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TRANSCRIPT OF PROCEEDINGS

BEFORE THE
WISCONSIN ADVISORY COMMITTEE
to the
UNITED STATES COMMISSION ON CIVIL RIGHTS

IMPACT OF SCHOOL DESEGREGATION UPON QUALITY EDUCATION FOR
MINORITY STUDENTS IN THE MILWAUKEE PUBLIC SCHOOLS:
IS IT WORKING?

Pages: 1 through 360
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Date: May 22, 1990

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WISCONSIN ADVISORY COMMITTEE
to the
UNITED STATES COMMISSION ON CIVIL RIGHTS

Wisconsin Department of Natural Resources
2300 North Martin Luther King Drive
Milwaukee, Wisconsin

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MINORITY STUDENTS IN THE MILWAUKEE PUBLIC SCHOOLS:
IS IT WORKING?

May 22, 1990

Heritage Reporting Corporation
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APPEARANCES:

On behalf of the Wisconsin Advisory Commission:

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Committee

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Shirley Harrison, Member of the Advisory Committee

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Jasit Minhas, Member of the Advisory Committee

Willie Nunnery, Member of the Advisory Committee

Candice Owley, Member of the Advisory Committee

Faye Robinson, Civil Rights Analyst

Kimberly Shankman, Member of the Advisory Committee

William Wantland, Member of the Advisory Committee

Federico Zaragoza, Member of the Advisory Committee

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P R O C E E D I N G S

1

2

MR. BAUGHMAN: Okay. If we may, let's get

3

started.

4

This meeting of the Wisconsin Advisory Committee

5

to the U. S. Commission on Civil Rights shall come to order.

6

My name is James L. Baughman, and I am Chairperson

7

of the Advisory Committee.

8

I'd like to ask that my colleagues who are here

9

this morning on the Committee to introduce themselves,

10

indicating where they live and what they do for a living, if

11

anything.

12

Let me start at the end of the table with Candice.

13

MS. OWLEY: Hi. Candice Owley. I'm from

14

Milwaukee. I'm a registered nurse and the President of the

15

Wisconsin Federation of Nurses and Health Professionals,

16

which is a labor organization.

17

MS. SHANKMAN: I'm Kim Shankman. I'm from Ripon,

18

Wisconsin, and I teach at Ripon College.

19

MR. MINHAS: I'm Jasit Minhas. I'm President of

20

Hayward Community College at Hayward, Wisconsin.

21

MS. BAUMAN: My name is Ruth Bauman. I'm from

22

Oconto Falls, Wisconsin; and I'm a retired school teacher.

23

MS. MCFADDEN: I'm Geraldine McFadden. I'm from

24

Milwaukee. I'm the Associate Director of Neutroncept Self-

25

Development Center.

1 MR. ZARAGOZA: Federico Zaragoza. I'm a Milwaukee
2 resident, and I'm the Dean of Continuing Education and Urban
3 Outreach for the Milwaukee Area Technical College.

4 MR. BAUGHMAN: I live in Madison. And I'm an
5 Associate Professor in the school of journalism and mass
6 communication.

7 Now, also present with us today are Melvin L.
8 Jenkins, who is Director Central Regional Division of the
9 Commission; and Faye Robinson, a Civil Rights analyst; and
10 Joanne Daniels, of the Regional Office.

11 We are here to conduct in community form for the
12 purpose of gathering information on the impact of school
13 desegregation upon minority students in the Milwaukee public
14 schools and whether or not they are receiving the quality
15 education.

16 The jurisdiction of the Commission includes the
17 discrimination or denial of equal protection of the laws
18 because of race, color, religion, sex, age, handicap, or
19 national origin or in the administration of justice.

20 Information which relates to the topic of the
21 forum will be especially helpful to the Advisory Committee.
22 The proceedings of this forum, which are being recorded by a
23 public stenographer, will be sent to the Commission for its
24 advice and consideration. Information provided may also be
25 used by the Advisory Committee to plan future activities.

1 At the outset, I want to remind everyone present
2 of the ground rules. This is a public meeting open to the
3 news media and the general public. We have a very full
4 schedule of people who will be making presentations within
5 the limited time we have available.

6 Time allotted for each presentation must be
7 strictly adhered to. This will include a presentation by
8 each participant followed by questions from Committee
9 members.

10 To accommodate persons who have not been invited
11 but wish to make statements, we have scheduled an open
12 period tomorrow, May 23rd, from 11:25 to 12:00 p.m. Anyone
13 wishing to make a statement during that period should
14 contact Faye Robinson for scheduling.

15 Written statements may be submitted to Committee
16 members or staff here today or by mail to the U.S.
17 Commission on Civil Rights, 911 Walnut, Suite 31, Kansas
18 City, Missouri 64106.

19 The record of this meeting will close on June
20 13th, 1990.

21 Though some of the statements made today maybe
22 controversial, indeed, we hope they are, we want to ensure
23 that all invited guests do not defame or degrade any person
24 or organization.

25 In order to ensure that all aspects of the issues

1 are represented, knowledgeable persons with a wide variety
2 of experience and view points have been invited to share
3 information with us.

4 Any person or any organization that feels defamed
5 or degraded by statements made during these proceedings
6 should contact our staff during the meeting so that we can
7 provide a chance for public response. Alternately, such
8 persons or organizations may file written statements for
9 inclusion in the proceedings.

10 I urge all persons making presentations to be
11 judicious in their statements. The Advisory Committee
12 appreciates the willingness of all participants to share
13 their views and experiences with the Committee.

14 I will now ask that Melvin L. Jenkins share some
15 opening remarks with you. Melvin.

16 MR. JENKINS: Thank you, Jim

17 The Advisory Committee is awfully interested in
18 the issue of school desegregation, which has been tracked
19 for a considerable amount of time.

20 To amplify comments made by Jim, we have to guard
21 against defaming or degrading type of information that the
22 Committee receives. We are guided by federal guidelines
23 concerning this point.

24 We will analyze the material if there is some
25 controversial statements be made, once the process of

1 drafting the report has begun. We will submit to the
2 participants a copy of the final transcript for review and
3 correction. And those corrections will be inserted
4 officially for the record.

5 The process after that is that the staff and the
6 Advisory Committee will review the transcript and submit a
7 draft report to the participants for review and comment.

8 The final analysis will be conducted by the
9 Advisory Committee hopefully in an open session to come to
10 some conclusion concerning the findings and recommendations.

11 Those recommendations will be submitted to the
12 U.S. Commission on Civil Rights in Washington for final
13 consideration.

14 Thank you, Jim.

15 MR. BAUGHMAN: Thank you.

16 And Faye Robinson is right here, again, if any of
17 you wish to have an address repeated again or anything like
18 that or want to testify tomorrow morning, please see Faye.

19 We are, like republican conventions, actually
20 ahead of schedule; and I'm wondering if John Peterburs is
21 here and whether you would mind going four minutes earlier.

22 Welcome.

23 MR. PETERBURS: Thank you.

24 Good morning. My name is John Peterburs, and I'm
25 the Secretary-Business Manager for the Milwaukee Public

1 Schools.

2 In my capacity as Secretary to the Board, I served
3 as the chief spokesperson for the Milwaukee Public Schools
4 in settlement negotiations of the Metropolitan Desegregation
5 Lawsuit.

6 Although I am not an attorney by profession, much
7 of my testimony regarding the history of school
8 desegregation in Milwaukee will be based on information and
9 legal opinions provided to the Milwaukee School Board and
10 its administration by the City of Milwaukee City Attorney
11 and the law firms of Hogan & Hartson, Washington, DC, and
12 Charne, Clancy & Taitelman, Milwaukee, Wisconsin.

13 The intradistrict school desegregation case in
14 Milwaukee was initiated some 25 years ago by the local
15 chapter of the National Association for the Advancement of
16 Colored People in December of 1965.

17 And amended complaint was filed in March of 1968.
18 In the amended complaint, the NAACP and 41 individual
19 plaintiffs filed a class action against the Milwaukee School
20 board and 16 individual members and agents of the School
21 Board in their official capacities.

22 The complaint alleged that the defendants had
23 acted to create and maintain racial segregation in the
24 Milwaukee public school system in violation of the Equal
25 Protection Clause of the Fourteenth Amendment to the United

1 States Constitution and the Civil Rights Act of 1871 and
2 sought declaratory and injunctive relief.

3 After more than a decade of legal effort, on
4 January 19, 1976, the United States District Court for the
5 Eastern District of Wisconsin certified a class of all
6 present and future black students and a class of all present
7 and future non-black students in the Milwaukee public school
8 system and ruled that the Milwaukee public school
9 authorities had engaged in practices with the intent and for
10 the purpose of creating and maintaining segregated school
11 system and that such practices had the effect of causing
12 current conditions of segregation in the Milwaukee public
13 schools.

14 The court stated that its finding was based on the
15 cumulative effect and the totality of the actions taken by
16 the school authorities during the 25-year period, from 1950
17 to 1974.

18 The court issued an injunction, permanently and
19 forever enjoining the Board of School Directors from
20 discriminating on the basis of race and ordered the Board to
21 begin formulating plans to eliminate racial segregation and
22 its vestiges in the City of Milwaukee.

23 Throughout the first school desegregation case,
24 the plaintiffs opposed any remedy that included any open
25 enrollment component or that depended solely on voluntary

1 transfers, even if the transfers had safeguards promoting
2 racial balance.

3 They fought open enrollment and freedom of choice
4 transfers because those transfers had been used by whites in
5 Milwaukee and in other major cities to avoid having to
6 attend schools with what they perceived as too many blacks,
7 and thus promoted school segregation. This was consistent,
8 as I said, with national experience in other major cities at
9 this time.

10 The plaintiffs opposed any remedy that depended
11 only on intradistrict transfers, because at the time no
12 voluntary transfer program had ever effectively desegregated
13 a school system.

14 A voluntary transfer component was acceptable only
15 if it was part of an overall desegregation remedy that
16 included mandatory student assignments as a backup if that
17 was needed to achieve predetermined desegregation goals.

18 This type of overall plan became the settled
19 remedy in the first school case when on June 11, 1976, the
20 District Court rejected the Milwaukee Board's proposed
21 desegregation plan and issued a remedial order requiring
22 that one-third of the Milwaukee Public Schools be
23 desegregated in 1976, two-thirds be desegregated in 1977,
24 and all school be desegregated in 1978.

25 The court defined a desegregated school as one

1 that was between 25 percent and 45 percent black; and as
2 long as specified desegregation goals were achieved, the
3 Milwaukee Public Schools could use voluntary transfers.
4 But if the goals were not achieved, mandatory assignments
5 would have to be made.

6 The United States Court of Appeals for the Seventh
7 Circuit affirmed the District Court's liability findings and
8 desegregation order in July of 1976. MPS met the
9 requirements of the order for 1976 and 1977.

10 However, before the third year of the
11 desegregation order was implemented, the United States
12 Supreme Court vacated the judgment and remanded the case for
13 reconsideration in light of the Supreme Court's intervening
14 decisions requiring that specific findings of segregative
15 intent and systemwide effects in order for a court to impose
16 a systemwide desegregation remedy.

17 After reviewing the case on remand, the District
18 Court reached specific findings that the Milwaukee Board of
19 School Directors had discriminated in its decisions with
20 respect to:

21 Teacher Assignments and Transfers
22 Student Busing
23 Student Teachers
24 School Siting
25 Leasing and Constructing of School Facilities

1 Use of Substandard Classrooms2 Boundary Changes

3 which were undertaken with an intent to segregate teachers
4 and students by race.

5 The District Court further found that the Board's
6 practices had a systemwide impact and required a systemwide
7 remedy.

8 On May 4, 1979, the District Court approved a
9 settlement agreement reached by the parties regarding
10 student desegregation, which by its terms remained in effect
11 until July 1st of 1984.

12 The settlement agreement required that 75 percent
13 of MPS students attend racially balanced schools. Racially
14 balanced elementary and middle schools were defined as
15 between 25 percent and 60 percent black and racially
16 balanced high schools were defined as between 20 percent and
17 60 percent black.

18 Kindergarten, pre-kindergarten, bilingual, and
19 special education students were exempt from these
20 provisions. All-white schools were prohibited, in the City
21 of Milwaukee, by the court; but some all-black and nearly
22 all-black schools were permitted under the agreement.

23 On May 4th, 1979, the court also adopted a
24 remedial plan presented jointly by the plaintiffs and the
25 Board regarding teaching assignments. The faculty

1 desegregation plan set the following goals for teacher
2 assignments beginning in the fall of 1979: that two-thirds
3 of Milwaukee public schools have faculties within plus or
4 minus 5 percentage points of the percent of black teachers
5 in the school system; that one-third of the schools have
6 faculties within plus or minus 10 percentage points of the
7 percentage of black teachers in the school system; and that
8 all schools in the school district have at least one black
9 teacher.

10 The court also adopted the provisions of the plan
11 that modified the teacher assignment process even though
12 they interfered with seniority provisions contained in
13 collective bargaining agreements.

14 Relying on this remedy and an extensive system of
15 magnet or specialty schools, each year the Milwaukee Public
16 Schools has met or exceeded its court-imposed desegregation
17 goals. This was accomplished mostly by intradistrict
18 transfers funded by the State Chapter 220 program, and it
19 was accomplished peacefully and without the public turmoil
20 and acrimony that accompanied school desegregation that was
21 occurring in other cities such as Boston.

22 As a result, Chapter 220 was being lauded as a
23 model for other school systems, and Justice Powell praised
24 it as the sort of effort that should be considered by state
25 and local officials and elected bodies.

1 Although the intradistrict settlement agreement
2 regarding student desegregation expired by its own terms in
3 1984, the Milwaukee School Board and Administration
4 continues to operate under the District Court's permanent
5 injunction not to discriminate in the operation of the
6 Milwaukee Public Schools.

7 The antecedent of the State Chapter 220 program
8 mentioned above was a bill that Dennis Conta introduced into
9 the legislature that would have combined the Shorewood and
10 Whitefish Bay with parts of the Milwaukee School District.

11 Following an uproar over this mandatory
12 desegregation plan that involved districts outside of
13 Milwaukee, the Conta Plan evolved into the Conta-
14 Sensenbrenner-Johnson Plan, which became known as Chapter
15 220, and was passed into law by the Wisconsin legislature.

16 Under Chapter 220, desegregation is fostered by
17 the State paying financial subsidies to encourage majority-
18 to-minority intradistrict and interdistrict student
19 transfers. But the law as written is voluntary to school
20 districts since they are not required to participate in the
21 program; or if they do, to accept any particular number of
22 transfers.

23 Chapter 220 is voluntary for students and parents,
24 too, since no student can be forced to transfer. The
25 program, however, is not an open enrollment or freedom of

1 transfer plan.

2 Under those plans, any student can transfer to any
3 appropriate school opening regardless of what the transfer
4 would do to the school district's racial balance. The
5 Chapter 220 program applies only to transfers that promote
6 racial balance.

7 During the 1980's as the racial demography of the
8 Milwaukee Public Schools began to change dramatically, it
9 was increasingly difficult to desegregate the Milwaukee
10 schools without more participation from its surrounding
11 suburban districts.

12 Racial isolation of public school in the Milwaukee
13 metropolitan area was exacerbated by suburban school
14 districts that were virtually 98 percent white, employing
15 all-white faculties and support staff, surrounding a school
16 system that had become predominately minority.

17 The majority of the Milwaukee School board felt
18 the effectiveness of interdistrict transfers under Chapter
19 220 was being impeded by suburban districts unreasonably
20 limited the number of students they accepted under the
21 program. In many cases, they were screening out students it
22 would accept or otherwise not doing enough to make the
23 interdistrict part of the program a success.

24 As a result of this and the degree of housing
25 segregation in the metropolitan area, the interdistrict

1 school desegregation case in Milwaukee was initiated and
2 filed in the Federal Court in October of 1984 in the
3 Milwaukee School Board against the Governor of the State of
4 Wisconsin, Superintendent of Public Instruction for the
5 State of Wisconsin and 24 suburban school districts.

6 The complaint alleged that the defendants had
7 cooperated for many years in a continuing series of actions
8 and failures to act with respect to housing and education to
9 intentionally isolate Milwaukee area black students within
10 the city and to foster and maintain segregation and
11 inequality of educational opportunity in the metropolitan
12 area.

13 The plaintiffs were later joined through petitions
14 to intervene by the NAACP, Milwaukee Teacher's Education
15 Association, and the Wisconsin Education Association
16 Council.

17 The remedy sought through litigation was a
18 complete redistricting of the school districts in the area.
19 During the three years from when the complaint was filed and
20 the start of trial in April of 1987, there were numerous
21 attempts at voluntary settlement, all of which failed for
22 various reasons.

23 The most promising settlement proposal between the
24 Milwaukee Public Schools and nine of the suburban defendants
25 was rejected by Judge Curran on March 27th, 1987. Upon the

1 rejection by the court of that partial settlement, the NAACP
2 was allowed to enter the case a party plaintiff along with
3 the Milwaukee School Board.

4 While the trial was proceeding, settlement
5 attempts continued; and finally, on August 10th, 1987, a
6 tentative agreement was reached by the plaintiffs with the
7 State defendants and 19 of the suburban school districts.
8 Five of the suburban school districts joined the settlement
9 later after pressure from the judge and the community.

10 The remedy accepted in settlement with the
11 suburban school district defendants was an enhanced
12 interdistrict transfer plan relying on the existing Chapter
13 220 program.

14 Out of county districts agreed to join the
15 program, and all districts pledged to:

16 Increase the number of openings available to
17 voluntary transfer students with goals that,
18 hopefully by 1992-93, would provide for 8,500
19 minority children from Milwaukee to attend
20 suburban schools.

21 It also pledged to eliminate screening of students
22 based on achievement, socioeconomic status,
23 ethnicity, and other impermissible factors.

24 It provided for the creation of an ombudsperson to
25 assist in resolving parental concerns.

1 It provided to make a good faith effort for the
2 districts to seek an hire minority applicants for
3 employment in their school districts by adopting a
4 minority recruitment plan.

5 They also pledged to establish and fund a
6 Coordinating Council to assist school districts in
7 promoting the program, providing human relations
8 training for staff and counseling services and
9 parents and students.

10 The settlement with the suburban defendants has a
11 six-year term and is enforceable through arbitration.

12 In the settlement entered into between the
13 plaintiffs and the State defendants, Governor Thompson and
14 State Superintendent Grover both agreed to:

15 Support, in all reasonable ways, continued efforts
16 to achieve greater racial balance of the public
17 schools in the Milwaukee metropolitan area through
18 voluntary student transfers.

