a trial basis for two weeks. During this trial period the target student(s) will be observed and evaluated by the bilingual and regular classroom teachers.

The bilingual and regular classroom teachers' observations and evaluations consist of a written report to that effect and will be filed for possible audit and reference.

Based on his satisfactory achievement and performance, he will be allowed to remain in the regular class setting or return to the Bilingual Program.

The criterion tests will be the same as those administered to the regular students. The tests will be nine (9) weeks tests or semester tests depending at which point in time the student is tested. These

tests will be filed and kept by the bilingual teacher until the student proves he can make passing grades in his required subjects for one (1) year.

The target students' achievement and performance in the regular classroom will become part of the students' county record as recorded for all county students.

In addition this student will be administered the Comprehensive Test of Basic Skills (CTBS) and the Gates MacGinitie Reading Test for further proof that he/she is ready to enter the regular classroom.

C. Intermediate Level - grades 7 - 9, A and B categories

The county will implement for grades 7 - 9 option I of the remedies document. (Such students will receive instruction in subject matter (example: math, science) in the native language(s) and receive English-as-a-Second Language (E.S.L.) as a class component.)

1. The E.S.L. teacher need not be bilingual, however, knowledge of a language other than English is desirable.
2. Bilingual/Bicultural Para-professional or volunteers will be used as needed in the program to assist the Bilingual teacher and the regular classroom teacher in the instruction of the target student(s).

If the assessment reveals that the student does not have the necessary prerequisite skills in his native language sufficient to profit from instruction, then compensatory education in their native language will be provided. The assessment will consist of bilingual teacher made test where there are no national, state or local test in various languages available in K - 12.

If the E.S.L. teacher is responsible for teaching the students native language literacy skills, he/she will be bilingual or will be assisted by an appropriate aide.

After the assessment, students who are classified in categories C, D, and E and who are underachieving, one standard deviation below district norm for non-ethnic, non-racial minority students, will be served by the Basic Skills Program previously described in this document.

D. Senior High School - grades 10 - 12, A and B categories

A combination of T.B.E. and H.I.L.T. will be used with students at these grade levels.

When a category A or B student(s) arrives at his designated high school, his records and achievement levels will be assessed in the light of the county graduation requirements. At this point an individualized program of instruction will be designed by the bilingual teacher, to expeditiously meet the requirements for his graduation and proper immersion in a total school program. This program will always include intensive E.S.L. instruction.

If the student(s) does not have the necessary prerequisite skills sufficient to profit from instruction or to meet graduation requirement, compensatory education in his native language will be provided.

These achievement tests will be conducted in the native language (when necessary) by the bilingual program assessor with the help and supervision of certified personnel. Each department head will determine the appropriate tests to be administered to the students at each school.

Any student(s) who is identified after the assessment in categories C, D and E and who is underachieving, one standard deviation below the

district norms for non-ethnic, non-racial minority students, will be served by the Basic Skills Program as described in this document.

III. Required and Elective Courses

A. Subject Matter Revision

At the district level the General Directors of Elementary and Secondary Education in conjunction with the subject area supervisors, will evaluate required and elective courses for both majority and minority students to determine whether pertinent minority developments which have contributed to, or influenced the development and culture of our country have been excluded.

At the present time the district area supervisors are evaluating required and elective courses in their various disciplines, to insure the inclusion of minority developments and influence. Supplementary materials will be made available to all teachers through a centrally located Resource Center. This is a year long on going process. Letters will be written to companies notifying them of our findings and requesting inclusion of minority developments in their textbooks if such are lacking.

B. Elective Courses and Co-Curricular Activities

At the school level the principal or his designee will make an assessment to determine if minority groups are being included or excluded from elective courses and co-curricular activities. This will take effect between January 1, 1976 and February 1, 1976. Appropriate remedial action will be taken as required to eliminate racially/ethnically identifiable elective courses or co-curriculum activities. The principal or his designee at each school will see that all of the students are encouraged to fully participate and take advantage of all educational benefits.

C. Activities Announcement

School activities announcements will be translated to the students in the various languages in that particular school as identified by the remedies documents where there are twenty (20) or more students of the same language group identified as having a primary or home language other than English within the school district.

IV. Instructional Personnel Requirements

A survey has been made to assess the Hillsborough County School System's personnel in order to identify the available resources within the system. The purpose of this survey is to identify certified personnel and non-certified personnel who already have the needed linguistic and cultural background and who could most quickly profit from in-service training in bilingual education and be incorporated into the program. Final tabulation of this survey will be completed by our Data Processing offices. This information will become part of the teacher personnel file.

If instructional personnel is inadequate to implement program requirements, the following objectives will be met.

The pupil/teacher ratio in this program will not exceed the normal district pupil/teacher ratio.

All instructional personnel that will be instructing students in their native language will be bilingual/bicultural teachers who speak the student's native language.

PLAN FOR PROVIDING TRAINING

OBJECTIVES	METHODS	SELECTION OF PERSONNEL	NAMES OF PERSONNEL DOING TRAINING AND LOCATION	RATIONALE AND EXPECTED CONTENT	EVALUATION	PROPOSED TIMETABLES
<p>1. To familiarize the instructional personnel and community with the philosophy, goals, and the method of selection and instruction of the students.</p>	<p>1. Participation in teacher and staff meetings, principals' meetings, and parents meetings.</p>	<p>All personnel in schools where the bilingual program will be conducted will participate.</p>	<p><u>Bilingual Coordinator</u> Norma Lobato <u>Counselors</u> Dora Amaro Brown Maritza Nunez Patterson <u>Supervisor of Language Arts,</u> Sylvia Collins</p>	<p>Will include review of philosophy and goals of program. Audio visual material on Bilingual Program in operation in the county, methods of selection of students, etc.</p>	<p>Teachers will become more knowledgeable in the method of instruction and selection of students participating in the program. There will be 3 staff meetings, 4 parent meetings, and monthly meetings with the Bilingual Program Advisory Committee.</p>	<p>Sept. 16, 1975 Jan. 30, 1975</p>
	<p>2. News media will be used to disseminate information regarding the program to the public. Bilingual office will send invitations to community leaders to participate in special programs.</p>		<p>Area meetings to be conducted at:</p> <ol style="list-style-type: none"> 1. Horace Mann 2. Webb 3. Media Center 4. King High 5. Clair-Mel 6. Town & Country 7. Orange Grove 8. Jefferson High 		<p>A random survey will be conducted to ascertain the effectiveness of orientation program. News media understanding of and participation in the programs will be evaluated in terms of the number of write-ups and allotted time given to the program on the air.</p>	<p>Newsmedia information dissemination is on going.</p>

OBJECTIVES	METHODS	SELECTION OF PERSONNEL	NAMES OF PERSONNEL DOING TRAINING AND LOCATION	RATIONALE AND EXPECTED CONTENT	EVALUATION	PROPOSED TIMETABLES
<p>3. To familiarize and increase the competency of the instructional personnel with the identification, development and use of instructional materials for each group for:</p> <p>1. Bilingual Program 2. E.S.L. 3. Native language literacy 4. Math, social studies, and in-native language instruction.</p>	<p>1. Different companies will, present, demonstrate and explain their programs of E.S.L. instruction and their Bilingual programs.</p> <p>2. Consultants will be contracted to provide instruction in the development of materials. Such materials will aid in individualizing the instruction of the target student(s) in the various languages.</p>	<p>All personnel in the Bilingual Program will be involved. Workshops will be divided according to grade levels.</p>	<p>1. Textbook publishers 2. Miami GACBE 3. Angel Bustelo, Supervisor of Foreign Languages 4. Norma Lobato, Bilingual Coordinator 5. Rene Gonzalez, Director Spanish Theater 6. Other consultants will be identified.</p>	<p>All the personnel involved with the Bilingual Program will be thoroughly familiar with the materials and resources available to help them implement their curriculum. These personnel will in turn be able to train newcomers to the program.</p>	<p>1. The program will show evidence of appropriate commercially prepared materials which have been identified by the workshop participants.</p> <p>2. Publications of the materials developed by participants.</p> <p>3. Outside evaluators such as GACBE, Miami, Florida.</p>	<p>On going program through the year.</p>