19 They also agreed to propose, and in all reasonable
20 ways to support, legislation providing for new
21 programs, to continue the State's efforts to
22 support the Milwaukee Public Schools both to
23 correct the academic deficiencies of educationally
24 and economically disadvantaged students and to
25 achieve a more effective and responsive

1 educational program within the Milwaukee Public
2 Schools; and to seek, and in all reasonable ways
3 to support, funding for the legislation in the
4 amount of \$30 million over a six-year period.

5 In addition to the educational improvement
6 provisions, Governor Thompson agreed to the housing
7 initiatives:

8 To propose, and in all reasonable ways to support,
9 the establishment of a Wisconsin Housing and
10 Economic Development Authority of the Housing
11 Counseling and Recruitment Center, a Mortgage Loan
12 Assistance program, a Low Income Housing Credit
13 Program, and a Tenant Services Project.

14 The Governor also agreed to propose, and in all
15 reasonable ways to support, legislation which
16 would lift the sunset on WHEDA's single family
17 mortgage revenue bonding authority in an amount
18 sufficient to finance the Mortgage Loan Assistance
19 Program in the total principle amount of \$5
20 million.

21 Recently, the city-suburban settlement agreement
22 and Chapter 220 has come under much criticism. Critics have
23 charged that the program:

24 Does not improve achievement scores sufficiently
25 to warrant its costs.

1 That it places a disproportionate financial burden
2 on MPS for covering the cost of transportation,
3 and the financial incentives provided suburban
4 school districts are too costly and unwarranted.
5 Critics also say that the program continues to
6 allow suburban screening and creaming of the best
7 and brightest students from MPS.

8 And they finally say that it places city white
9 children at a disadvantage in achieving entrance
10 into city specialty schools because of the 10
11 percent set-aside provision of the settlement
12 agreement afforded suburban white children.

13 With respect to the criticism that the integration
14 program does not improve achievement scores sufficiently to
15 warrant its costs, it is important to note that federal
16 school desegregation decisions do not depend solely on the
17 premise that desegregation will lead to increased test
18 scores.

19 Blacks do not need to sit next to whites to excel
20 at reading and mathematics. And there are many other issues
21 that have to be considered in evaluated the success of
22 integration programs. Still, this settlement is only in its
23 third year of operation, and it is hoped that minority
24 achievement in the suburbs will improve.

25 The legal premise for all antidiscrimination

1 decisions, including school desegregation, is that all
2 citizens, regardless of race, have the same rights and same
3 access to governmental services. No one can be forced
4 because of race to attend separate schools or live in
5 segregated neighborhoods. Desegregation is merely the
6 remedy, the legal entitlement, for the past denial of those
7 rights.

8 Regarding the criticisms pertaining to screening,
9 access of whites to city specialty schools, and the Chapter
10 220 funding formulae, it's time for the entire community,
11 including the suburbs, to recognize the severe economic
12 hardship placed on the Milwaukee Public Schools and the
13 student equity issues.

14 To remedy those problems, MPS officials will ask
15 suburban school districts to:

16 Work with the Milwaukee Public Schools through the
17 Application Task Force Group of the Compact for
18 Educational Opportunity, to recommend a computer-
19 generated, random selection process of choosing
20 which city students are admitted to suburban
21 schools. Such a process would eliminate any
22 perception that the suburbs are continuing to
23 screen applicants in order to get only the best or
24 a disproportionate amount of one minority group
25 over another.

1 Also, we would seek to eliminate the 10 percent
2 set-aside for suburban whites to obtain access to
3 city specialty schools. This would enable full
4 preference to be given to city whites over
5 suburban whites that are seeking access to popular
6 specialty schools located in the city.
7 We'd also ask the suburbs and the community to
8 consider reallocating funds within current
9 formulae to help pay transportation costs now
10 borne by the Milwaukee Public Schools. Funds
11 currently being spent on transportation by MPS
12 could be redirected to much-needed school
13 improvement.

14 Finally, cost of the State funded transfer
15 program, Chapter 220, is a concern. The program should be
16 analyzed to determine if its present effectiveness in
17 desegregating schools could be maintained or perhaps
18 increased at a lower price.

19 But, price concerns should not be determinative.
20 The Chapter 220 program is, no doubt, more expensive, at
21 least in terms of money, than a mandatory assignment of the
22 same scope would be.

23 This is a choice plan done the right way to
24 achieve school desegregation within school districts. The
25 Governor and the Legislature, in creating this program,

1 thought that a voluntary, peacefully implemented program was
2 worth the extra cost. And I think it still is.

3 The correct cost comparison is between Chapter 220
4 and the alternatives that would lead to the same degrees of
5 desegregation, not between Chapter 220 and a scaled-back
6 program or no desegregation plan at all.

7 The bottom line in this area is that
8 constitutional rights cannot be sacrificed for the good of
9 money, even if it means, as the Supreme Court allowed just
10 last month in the Kansas City desegregation case, that a
11 District judge could order an increased state tax.

12 In conclusion, because MPS has not been declared a
13 unitary school system, the Board is required to avoid
14 actions which have the effect of increasing racial
15 segregation or discrimination, whether or not the effect is
16 intentional.

17 The Supreme Court of this land has explained that
18 in order to achieve unitary status, a school district must
19 take all feasible steps to eliminate its vestiges of
20 discrimination and produce desegregation in student,
21 faculty, staff assignments, facilities, transportation, and
22 extracurricular activities.

23 In addition to these standards, the Supreme Court
24 has required school districts to eliminate educational
25 deficiencies caused by segregation.

1 Although some circuits have held that school
2 systems may achieve unitary status incrementally, systems
3 may achieve unitary status with respect to each one of the
4 factors found in the Green case.

5 Other circuits have taken the position that a
6 district cannot be adjudged unitary until it has fulfilled
7 all of these factors simultaneously for at least three
8 years.

9 The Seventh Circuit has not yet addressed the
10 issue of unitary status.

11 In a recent opinion from the City Attorney, the
12 Board and administration was advised that legal counsel does
13 not believe that the Milwaukee Public Schools would be
14 considered a unitary school system.

15 Because MPS is not unitary, it must take
16 affirmative steps to promote desegregation. And it must
17 refrain from actions that would have the effect of
18 increasing segregation or discrimination.

19 This obligation extends to school board policies
20 and practices affecting racial segregation or discrimination
21 in all the areas discussed by the Supreme Court in the Green
22 case and to the school board policies and practices designed
23 to eliminate educational deficiencies.

24 Thank you very much for your attention.

25 MR. BAUGHMAN: Thank you, Mr. Peterburs, for your

1 good summary of all of these matters.

2 MR. PETERBURS: I do have copies of the testimony
3 that I could circulate to all the members.

4 MR. BAUGHMAN: We have about five minutes for any
5 questions that any of the Board or Committee members or
6 staff may have.

7 Let me, again, pick on Ms. Owley, at the end.

8 MS. OWLEY: You've listed a number of things that,
9 mostly recently, you're going to do to improve the 220.
10 Now, see if I got those right: a computer-generated
11 selection to eliminate the sense of cream skimming; the
12 elimination of the 10 percent set-aside --

13 MR. PETERBURS: Right.

14 MS. OWLEY: Because, of course, there's a huge
15 complaint from the non-minority students in the city being
16 disadvantaged in their own school system.

17 What did you say about reallocation of funds, and
18 where would those funds --

19 MR. PETERBURS: Under the current Chapter 220
20 program, the Milwaukee Public Schools is responsible for the
21 entire cost of transportation for the suburbs and the City
22 of Milwaukee.

23 And those costs are paid for out of the dollars --
24 the aids that were originally intended when the law was put
25 into place for educational improvements within the Milwaukee

1 Public Schools. And the Legislature has not changed the
2 formula over the years to recognize the increase in cost.
3 And in essence, what's happened is the transportation costs
4 has eaten up all of our program dollars that were intended
5 for programs to supplement our desegregation plan.

6 There are many bonuses and incentives that are in
7 the current formulae that were placed there in 1976 that
8 could be rearranged and reallocated to help to remove some
9 of the transportation burden off of MPS.

10 These proposals have been well documented and
11 studies that have been done by the Wisconsin Policy Research
12 Institute, George Mitchell, and also by the Wisconsin
13 Legislative Audit Bureau.

14 MS. OWLEY: Would the suburbs be kicking in some
15 money on this?

16 MR. PETERBURS: Yes. If we were to do some
17 reallocation within the current formulae, it would have to
18 require the suburbs to agree to put some of the aids that
19 they're currently receiving towards transportation.

20 MS. OWLEY: Are there any other things that you
21 didn't list that you personally think could be done also to
22 improve the 220?

23 MR. PETERBURS: I think that a great deal more
24 needs to happen within the suburban school districts with
25 respect to human relations training of staff and students.

1 We do have a mechanism under the settlement agreement that
2 provides for a cooperative vehicle between the Coordinating
3 Council and the Compact for Educational Opportunity to
4 assist districts with that.

5 And I think that the feeling has been that more
6 could be done through that vehicle to assist in the human
7 relations area in the school districts.

8 MS. OWLEY: Anything else?

9 MR. PETERBURS: Well, as I mentioned in my
10 presentation, the perception of the screening needs to be
11 dealt with, the set-asides on the specialty schools, the
12 funding formulae, human relations training; and I believe
13 those areas would go a great deal -- a great way to make the
14 settlement better than what it currently is.

15 MS. OWLEY: Thank you.

16 MS. SHANKMAN: I noticed that you, many times,
17 referred to the peaceful nature of the desegregation. And
18 it seemed to me in reviewing this mass of material, that
19 Milwaukee Public Schools concentrated a lot on avoiding
20 white resistance to desegregation; and that the unfortunate
21 result, at least in the area of transportation due to the
22 construction policies and so forth, has been that black
23 children, now, bear a disproportionate burden of
24 transportation.

25 What do you think could be done to address this?

1 MR. PETERBURS: There is no question that black
2 children bear a disproportionate burden. And that is a
3 factor generated by our housing patterns in Milwaukee.
4 Milwaukee is identified as probably, if not the most -- one
5 of the most segregated communities in the entire country.

6 MS. SHANKMAN: Doesn't it also have to do with
7 new-school construction?

8 MR. PETERBURS: Our newest-school construction has
9 been in the central city: Most recently the construction of
10 the new Brown Street School; we're constructing a new middle
11 school on 12th and State; another new elementary school on
12 9th and Walnut; and another new elementary school on about
13 27th and North.

14 Part of the problem that a lot of the -- and, you
15 know you hit it with the decisions that were made in the
16 '50s and the '60s on where school siting was made. Schools
17 in this community were built where the population was at
18 that time -- the school-age population, which was in the
19 peripheral part of the city.

20 Unfortunately, right now, we have situations in
21 some of our inter-city attendance areas where we have as
22 many as four or five thousand youngsters that live in an
23 attendance area for a school that could only house five or
24 six hundred.

25 And a lot of the movement, in addition to being

1 generated by desegregation goals, is really a factor of
2 where our facilities are. Even if we were to say we're not
3 going to racially balance our school, we don't have the
4 facilities to bring all the children back to put them in
5 their neighborhoods.

6 So school construction will play a big part of
7 what can happen in the future.

8 MR. BAUGHMAN: We're about out of time. Is anyone
9 burning to ask any further question.

10 MR. ZARAGOZA: Yeah. I've got one.

11 We've seen all the quantitative data on 220 and
12 specifics like this. My question is: Do you have any non-
13 quantitative data, or are you beginning to look at variables
14 such as employment opportunities; what happens after the 220
15 kids complete?

16 Can you give us a sense of the non-GPA-related
17 kinds of outcomes that are happening in terms of the 220
18 kids?

19 MR. PETERBURS: I think with the -- and our
20 superintendent will be speaking before you later today also,
21 and I think that he may be able to speak with respect to
22 inside the city school district.

23 We have put out data on post-secondary activities
24 of students, and I think he'd be able to speak to that. I
25 can tell you from the research that I've seen that's been

1 done around the country, shows that minority students that
2 attend suburban school districts have a better opportunity
3 at job opportunities after school and also have a higher
4 probability of going on to post-secondary types of programs.

5 That's research that I've read myself. I think
6 our current interdistrict program that we have in Milwaukee,
7 we really saw our first graduates last year, children that
8 started in the kindergarten and went all the way through to
9 the high school level and graduated. And that is some of
10 the kind of research that we would certainly hope that the
11 Compact would be doing. And it's time to start looking at
12 what's happening to these children when they graduate.

13 MR. JENKINS: Jim, I have one question.

14 MR. BAUGHMAN: Sure. Go ahead.

15 MR. JENKINS: So often in massive interdistrict
16 plans, there is a forgotten element, that's the element that
17 those minority students living in the suburban area and
18 particularly in places like Milwaukee and Kansas City.

19 Oftentimes, those minority kids cannot avail
20 themselves of the specialty programs operating within the
21 city school district.

22 Is that the case here? And what's being done to
23 remedy that?

24 MR. PETERBURS: It is the case here. We have a --
25 as I said, our plan is totally for racial balance purposes,

1 the 220 program. And the minority children in the suburbs
2 cannot come into the city.

3 There's nothing that I'm aware of that's being
4 done to deal with that issue. I can tell you that there was
5 a challenge of the 220 law in the federal courts. It's
6 called the Willens case. It was a minority student from
7 Menominee Falls that challenged and wanted to come in to
8 Milwaukee and challenged that the 220 program was
9 discriminatory. And I believe it was Judge Gordon that
10 ruled that the program could discriminate because it was an
11 integration or a desegregation program.

12 So you may want to, you know -- focused on
13 Milwaukee -- so you might want to look at that case if
14 you're interested. But I have heard that concern, and maybe
15 as more minority children begin living in the suburbs -- you
16 know, the other issue is, up until just recently and even
17 now, the percentage in the suburbs is maybe 1 to 2 percent.
18 And a lot of those are Asians and Hispanics. There are very
19 few of those numbers that are Black.

20 MR. BAUGHMAN: Thank you very much.

21 MR. PETERBURS: Thank you.

22 MR. BAUGHMAN: Our next witness is George
23 Mitchell, Educational Consultant. Mr. Mitchell.

24 Mr. Mitchell, you brought a prepared testimony
25 that I believe you've already shared with us?

1 MR. MITCHELL: Yes, I did. My intent is to speak
2 just from an outline and not read that, but leave the
3 testimony for the record.

4 MR. BAUGHMAN: Okay. You may proceed.

5 MR. MITCHELL: My name is George Mitchell. I am a
6 consultant. I have my business practice here in Milwaukee.
7 I appreciate the invitation. I think the timing of what you
8 are doing is appropriate.

9 As John has said and as the newspapers make clear,
10 the integration and desegregation issue is now the subject
11 of a lot of discussion in Milwaukee. And it's clear that
12 the program is going to be modified in the near term to
13 reflect some of the current discussion.

14 Briefly, my background and interest in this issue
15 goes back about five or six years -- actually about seven or
16 eight years ago to when I moved to Milwaukee. And then
17 subsequently in the mid '80s, I was named by Governor Earl
18 to chair a commission that looked at public school
19 performance in metropolitan Milwaukee, both in the city and
20 the suburbs.

21 The staff director for that effort, Dr. John
22 Witte, is going to follow me. The commission, and
23 particularly Dr. Witte and his staff, conducted the most
24 extensive assessment of the public school performance in the
25 Milwaukee area that has been undertaken both as of that time

1 and up until now.

2 Also, I have authored two studies on Chapter 220
3 alluded to by John Peterburs. I served for four years as a
4 member of the Chapter 220 Planning Council in Shorewood,
5 where I lived; and for three of those years, I was chairman
6 of the Council.

7 And I am a parent of school-aged children. And in
8 deciding where to live when I moved to Milwaukee, I
9 encountered some of the difficulties with the school
10 assignment process. And it's one of the reasons I lived in
11 Shorewood rather than Milwaukee.

12 The integration program -- if I could, what I'd
13 like to do is give my overall assessment of the program and
14 talk in specific terms about the two components of the
15 program; namely, the city-suburban transfer component, so-
16 called interdistrict; and then that aspect of the program
17 within the City of Milwaukee, so-called intradistrict
18 program.

19 This program has been in effect about 14 years,
20 both of them. They began roughly the same time, in the mid
21 to late '70s. The cost to date in State funds is
22 approaching \$400 million. So it's been a very significant
23 investment in order to try to achieve the goals that various
24 people have.

25 What have been the results?

1 In terms of racial integration within the City of
2 Milwaukee in 1976, 14 of the 158 public schools were
3 integrated based on the then-standard, which I believe was a
4 25 to 45 percent black.

5 Two years ago -- and I believe this data will be
6 relatively current today -- 112 of the 138 public schools
7 were integrated based on current standards, which I believe
8 is between 25 and 65 percent black. So the majority -- the
9 substantial majority of city schools are now racially
10 integrated whereas they were not in 1976.

11 As far as the interdistrict program, between the
12 city and the suburbs, the suburban school population is --
13 minorities comprise somewhat in excess of 10 percent of
14 enrollment in the 23 suburban districts.

15 Without the interdistrict transfer program,
16 minority enrollment, that is, resident minority enrollment,
17 would be somewhere in the 3 to 4 percent area. So the
18 program, both within the city and between the city and the
19 suburbs, has contributed to promoting racial integration.

20 A second outcome, in my opinion, not intended by
21 the program has been, even though there's integration, I
22 believe there's been resegregation by class. I think we now
23 have a dual school system, both within the city and between
24 the city and the suburbs, where children, white or black,
25 who are from middle and upper middle income families tend to

1 be enrolled either in City of Milwaukee specialty schools or
2 in suburban schools.

3 Children from lower socioeconomic groupings, black
4 or white, tend predominantly to be enrolled in non-specialty
5 City of Milwaukee schools and not in suburban schools.

6 Basic proxies here, in terms of socioeconomic
7 status, are three that I have used: eligibility for free
8 lunch; mobility, by that I mean MPS uses a measure of what's
9 the mobility at their school in a given year, how many kids
10 leave and enter as a percentage of the student body, I deem
11 that to be a proxy for family stability; and, finally,
12 attendance, which in my opinion also is a strong indicator
13 of what's going on in the home. High attendance rates
14 typically correlated with positive home influence is getting
15 children off to school, et cetera.

16 So based on the three proxies of, family income,
17 as measured by free lunch; school mobility; and attendance,
18 there's a pretty clear resegregation that has occurred in
19 Milwaukee and in the metropolitan area.

20 And example, within Milwaukee, is that at the
21 specialty schools, in 1987-88 looking at those three
22 variables -- free lunch, mobility, and attendance -- on 69
23 of 75 different comparisons, where I compared -- in the
24 study that I provided to your staff, where I compared the
25 free lunch mobility and attendance data at the specialty

1 schools with the system-wide averages, there were only 6 out
2 of 75 cases where the specialty school, who are so-called
3 below average. Or stated differently, in 69 of the 75
4 cases, students attending the schools came from higher
5 income families, more stable families.