OBJECTIVES	METHODS	SELECTION OF PERSONNEL	NAMES OF PERSONNEL DOING TRAINING AND LOCATION	RATIONALE AND EXPECTED CONTENT	EVALUATION	PROPOSED TIMETABLE
4. To familiarize the instructional personnel with the instructional methodologies and techniques in the various subject areas to be taught in the native language.	<p>1. This will be accomplished through the use of audiovisual demonstrations, classroom observations, lectures and year long workshops.</p> <p>2. Curriculum guides for all grade levels and subject areas will be made available to all instructional personnel in the program.</p>	All instructional personnel in the program who are teaching in the identified languages. The group will be divided into secondary and elementary levels.	<p>1. Dr. Gus Jimenez, Social Studies Supervisor</p> <p>2. Mrs. Sylvia Collins, Language Arts Supervisor</p> <p>3. Norma Lobato, Bilingual Coordinator</p> <p>2. Consultants for the curriculum guides:</p> <p>a. Title I Reading Specialist</p> <p>b. Math Supervisor</p> <p>c. Science Supervisor</p> <p>d. Curriculum specialists at elementary schools.</p>	<p>All instructional personnel in this program will have gained a greater understanding and knowledge of methods and techniques involved in teaching target students.</p> <p>They will also be familiar with the content and county requirements of each subject area.</p>	<p>1. Observations and evaluations of the instructional personnel in the program in the implementation and application of the methodology and techniques will be conducted by</p> <p>a. Dr. Gus Jimenez, Supervisor Secondary Social Studies</p> <p>b. Mrs. Sylvia Rodrigues Collins, Language Arts Supervisor.</p> <p>c. Mrs. Norma Lobato, Bilingual Coordinator</p> <p>d. Other consultants</p> <p>2. Participants will be able to increase their performance in a pre and post test developed by the consultants.</p>	Year long on-going program to start in January, 1976.

OBJECTIVES	METHODS	SELECTION OF PERSONNEL	NAME OF PERSONNEL DOING TRAINING AND LOCATION	RATIONALE AND EXPECTED CONTENT	EVALUATION	PROPOSED TIMETABLES
5. To familiarize and increase the competency of the instructional personnel with E.S.L. (English-as-a Second Language) methodology and materials.	<p>1. This will be accomplished through workshops and courses offered through local universities.</p> <p>2. If moneys become available, workshops directed towards staff development will be held during the summer.</p>	All instructional personnel in the program who are teaching in the identified languages. The group will be divided into secondary and elementary levels for workshop purposes.	<p>1. Dr. M. J. Schenck, Adjunct Faculty at University of South Florida and University of Tampa.</p> <p>Workshops will be held at the Instructional Services Center.</p> <p>2. Personnel identified by the Miami Desegregation Center.</p> <p>3. Dr. Herb Karl, University of South Florida English Education</p>	<p>All instructional personnel in this program will have gained a greater understanding and knowledge of E.S.L. methodology and materials.</p> <p>The teachers will earn credit in E.S.L. Under the auspices and direction of the Florida State Department of Education we will be working towards giving teachers certification in this area.</p>	<p>1. Observation and evaluations of the instructional personnel on the implementation and application of the methodology and techniques will be conducted by</p> <p>a. Dr. Schenck b. Dr. Herb Karl c. Mrs. Norma Lobato</p> <p>2. Increase in the use and selection of appropriate materials.</p>	<p>Dec. 10-11, 1975</p> <p>Feb. 20, 1976</p> <p>March 30, 1976</p> <p>April 28, 1976</p> <p>May 28, 1976</p> <p>On going once a month during the school year.</p>

OBJECTIVES	METHODS	SELECTION OF PERSONNEL	NAME OF PERSONNEL DOING TRAINING AND LOCATION	RATIONALE AND EXPECTED CONTENT	EVALUATION	PROPOSED TIMETABLES
<p>6. To familiarize and increase the competency of the personnel in the administration scoring and interpretation of tests used in the program.</p> <p>a. Ole-Ola Oral Language Test</p> <p>b. PAL, Primary Acquisition of Language</p> <p>c. CTBS</p>	<p>1. This will be accomplished through workshops and supervised testing experiences.</p>	<p>All instructional personnel in the program who will be identifying the target students will participate.</p> <p>All instructional personnel in charge of pre and post test evaluations of target students will participate.</p>	<p>1. Dr. Edward Boddy, Supervisor of Evaluative Services</p> <p>2. Companies preparing testing materials.</p> <p>To be conducted at the Instructional Services Center or a Central location.</p>	<p>All instructional personnel involved in training will gain competency in the administration, scoring and interpretation of standardized tests.</p>	<p>Supervised testing sessions by Dr. Boddy and Mrs. Lobato</p>	<p>Nov. 18, 1975</p> <p>Jan. 30, 1976</p> <p>May 24, 1976</p>

OBJECTIVE	METHODS	SELECTION OF PERSONNEL	NAME OF PERSONNEL DOING TRAINING AND LOCATION	RATIONALE AND EXPECTED CONTENT	EVALUATION	PROPOSED TIMETABLE
7. To familiarize the target student and his family with the community resources and job opportunities.	The counselors will inform the target student (s) and his family of the community resources and job opportunities through individual and group sessions, home visitations and P.T.A. meetings. A slide presentation will be prepared in the various languages of the target student(s) showing the aforementioned.	Target student (s), his family and instructional personnel in the Bilingual Program	Elementary schools: Mrs. Maritza Nunez Patterson Intermediate and secondary schools: Mrs. Dora Amaro Brown	Through these activities the target student(s), his family, and the instructional personnel will become knowledgeable of the resources available in his community and the job opportunities which are available to the bilingual bicultural person.	The number of requests for community services will increase. The number of referrals of bilingual families and community resources will increase.	On-going year-long project to start January, 1976.

V. Racial/Ethnic Isolation and/or Identifiability of Schools and Classes

A. Racially/Ethnically Isolated and/or Identifiable Schools

Hillsborough County School System will not develop a racially/ethnically isolated or identifiable school to meet the needs of the target students.

All schools with target students as identified by the remedies document will provide the instructions as stated herein at that particular school.

B. Racially/Ethnically Isolated and/or Identifiable Classes

The Hillsborough County School System will isolate target students from their regular classes where it is educationally justifiable. This isolation will only be until the student(s) has achieved the necessary skills needed for immersion into the regular school program of instruction.

VI. Notification to Parents of Students Whose Primary or Home Language is Other than English

- A. The Hillsborough County School System will send to parents of target student(s) whose primary or home language is other than English all school notices in their native language paralleling the exact meaning of the notices in English using the same procedure of distribution for the regular students.
- B. The Hillsborough County School System will inform all minority and non-minority parents in either an oral or written communication in their native language of all aspects of the program. This information will also explain how and why this program constitutes an integral part of the total school program.

VII. Evaluation

Evaluation of the Hillsborough County School System Bilingual Program will be made through the following methods:

Phase I: Identification Assessment of School Personnel - to be completed as stated in the plan and to be returned to the office of the Bilingual Coordinator. A final report compiling and evaluating the data will be written. This report will include the number of certified and non-certified personnel speaking languages other than English, their school location and position.

This survey will enable the Hillsborough County School Board to identify available resources within the school system. This information will enable the Hillsborough County School System to relocate and train certified personnel who will be incorporated into the Bilingual Program.

All teachers' aides and para-professionals who are under the instructional auspices of a monolingual English speaking teacher will be replaced by state certified bilingual teachers by June of 1979.