6 In the suburban district, slightly different data
7 base, basically, the same outcomes. If you look at the --
8 clearly from a mobility and attendance standpoint, there's
9 no dispute that the data indicates that the kind of mobility
10 rates that MPS schools experienced don't exist at all in the
11 suburbs or certainly to any discernible extent.

12 Attendance is consistently four to five points
13 higher. And as to free lunch, particularly in the early
14 years of 220, there was a significant disparity in the free
15 lunch comparisons, MPS being twice or more the rate of the
16 free lunch participation of transferring students.

17 So children who were going, transferring out to
18 the suburban schools were clearly coming from families, at
19 least in a socioeconomic level that were higher. That's
20 tended to change a little bit in the last two or three
21 years, in part with the implementation of the settlement
22 agreement. More kids are going out. There appears to be
23 less but not no screening, so that trend has started to
24 change a little bit in the last two or three years.

25 So there's been racial integration, but I think

1 there's been a resegregation along these class lines.

2 In terms of academic progress, within the city --
3 there have been two major studies in the last five or six
4 years that have looked at academic achievement. The first
5 was the study done by Dr. Witte's staff four or five years
6 ago. And he'll probably allude to that in his conversation.

7 Last year, I did an update of portions of that
8 study where I tried to go back and look four years after the
9 mid-80 study. I tried to give some comparisons as to how
10 was MPS doing on some of the major criteria that were used
11 in the mid '80s and also to go back into the late '70s and
12 look at what the numbers showed.

13 The course failure rate in 1975, the year before
14 the integration program started, was 16 percent in MPS.
15 This is for all students. In 1987-88 it was 24 percent.
16 For blacks at the non-specialty integrated high schools, the
17 course failure rate ranged from 26 percent to 43 percent
18 depending on the school.

19 A recent study that is now the subject of
20 consideration by the Milwaukee School Board has identified
21 that 80 percent of black males in the Milwaukee Public
22 Schools have less than a C average.

23 Standardized test scores also are not acceptable.
24 And the fact that a very small number of minority schools
25 within the city exceed the national average is compounded by

1 the fact that fewer than three-quarters of blacks even take
2 the tests, which is not a -- I think it's pretty clear that
3 those who aren't taking the test by virtue of truancy or
4 other reasons are not going to be, on average, strong
5 performers.

6 These results -- and there are many more
7 statistics, you've probably heard most of them -- contrast
8 significantly with some of the alternative schools in
9 Milwaukee that exist side by side with the schools that are
10 not succeeding for minority children.

11 The experience at some of these schools is
12 described in the studies that I've provided you. Basically,
13 the record is pretty impressive in some of the school,
14 particularly given that the student bodies at these schools
15 is comprised, from a socioeconomic standpoint, largely of
16 minority low-income children. Clearly, children, however,
17 whose parents, for whatever reason, appear to be somewhat
18 more motivated and somehow have managed to make the
19 financial sacrifice that's necessary to get them into these
20 schools.

21 On the interdistrict side on academic achievement,
22 there have been a number of studies. Dr. Karen Jackson, who
23 is a suburban school official previously with Whitefish Bay,
24 now works for Shorewood, did a study for her PhD thesis.
25 This was issued about two years ago.

1 Although the purpose of her study was not to
2 measure the effectiveness of the 220 program, part of her
3 research looked at the grades of transferring students. The
4 average for the high school students that she studied, about
5 350, the grade point for black transferring students was
6 1.82. The comparable numbers for resident students is
7 probably more in the range of 2.5 or above, based in part on
8 data from the study in 1985 but also current numbers.

9 A separate study in 1984 by another PhD candidate
10 identified at the elementary level rather than at the high
11 school couldn't discern any measurable positive impact on
12 second graders and fifth graders who had transferred from
13 Milwaukee to suburban elementary schools.

14 In 1979 Dr. William Krittick, of the UW School of
15 Education, conducted a study in the early years of the
16 interdistrict program and found about a three-quarters of a
17 point disparity in grade point between transferring minority
18 students and resident students, not too dissimilar -- or
19 similar, in fact, to which Dr. Jackson found six or seven
20 years later.

21 Research that I did last year focused on
22 standardized test scores as between transferring students
23 and resident students. This had not been done before. The
24 research there, with one or two exceptions, identified that
25 transferring students were scoring significantly lower on

1 standardized tests than were resident students.

2 In Dr. Jackson's study, there was also no
3 discernible difference, according to her research, between
4 students who had been in the system a long time as transfer
5 students or recent transfers.

6 I think a point that John made is worth
7 emphasizing. It's true that academic achievement isn't the
8 only reason to undertake these programs, but it's clearly a
9 significant reason. And to date, the results don't indicate
10 that the kind of progress is being made, both within the
11 city or on the transfer program that I think people had
12 hoped would occur.

13 The whole separate issue of what benefit do
14 children get from attending integrated schools is one that
15 we can each have our judgments on. I happened to place a
16 lot of value on that. And I like the fact that my kids will
17 leave high school with no hang ups about having spent a lot
18 of time with all sorts of kids from all sorts of
19 backgrounds. And there's clearly some significant
20 intangible value to that.

21 The Compact for Educational Opportunity has
22 indicated it may do some research into some of these areas
23 as well.

24 The final two results of the program, in my
25 opinion, relate to what I call fairness issues. I believe

1 the way the program has been implemented has been unfair --
2 fundamentally unfair to blacks in the City of Milwaukee.

3 In two different ways: The city suburban program
4 is a voluntary program. It's been successful in part
5 because it's voluntary. You talk to the parents, the
6 students, and the school districts that are involved and
7 they are going to give you high marks on the program, not so
8 with the program within the City of Milwaukee, which is not
9 a voluntary program by any, I think, reasonable definition.

10 If you go back to the time of the Reynolds'
11 decision in the '70s and the plan that was developed to
12 implement that decision, which is essentially the plan that
13 we still live with today, I think you've got a plan that is
14 a 15-year-old plan that reflects some real baggage, that a
15 lot of the people who have to implement this plan now, don't
16 agree with any more. But, unfortunately, the plan has been
17 with us for 14 years. To get out of this unfair and
18 inequitable plan is going to take some major policy changes.

19 The plan was clearly implemented to prevent, as
20 you alluded to, white flight. It was implemented to place,
21 and it has placed, a disproportionate busing burden on black
22 students. There's a disproportionate number of blacks bused
23 to achieve racial balance to their make up of the system.
24 It's not that they are bused in proportion to whites. They
25 are bused disproportionately, even to the fact that there

1 are more blacks in the system than whites.

2 In the 1970s when white enrollment was declining
3 up to and following the decision, black enrollment was
4 increasing. Yet, even during the '70s, decisions were being
5 made to build school in white neighborhoods; and as part of
6 the plan to implement the Reynolds' decision, specific
7 decisions were made to either close inter-city schools or
8 convert some inter-city schools to specialty schools.

9 The net affect of the capital construction
10 decisions, which, thankfully, are finally starting to turn
11 around, as John alluded to -- there's finally being some
12 decisions made to build schools again where children live,
13 which is not a particularly imaginative construction policy,
14 building schools where children live. That is now
15 occurring. And that really has to occur in order for some
16 of these problems to be addressed.

17 But in the last 14 or 15 years, what has resulted,
18 because of the system that was put in place, is that in the
19 predominantly minority neighborhoods in Milwaukee, as of two
20 years, there were 25,000 more children than there were
21 schools seats. In the predominantly white neighborhoods,
22 there were 14,000 more seats than there were children. And
23 this data is all int he information that I've given you.

24 It became necessary, therefore, to bus lots of
25 black kids disproportionate to whites. And that was a

1 decision that was made at time to do that. It was a
2 conscious decision. This didn't happen by accident. And
3 the decision -- the concern was -- one of the concerns was
4 white flight. The feeling was that if whites were bused in
5 any significant numbers other than to specialty schools,
6 they weren't going to like it. It might have been a valid
7 opinion.

8 The result is that for most black neighborhoods
9 now, half or more of the resident students are bused each
10 days to dozens of different schools. And this map
11 illustrates typical busing pattern.

12 When I moved to Milwaukee in 1982 and began to
13 understand the system -- I happen to have an adopted
14 minority child. And when the system was being explained to
15 me, the person who was talking to me, obviously, didn't have
16 anyway of knowing that. I didn't think it was relevant.

17 And I got the whole pitch on how the system works
18 for white kids and mentioned as an afterthought -- I had
19 already enrolled my oldest daughter at Lloyd Street School
20 and mentioned as an afterthought that the daughter coming
21 behind was black. And from then it was, like, Oh, well, and
22 we sort of sat down again and went through this whole how it
23 would really work.

24 And, that day, we started looking for homes
25 elsewhere. We weren't going to accept this kind of

1 arrangement or the possibility that we might not get the
2 choice we want and have our daughter in this situation.

3 MR. BAUGHMAN: Mr. Mitchell, can we move it along,
4 because we do want to have some questions.

5 MR. MITCHELL: I think the -- let me conclude. I
6 think the big issue -- and I agree with something that John
7 said -- the overriding issue is on page -- about the fifth
8 or sixth page from the end of his statement, desegregation
9 is merely the remedy, the legal entitlement, for past denial
10 of rights.

11 I think we have to have a policy based on
12 desegregation being defined as the absolute right of any
13 parent to have their child attend a desegregated school if
14 that is their preference, just like we don't force people to
15 vote; we don't force people to sit in the front of the bus,
16 et cetera.

17 I think there has to be some thinking about how
18 these rights are going to -- are they going to be rights
19 that empower people to do what they wish? Or are we going
20 to have as we've had in Milwaukee a system where you must be
21 bused in order to achieve certain racial quotas.

22 I think that until there is a decision made to
23 rely primarily on giving people rights which they then can
24 exercise as they see fit, as opposed to telling them which
25 rights they're going to exercise, whether they like it or

1 not -- until that decision is confronted, you're not going
2 to be able to change some of these problems.

3 And I'll conclude at that juncture.

4 MR. BAUGHMAN: Thank you very much

5 I'd like to start the questioning, if I may. When
6 I read the many well-documented reports we had from you, I
7 had one question: You show the data indicating that the
8 results don't bear out statistically the premise of
9 desegregation, you know, students aren't doing better than
10 they should have, are you controlling for all the other
11 variables?

12 That is to say, everything I read suggests that
13 the plight of affluent Americans in Milwaukee has worsened
14 in the last 10 years; and might that not be a further strain
15 -- might not that not explain the fact the busing -- it
16 might have been worse?

17 MR. MITCHELL: Could be. My data in a
18 longitudinal way doesn't control for that. And it's clear
19 if you go back 10, 12 years ago, the economic situation in
20 Milwaukee and for inter-city residents is different than it
21 is today.

22 The data today is pretty discouraging. One would
23 -- but, in any even, the answer to the question is, no.

24 MR. BAUGHMAN: Okay.

25 Let me start on this end with -- Federico, did you

1 want to start?

2 MR. ZARAGOZA: Just a question again. And I'm
3 more interested in what happens after a kid goes through a
4 treatment rather than what's going on in the treatment.

5 A lot of the studies look at GPA, look at those
6 kinds of variables without really correlating GPA to chances
7 after. Are you looking at some of those variables, and what
8 does it tell us when we're looking solely at GPAs in terms
9 of a lot of chances of an individual past the secondary
10 experience?

11 MR. MITCHELL: The Urban Day School in Milwaukee
12 is a K through 8 non-public alternative school. It has
13 about 300 kids there, 90, 95 percent black, mostly poor.
14 They tracked their eighth grade graduates, where do they go
15 to high school? do they graduate?

16 They have graduation rates that equal the suburban
17 graduation rates from the recognized college prep high
18 schools in the area, public and private.

19 What does that say? That says -- and this is a --
20 Urban Day happens to be a -- in terms of the jargon -- it's
21 not an integrated school. I'd say it's a desegregated
22 school in that you can get in if you're white. But the fact
23 is that it's primarily a black student body.

24 What that says is that the educational environment
25 there has prepared those children for their ultimate

1 challenge better than other options available for them in a
2 lot of public school environments where the drop out rate is
3 about -- or the graduation rate is maybe half of that.

4 So then you get the issue of what's better, to
5 have attended ineffective integrated schools or to graduate
6 with a successful academic track record.

7 MR. BAUGHMAN: Other questions?

8 MS. OWLEY: I guess -- well, first of all, I have
9 experience with the specialty schools. And I have children
10 that have been in Roosevelt. And it's -- I think anybody
11 would want their child to go to that school.

12 It is a wonderful, high quality school. So I have
13 two questions. One is: Do you have any specific
14 recommendations how we can make changes from all of your
15 study; and how do we make all of our Milwaukee city schools
16 as a high a quality as our specialty schools like Roosevelt?

17 MR. MITCHELL: As far as recommendations on the
18 interdistrict side, I generally would agree with the points
19 that John made about areas that need to be looked at there.
20 There needs to be some redirecting of costs to the city.
21 There needs to be no skimming. There needs to be no
22 priority slots set aside for white transferring suburban
23 students.

24 Within the city, in my opinion, the way to
25 ultimately achieve effective schools city-wide, as much

1 parent choice as possible -- I would favor the purest of
2 pure vouchers plans, where all parents would be able to make
3 the kind of school choices that I can.

4 I think that schools that are student and parent
5 focused, schools of choice, like Roosevelt, invariably do
6 much better than other schools where choice of student-
7 parent focus is not the primary driving force.

8 Kenneth Clark testified before the Civil Rights
9 Commission over 20 years ago on this issue and talked about
10 the need in the interest of the poor, in particularly, to
11 provide choice and options and empowerment to parents to
12 pick schools so that schools will focus as much as possible
13 on achievements. So that would be my answer.

14 MS. OWLEY: George, the only question that I have
15 is: It is very hard to figure out which schools are right
16 schools or good schools or quality schools; and just giving
17 choice to people without them being -- I mean you have to go
18 through, as you know, very complicated analysis and talking
19 to a lot of people to figure out which schools.

20 That's why it would seem to me if all the schools
21 were of high quality, then you would just know the school
22 where you lived in your neighborhood, you could feel
23 comfortable sending your child there as opposed to trying to
24 figure out. And with choice, that assumes some are going to
25 be good and some are going to be bad.

1 MR. MITCHELL: Well, that assumes -- you've got to
2 have a way to turn around the 75 or 80 percent of the
3 schools that aren't successful at levels that I think most
4 of us would regard.

5 To me, the incentive is, change your focus and
6 structure to satisfy the parents, or your school may not be
7 operating long. That, I think, will increase the supply of
8 schools.

9 There was some testimony the other day before a
10 Governor's commission on this topic, and I thought the
11 individual made a very good point. A lot of us get a free
12 ride in the free market system. People, companies, or
13 organizations who are trying to sell a product, try to aim
14 for the highest. They try to go after the most selective
15 consumer, and they organize their products and do their
16 marketing in that way. Even uninformed -- and I would count
17 myself, at least within my family, as the lesser of the
18 informed consumers -- gets the benefit of all that.

19 And so I think even a consumer who isn't
20 necessarily paying as much attention is ultimately going to
21 get a good shake out of the system.

22 But, in any event, that's my feeling. There has
23 to be a restructuring based on parent-choice for everybody
24 not just folks like me.

25 MR. BAUGHMAN: I wish we had more time, but we're

1 starting to run behind because your chairman is so gentle
2 with you.

3 Mr. Mitchell, I want to thank you very much. And
4 thank you for all the materials you shared with Faye
5 Robinson. My thanks to you.

6 MR. MITCHELL: Yes. Thank you.

7 MR. BAUGHMAN: Our next witness is Professor John
8 Witte of the Department of Political Science.

9 Welcome, John.

10 MR. WITTE: Hi, Jim. How are you?

11 MR. BAUGHMAN: How are you doing?

12 MR. WITTE: Fine.

13 MR. BAUGHMAN: Do you still have that pen you
14 borrowed from me? (Laughter.)

15 Sorry we're a little late here, John.

16 MR. WITTE: I'm John Witte. I'm a professor in
17 the Political Science Department in the Robert LaFollette
18 Institute of Public Affairs.

19 And about, now, six years ago -- it seems like
20 it's almost impossible that it could be six years ago -- in
21 May of 1984, I was appointed by the Governor as the
22 Executive Director of the commission that George was
23 chairman of, the commission of 27 people, to study the
24 Milwaukee metropolitan public school system.

25 At that point, I didn't know a darn thing about

1 education. In fact, when I was asked to do this, I had to
2 ask who the Dean Palmer was that was calling me on the
3 telephone. I didn't even know he was the Dean of Education
4 at the University of Wisconsin. I had done no education
5 work.

6 Since that time, I have done a lot. I'm still not
7 sure I know anything about it. I've learned a couple of
8 things in the last five or six years. And one is that these
9 problems that we're facing are extraordinarily complex, more
10 complex than I thought going in.

11 There is a complex set of factors there that are
12 just very difficult to deal with, and they're all
13 interrelated. Related to that, I've also learned, I think,
14 that there are many claims made in education research based
15 on, quote, unquote, hard evidence that tend not to hold up
16 over a long period of time.

17 One of the terrible things that I discovered in
18 terms of integration research is that the type of research
19 that would have appeared to me to be the simplest type and
20 most effective type of research early on was never
21 accomplished.

22 We've been working on the problem of integration
23 of schools for close to 40 years. And the research that
24 carries out long term, overtime, studies that control for
25 kids that are moved into integrated settings and not moved

1 into integrated settings has never really been done. There
2 are very small fragmentary evidence based on some studies by
3 Robert Crane and some others. But the real numbers on
4 achievement and what happens in different settings, over a
5 long period of time, are not done.

6 Now, what I want to talk about today is two
7 things, if there's time; but I want to get one thing on the
8 table. I want to tell you where does these districts were
9 in Milwaukee about five years ago. George has just given
10 you some updates to suggest that they haven't changed that
11 much.

12 The research that we did was about a thousand
13 pages worth of research, quite literally, in printed volume.
14 It was the most extensive on any school districts, I think
15 in the country, of city and suburban.

16 I have tried to give you just a very, very simple
17 snapshot of the underlying findings on this table that I've
18 just passed out. And believe me, this is vast
19 simplification.

20 I have done more extensive work, both in the
21 reports that are available, but also in a paper that I have
22 here that I think Faye already has. I think I sent it to
23 her, but I'll leave it with the Commission.

24 MR. BAUGHMAN: We have two papers from you, one
25 you did with Walsh and one you single authored.

1 MR. WITTE: And the one that's single authored is
2 Educational Inequality --

3 MR. BAUGHMAN: Yes.

4 MR. WITTE: Okay. That's good. That's the one I
5 want to make sure that you have.

6 That paper lays out in more detail, believe me,
7 elaborate detail statistically, the argument that I want to
8 give.

9 I want to tell you, first of all, where we are;
10 and then I want, if we have time, to go over something that
11 I can't prove. I was asked here to maybe take a different
12 tact in something that probably is not well favored around
13 this city. And that is the case for metropolitan
14 integration.