Phase II: Identification of Target Students - Home Surveys, Assessment Surveys and Standardized Tests selected are to be completed as stated in the plan and to be returned to the office of the Bilingual Coordinator. The Bilingual Coordinator, Counselors and other designated personnel will verify that each school has completed this assessment according to the guidelines. A final report compiling and evaluating the data will be written. This report will include the number of students identified by categories, the school and grade level they are attending and the languages spoken.

Phase III: Student Progress and Achievement - The Hillsborough County School System Bilingual Program has designed a Transitional Bilingual Program wherein the target student(s) will develop the ability to speak, read and

write the English language in order to become a fully participating member of his school and the community. While receiving instruction in English as a Second Language, the student will be taught his basic skills in his native language.

The program described in this document represents the efforts of the Hillsborough County Public Schools to develop the academic skills of their non-English speaking students in their native language in an effort to maintain their language and culture.

1. By June, 1976, 60% of target students in grades 1 - 12 will have increased their English reading, vocabulary and comprehension skills by one month's gain for each month of instruction as measured by the Comprehensive Test of Basic Skills. CTBS scores administered in September 1975 will be used as a pre-test measurement.
2. By June, 1976, 70% of the target students in grades 1 - 9 will have maintained passing grades in all academic subjects taught in their native languages during the period they are served by the TBE program.
3. By June, 1976, 70% of the target students in grades 10 - 12 will have maintained passing grades in all academic subjects during the period they are served by the ESL-HILLT program.
4. By June, 1976, 75% of the target students in grades 1 - 12 will have improved the percentage of usage of English in social situations as observed by the teachers and/or instructional personnel. The percentage of usage of the English language estimated by the OLE-OLA Oral Language Test and the PAL (Primary Acquisition of Languages) will be used as a pre-test measurement.

5. By June, 1976, 70% of the target students in categories A and B in grades 1 - 9 will have shown one year improvement in the basic skills as measured by teacher made tests until Standardized Achievement Tests in native languages become available.

SURVEYS

0041 0101 JONES

JOHNNY

X M 00000006916

SCHOLL

H/R

NAME

SEX

STU NO.

PLEASE WRITE IN A LANGUAGE FOR EACH BOX.

LANGUAGE SURVEY

--	--	--

SPOKEN
IN THE
HOME

FIRST
LANGUAGE
SPOKEN

SPOKEN
IN A
SOCIAL SETTING

TARGET STUDENT ASSESSMENT SURVEY

Student's Name	Age	School	Grade
Place of Birth	Grade Student Attended in Country of Origin		
Parents (Guardian) Name	Address		Telephone

A. 1. Which language did the child first speak? _____

2. Which language was spoken by each of the following as the child was growing up?

Father _____

Mother _____

Grandmother _____

Grandfather _____

Guardian _____

Others _____

3. With whom did the student live while he was growing up?

Name	Relationship
_____	_____

What was the predominant language spoken in the home? _____

4. Father's occupation _____

Mother's occupation _____

5. Last grade in school:

Father _____ Mother _____ Guardian _____

B. 1. What language does this student speak at:

Home _____

Play _____

With family members:

Father _____

Mother _____

Brother _____

Sister _____

Grandparents _____

Uncles and aunts _____

Others _____

2. Which language is most often spoken in the home by members of the family other than the students? _____
- C. 1. Name of person filling out form _____
2. Relationship to this student _____
3. Which language or languages do you speak?

DẶNG KHẢO SÁT VỀ NGÔN NGỮ

Tên của học sinh	Tuổi	Trường học	Lớp
------------------	------	------------	-----

Học sinh đã học lớp _____ trước
 khi đến Huế kỳ

Tên của người cha (bảo trợ)	Địa chỉ	Điện thoại
-----------------------------	---------	------------

A. 1. Trẻ nói ngôn ngữ nào trước tiên? _____

2. Lúc trẻ lớn lên, những người sau đây nói tiếng gì?

Cha _____

Me _____

Bà (ngoại, nội) _____

Ông (ngoại, nội) _____

Người bảo trợ _____

Những kẻ khác _____

3. Lúc lớn lên trẻ sống với ai?

Tên	Liều. h.
-----	----------

Ngôn ngữ nào được nói nhiều nhất ở nhà? _____

4. Nghề nghiệp của người cha _____

Nghề nghiệp của người mẹ _____

5. Trình độ học lúc của:

cha _____ mẹ _____ người bảo trợ _____

B. 1. Em nói ngôn ngữ gì:

Tại nhà _____

Luc chơi _____

Với các người khác trong gia đình

Cha _____

Mẹ _____

Anh _____

Chi _____

Ông bà _____

Cậu mợ _____

Với những người khác _____

2. Ngôn ngữ nào thường được nói nhiều nhất ngoài thu tiếng
mà em thường nói? _____

C. 1. Tên của người trả lời bằng câu hỏi này: _____

2. Liên hệ với em học sinh _____

3. Nói được tiếng: _____

Encuesta para Identificar el Estudiante Bilingüe

Nombre del Estudiante	Edad	Escuela	Grado
-----------------------	------	---------	-------

Lugar de Nacimiento	Grado que cursó el estudiante en el país de nacimiento
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Nombre del Padre o Encargado	Dirección	Número de teléfono
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A 1. ¿Qué idioma habló el niño primero? _____

2. ¿Qué idioma hablaban las siguientes personas durante el crecimiento del niño?

Padre _____

Madre _____

Abuela _____

Abuelo _____

Encargado _____

Otros _____

3. ¿Con quién vivió el niño cuando estaba creciendo?

Nombre	Parentesco
--------	------------

¿Qué idioma predominaba en ésta casa? _____

4. Ocupación del Padre o Encargado _____

Ocupación de la madre _____

5. Último grado en la escuela

Padre Madre Encargado

B 1. ¿Qué idioma habla el estudiante en:

la casa _____

durante el juego _____

Con otros miembros de la familia:

Padre _____

Madre _____

Hermano _____

Hermana _____

Abuelos _____

Tíos _____

Otros _____

2. Aparte del estudiante;

¿Qué idioma hablan más a menudo los demás miembros de la familia?

C 1. Nombre de la persona que llena el cuestionario _____

2. Parentesco con el estudiante _____

3. ¿Qué idioma, o idiomas, habla usted?

IDENTIFICATION ASSESSMENT OF SCHOOL PERSONNEL

NAME	SCHOOL	DATE
POSITION	GRADE LEVEL IF TEACHER	
LAST GRADE IN SCHOOL	COUNTRY OR COUNTRIES WHERE EDUCATED	
1. Which language did you speak first? _____		
2. Do you speak this language now? _____		
At home?	YES	NO
At work?	YES	NO
	YES	NO
3. Can you read this language now? _____		
	YES	NO
4. Can you write this language now? _____		
	YES	NO
5. Did you receive any formal education in your native language?		
YES	NO	WHERE
		HOW LONG
6. Have you had any foreign language or E.S.L. methodology training?		
YES	NO	WHERE
		HOW LONG
7. Have you had any experience teaching English as a Second Language?		
YES	NO	WHERE
		WHEN
		HOW LONG
8. Have you had any experience teaching a language other than English?		
YES	NO	WHERE
		WHEN
		HOW LONG
9. Do you want to participate in the Hillsborough County Bilingual Program as a:		
Teacher: _____	Aide: _____	Other: _____
		(specify)
COMMENTS: _____		

L A N G U A G E S

- nat

PERSONNEL INTERESTED IN
PARTICIPATING IN THE
BILINGUAL PROGRAM

	SPANISH	ITALIAN	GERMAN	LITHUANIAN	RUSSIAN	ARABIC	FRENCH	GREEK	IRANIAN	DUTCH	CHINESE	MALTESE	HUNGARIAN					
TEACHERS	107	15	4	1	2	1	5	1		1	3	1	1					
AIDES	42	3	3				1		1									
CLERKS	2																	
CUSTODIANS	21	1																
LUNCHROOM WORKERS	15	4	2		1													
TOTAL	187	23	9	1	3	1	6	1	1	1	3	1	1					