15 I don't think Chapter 220 is going to do the job
16 and that case is laid out in kind of a crude way at the end
17 of this paper. I still cling to the fact. And by the way,
18 I should say this, coming in, I was not in favor of
19 metropolitan integration in 1984-85. It struck me -- I was
20 very much convinced by Howard Fuller and others, that that
21 was not the answer. I have changed my mind considerably.
22 And I think it is the answer, not only for Milwaukee but
23 also for other cities.

24 Let me first go through this table to show you
25 what the underlying differences were both within the City of

1 Milwaukee, and between the city and the suburbs. And I
2 expected these kinds of numbers, by the way, when we started
3 this study. But I was still shocked by the differences. I
4 am still struck by the extraordinary inequality in American
5 education in such close proximity.

6 It's a very funny thing, but the geographic factor
7 means something to me. When I can drive six -- five miles
8 or three miles and go from one type of a school to a
9 completely different world, it's just extraordinary the way
10 that strikes me and what that means for what we say about
11 American education and American democracy. I am a political
12 scientist, and I am very concerned about such things.

13 Now, you can see the difference between the city
14 and the suburbs at all grade levels in the first column at
15 the top in test scores.

16 Now, the number here -- these are Iowa tests of
17 basic skills. Since this is all reproduced in elaborate
18 details in other places, I didn't put all the other stuff on
19 it. I wanted to keep it bare bones. And what we have here
20 is the percentage at or above the median percentile. And in
21 our reports we have all kinds of other more elaborate
22 things. This gives you just an indicator.

23 And you can see at all grade levels the
24 percentages between all MPS-students and suburban students
25 are dramatic. And they get larger as you go up through the

1 grades. Okay, they start out closer together in Grade 2,
2 than in Grade 8. Then they end up in Grade 10.

3 This is a composite of both reading and math
4 scores. The differences between reading are always more
5 than they are between math.

6 Now, if you go across within MPS you can see a
7 breakdown by race. And I just used white and black. I
8 didn't use Hispanic, again, to keep it -- or other, to keep
9 it simple here. The differences of Hispanic are very
10 similar results to blacks.

11 The differences as you can see again between
12 grades in MPS between white and black, you can see what the
13 two worlds look like there. And they're extraordinary if
14 you look at Grade 10, the shocking figure of 62 percent
15 above for whites, 22 percent above the median for blacks in
16 1984.

17 And remember this is sophomores. By the time
18 they're in the spring of their sophomore year, there's been
19 a lot of dropping out. And the dropping out is at a
20 differential rate. More blacks have dropped out than whites
21 have dropped out.

22 What that means is that the sample favors -- the
23 sample that's left are the best black students, okay, the
24 better black students. Now, some of those will drop out
25 later. But there's a very large dropout rate in the City of

1 Milwaukee in Grade 9 and in Grade 10.

2 Now, that's an interesting fact that we made a lot
3 of on the commission, because what that means is you're
4 putting kids on the street that have very, very little
5 education. They're not dropping out in the suburbs. They
6 drop their junior and senior year.

7 They get almost no dropping out in the suburbs in
8 the freshmen and sophomore years. So those kids can go on
9 and get a GED. They can complete later by night courses and
10 other kinds of things. Kids that drop out in the 9th or
11 10th Grade, they're not going to complete if they don't come
12 back right away.

13 Okay. So you can see the extraordinary difference
14 between whites and blacks.

15 Now, in the suburbs, you can also see the
16 difference between whites and black. And there should be --
17 I want to -- there's one common factor here, but then I want
18 to explain it. The differences between whites and blacks
19 are less in the suburbs than in the city.

20 However, there was no way for us to control for
21 Chapter 220 black kids in the suburbs or black kids in the
22 suburbs that were living there. We didn't have the ability
23 to control for that. So this is an amalgam of all blacks
24 that come from the city and that are already in the suburbs.

25 Now, what you're going to get there, of course, is

1 a larger percentage of middle class blacks that have --
2 families that have moved out to the suburban area. And, in
3 fact, when I do the fancy statistical kind of metric studies
4 in here, there is an income factor that's built into the
5 regression models. And it is significant as well as
6 white/black, and it goes in the direction you'd expect.
7 Middle class black kids do better than poor black kids in
8 both the city and in the suburb by a considerable amount.

9 Okay. That gives you an idea of test scores. If
10 you take a look at what George made, which I think is this
11 two world phenomenon of a different kind -- and it's in
12 George's testimony as well -- is the effects of magnet
13 schools in Milwaukee.

14 Now, I want to emphasize here again, we're back
15 five years. I don't know what's happened with magnet
16 schools since. Although the logic that I have for magnet
17 schools is nothing is going to change. Milwaukee is known
18 internationally, in fact, for its work in magnet schools.
19 And there should be a great deal of credit given to the
20 Milwaukee public school system for that effort.

21 We have just recently published a two-volume -- we
22 got off on the question of choice. I want to stay away from
23 that, because I just published a two-volume set of books
24 with William Cloon called "Choice and Control in American
25 Educations." It is coming out this summer. The result of a

1 big conference on decentralization movements and choice.

2 So I don't want to get off too much. But one of
3 the studies there was a study by Ralph Blank of magnet
4 schools throughout the country. And one of the things we
5 found in that study was that magnet schools have exploded in
6 the 1980s throughout the country, and Milwaukee was one of
7 the leaders.

8 But the effect in 1984 was very clear on what the
9 magnet schools did in the City of Milwaukee. The magnet
10 schools had set up elite schools, those that were city-wide
11 magnet schools, not the specialty programs within schools,
12 but city-wide magnet schools at both the elementary -- at
13 the elementary, middle, and high school level.

14 And if you take a look here at high school, I've
15 just listed, at the left, high schools because we have
16 better measures. I wanted to give you a different measures
17 other than the fact then simply looking at test scores. And
18 dropout rates and other course failures don't mean anything
19 really much at the elementary or the middle school level.
20 So I'm going to concentrate on the high school.

21 But you can get a sense of the differential
22 equality that you get in terms of education in specialty and
23 traditional schools in Milwaukee. And this, again, is
24 elaborately modeled in that paper.

25 To give you an idea, if you look at course

1 failures -- and this is done from just a summary of adding
2 the schools together not from a weighted summary, so it
3 differs a little bit. But the picture is just as clear --
4 in traditional schools in MPS, the range for all the high
5 schools -- for the 14 high schools that are traditional, the
6 range of course failure the year we looked at for the two
7 years was 23 percent to 36 percent with a mean of 27.4.

8 For the two magnet schools at the time, which were
9 Rufus King and Milwaukee Tech -- West and Riverside had not
10 been designated as magnet schools yet. They had just been
11 designated when we started. The transfers hadn't taken
12 place -- the ranges of course failures are 6 to 12 percent
13 with a 9.5 percent mean.

14 In the suburbs you can see course failures are
15 down to 2 to 8 percent. 4.7 percent is the mean for the 16
16 suburban schools that provided us data on course failures.

17 And dropout rates, you find again a stunning kind
18 of a finding. The range in MPS among traditional schools
19 was 7 to 15 percent annual dropout rate with an average of
20 11.2 across the schools.

21 The magnet schools had a range of .5 to 5 percent.
22 In fact, there's only two there. The .5 was Rufus King,
23 which is one of the truly extraordinary high schools in the
24 United States, by the way, at least it was at the time.

25 This is a fairly integrated high school, and it

1 was integrated to the extent that it had about 42 percent
2 minorities and 58 percent whites, I think, at the time with
3 Asians, I think in their counting as whites. I can't quite
4 remember.

5 And it had a 5.5 percent dropout rate. And it had
6 about an 83 percentage of the kids that went on to school --
7 to either a two-year or four-year college. And most of
8 those went into four-year colleges. We have been trying to
9 recruit kids in Madison from Rufus King for a long time.
10 And I think I've been pounding away at our faculty for not
11 being successful doing it. They should pay special
12 attention. I get some wonderful kids in my classes from
13 that school.

14 But still the difference between the traditional
15 and the magnet is what's so important. Essentially, what
16 you have -- and if we looked at scatter plots, what you
17 really have is you have Rufus King, at the time, looking
18 very much like an elite suburban school, Brookfield,
19 Shorewood, Whitefish Bay; you have Milwaukee Tech, both in
20 dropout rates and in terms of test scores looking somewhat
21 like a white middle class -- working class south or west --
22 or near west high school -- near west set of schools.
23 That's what the division looked like. These schools looked
24 very much, in all of our statistical studies, like suburban
25 schools of the two different varieties of suburban schools

1 that are out there.

2 So I don't think that there is any question that
3 we had in 1985 -- in 1986 when we tracked this, we had a
4 two-world phenomenon both between the city and the suburbs
5 and also within the City of Milwaukee.

6 Now, where does that leave me in terms -- and I
7 realize the time -- in terms of metropolitan integration?
8 Now, I'm leaving what would be called hard facts. And
9 George and others will testify I'm kind of a hard numbers
10 guy. I don't do this very often. But I have come to a
11 conclusion and a sense of logic -- which I'm putting into a
12 larger book that I'm trying to write this summer. It has
13 to do with the problem of education throughout the United
14 States. And it has to do with the quality of education,
15 which I think is the problem. I don't think there's any
16 long-term demise overall in terms of education. It's the
17 gaps that are still the staggering problem that I see.

18 What happens in terms of why metropolitan
19 integration -- what would it possibly do? And by this what
20 I mean is splitting up the Milwaukee school metropolitan
21 area into somewhere between six and eight or nine pie-shaped
22 districts.

23 I'm not a map drawer, so I have no idea how you
24 draw those maps. And I certainly would never venture to try
25 to do that. But the logic -- I want to try to give you the

1 logic.

2 And I think the logic starts with what parents
3 want for their children at the very minimum. You have to
4 think about your own situations in this case. That's the
5 way you can come to this. And I believe that what parents
6 want at a minimal level is to make sure that their kids are
7 secure in their schools.

8 And by security I don't mean just simply not being
9 beaten up or knifed or something like that. I mean the
10 whole aura of security, in that you're not embarrassed in
11 school, that you're not driven from school psychologically,
12 that you're not exposed to things like drugs and alcohol in
13 such a prevalent way that your kids are going to be very
14 susceptible to it, as well as kind of physical harms and
15 dangers that can take place.

16 I think the security issue is very important. On
17 all national public polls, when you ask parents what they
18 want from schools, security or discipline or something like
19 that is very near the top along with quality of education.

20 The second thing I think parents want in a minimum
21 -- and I emphasizing the minimum because I'm trying to
22 understand flight from schools. When do people really say,
23 this is enough; I'm leaving this school? I think they want
24 to make sure that their children are going to progress
25 educationally, that their going to move ahead, not that

1 maybe they're going to become the best student around, or
2 that they're going to become some superstar, or that they're
3 going to go to some fancy Ivy League school, but they're
4 going to go to the next step.

5 If they're in grade school, that they're going to
6 get enough out of grade school so they can easily move to
7 middle school; middle school to high school; and high school
8 either into the labor market or into a college, into a post-
9 secondary setting.

10 And I believe that when parents do not have those
11 two minimums, they will leave, if they have the opportunity.
12 And what, of course, has happened the United States is the
13 opportunity to leave these systems is become very diverse in
14 terms of different backgrounds, meet people that come from
15 very poor homes, that maybe have to stay near a job because
16 they can't drive to a job, and because their job is not
17 mobile. If they've got one, they've got hang onto it. They
18 can't move. They can't afford the housing.

19 There are also discriminatory barriers that exist
20 in terms of housing. There's also simply the feeling for a
21 black family to move -- to be the only person to move into a
22 white neighborhood in the suburbs. That takes a lot of
23 nerve.

24 There are simply barriers to that movement for a
25 lot of people in the United States. I have adopted,

1 actually, a choice strategy myself based on the premise that
2 white people like me have choice. We always have had
3 choice. And we exercise it all the time in public schools.
4 And there's an inequality in choice that drives me in that
5 direction.

6 But that doesn't lead to the integration part. I
7 think what happens is when you get a large number of people
8 leaving, particularly middle class people leaving school
9 districts, what you leave behind -- and what we saw in
10 Milwaukee -- were a series of bankrupt schools.

11 And I want to describe to you what bankrupt school
12 looks like and how it operates. And we got this more out of
13 case studies than we got it out of hard numbers, because I
14 don't have the hard numbers for this. Although, I'm working
15 on it with a tipping kind of a theory.

16 I think what happens is this: When you go into a
17 school that is bankrupt, you can sense it right away.
18 Because what happens is, security has taken prevalence over
19 learning. Education is not going on. Security is going on.
20 And you see it right away.

21 The first inter-city school I walked into, I said,
22 Gee, this is not the place that I grew up in Fort Atkinson
23 High School, which is a little rural high school. There's
24 something different here. -

25 The difference was that all the principals carry

1 walkie-talkies when they leave their offices under policy by
2 this district. The difference is, the doors are locked with
3 the exception of one door. And there's a group of people
4 checking everybody in and out of that school.

5 Teachers are required to be in the hallways
6 between classes all the time. Doors are required to be
7 closed. Passes are required. There are locker checks.
8 There are police that are around the halls in an inordinate
9 manner.

10 When you look in the classrooms, what you see
11 often is people -- teachers just trying to maintain order
12 within the classroom. Often what happens, because of the
13 mobility, of classrooms -- of students in inter-city systems
14 -- and because of the varied attendance patterns that people
15 have and because of dropping out, teachers are forced to
16 run, number one, to begin with at the high school level,
17 three or four of their classes a day are remedial classes.

18 Kids are coming in two or three or four grade
19 levels behind. And that's a terrible demoralizing impact on
20 teachers right away.

21 Secondly, they face a classroom that varies.
22 There's a group over here -- and often you see a split in
23 the classroom. There's a group over here where kids are
24 coming all the time or more or less all the time. And then
25 there's a group that sort of drop in once in a while. Or

1 there are kids that come in -- they come in in the middle of
2 a year.

3 When you have turnover rates in schools of over
4 100 percent in any given year, you have a terrific amount of
5 mobility. What does a teacher do? You run something like
6 an order session over here. Try to keep them occupied so
7 they don't disturb the rest of the class. Give them
8 something to do. Over here, what you do is you try to teach
9 as best you can; but the order prevalence is always there.

10 There are the students over here that want to
11 learn. The majority of students that want to learn in these
12 districts -- the vast majority starting out in these schools
13 eventually catch on to this garrison state that they're in.
14 And they realize that if they simply go along with the
15 system, they do their homework, they get things done,
16 they're probably going to get through. They're going to
17 certainly get C's, and they may even get B's.

18 I read some themes that made me cry, compared to
19 what my daughter was doing who was five years younger than
20 the themes that I was reading at the time. And they were
21 given B's on -- there were B's on these papers. And the
22 students catch on to that level of expectation.

23 Now, what I think you have to do is, in order to
24 rescue these types of schools, I think you need an influx of
25 middle class families, white and black. And I think the

1 only way you're ever going to do that, to get it up to a
2 level where you have enough students in that class that you
3 can defeat -- the fewer students that are causing the
4 disruption problems and the order problems.

5 And I think the only way you're realistically
6 going to do that -- and this is not politically realistic in
7 this State right now, or in this City, so I'm not talking
8 about politically realistic -- is to create a metropolitan
9 set of districts where we can have a multi-class school.

10 Within that multi-class school and within that
11 multi-class district, I would then use all of the efforts
12 that you can for choice and magnets and everything. I would
13 use a choice system that would open up to private schools if
14 we can maintain the levels of integration within those
15 schools, a controlled-choice system within those things.
16 Then you can use all those devices.

17 Otherwise, those devices are simply not going to
18 work. Because the magnet schools that are set up in
19 Milwaukee tradition will not allow for the type of security
20 for a vast number of people that is required, I think, to
21 prevent the white flight or prevent the middle class flight.

22 In order for those magnet schools to be attracted,
23 they have to be elite, by very nature, in order to give
24 those assurances. And that means you can't have 16 elite
25 schools. That's the problem with magnet schools as I see

1 it.

2 And I think the only answer that I've come to is
3 to pull -- is to create a multi-class set of schools. And
4 that's done through, I think, breaking up the school
5 districts and integrating the suburban and the metropolitan
6 and the city districts.

7 I'm going to stop there.

8 MR. BAUGHMAN: Dr. Witte, we thank you very much
9 for very, very interesting testimony. And we appreciate the
10 pace you gave it, because we are running behind. But --

11 MR. WITTE: The last section of this paper lays it
12 out a little better.

13 MR. BAUGHMAN: Let me ask you one quick
14 mythological question. Is it possible that your suburban
15 data is biased in that the best suburban districts gave you
16 data but perhaps some of the less successful ones -- you
17 know the way the Madison districts --

18 MR. WITTE: Yes. No, I don't think so. The only
19 district that didn't provide us data and really didn't
20 cooperate really was Wauwatosa. And that's kind of --
21 they're kind of in the middle.

22 We had a full range. We had a full range of
23 districts. We had the West Allis districts were in there,
24 for example, and the southern districts as well as the
25 Brookfield and the et cetera. So I don't think so.

1 MR. BAUGHMAN: We have a few minutes for
2 questions. Is there someone on the Commission who has an
3 inquiry?

4 MS. MCFADDEN: Dr. Witte, any of the data
5 regarding math and reading, did you look at it in terms of
6 the sex ratio between black males in comparison to females?

7 MR. WITTE: Yes. And, in fact, what we found was
8 the pattern that was consistent across race -- now, the
9 differences between race were the gaps that I had given you.
10 What we found -- and we made quite of bit of this in the
11 report, actually -- was that girls, both black girls and
12 white girls, are ahead of boys in terms of math ability
13 through the second, fifth, and seventh grades.

14 And then all of a sudden, the bottom falls out for
15 both blacks and for whites. And it really falls out for
16 Hispanic girls. Hispanic girls -- it ended up that gap
17 between boys and girls was something like 20 percent, when
18 it had been the same for Grades 2, 5, and 7.

19 Something happens between middle school and high
20 school to the way girls view math. And we made a number of
21 recommendations to try to alleviate that problem. I don't
22 think they were really following it, but I haven't checked
23 up to see. I'm in Madison. But there was a very big gap
24 that emerged.

25 Now, we didn't have longitudinal data; but that's

1 certainly -- that cohort analysis will show that there's
2 something going on there. And it was really striking, I
3 remember, for Hispanic girls. It was just extraordinary.