L A N G U A G E S

PERSONNEL NOT INTERESTED
IN PARTICIPATING

	SPANISH	ITALIAN	CROATIAN	RUSSIAN	FRENCH	HUNGARIAN	POLISH	LITHUANIAN	SWEDISH	YIDDISH	FINNISH	GERMAN	TURKISH	GREEK	JAPANESE	ICELANDIC
TEACHERS	116	49	2	1	4	2	2	1	1	1	1	2	1	1		
AIDES	22	4				1								2		
CLERKS	3	3										1				
CUSTODIANS	102	10			1										1	1
LUNCHROOM WORKERS	19	4				1						1				
TOTAL	362	70	2	1	5	4	2	1	1	1	1	4	1	3	1	1

POSITION: Elementary, Secondary Teacher, Bilingual Education

DIRECTLY RESPONSIBLE TO: Principal

PROFESSIONAL QUALIFICATIONS:

1. Rank III Certification in Elementary or Secondary Education and must be bilingual. Experience in teaching non-English speaking students is preferred.
2. Must be skilled in the follow areas: leadership, communication with adults and students, and the ability to accept and give direction.

OUTLINE OF FUNCTIONS:

1. To be responsible for planning with the Principal and Coordinator of Bilingual Education.
2. To assist in the identification and placement of target students within the school.
3. To participate in inservice activities involving program orientation, curriculum design and materials, evaluation procedures, use of the County-wide Resource Center, etc.
4. To administer test instruments selected for the program and to use the interpretation of test results to develop curricular materials which focus on identified student needs.
5. To provide instruction in English as a Second Language in three sequential levels of language instruction: 1) speaking skills, 2) reading skills, and 3) writing skills to target students.
6. To integrate cultural awareness activities into the instructional program.
7. To provide direction to the efforts of bilingual aides, volunteers, tutors, and "Buddy Tutors" working with target students.
8. To be available to individual secondary school teachers for consultation concerning the Bilingual Education Program and needs of students in the program.
9. To meet and maintain contact with parents of target students using their primary language as a basis of communication.
10. To work as a member of a team which includes the principal, classroom teachers and counselors, and bilingual education coordinator.
11. To assume all other duties as may be assigned by the school principal and/or Coordinator of Bilingual Education.

POSITION: Instructional Aide, Bilingual Education

DIRECTLY RESPONSIBLE TO: School Principal and/or Supervising Teacher

PROFESSIONAL QUALIFICATIONS:

High school graduate who is fluent and able to read and write English and who is bilingual. Must possess a desire to work with children and be able to work with other adults. Must be dependable, receptive to change, and interested in the educational program of the school.

OUTLINE OF FUNCTIONS:

1. To serve as a non-certified bilingual teacher aide, sharing in all teaching responsibilities except those reserved by law to certified teachers.
2. To participate in inservice activities involving program orientation, curriculum design and materials, evaluation procedures, use of the County-wide Resource Center, etc.
3. To work with small groups of students, implementing cooperatively developed plans, under the direction of the bilingual supervising teacher.
4. To assist in administering individual and group tests in Spanish or in English.
5. To work with the bilingual supervising teacher to reinforce positive learning and behavioral patterns among students.
6. To assist the bilingual supervising teacher in keeping current records on the progress of individual students.
7. To assist in the making, organizing, and distributing of instructional aids and enrichment materials.
8. To assume all other duties as may be assigned by the bilingual supervising teacher or school principal.

Exhibit No. 39

UNITED STATES COMMISSION ON CIVIL RIGHTS

Washington, D. C. 20425

March 30, 1976

Mr. William Thomas
Regional Director
Office of Civil Rights
Department of Health, Education
and Welfare
Atlanta, Georgia

RE: U.S. Commission on Civil Rights
School Desegregation Hearing in
Hillsborough County, Florida
Office of Civil Rights Statement

Dear Mr. Thomas:

In accordance with the prior communication, I am setting forth the questions proposed by the Commission for your response. Your response will be made a part of the official record of the Commission Hearing on School Desegregation in Hillsborough County, Florida.