4 MR. BAUGHMAN: Ruth or Jasit, any of you have a
5 question?

6 MS. OWLEY: I don't think those city-wide
7 specialty schools are all elite schools. There are many
8 more of them now, and maybe you need to take a look at the
9 picture of '85, with two city-wide specialty high schools is
10 -- you know, we have quite a few more now. And they don't
11 select out --

12 MR. WITTE: You have two more.

13 MS. OWLEY: Two more, all right. But they don't
14 select out or anything like that. I mean, I'm not sure what
15 the --

16 MR. WITTE: Well, at that time, we found evidence
17 that there was clearly creaming going on, which is a
18 phenomena around the country in magnet schools.

19 Right now I don't want to speculate on it. I
20 would suggest this: If those specialty schools are coming
21 up with very high numbers in terms of the other schools in
22 terms of test scores and other sorts of things, there is an
23 informal system going that kids get into those schools. And
24 it's done through the counseling systems.

25 I mean, counselors at middle schools say, look,

1 you're not ready for Rufus King. You can't -- you're going
2 to get clobbered at Rufus King. And that's what was going
3 on at the time, and I can't imagine it's not going on now
4 informally.

5 It's such a phenomena around the country with
6 magnet schools; and if Milwaukee has been able to escape
7 that, I would be very surprised.

8 MS. SHANKMAN: Mr. Mitchell data, in his report
9 that he submitted to us, particularly comparing the private
10 K through 8 schools seem to indicate that it was parental
11 involvement rather than socioeconomic status, which at least
12 had a more of a causal impact on student achievement.

13 And I'm just concerned. In your suggestion, it
14 seems to me likely that chances for parental involvement in
15 children's education would be diminished if children were
16 being -- you know, if there was an extensive intradistrict
17 system --

18 MR. WITTE: Well, right now, they're being bused
19 all over the City of Milwaukee. And the suburban kids
20 aren't being bused, right, you know. So there's another
21 aspect of the inequality that you got.

22 I mean, parental involvement is down in the city
23 relative to the suburbs because they're being bused all over
24 the city. So, you know, I see your concern. And I'm
25 concerned about that, too, the way you lay out pie-shaped

1 districts.

2 But I don't think the pie-shaped districts mean
3 you have to take kids from one end of the other. You can do
4 leap frog busing, which has been done in a number of cases,
5 like, Gary Orfield and other people are experts on how to
6 set up those systems. There's a group out at UCLA that
7 minimizes the distances traveled.

8 So I don't think it would be, overall, necessarily
9 worse than the mileage being traveled now. And it certainly
10 would be more equal in terms of the burdens.

11 Now, in terms of the private -- the parental
12 involvement, parental involvement has shown to be
13 statistically relevant. And in the Walsh and Witte piece
14 that you have we show that. However, the explained variance
15 of race and of class far exceeds anything that parental
16 adds.

17 I mean, parental involvement is a significant --
18 statistically significant finding. It is not a large impact
19 after you control for race and relative to the control for
20 race and for income. Both race and income independently
21 have enormous affects on test scores, dropout rates, et
22 cetera.

23 But parental involvement is very important. And
24 it might be large if we had, number one, better measures.
25 And, in fact, it could be used more within the city. I

1 mean, we have -- we don't have an absolute random experiment
2 here. We have a situation where parents are not allowed to
3 be involved because of distances and because of
4 socioeconomic status, et cetera.

5 You know, listen, a single mother with four kids
6 and a minimum wage job, if that, has a difficult time being
7 involved in schools. It's just an enormous burden.

8 MS. OWLEY: Particularly, when it's four schools
9 in four parts of the city.

10 MR. WITTE: Oh, yes. Oh, sure.

11 MR. BAUGHMAN: Doctor, we thank you very much for
12 your testifying.

13 MR. WITTE: Howard will give you some different
14 testimony.

15 MR. BAUGHMAN: Yes.

16 MS. OWLEY: Well, if he comes.

17 MR. BAUGHMAN: Dr. Fuller?

18 MS. OWLEY: He's not here.

19 MR. BAUGHMAN: I want to thank you very much for
20 coming.

21 MR. FULLER: How you doing?

22 MR. BAUGHMAN: We're sort of running a little
23 behind today, but we appreciate very much your coming.

24 MR. FULLER: What I really want to do is to talk a
25 little bit more about sort of the history of this thing as

1 I've seen it. And, basically, what I'm going to do is talk
2 to you from the conclusion of my dissertation that I did on
3 the desegregation plan in Milwaukee.

4 Basically, what I believe is that Milwaukee
5 pursued a discriminatory implementation of desegregation;
6 and that, in essence, what happened in Milwaukee was they
7 stood the Brown decision on its head.

8 So I just want to read from this, and then I'll be
9 glad to answer your questions that you might have.

10 Once Milwaukee's plan was accepted by the courts,
11 as early as 1977, there were questions being raised about
12 the disproportionate burden of dislocations on black people
13 to bring about desegregation.

14 In fact, MPS acknowledged that there was, in deed,
15 a disproportionate burden but assured the community that as
16 the program moved forward and was refined that the burden
17 would become equally shared between black and white
18 communities. And there is all kinds of data where they talk
19 about that.

20 When I studied it, what I discovered was that
21 rather than the refinement leading to a more equal sharing
22 of the burden that, in fact, over time the burden was
23 increased. And that what MPS did was to systematically bus
24 black students out of their attendance areas, close schools
25 in the black community, convert other black attendance area

1 schools to specialty schools to which the attendance area
2 students had no attendance rights.

3 And what these actions did was to maintain the
4 disproportionate burden on black people. And it has always
5 been my contention that that was a conscience operation by
6 MPS.

7 And when you look how this was all set up, there
8 were a number of aspects that I think are important to
9 understand. One of them was that between 1950 and 1979,
10 Milwaukee built 48 new schools. 38 of those schools, mostly
11 elementary schools, were placed in segregated white
12 communities.

13 And what this did was, this resulted in more and
14 smaller white attendance areas and fewer and larger black
15 attendance areas. And then to exacerbate the situation, MPS
16 closed some schools in the black community and converted
17 others to specialty schools. What this did was to further
18 reduce the number of attendance areas of schools that were
19 available to black students.

20 And then they developed in their so-called
21 comprehensive plan for increasing educational opportunities
22 and improving racial balance in the Milwaukee Public
23 Schools, they developed a policy that stated that each
24 student would be assigned to an attendance area.

25 And that preference would be given to the current

1 residential in attending an attendance area schools when the
2 population can be first be accommodated and, secondly, when
3 they enhance racial balance.

4 That put black people in a double bind. Number
5 one, because of the size of the attendance area, there were
6 too many students to attend schools in the attendance area.
7 And, secondly, since they weren't busing any white students
8 into the community, it was impossible for students to be
9 involved in, quote, integrated experience or racial balance
10 situation within their neighborhoods.

11 And so, in essence, what happened is black people
12 were involved in what I call "forced choice." That is to
13 say that, technically, they had a choice; but in reality,
14 most people didn't by virtue of the situation that was
15 created by the two aspects that I just mentioned.

16 Furthermore, I think it's important for people to
17 understand -- and I'm going through this because I think it
18 all has a bearing on what it is that we face today.

19 Furthermore, I think it's important that people understand
20 that the whole public relations thing that MPS pushed was
21 that there was no such thing as a burden.

22 In fact, in 1977, then Superintendent Lee
23 McMurrin, who, in my opinion, stayed around at least five
24 years too long -- he talked about the whole concept of
25 burden as being ridiculous, that it's ridiculous to talk of

1 burden when the parents and students are leaving
2 voluntarily.

3 It would be difficult for the court to object to
4 black parents opting out of containment into a desegregated
5 opportunity. At the heart of statements like that was the
6 attempt to deny the manner in which black students were
7 being parceled all over Milwaukee in such a way that the
8 guidelines of the court were being met and the wishes of
9 white people not to be enrolled in black attendance areas
10 were being accommodated.

11 And in this same document that I quoted from
12 before, there was a statement that I think underlines the
13 whole philosophical view of integration in Milwaukee. And
14 that was, and I quote, that MPS believed that it was their -
15 - how can I put it -- MPS stated that it was important for
16 whites to be given the psychological guarantee of not having
17 to attend the school that is predominantly minority. And by
18 doing such, they would stabilize the population. I mean,
19 they were so bold at that point that they put this in
20 writing.

21 And so it's that philosophical, then, that it
22 seems to me set the framework for what occurred.

23 And, furthermore, what then happened was black
24 parents were aware, obviously, that their children were not
25 receiving a quality education.

1 What happened, however, was -- the reason that was
2 given was because of the inherent cultural deficiencies of
3 the black community. So, therefore, when people say black
4 folks, by choice, left -- if, A, there's no room; B, you
5 tell them your community is deficient, and that if you
6 really want to get a quality education, you got to go
7 outside of your community. And then you wrap all of that
8 into a voluntary choice program, it is one of the great
9 hoaxes of all time.

10 And I have consistently said that that is what
11 happened in Milwaukee.

12 Let me make one final point. Then I'll be glad to
13 answer questions.

14 I think that this whole process, then, was
15 reinforced by Chapter 220. And while to date, there is all
16 this discussion about Chapter 220 and whether or not it
17 ought to be changed and whatever; and I've always felt it
18 ought to be changed.

19 By my reason for why it ought to be changed was,
20 the vast majority of money for Chapter 220 up until probably
21 the last couple years, was going not for inter-city --
22 interdistrict integration but for intra-city busing.

23 And so, then, in my view black children have been
24 used as financial pawns by MPS. And that is why you go into
25 a place like the Clark Street attendance area and see them

1 send black children to 100 different elementary children out
2 of one attendance area, supposedly to support racial
3 balance. I say it was to bring money into the system that
4 was essentially used not to educate these poor black kids
5 who were being bused all over the place but to support the
6 system of specialty schools, which John Witte knows, was a
7 part of a dual school system that was set up in the City of
8 Milwaukee.

9 And so when I look at what has happened here, you
10 know, in terms of desegregation -- and I realize I may be in
11 a minority, but I am -- I mean the facts say that this city
12 has committed mayhem against the black community. And
13 unfortunately, we're still dealing with the results of these
14 practices.

15 And for too long, people have been intimidated in
16 this town to be silent on these issues. Because if you
17 raise questions about them, if you were black, you were
18 called a segregationist. And if you were white, you were
19 characterized as a racist.

20 So as a result, we have sat silently by over these
21 years and allowed this to happen. And when you look at the
22 educational results, here we are sitting today with a
23 situation where, last time I looked, it was 13 out of 15
24 high schools black children have a grade point average less
25 than a C. I was told the other day that it's now 14. But I

1 can only say the last time I looked at it was 13.

2 There were tremendous gaps in achievement levels
3 between white kids and black kids in elementary schools.
4 And all of this was hidden by the refusal of MPS, up until
5 the Governor's Commission was put together, to develop
6 disaggregate data so that we could, in fact, understand what
7 was happening to African American children, and for that
8 matter, the Hispanic children.

9 Because it was all covered up in aggregate data,
10 and it was only after we actually begin to disaggregate the
11 data that the truth about what was happening to African
12 American children in these desegregated schools begin to
13 come to light.

14 So -- I mean, I could say more. But why don't I
15 stop and see if you all have any questions.

16 MR. BAUGHMAN: Thank you very much. Ruth Bauman?

17 MS. BAUMAN: What would you do about 220? How
18 would you change it?

19 MR. FULLER: Well, I'd put George in charge of it.
20 (Laughter.) No. I think we have to look at who's making
21 money off of this and what's happening to the kids by virtue
22 of the money that is being made off of them.

23 I mean, I would think that a task force ought to
24 be put together to examine just that question. Because when
25 the legislature -- even before the studies by Harold Rose,

1 by George, all these different studies -- when the
2 legislature looked at it, what they concluded was, you
3 couldn't tell what was happening to the money because it was
4 coming into the general fund.

5 There was not way to determine if these dollars
6 were being used to, in fact, improve the education of kids.
7 I've always thought the money was an incentive to bus
8 children, not an incentive to improve the education of kids.

9 And so, in my mind, the real question is, how do
10 we use these dollars to do something about the education of
11 children? And, to me, any analysis of Chapter 220 dollars,
12 or any other dollars, ought to proceed from that basis.

13 MR. BAUGHMAN: Kim please.

14 MS. SHANKMAN: If you were in charge of Milwaukee
15 Public Schools, what would you do at this point?

16 MR. FULLER: Move. (Laughter.)

17 Well, first of all, this is -- I want to be very
18 clear that what I'm getting ready to say should not be
19 interpreted as any criticism of Dr. Peterkin, who I support.
20 I think he has the most difficult job in the city.

21 It's just that I have a little bit different view
22 because I believe the only way to change bureaucracies like
23 his and mine, frankly, is to empower the people who are
24 being served. And the only way I know how to empower people
25 is to give them control over dollars.

1 So what I would like to see -- and people call it
2 voucher. They can call it anything that they want, but I'm
3 a supporter of voucher programs that give parents the
4 ability to make choices and then based on those choices move
5 dollars. Because I think that if you have progressive
6 leadership at the top, you've got to have empowerment at the
7 bottom. And that's the only way to meet the middle where
8 the battles are being fought.

9 Because the competition that would be engendered
10 by that is necessary, in my mind, for real educational
11 innovation, that what has happened to all of us who are in
12 bureaucracies -- and I speak of myself as well -- we all
13 give lip service to wanting to serve the people. Nobody
14 will tell you they don't like students.

15 But in reality, the policies and stuff that we
16 develop are more in the interest of maintaining our
17 structures than they are making sure that students are being
18 dealt with or people are being served.

19 So from my standpoint, what I would push for would
20 be innovations that begin with that type of empowerment. I
21 mean, I would even support things like teachers being able
22 to develop contracts with individual schools to do parts of
23 educational efforts, say if there are three math teachers in
24 a given school who think that they can educate kids in math
25 better than the way that we're doing it, I would support

1 their being able to develop a contract to take X numbers of
2 these kids and work with them. And let's see if they can do
3 it better.

4 I just think we would have to try many, many
5 things that would be creative to shake up the educational
6 bureaucracy. Because unless we do that, all we're going to
7 hear is litany of views about how we're trying to destroy
8 public schools as if the schools as they are structured is
9 more important than the education of kids, and that what we
10 want to do is to make sure that poor kids stay in poor
11 schools and rich people make choices.

12 I'd like to level off the playing field.

13 MR. BAUGHMAN: As you see, we have five teachers
14 on this Committee; so we're sympathetic.

15 Kim?

16 MS. SHANKMAN: Howard, what would you do with the
17 -- I assume you mean a voucher system that you could
18 purchase public or private?

19 MR. FULLER: Yeah, if it was left up to me. I
20 would bow to serve political realities and say non-
21 sectarian. Although I think that's a mistake.

22 MS. SHANKMAN: What would you do with this
23 potential segment of students who are not very financially,
24 perhaps, the best risks to take on, developmentally disabled
25 children, disruptive children, things that you wouldn't be

1 able to, perhaps, economically do well if you took those
2 students who may get left out of the system? Would that be
3 possible do you see?

4 MR. FULLER: See, to me, those have always been
5 technical issues. You could design it such that those kids
6 would not be left out, that there were ways that percentages
7 of schools or something would have to have a certain number
8 of kids. In other words, I've heard that argument.

9 MS. SHANKMAN: Well, one reason I ask it is that
10 I, at the moment, am thinking of hospitals in terms of that
11 there are -- you have kind of a voucher system in hospitals
12 where you can kind of take your insurance and go where ever
13 you want.

14 And then there is this whole batch of people who
15 get left in public institutions because it turns out nobody
16 wants to take care of them, whether it's at our psychiatric
17 hospitals or whether it's at our medical hospitals, that the
18 community resources say that they're not -- they don't want
19 to take care of those people.

20 MR. FULLER: Well, I do understand that problem,
21 Candice. And I haven't really, unfortunately, sat down and
22 thought through every aspect of dealing with that.

23 I tend to think, though, that there must be a way
24 to handle some of those types of issues. And I would think
25 that with the types of minds and stuff that we have, if

1 people were committed to the students first, that we could
2 sit down and figure out ways of dealing with some of those
3 types of problems.

4 I don't think that any system is fool proof or
5 that there wouldn't be problems. But, hell, look at what we
6 got now. I mean, and I guess I would be willing to take on
7 some of those problems if it meant confronting and changing
8 the current status that we have.

9 MR. BAUGHMAN: Thank you very much, Dr. Fuller,
10 for joining us.

11 MR. FULLER: Thanks for having me.

12 MR. BAUGHMAN: Mr. C. Richard Nelson.

13 MR. NELSON: I have a few documents I suppose you
14 will take.

15 MR. BAUGHMAN: Many trees have died for this
16 meeting.

17 If you have prepared testimony that you want to
18 give to our recorder, that's fine. Or if you just want to
19 summarize that that's also fine.

20 MR. NELSON: I just have an outline I'm going to
21 talk from.

22 Mr. Chairman and members of the Committee, I'm
23 Dick Nelson. I'm the Deputy State Superintendent for the
24 Department of Public Construction.

25 Just quickly a background of Chapter 220 and

1 special transferring aid, and I'm sure you've heard this
2 this morning from Mr. Peterburs and others. But this was in
3 response to an earlier plan that failed in the legislature
4 to divide the school districts of Milwaukee into six pie-
5 shaped districts and so on.

6 A little support in the State Legislature for
7 that; and, therefore, Representative Conta, from Milwaukee,
8 introduced the Incentive Aid Program which became Chapters
9 121, 845, and 121.87 in the state statues, commonly known as
10 Chapter 220 was an incentive and is an incentive aid
11 program.

12 It was meant to encourage both intradistrict and
13 interdistrict student transfer to reduce ratio imbalance.
14 And it did include a bonus feature that I'll discuss a
15 little bit later.

16 Just quickly, the two aspects of Chapter 220 -- I
17 know you're talking only MPS and the metropolitan area of
18 Milwaukee; but I just want to mention the intradistrict
19 transfer program, which is made up transfers only within the
20 boundaries of a school district. And Milwaukee is not the
21 only district that participates in that. The Racine Unified
22 Schools do also, Madison Metropolitan School District does,
23 and Beloit School District. Racine is the only one that
24 does that to any great extent.

25 The numbers in the intradistrict programs in

1 Milwaukee and Racine, the larger programs, have plateaued.
2 That part of the program is not growing. Generally, once
3 the district, like Racine -- once the desegregation took
4 place, the numbers stayed pretty stable.

5 The interdistrict transfer program is the one that
6 you're most concerned with today, I believe. MPS is
7 involved with 23 suburban districts in that. And, again, as
8 you were told earlier, that has grown from roughly seven or
9 eight districts the first year.

10 The latest law suit, in fact, that Milwaukee
11 initiated was related to the lack of growth in students
12 participating in this program in the interdistrict program.
13 And as you know, the settlement included increased numbers
14 of available seats in suburban districts, improved marketing
15 of Chapter 220 and so on. And that's in that handout that
16 you did receive. That map, I'm sure you had a copy of, but
17 it happened to be attached to the notice of the hearing.
18 And I thought I would leave it on there.

19 That map, by the way, included Muskego and Norway,
20 which in the final settlement was not part of the
21 participating suburban district group.

22 The State Superintendent of Public Instruction,
23 Dr. Herbert Grover, supports Chapter 220, and is legally
24 bound to do so by the settlement agreement. The settlement
25 agreement, again, you have the summary of that, did indicate

1 that Section 2 on Interdistrict Transfers.

2 This language is included: "Governor Thompson and
3 State Superintendent Grover agree to support in all
4 reasonable ways continued efforts to achieve greater racial
5 balance of the public schools in the Milwaukee/metropolitan
6 area through voluntary student transfers."

7 Section 3 in the agreement further stated that:
8 "Governor Thompson and State Superintendent Grover agreed to
9 propose, and in all reasonable ways, support legislation
10 providing for new programs or in their discussion,
11 supplemental funding for existing programs to continue the
12 state's effort to assist MPS both to correct the academic
13 deficiencies of educationally and economically disadvantaged
14 students; and, two, to achieve a more effective and
15 responsive educational program within MPS."

16 And over a five-year period, then, between 1988-89
17 to '93, \$30 million will be supported by the Governor and
18 State Superintendent and approved by the State Legislature
19 to send to Milwaukee for a number of programs. We are bound
20 in determining what programs those dollars will support.
21 The greatest emphasis of those dollars has been in the early
22 childhood program, five-year olds and below, kindergarten,
23 pre-school, things of that nature.

24 The settlement also included, from the state
25 perspective, DPI perspective, that MPI establish and

1 implement and MPS School Improvement Advisory Committee and
2 a five-year plan for the improvement of the Milwaukee
3 schools.

4 MPS also agreed to support the creation of a State
5 Superintendent's advisory committee and a council for MPS
6 grant programs. And then increased pupil reporting
7 requirements were included in the settlement agreement.
8 That since, has been made into statute.

9 Part of the handout that you received includes
10 some statistics relative to the transfers. What I did is I
11 pulled out information from the 1976-1977 annual report,
12 which shows a rather limited numbers of pupils involved in
13 the interdistrict transfer aid that first year of the
14 program.

15 And, also, you'll note that Milwaukee and Racine
16 were the only school districts involved in the, at that
17 time, the intradistrict program.

18 Then I included in there the 1988-89 integration
19 aid computed from 1987-88 information. As you know,
20 Wisconsin aid always follow, by one year, the cost of
21 membership and things of that nature.

22 And in there you'll notice the transfer in, people
23 equivalency, in terms of the interdistrict, the net cost per
24 pupil, the basic aid, the 20 percent additional transfer in
25 pupils, which, again, is something I will discuss further.

1 In that particular case, as part of the initial Chapter 220
2 legislation, it did indicate that more than 5 percent of the
3 pupils in a participating district were Chapter 220 eligible
4 students that that district, then, would receive 120 percent
5 of the basic net cost per pupil rather than 100 percent.

6 Obviously, it was there to encourage the school
7 districts to allow a significant number of Chapter 220
8 youngsters into the district so that there just wouldn't be
9 an isolated pupil or two here and there.

10 You'll note, then, at the bottom the intradistrict
11 transfer aid, the residents involved. And you can tell from
12 the early years where the program was very minimal in terms
13 of cost that in 1988-89, the integration aid came to \$44
14 million. And, again, that was based on '87-88. Obviously,
15 it's up closer to 50-some million now.

16 Another item included in that handout was simply
17 showing the growth of the pupils involved from 1982-83 up to
18 our projection of 1991-92. It's just a straight line
19 projection. But it is significant because it does indicate
20 the continued growth. Our projections so far have been very
21 accurate. And it does mean that more and more students are
22 being integrated through the Chapter 220 program.

23 You'll note that at the intradistrict statistics
24 below that the numbers, as I mentioned earlier, are very
25 constant over all those years.

1 I also, in my outline, just picked out one
2 district as an example. Greendale back in 1976-1977 had 34
3 pupils involved in the program, and 9 districts were
4 participating in the interdistrict. In the latter data from
5 '87-88, Greendale had 244 students or about 8 times as many.
6 And, obviously, the growth was there.

7 Quality education today, as far as we are
8 concerned, is integrated education. Too often, all of us
9 use only the numbers of students who are reimbursed as
10 Chapter 220 students. They are eligible because they meet
11 the threshold that you're familiar with and the 30 percent.
12 You know, if the minority youngster goes from a school
13 that's more than 30 percent to a school less than 30
14 percent, they're eligible for that program and so on.

15 I don't know how much detail you want in terms of
16 how the calculation works in terms of inter and intra, but
17 you can ask that later if you want then.

18 But at any rate, sometimes I feel that we forget
19 about the great number of students who are also positively
20 impacted in terms of being in a multi-cultural school
21 preparing for the multi-cultural society in which kids are
22 going to live today.

23 I compare -- I heard a question before on special
24 education. I found when we went to a lot of the
25 mainstreaming of special education students -- I've had

1 parents tell me this. I know it from my own experience as a
2 parent -- that many of the students that benefitted from
3 that were the, quote, normal students, students without a
4 handicapped, when they were in the classrooms with the
5 handicapped children in terms of understanding, sensitivity,
6 things of that nature.

7 I think the same thing is true in programs where
8 student integration takes place. We talk only in terms of
9 the four or five thousand youngsters in the interdistrict
10 and however many number we have in the intradistrict. But
11 the fact remains that many suburban students in the
12 Milwaukee metropolitan area would be in schools that were
13 practically all white or a majority of the students if it
14 were not for Chapter 220.

15 And certainly that is of great benefit to those
16 students as they get a more realistic education of what
17 society is going to be like that they're going to be
18 competing in and working in and so on.

19 Certain things have happened relative to Chapter
20 220 and the implementation of it, and the Department of
21 Public Instructions. First of all -- and maybe we can call
22 those second generation kinds of things related to Chapter
23 220.

24 First of all, the Department of Public
25 Instructions had very limited authority in terms of

1 implemented Chapter 220. Basically, our authority over the
2 past has been limited to the audits of student eligibility.

3 Up until the 1989-91 budget, that was the case.
4 We would go into the districts -- all the districts involved
5 in the inter and intra district programs and do a student
6 eligibility audit.

7 1984 Legislative Audit Bureau, for example, had a
8 report. And in that report, they did indicate that they
9 only had data available to compute aids that the DPI had no
10 greater authority of that; and they made some
11 recommendations on it.

12 But you're all from Wisconsin. You've heard of
13 local control. And districts are not at all anxious, nor
14 the legislature, for the Department of Construction to be
15 going in and doing more than perhaps people feel we ought
16 to. You hear that a lot today in terms of the 20 standards
17 and so on.

18 But basically, during the history of Chapter 220,
19 that's we do. We have audited the student eligibility and
20 paid the aids that you saw on the prior documents
21 accordingly.

22 In the 1989-91 state planning of budget, however,
23 districts became required to include how Chapter 220 monies
24 were used, and that is now reported -- or will be reported.
25 It will be the first year this year on our form that we're

1 developing.

2 And, again, we -- it's a little uncertain just
3 what we are to do with that information, you know, when we
4 get. But here's what the legislation says. I'll read just
5 two paragraphs.

6 "A detailed description of how the school
7 district used the aid received under the
8 subchapter including any expenditures on staff,
9 materials, and services that are not related to
10 the special transfer program, the report shall
11 separately describe the use of aid received under"
12 and then it refers to a statute "the additional
13 cost incurred by the school district for the
14 pupils who transferred to the school district
15 under this subchapter, including the cost of any
16 additional teachers and the cost of counseling,
17 remediation, and pupil transportation."

18 So we have developed a form that will be measuring
19 that. Basically, it will have a heading requiring districts
20 to talk about the basic aid, then the incentive or 220 aid,
21 and the additional cost and see how that interfaces, how the
22 additional costs interfaces the incentive aid. Howard
23 Fuller mentioned earlier before that the Chapter 220 just
24 went into the general fund.

25 I brought a book along -- it's the only one I had

1 left -- on the study that George Mitchell chaired and John
2 Witte staffed.. I was also on that committee. But,
3 basically, the State Superintendent did support, along with
4 the Governor, that particular study. And I think it was a
5 very well-done study and did support many of the concerns
6 that people feared, I guess, or were concerned about. And
7 it certainly pointed out, as John Witte did, the inequities
8 in city schools versus surrounding suburban schools, magnet
9 schools, and so on.

10 On the other hand, you also have -- and I'm sure
11 yo have copies of. I periodically save some of these as the
12 clipping service comes through in terms of successes in
13 Chapter 220 with some individual students and so on.

14 Some people might say, well, those youngsters
15 would be successful any how because they've taken the
16 initiative to go, you know, out to suburban districts or
17 what have you. I don't know if that's the case, but
18 certainly there are some successes.

19 The Department of Public Instructions and the
20 Milwaukee Public Schools, obviously, are a partnership
21 working together for the youngsters here in Milwaukee.

22 Milwaukee is by far the largest school district in
23 the state followed by Madison and Racine, but with those
24 districts, only maybe one-fourth to one-fifth of the size
25 student populationwise. It's the only first class city.

1 We have put together a booklet -- and I had hoped
2 to have enough for each you -- that really describes -- it's
3 a resource guide describing the various programs that
4 Milwaukee -- that DPI has for Milwaukee and so on, pre-
5 college, the P-5 program, one-on-one state funded, and so
6 on. Again, you can't go into that kind of detail.

7 But there are efforts being made, particularly
8 with the early childhood, early school years initiatives of
9 various kinds. That's where we think the best investment
10 is. That's what research has showed around the nation.

11 There are a number of other programs the
12 Department of Public Instructions is involved in. One of
13 the bureaus we have is the Wisconsin Educational Opportunity
14 Program that came over to DPI in 1982 from the Higher
15 Education Aids Board.

16 And that particular program does the talent search
17 of disadvantaged minority students statewide in terms of
18 post secondary education. We have initiated an Early
19 Identification Program. Under that, we have an umbrella to
20 take middle schools and get them involved in worthwhile
21 things including campus visits and so on so they prepare
22 early in terms of going on to college.

23 And we found when we came over from the Higher
24 Education Aids Board, Paul Spragen was the Director, quickly
25 indicated that too often his staff was running into juniors

1 and seniors in high schools that had some talent and ability
2 perhaps to go to college but that no one had ever really got
3 to them early enough to have the take the proper course and
4 make the proper preparation and so on.

5 And then related to the Early Identification
6 Program, we've started a program in 1984. It's known as a
7 Pre-college Minority Scholarship Program. We have over a
8 half million dollars in that now where we take minority
9 youngsters throughout the state and pay their tuition and
10 books and materials and room and board if applicable for
11 summer -- mostly summer programs on college campuses, both
12 the university system and the private schools and private
13 colleges.

14 And we're finding great success with that in terms
15 of the youngsters staying in high school and then going on
16 to college.

17 As you know, there's -- we don't have a good
18 history in this state of minority youngsters in higher
19 education, either in the university system or private
20 colleges. But private colleges do have a better record.

21 And the other factor, of course, is if we don't
22 get minority kids in college, we don't have enough minority
23 teachers in our elementary and secondary schools.

24 Included in your document there, I did include the
25 amount of aid that is sent to -- state dollars for

1 Milwaukee. And I mention that because it does show the
2 growth of the program also in terms of integration aid as
3 well as just the normal growth of equalization aid and so on
4 over the years.

5 But you will note that in 1988-89 the state did
6 send 270 -- nearly \$273 million to the Milwaukee Public
7 Schools for their various educational efforts, either in the
8 equalization aide or in the various categorical aids you see
9 up there.

10 The State Superintendent has been questioned some
11 by his efforts to get the Chapter 220 funding out of the
12 equalization aid formula. Right not Chapter 220 comes off
13 of the top of the, roughly, \$1.3 billion that is available
14 in our general aid pot to be distributed through the
15 equalization aid formula.

16 We're getting increasing reaction from out-of-
17 state school district boards and administrators and
18 legislators on that. And I did include a copy of a letter
19 to the Governor and some legislators and so on from the
20 Baldwin Woodville area school district in which the
21 Superintendent describes very well his support of Chapter
22 220 but his concern that the problem should not be paid for
23 at the expense of the children of every public school
24 district in the state. And we have heard that from other
25 school districts and legislators who are out of state.

1 Basically, Chapter 220 is a categorical aid. It's
2 paid for a certain category to cover certain kinds of cost.
3 And it's no different than handicap aid where 63 percent,
4 statute, 57 percent reality, covers the approved cost of
5 handicap education, teachers and transportation and so on.

6 Equalization aid is general aid not covering a
7 specific purpose but based on property value behind each
8 student, and it floats depending on the tax base. And the
9 state guarantees a certain tax base behind each student.

10 We feel that Chapter 220 becomes more vulnerable
11 in terms of its future as out of state school districts,
12 superintendents, school board members, particularly, the
13 legislators expressed concern about this.

14 And so what the State Superintendent has done is
15 to say, that's a categorical aid. It ought to be outside of
16 the formula. It ought to be, basically, not impacting,
17 then, on the out of state school districts per se. It's a
18 state responsibility that education, you know, should not be
19 covering the cost of -- perhaps it's a housing problem more
20 than an education problem; and are we being asked to solve,
21 through school and school aids, what society is not willing
22 to address?

23 We have had absolutely no success with that. But
24 my feeling still is that the future of Chapter 220 in terms
25 of its support, which we do support and we want to continue,

1 would be assisted by having the 220 money which will
2 continue to grow by having that outside of the equalization
3 formula.

4 I might add that we also proposed a compromise
5 position on that. The cost of Chapter 220 was maybe about
6 \$32 million before the settlement three or four years ago.
7 One way might be to include Chapter 220 up to that point,
8 but since the state was a party to that settlement and so
9 on, tab additional, which will continue growing with the
10 growth, which we certainly are happy with, of the
11 interdistrict program.

12 Again, that's something we haven't had any success
13 with either.

14 There is concern with Chapter 220 costs.
15 Certainly this is related to a number of things. I
16 mentioned the bonus before. I'm sure you've heard that
17 there is some reason that the bonus is no longer needed
18 because it was in there initially to encourage school
19 districts to get enough students into their districts to,
20 you know, make the students feel part of the student body
21 and not isolated and sought.

22 Now, those seats and those requirements are in the
23 settlement agreement. And so the bonus is, perhaps,
24 something that could be looked at.

25 Obviously, MPS, Milwaukee Public Schools, is

1 concerned about the transportation costs since MPS does bear
2 all of the Chapter 220 intra and interdistrict
3 transportation costs. And there have been a lot of studies
4 on that. And you're probably aware of those. But as of
5 this time, we have no suggestions on it. There could be
6 some changes in that.

7 I did include in your handout, I think it's the
8 last one, two pages from our Department of Public
9 Instructions Budget Document to the Governor that does
10 indicate what we're asking for moneywise. It is a sum
11 sufficient kind of program right now and the various reasons
12 why we would like to see it taken out of the formula per se
13 and made into a sum sufficient categorical aid.

14 Howard Fuller mentioned a choice. And the public
15 school choice is certainly something we have an interest in.
16 The alternative -- is it an alternative to Chapter 220 is
17 something that would have to be looked at.

18 We also -- although we do not have a seat on the
19 Compact for Educational Opportunity and the coordinating
20 counsel's responsibility is to implement the settlement. We
21 do have an interest in that and have a person attend all of
22 their meetings.

23 I'm over time, so I'm going to quit right now.

24 MR. BAUGHMAN: Thank you very much, Mr. Nelson.
25 Any questions for Mr. Nelson at this point?

1 We very much appreciate your coming over and
2 lugging all this paper over. Thanks very much.

3 Dr. Peterkin. Welcome. If you'd like to come
4 forward.

5 Thank you so much for coming. Please feel free to
6 make your comments informal. We have some supporting
7 documents from you.

8 MR. PETERKIN: They will be informal. I don't
9 have a prepared statement, but I do have some thoughts that
10 I think are worthy of consideration.

11 First of all, thank you for the opportunity to
12 testify. I'd like to put a little different spin on what
13 you've heard this morning from John Peterburs. John, gave
14 you the history of desegregation in this district from a
15 long-term perspective and also the beginnings of some
16 thoughts that we've had with respect to both inter and
17 intradistrict desegregation programs.

18 Of late, I have been involved in examining the
19 current desegregation programs, the student assignment plan
20 within MPS. And also, as a result of, many of the actors we
21 heard testify today and our mayor have been involved in some
22 examination of current Chapter 220 program with our suburban
23 counterparts.

24 And I guess as a person who has been in Milwaukee
25 a short period of time, my contribution today maybe slight

1 but hopefully significant. First of all, it's reasonably
2 obvious to me and being a citizen of this city now for two
3 years that the reason you're here examining this issue yet
4 again is because this community has made no advance
5 whatsoever on desegregation inherent in its fabric. And
6 that includes housing both in the city and suburbs. And it
7 certainly includes the impact upon so-called racial
8 minorities in this city with lack of opportunity for jobs
9 and for a decent standard of living.

10 Finally, as proven in the last six months or so,
11 we have made little or no impact on racism in this community
12 from when the desegregation suit was instituted although it
13 was decades ago.

14 And so we continue to be here to discuss whether
15 or not desegregation has had an impact on quality education
16 in the school system and that is appropriate.

17 But we're not here today, unfortunately, to
18 examine the impact that segregation has had on the life of
19 these children both inside and outside the school system.
20 You're not prepared to hear that. I'm not prepared to talk
21 about the totality of it. But I think it is an enormous
22 factor that plays out for us because it is the reason that
23 we'd feel that we have a responsibility both legally and
24 morally to continue to pay attention to issues of
25 desegregation and integration in the metropolitan Milwaukee

1 area.

2 I've been here approximately two years now. As
3 Superintendent, I've tried to focus most of my attention on
4 school improvement. This is a large urban city, same as
5 other cities. It has its ills. It has its strengths.
6 There are 98,000 children here. Each one of them deserve a
7 quality education. I was hired by the board to make sure
8 that that happened and to increase student achievement.

9 But one of the issues raised by the board at that
10 time was to look at the student assignment process, which
11 they felt was cumbersome, costly and impacted adversely and
12 disproportionately on African American students.

13 Over the past year and a half, I attempted to take
14 a look at that and to make suggestions to the board as to
15 how to remedy each of those issues. And there were some 13
16 -- I think we have forwarded most of that to you. I won't
17 reiterate them all. Those were the primary three. We also
18 added the issue of school improvement in the process.