1. Please state your name, address, and position with the Federal Government for the record.
2. How long have you been in your present position?
3. Briefly, describe the responsibilities of OCR as relates to school desegregation.
4. Describe the nature of OCR's involvement with the Hillsborough County school district from 1971 to the present.
5. What has OCR found regarding the operation of the Hillsborough County Public Schools in the following areas:
 - a. Bilingual education
 - b. Discipline
 - c. EMH pupil assignments

6. Briefly summarize the factual basis and investigatory data which your agency used to support the findings of noncompliance.
7. What is the present status of the negotiating process?
8. What are the enforcement procedures?

Sincerely,



DONALD M. STOCKS
Assistant General Counsel



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
 REGION IV
 407 7TH STREET S.E. ROOM 110
 ATLANTA, GEORGIA 30333

OFFICE OF THE
 REGIONAL DIRECTOR

March 30, 1976

Mr. Donald M. Stocks
 Assistant General Counsel
 U. S. Commission on Civil Rights
 Washington, DC 20425

Dear Mr. Stocks:

This is in response to your communication dated March 30, 1976 in which you requested answers to eight (8) specific questions regarding action by the Office for Civil Rights in the Hillsborough County, FL School System since 1971. Responding specifically to each question, my answers are as follows:

1. William H. Thomas, Director
 Office for Civil Rights (Region IV)
 Department of Health, Education and Welfare
 50-7th Street, NE, Room 114
 Atlanta, GA 30323
2. Five years
3. The Office for Civil Rights has responsibility for assisting and monitoring of school systems who receive Federal financial assistance with regard to compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Vocational Rehabilitation Act.
4. An on-site visit was made to the subject school district in 1972 with reference to its compliance with the regulatory provision of the Emergency School Assistance Program. Subsequent to that time, reviews have been made of compliance related assurance associated with its applications for funding under the Emergency School Aid Act Program. During the week of September 29, 1975 through October 3, 1975, an on-site visit was made to review compliance as it relates to three areas:

- (a) National origin minority pupils
- (b) Discipline
- (c) The educable mentally handicapped program

Mr. Donald M. Stecks

Page 2

Findings resulting from the visit have been transmitted to the district and have been discussed with school officials. Negotiations are continuing at this time.

5. Bilingual Education

- (a) School officials were notified by correspondence dated May 27, 1975 that services for children whose primary or home language is other than English were inadequate to meet the Title VI compliance requirements under Lau-Nichols. A plan for providing such services was requested. A revised plan dated August 1, 1975 was submitted. The onsite visit revealed that services provided national origin students under this revision were also unequal to those provided for English speaking students.

(b) Discipline

A letter dated December 4, 1975 informed school officials that their practices and procedures for implementing disciplinary sanctions were carried out in a manner which impacted adversely upon black students.

(c) Educable Mentally Retarded

School officials were informed in a letter dated March 19, 1976 that the procedures followed in implementing their program for EMR were inconsistent with written guidelines in a number of areas. These deviations have affected a significant number of nonminority as well as minority students, but a proportionately larger number of blacks.

6. Copies of communications reflecting actions by the Office for Civil Rights in the areas reviewed during the onsite visit have been provided to you. The correspondence states the basis and the findings related to each of the areas. Specifically, letters dated March 27, 1975 regarding national origin students, December 4, 1975 regarding discipline and March 19, 1976 regarding EMR.
7. An affirmative action plan to provide for equal and non-discriminatory treatment of students dated March 17, 1976

Mr. Donald M. Stocks

Page 3

has been received by this office. The plan appears to be acceptable as a remedy for problems related to disciplinary sanctions. A plan for the provisions of bilingual education was submitted on the same date. This plan will be acceptable with a few amendments in one area. A plan has been promised in the area of EMB and its receipt is anticipated in a few days.

8. No enforcement procedures are anticipated. School officials have been cooperating toward reaching a solution to problems presented in each of the areas cited.

Sincerely,



William R. Thomas, Director
Office for Civil Rights (Region IV)

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