19 I hired Dr. Charles Willie from Harvard to come up
20 with a process known as controlled choice that some of you
21 may be familiar with. He did give me a proposal, extremely
22 good proposal.

23 I can recognize it as such since I happened to be
24 Superintendent of Cambridge, Massachusetts, at one time
25 where control choice was first implemented. And we pursued

1 a series of public hearing for approximately three months on
2 the issue of how to better serve young people and how to
3 drive school improvement at the same time, how to remove the
4 burden of busing from black students, how to be able to
5 replicate the programs in specialty or magnet schools that
6 we have in this district. That seemed to draw and satisfy
7 our citizens.

8 Dr. Willie hit particularly hard at the inequities
9 in the student assignment process, the access of information
10 to parents so that they could pick quality schools and in
11 the belief that I share -- continue to share that, in fact,
12 if you properly use a desegregation plan and a student
13 assignment process, that can help you drive school
14 improvement.

15 Well, given the checkered, if you will, history of
16 desegregation in Milwaukee, the process which has flown in
17 other places and in my experience, has not flown here. Our
18 citizenry feels -- and I think you will find as you talk to
19 individuals today and as you make your deliberations across
20 this region -- that the issues of quality education and
21 desegregation now have equal weight.

22 There was a time when that was not true. We may
23 have thought it was true. We may have said it was true.
24 But, in fact, we spent time with the assignment of young
25 people and thought of their educational programs as a

1 secondary feature, as if by some magic reassignment of
2 students so that they sat by one another was going to
3 automatically improve schools. It was nonsense then. It's
4 nonsense now.

5 School improvement is very, very difficult
6 laborious tedious work that needs to be dominated by vision
7 of excellence in equity for all students and dominated by
8 some vision that, in fact, all students will learn. And we
9 don't discount the poor minority and limited English
10 proficient students from that success.

11 And so, in fact, approximately two or three days
12 ago, I informed the board that while I certainly endorse the
13 goals of Dr. Willie had suggested to us, that I wanted to
14 switch emphases. Dr. Willie had laid out a time table over
15 the next three or four years which school improvement would
16 precede student assignment.

17 Our citizenry did not feel that the student
18 assignment process should be adopted prior to some reality
19 of school improvement. And so, essentially, what I did was
20 to put the horse before the cart or the cart before the
21 horse or whichever of those is appropriate, and have
22 identified exactly how we're going to go about the school
23 improvement process. And I've set into motion a community-
24 wide process to discover the more appropriate answers to
25 student assignment.

1 Well, at the same time, as I've indicated, we have
2 taken a look at the potential modifications to Chapter 220,
3 which you've have probably heard more than you ever wanted
4 to hear this morning.

5 Suffice it to say, however, that the desegregation
6 programs in which MPS is currently involved, is the only
7 forum in the city where citizens of different races get
8 together on a consistent basis.

9 We can talk about a lot of other institutions, a
10 lot of other forums, but the issue that matters is that the
11 future of this community in terms of interracial harmony
12 rests with its public school system within the greater
13 Milwaukee area.

14 And so do we continue to support Chapter 220?
15 Absolutely. Do we think it, needs modifications?
16 Absolutely. We intend to pursue those with our suburban
17 partners and through the coordinating council to deal with
18 the issues of equity that have been raised with respect to
19 the assignment and potential screening of students, whether
20 or not there should be an absolute preference for suburban
21 students over residential white students in this community,
22 then the issue of finance.

23 I would have to disagree with my colleague, Deputy
24 Superintendent who was here before, on the issue of the
25 financing of 220. I do not believe that there is an

1 adequate plan for the continuation under whatever format for
2 Chapter 220 as proposed by the State Superintendent.

3 As a matter of fact, I think the financing is left
4 open to question. I think we do have to take a look at
5 bonuses, both sender and receiver bonuses, and the issue of
6 how we finance our transportation system and to derive more
7 of that money for school improvement efforts.

8 We have to take a look at how we wisely use our
9 settlement monies to also foster quality education in the 24
10 districts. I understand that. But the issue of whether or
11 not Chapter 220 ought to exist needs to be dispelled from
12 consideration in this community unless this community is
13 prepared to do more around the desegregation of housing or
14 desegregation of schools within the individuals' districts.
15 I do not think it is. And, therefore, I continue to support
16 Chapter 220.

17 I will begin to draw a closer connection both
18 between the assignment and programming of students in MPS
19 and in the greater Milwaukee system because I think, in
20 fact, that that is the issue. The issue is one of providing
21 strong programs for young people and allowing them to
22 exercise that choice within the city and within the suburban
23 districts so that they may adopt those programs. Their
24 parents may choose those programs which are of best use to
25 them.

1 My task over the ensuing months here will be to
2 complete the process of making the student assignment
3 process that we use more efficient and more effective in
4 taking a look at the ways to strengthen the ability of
5 parents to access information, to straighten out the
6 scattershot approach of student assignment from our
7 overcrowded areas.

8 I will tell you one of the findings that we found
9 in Dr. Willie's plan, because of the pattern of
10 desegregation in this community, if we stop desegregation
11 tomorrow, we would still transport 19 out of 24,000
12 elementary school students because of lack of space.

13 That's why one of the reasons I tend to spend more
14 focus on school improvement than I do on the mechanics of
15 desegregation and have recently reaffirmed that for this
16 community.

17 It is not a matter, simply, of indicating that we
18 might be able to reduce a commitment, which we feel, as I
19 indicated legally and morally, to desegregation in this
20 district, but it also means that we have the space problem
21 that will not be answered simply by some of the solutions
22 that have been offered to me in the recent past.

23 I'll be glad to answer any questions that you may
24 have. Thank you very much.

25 MR. BAUGHMAN: We are joined now by Willie

1 Nunnery, an attorney in Madison.

2 Any questions?

3 Someone's passing him his name tag. That's not
4 what I meant. Come on class this is the Superintendent.
5 You've always wanted to ask the school superintendent a
6 question.

7 MR. PETERKIN: I think Mr. Jenkins has one.

8 MR. BAUGHMAN: Melvin, please.

9 MR. JENKINS: One question. If you had the
10 authority, as some would say, as a federal judge has
11 sometimes, how would you craft a student desegregation plan
12 to answer, one, to desegregate your school system and
13 provide for excellence in education?

14 Sometimes we have competing demands there, school
15 desegregation, which is a constitutional issue and a social
16 education involving in excellence in education and often
17 they bump.

18 And one of the things that we have not been able
19 to come up with is a plan, not only in Milwaukee but
20 nationwide, to deal with desegregating systems and to
21 provide the best possible education.

22 If you had all authority, how would you go about
23 crafting a plan?

24 MR. PETERKIN: I think probably I'll give a
25 standard public educator answer, which I'd deal with the

1 financing laws of most of our states including Wisconsin so
2 that there was some equitable access to resource on the part
3 of districts that were not property, i.e., Milwaukee.

4 The non-standard answer, you might need to pay as
5 much attention to the planning of an academic program as we
6 pay to the planning of a desegregation program.

7 Here we are pursuing a rather ambitious agenda of
8 restructuring the school system that has most of the facets
9 that you are familiar with in terms of decentralization;
10 massive curriculum reform; effort staff developmental
11 reform; effort so that we change the way we teach, how we
12 teach, what we teach; infusion of the cultural backgrounds
13 of our young people into that curriculum, not as a
14 celebration in February or in March but real an honest
15 integration of a contribution of the many cultures and races
16 that are in this community.

17 I don't think that we have -- we share a
18 desegregation vision and an educational vision in the same
19 format.

20 I spent 10 years in Boston. We talked a lot about
21 reforming, Phase 1 and Phase 2 and Phase 3 of a plan. But
22 an educational program was never interwoven. I don't know
23 if I'd want to do that from the bench, because I don't think
24 judges know much about education. It's not their purview as
25 mine isn't law.

1 But we have a 10 point program with a very
2 specific school improvement program for schools that will be
3 funded locally through our budget. We have a system that
4 we're infusing along with -- part of this came out of Dr.
5 Willie's report -- a system of accountability for those
6 schools that have not approved for us to go in and to move
7 them ourselves, if you will, in ways that improve the
8 quality of that education.

9 I think I would also, at least within the public
10 sector, increase the ability of parents to access all the
11 schools within the district in some format. I chose
12 controlled choice. It was just never accepted in this
13 community as it has been in others, as it was in the one I
14 came from, obviously, as a way of maximizing people's
15 ability to put their child together with a program that
16 makes some sense for the child.

17 If you don't begin to match how children learn
18 with the program, then you're never going to have quality
19 educational programs for those kids.

20 Those are the kinds of things that I'd be
21 interested in.

22 MR. JENKINS: How does teacher performance figure
23 into this equation?

24 MR. PETERKIN: The teacher performance figures in
25 the way that you train and retrain people and the systems of

1 accountability that you have for that performance.

2 I don't believe -- I think we do teachers a
3 disservice by making demands for which we have not provided
4 any resource. And so now we are intensely involved in
5 upgrading the quality of education to meet the needs of
6 workforce 2000, et cetera, et cetera, et cetera.

7 We have done very little in training teachers to
8 deal with new populations or with new technology or with new
9 research on how children learn. Until you do that, the
10 outcome is clean. I think our teachers' unions haven't done
11 all that.

12 And having said that they have part in determining
13 what's taught and how it's taught, are going to have to
14 accept greater responsibility for the accountability
15 measures in terms of student outcomes, not just in terms of
16 whether or not the schools are quieter or we all feel
17 better, superintendent and teachers and board, about what we
18 do.

19 Student outcomes have to get better. We have to
20 have better ways of assessing that outcome than the ways we
21 currently use. But I don't see any other measure that's
22 going to make any difference to this country unless it's a
23 fact that our children are learning better.

24 MR. BAUGHMAN: Candice?

25 MS. OWLEY: Dr. Peterkin, we've heard quite a few

1 presentations on various choice options. Can you just give
2 us your opinion about choice and vouchers that would allow
3 you to move both between the public and the private
4 sectarian or non-sectarian schools -- take your money with
5 you?

6 MR. PETERKIN: I don't include sectarian schools
7 in the equation. I'm sorry. So I can't respond to that. I
8 don't believe that that's appropriate.

9 MS. OWLEY: But why not?

10 MR. PETERKIN: Because I still believe that
11 religion and state should be separated.

12 MS. OWLEY: Okay. So taking the sectarian schools
13 or non-sectarian, do you have some opinion about the use of
14 standing choice into the non-sectarian schools and vouchers?

15 MR. PETERKIN: MPS did propose a bill in the past
16 two legislative sessions which would have permitted it to
17 complete a cycle of contracting with private non-sectarian
18 schools that we began some 10 years ago.

19 We have the ability by state statutes to contract
20 for all-day kindergarten in private daycare centers as well
21 as for the high school level for at-risk students. We
22 proposed additional contracts with several community-based
23 schools in Milwaukee, schools that which we partly belong to
24 what we call a partnership of education.

25 That bill did not pass two years ago. This past

1 year, Representative Polly Williams' bill did pass. So I'm
2 not inalterably opposed to those kinds of relationships.

3 But I am deeply concerned over the accountability of those
4 schools to educate all children.

5 The bill is constantly -- as presently
6 constituted, has a limit on its assurances as to whether or
7 not all parents can access these schools as all parents can
8 access public schools.

9 So I guess that needs to be answered. I've been
10 contacted by members of our special educational task force
11 to respond to whether or not their children are going to be
12 allowed to attend school.

13 I don't have that answer. I don't run this
14 program. I don't know about whether they're going to be
15 able serve the needs of students with limited English
16 proficiency. I have no idea.

17 MS. OWLEY: If there was accountability and what
18 you could call open access, do you think that that's a
19 viable alternative that could be pursued?

20 MR. PETERKIN: I think it's one of the options.
21 I'm not sure my view would be shared by most public
22 educators or even necessarily my board. It comes out of my
23 own background with choice in the public sector and seeing
24 how choice and school improvement can work together.

25 But I will tell you that as presently constituted,

1 there's little the public school system can learn from this
2 choice plan. If it really means that you're supposed to
3 have this competitive force that's going to synergize
4 schools and make them better -- first of all, I don't
5 believe in that. As I've said, I think school improvements
6 work behind a vision that knows exactly where you're going
7 with curriculum and teaching and learning.

8 But, also, if we don't have similar populations
9 and similar conditions, then I don't know I learn or I
10 contribute to this issue. And I will just say that as
11 fascinated as this country is by choice -- and unfortunately
12 I'm asked to speak on it a great deal -- we can continue to
13 be fascinated; and we can continue to talk about vouchers;
14 and we can try these kinds of plans.

15 But the seating capacity for the population,
16 125,000 children in Milwaukee, will not be met by private
17 schools. It will not be met by sectarian schools. It will
18 be met by some combination of those two has it has in the
19 centuries past.

20 The issue of having the access will be quickly
21 diminished by the very space factor that, in fact, I face
22 inside the public sector.

23 I would also like to be able, without having to
24 sneak around and do it, to exercise some of the flexibility
25 these schools have. I mean, some of the schools in our

1 school-based management project that are freed from just a
2 minimum of certain state regulations; and about 50 board
3 policies have been able to do some marvelous things by being
4 innovative and creative and not have to worry about whether
5 or not they have to dot every "i" and cross every "t".

6 Well, private schools are given that latitude.
7 Public schools are never given that latitude. And I would
8 just argue that if we're going to have choice and public
9 dollars are going to follow these kids, then someone is
10 going to have to be accountable.

11 My experience in just two years here -- and I'm
12 not trying to be negative. This is positiveness. It maybe
13 cloaked, but it's positiveness. When people get in Dutch,
14 in private schools, or even in the suburban schools, they
15 call me. If they have a difficulty with a guidance
16 counselor in the suburban community, they call somebody in
17 MPS. If they're having difficulty with their tuition in
18 private school, they call MPS.

19 We are seen some how, the public school sector, as
20 still that resource to try to help the issues. So I've been
21 somewhat expansive in my collaboration with both the private
22 sector and non-sectarian communities just because we seem to
23 share some responsibility for all 125,000 students in this
24 area and 140,000, 160,000 if you count the county.

25 People don't make those distinctions, and they

1 tend to come to come back to the public school system. If
2 you -- I don't know whether John discussed it at all. But
3 the transfers in and out of MPS, both private and suburban,
4 do play a factor. We have people coming back to MPS. We
5 have people going out of MPS. We have people that try all
6 the systems. Maybe that's appropriate, and you have to find
7 what's best for your child.

8 But we will continue to be the school system that
9 serves the majority of students. And I certainly hope that
10 we serve them well.

11 MR. BAUGHMAN: Dr. Peterkin, many, many thanks
12 again for taking time off from your busy schedule to meet
13 with us.

14 DR. PETERKIN: Okay. Thank you.

15 MR. BAUGHMAN: Joyce Mallory. Welcome. Thank you
16 very much for coming.

17 MS. MALLORY: Thank you.

18 Good afternoon to the Chair and to the members of
19 the Commission. I'm pleased that you would ask a member of
20 the Milwaukee Board of School Directors to come.

21 I am not Janette Mitchell, who is President; but I
22 am a member -- have been a member since 1983.

23 The method -- I'm probably going to say some
24 things that probably don't reflect totally the opinions of
25 the total board. And I'm just here as an individual member.

1 And where I can I will -- and my colleagues know we don't
2 all agree on this issue.

3 The method in which Milwaukee Public Schools
4 desegregated its schools did not ensure equal educational
5 opportunity for all students. And to me that's what
6 desegregation has -- if you look at litigation across this
7 country, it was designed to provided equal access. And,
8 basically, that's what judges created when they did rulings.
9 They didn't say anything about equal education. They just
10 said equal opportunity, which meant that I should have the
11 same right as any other student to be able to go to a school
12 in a district.

13 It's reliance on specialty and magnet schools
14 resulted in kind of a two-tier system where I have a group
15 of high quality city specialty schools where both black and
16 white students receive an excellent education.

17 The recent negative response by parents and others
18 who have enjoyed the benefits of these programs firmly
19 objected to a new proposed plan that Dr. Peterkin talked
20 about that would have reduced the burden of busing black
21 students and increase black and poor children's ability to
22 access those city-wide specialty schools.

23 Because actually, if you look at city-wide
24 specialties and if you look at magnets, who attends them
25 tend to be upwardly mobile, fairly high socioeconomic

1 children, both black and white.

2 I looked at demographic data that indicated very
3 few poor children attend the city-wide specialties. For
4 example, Golda Meir only has 27 percent of its student
5 population that qualifies for free and reduced lunch. Yet
6 my district average is 77 percent.

7 So there is a big disparity in terms of poor
8 children being able to access real high quality programs
9 that have been created in the district.

10 And the other component was a plan that relied
11 totally on voluntary transfer and movement, at least by
12 white people. White parents moved for better education in
13 effect. They moved. They volunteered to go to the city-
14 wide specialties. And, in effect, what they've been able to
15 get is better education.

16 On the other hand, the majority of black students
17 in this district were involuntarily and some voluntarily
18 transferred out of their neighborhoods to schools and other
19 areas of the district without the assurance of good high
20 quality integrated education.

21 The original of premise of school desegregation
22 has never link quality education with -- it's just always
23 been desegregation. It never said what kinds of things that
24 we know work and produce high quality schools. Those things
25 were never embodied in a court order. You know, they said

1 physically mix kids. Give me a plan for how you're going to
2 do that. And that's pretty much the way things are left.

3 I think the recent Kansas City case is probably
4 one of the few examples in this country that have begun --
5 that go beyond that. Where, because of poor state
6 financing, you've left a district to be totally, almost
7 bankrupt financially. And so now you have a judge who says,
8 yes. I will order you to do this because, educationally,
9 this will help to create an equal playing field for you, for
10 the children of Kansas City.

11 So we were never told or required to provide
12 educational programs to correct deficiencies that many
13 children of color, particularly black children, had once
14 desegregation occurred.

15 I'd like to think, though, that today's debate
16 about public education is not about school desegregation.
17 Quite frankly, it's almost a moot issue in urban school
18 districts across this country simply because you have a
19 largely majority/minority school systems. And those will
20 only increase. They are not going to decrease unless large
21 numbers of white parents move back to the city. That's not
22 likely to happen in the short term. In fact, demographic
23 trends say that they're going further from the suburbs. So
24 their going to Xburbs rather than suburbs.

25 And so very few, when they come back to the city,

1 they're coming back empty, meaning that their children would
2 have finished public school; and they're coming back to
3 enjoy the benefits of city life as opposed to trying to
4 educate their children.

5 So the debate, really, is not about school
6 desegregation any more and whether school desegregation is a
7 tool will produce high quality education for urban young
8 children and other children across this country.

9 It's really about school restructuring and school
10 reform to improve the quality of education. And that isn't
11 happening regardless of the race or socioeconomic mix of
12 students in schools.

13 The current debate is also on whether public
14 schools or the free enterprise, namely, private, sectarian
15 or non-sectarian schools, can do a better job of educating
16 today's urban youth, namely, choice.

17 You just heard Dr. Peterkin talk to that. And I'm
18 sure you've heard a lot about it. And you will continue to
19 hear a lot about because some how, magically, we seem think
20 giving people choice in education but not giving them choice
21 in terms of where they live and having access to a decent
22 job will make things better for them.

23 Well, I say if you're going to give them choice,
24 them give them true choice. Give them choice in terms of
25 where they live. And give them the ability to access a job.

1 And then, quite frankly, where their kids go to school
2 wouldn't make difference, because they would have the
3 wherewithal to make sure that the kids get a good education.

4 I want to say from an historical perspective that
5 the market place or the free enterprise system has never
6 provided me, as an African American and most of my people,
7 with equal access or equal treatment. And anybody who
8 thinks that it has, has to be deluding themselves.

9 I'm not here to defend MPS or public schools in
10 general. But I want to say empathetically that for millions
11 of urban children and for the 97,000 young people who go to
12 Milwaukee Public Schools that their only hope is through
13 high quality education irrespective of whether the schools
14 will continue to be structured today -- and I don't think
15 they will, because we are all undergoing processes of
16 restructuring and reform -- that public education in the
17 past has been a way to help African Americans realize that
18 hope.

19 And until somebody develops a better system and
20 until the standards are the same and that the playing fields
21 are level, I don't think that going to drastically change.

22 Poor children and children of color are and will
23 be in public schools. I don't think a lot of non-sectarian
24 or sectarian schools would do any better job with large
25 numbers of poor minority than public schools without having

1 to do some of the same things that we struggle to do on a
2 daily basis.

3 During the decade of the '90s, we should be
4 focusing our energy and resources on making sure that
5 children of color receive the same quality of education as
6 their counterparts in the suburbs. There is no single or
7 simplistic solution to achieving that fundamental right.
8 However, we must use a series of strategies and approaches
9 in our efforts to ensure that all children can learn whether
10 they attend an integrated or non-integrated school.

11 The evidence is very strong that if done
12 correctly, quality integrated education is worth striving
13 for. However, no one has really been willing to invest the
14 resources and to make the kinds of institutional changes
15 necessary for this to occur. Therefore, our goals should be
16 high quality education that is available to all children
17 whether they are attending public schools or not.

18 In conclusion, let me say that the playing field
19 for African Americans in this country and for African
20 American children and their families has never been a level
21 one. We have always had to start from a disadvantage
22 position.

23 If the playing field for black children in our
24 schools and in their communities were equal to those of
25 their majority peers, I can assure you that the results

1 would be equal or better than their peers.

2 Those of us who went to segregated schools in the
3 south -- I like to think that I can compete with any of my
4 colleagues who went to maybe a largely majority institution
5 or an integrated institution.

6 So I think the evidence is very strong that if we
7 want to -- and I think there are excellent examples across
8 this country in communities that have worked at making sure
9 that quality integrated education was their goal, that's
10 been achieved to some degree.

11 Institutional racism has created barriers and
12 beliefs that negatively impact the lives of our students and
13 their families. And if we're going to have quality
14 integrated education, then those barriers must be removed.

15 Equal educational opportunity must be a
16 fundamental right for all students. Equal treatment must be
17 a fundamental right for all students. That means the rules,
18 the regulations, the policies, procedures, and the
19 enforcement must be the same for children of color as
20 majority children.

21 There must be a respect for heritage, for cultural
22 differences. And that belief must be firmly rooted in and
23 integrated in the school curriculum.

24 We must empower teaching our teachers and our
25 professional staff who share -- and they must share the

1 belief that all children can learn.

2 They must also share and have an understanding of
3 children's culture, cultural awareness, and to appreciate
4 children of color, their cultural, their values, their
5 beliefs, and their traditions.

6 There's also a need to form partnerships with our
7 parents and with our community to assist us in our efforts
8 to successfully meet the educational, social, and emotional
9 needs of all of our students.

10 Thank you.

11 MR. BAUGHMAN: Thank you very much.

12 MS. MALLORY: I'll be happy to answer any
13 questions.

14 MR. BAUGHMAN: Let me ask you a question about
15 vouchers. I've seen a poll by Gordon Black's organization
16 saying that Milwaukee city's Afro Americans favored vouchers
17 4 to 1. I'm not favoring vouchers myself, and I don't know
18 anything about that poll. But I read it in one of the 4,000
19 reports we were given to read in preparation for this
20 hearing.

21 Have you seen that result, or do you have a
22 reaction to that? It seems incredible to me.

23 MS. MALLORY: Yeah. I don't have a real response
24 to that other than, obviously, the 5,100 kids who leave the
25 cities go to the suburbs. They have choice at least they

1 have opted out of MPS.

2 I think that if parents felt that they had equal -
3 - that education was equal and comparable, that they
4 probably wouldn't feel that way.

5 The other side of that is, why they might opt for
6 the real mechanic of it, there's no where for them to go.
7 See, the other thing people forget about in the choice
8 debate is that sectarian as well as non-sectarian schools
9 have admissions criteria. And we all know that they
10 selectively screen who they admit.

11 And that's why, I think, the playing field isn't
12 level. What would happen to the 10 percent of my student
13 population who's handicapped is another part of that.

14 Certainly my parents who have exceptional
15 education children probably would not opt out of MPS because
16 there's no where in this metropolitan area to provide them
17 with the kinds of services that we do, no suburban school
18 and not private or sectarian school. Very few, if any of
19 them, have any resources to meet kids who come to me on a
20 stretcher every day or who's hooked up to an oxygen tank and
21 who needs speech and who needs occupational and PT therapy,
22 you know.

23 So the other side of the choice debate is, will
24 the standards be the same? You know, if you take some of
25 those mandates off me and unshackled public schools, I think

1 we could do a good job of turning ourselves around and not
2 being encumbered by some of the most silly mandates that are
3 required that really have nothing to do with quality of
4 education.

5 MR. BAUGHMAN: Thank you.

6 Kim, do you have a question?

7 MR. SHANKMAN: Could you just give us examples of
8 some of those mandates which stand in the way of quality
9 education?

10 MS. MALLORY: By the time my kids -- I have to
11 teach my kids sex education, how to avoid rape -- and just
12 recently -- and I respect Representative Notestein -- but I
13 don't need to teach date rape. I don't have any place in my
14 curriculum to teach date rape.

15 You know, again, that would have been another
16 example of a state mandate that I would have had to try to
17 find time in a curriculum to put in.

18 My curriculum is overcrowded. And no wonder we
19 can barely teach reading, writing, and math, because
20 everything else is required of us.

21 So that makes it really difficult to be able to
22 have the kind of time on task that you need to increase your
23 success rate with young people.

24 MS. MCFADDEN: Ms. Mallory, how do you bring
25 parents into the system where you can form the partnership

1 with MPS when the parents in the past had not had a voice in
2 the decision making process with MPS?

3 MS. MALLORY: I think school-based management is
4 an excellent example of the kind of partnership that's being
5 formed that begins to empower parents to have them part of
6 the decision making process with respect to what goes on in
7 the school.

8 Another example is the whole way we select
9 administrative staffs at buildings now. Parents serve on
10 those panels. They get to interview who those prospective
11 candidates are and have a very strong voice in saying this
12 is who I like, this is who I don't like and sending that
13 recommendation forward to the superintendent.

14 Certainly, at the school level there needs to be
15 more -- first I think we need to help parents develop the
16 kind of skills they need to be able to form a true
17 partnership so that they're equal. Because the other part
18 of the equation is you want them to be equal with the
19 professional peers that are sitting at the table. And so
20 that means skill development so that they understand.

21 In our school-based management schools, that has
22 occurred. We have in-services. The parents are there.
23 They're involved in the in-service. They're learning how to
24 do problem solving. They're learning how to develop a
25 budget at the school level. They're learning a lot of

1 things about what curriculum -- what we want, what kinds of
2 programs we want.

3 That's not an easy task. It's a very difficult
4 task as a matter of fact. And we try a series of strategies
5 and approaches to try to increase that partnership and
6 increase that level of responsiveness.

7 I think when public schools respond better to our
8 parents and are more responsive and that the interaction
9 isn't negative, it's usually the point of contact with a
10 parent when a child has gotten in trouble as opposed to, you
11 know, being involved in something positive that's happening
12 so you get an opportunity to develop a relationship that is
13 a good one as opposed to having to come to school because
14 Johnny did something that he didn't done and create that
15 kind of negative interaction from the beginning.

16 But I think with the decentralization of the
17 school district with parent liaisons now who are out there
18 working having workshops, facilitating and being the go
19 between, if you will, between the home and the school that
20 hopefully some of that will result in increased empowerment
21 as well increased participation.

22 MS. MCFADDEN: What role do you see other segments
23 of the community playing within that partnership? Because
24 sometimes I get the feeling that a lot of people feel that
25 the responsibility for educating a child is MPS alone, and

1 they are left out of that process.

2 MS. MALLORY: Yeah. I think that perception,
3 perhaps, is shared too much. And I think a lot of it is
4 cultural more than anything else. I'd like to think that
5 those of us who look at migration patterns -- certainly
6 there are a lot of African Americans in this community that
7 migrated from the south. And, you know, when we got sent to
8 those all-black schools, our parents believed somebody was
9 going to teach us. I think they really had a very strong
10 belief that those people were going to teach us and we were
11 going to get educated.

12 And so I think there's been a belief that
13 professionals at the school know what to do. And so we have
14 been very trusting with our young people. And when we move
15 to urban areas, somehow, I think we probably still had that
16 high degree of trust that we had when we were in small
17 communities in areas in the south. And that didn't play
18 out. And parents have been very disappointed.

19 And that's why, one, I think you've got to
20 certainly have a role. Parents can support their children
21 even if they can't get to school. You know, there are
22 things that they can do; and we need to encourage them.

23 And the community needs to say that it values
24 education. I think it does value education, but it needs to
25 have education as its top priority and as its main agenda,

1 and then being able to support what we're struggling to do
2 in that regard by reinforcing to make sure that children do
3 their homework, get to bed on time, get to school. Those
4 are just very basic things. But the community has been
5 fairly absent in saying positively what they can do to
6 reinforce.

7 The whole other part, I think, of the community's
8 responsibility is to provide support around helping our
9 children understand their cultural heritage by reinforcing
10 that through community-based activities and support
11 programs.

12 MR. BAUGHMAN: I have to release this meeting.
13 Thank you very much, Ms. Mallory.

14 We will adjourn this meeting until 1:35. We hope
15 to see some of you then.

16 Sorry about this, Ms. Mallory.

17 (Whereupon, at 12:40 p.m., the hearing was
18 recessed, to reconvene at 1:35 p.m. this same day, Tuesday,
19 May 22, 1990.)

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A F T E R N O O N S E S S I O N

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1:35 p.m.

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MR. BAUGHMAN: Let's reconvene now. For the record, we are joined by the Reverend William Wantland of Eau Claire.

6

We'd like to begin this afternoon with Mr. Gerald Vance, who is here. Mr. Vance, welcome. Thank you for coming.

9

MR. VANCE: Sure. Good afternoon. My name is Gerald Vance. I'm currently the Director of Student Services for the Milwaukee Public Schools. I have been temporarily assigned as the Interim Director of the Compact for Educational Opportunity which administers the Chapter 220 program that serves the 23 suburban school districts and, of course, the Milwaukee Public Schools. So my comments will focus in on the Chapter 220 program as it is known in the Milwaukee and metropolitan area.

18

On April 19th, 1976, the Wisconsin State Legislature passed a city-suburban transfer plan authored by Dennis Conta, one of the legislators in the State of Wisconsin.

22

This program was strictly voluntary, and it defined minority pupils as pupils who were either African American, Native American, Spanish Surname American, or Asian Americans.

25

1 This meant that these students could go to the 23
2 suburban school districts and white students could come to
3 the Milwaukee Public Schools. This legislation focused in
4 on students who were the ages of four and above.

5 There are two types of transfers as it relates to
6 the Chapter 220 program. There are interdistrict transfers.
7 What this means is that a student that's classified as
8 minority had to live in an attendance area that had 30
9 percent or more minority students in that school. Then they
10 were eligible to a non-minority attendance area or district.
11 These students were counted as one for state aid purposes.

12 The other part of the Chapter 220 program is the
13 intradistrict transfers. The same criteria had to be met.
14 Students had to live a 30 percent minority attendance area,
15 and then they could transfer to an area that was majority.
16 These are the students that are transferred throughout the
17 City of Milwaukee.

18 Another aspect of this legislation was that pupil
19 transfers under the statute had to be -- it made the
20 districts eligible for state aid. It also allowed for part-
21 time transfers. Therefore, a student wanting to go to a
22 high school program for a half a day would be eligible to do
23 so.

24 Transportation, by this legislation, had to borne
25 by the Milwaukee Public Schools; therefore, there are high

1 transportation costs for the interdistrict aspect of the
2 program as well as the intradistrict aspect.

3 Pupils transferring had to be subject to the same
4 rules and regulations as the resident pupils and have the
5 same responsibilities, privileges, and rights as resident
6 pupils.

7 These districts also were required to establish
8 planning councils. And each district had to had a planning
9 council that could be made up of school board members,
10 school district administrators, and other public officials.

11 In October of 1983, the Milwaukee Board of School
12 Directors indicated in a suit that they wanted to have more
13 desegregation and integration within the metropolitan area
14 of Milwaukee. Therefore, parties to this suit were the 23
15 suburban school districts, Governor Thompson, State
16 Superintendent of Public Instruction Dr. Grover; and the
17 NAACP also entered the suit on the side of the Milwaukee
18 Public Schools.

19 In September of 1987, this lawsuit was settled.
20 And it resulted in a settlement between the Milwaukee Board
21 of School Directors of the City of Milwaukee, the 23
22 suburban districts, Governor Thompson, the Superintendent of
23 Public Instruction of the State of Wisconsin, and also the
24 NAACP.

25 The purpose of the agreement was to improve the

1 quality of education and promote racial and cultural
2 integration in education in the metropolitan are of
3 Milwaukee.

4 This agreement stated that Governor Thompson and
5 the State Superintendent Grover agreed to support, in all
6 reasonable ways, continued efforts to achieve greater racial
7 balance of the public schools in the Milwaukee metropolitan
8 area through voluntary student transfers.

9 Governor Thompson and the State Superintendent
10 also agreed to try to get as many efforts as possible to
11 correct the academic deficiencies of educationally and
12 economically disadvantaged students by providing funding,
13 which ranged from zero dollars in 1987-88 up to \$8 million
14 at the end of the settlement in 1992-93.

15 It also indicated that the Milwaukee Public
16 Schools must submit, annually to the State Superintendent of
17 Public Instructions, programs initiated or expanded by the
18 settlement for approval.

19 The Milwaukee Public Schools also had to agree to
20 develop a five-year school improvement plan for the
21 Milwaukee Public Schools and to submit that to the state.

22 Governor Thompson also agreed to propose and
23 support the Wisconsin Housing and Economic Authority, WHEDA,
24 to deal with the housing segregation in the Metropolitan
25 area of Milwaukee.

1 The Milwaukee Public Schools also agreed to allow
2 and allocate some slots for students during the summer
3 school time; and, of course, the suburban school districts
4 also agreed if they had a summer school, that students from
5 the city could also attend.

6 It also indicated in this settlement that suburban
7 districts and MPS shall not screen applicants with the
8 exception of an agreed upon data sheet regarding expulsions,
9 suspensions, and attendance information.

10 It also had something to do with exceptional
11 educational and bilingual education. If those students
12 wanted to transfer to the districts and they could not
13 accommodate them because of exceptional education needs or
14 bilingual needs, that that could be a reason for a student
15 not being accepted into the suburban district.

16 It also said that the Milwaukee Public Schools had
17 to reserve 10 percent of the seats at each one of its grade
18 levels in each one of its schools for suburban students
19 through State 2.

20 In the Milwaukee Public Schools they have Stage 1
21 where individuals can apply for city-wide schools. Then
22 they have Stage 2 where they can apply for schools other
23 than the city-wide schools. Therefore, 10 percent of those
24 seats are left open for suburban students during that period
25 of time.

1 This settlement also provided for a preference to
2 be given to siblings who may want to transfer.

3 It also created an ombudsperson with an oversight
4 committee that has nothing to do with the Compact on
5 Educational Opportunity. They have their own oversight
6 committee. This ombudsperson is responsible for trying to
7 resolve any problems that may occur in the suburban school
8 districts or the Milwaukee Public Schools around student,
9 how they're being treated, their academic achievement, what
10 have you.

11 The settlement also indicated that within 15 days
12 a cumulative folder of these youngsters had to be sent to
13 the suburban school districts so that they could have a good
14 feel for that student and be prepared to provide for their
15 individual needs.

16 It also established a Chapter 220 coordinator for
17 each of the districts.

18 Each district was also required -- is also
19 required to conduct in-service training programs for school
20 district staff on human relations, techniques, and cultural
21 and racial integration as well as other programs that
22 parents and students might benefit from.

23 Biannually, a report of activities that are
24 accomplished by this agreement has to be made available to
25 the public.

1 It also established a coordinating council that's
2 made up from representatives from the 23 suburban school
3 districts, and also there are about 23 representatives that
4 represent the city, the NAACP, and the community at large.

5 There's also an operation committee that meets
6 when the coordinating council is not meeting. And this is
7 ordered to make sure that the duties and responsibilities of
8 the Compact are being carried out.

9 It established the Minority Employment Recruiting
10 Office, MERO, which is responsible for trying to recruit
11 non-certified personnel, teachers, and administrators to
12 work in the suburban school districts and in also the
13 Milwaukee Public Schools.

14 It established the Compact, Community Educational
15 Opportunities Office, of which I'm representing here today.
16 There's an executive director. There are three managers:
17 one manager responsible for student-parent services, one
18 manager responsible for support services, and one manager
19 responsible for the training of the staff services. And we
20 also have support staff secretaries.

21 The coordinating council was also required to
22 establish a parent advisory group. So, therefore, we have
23 each one of the suburban school districts in the Milwaukee
24 Public Schools has a parent advisory group. And we're
25 trying to bring those individuals together to help us

1 identify problems and to propose solutions.

2 The settlement agreement expires in June of 1993.

3 So we have two more school years to continue under this
4 settlement.

5 On October 1st, 1988, the Compact for Educational
6 Opportunity was operationalized. That's when the director
7 was hired, who's no longer with us; and I'm serving in his
8 position until a new director is hired. A temporary office
9 was established in the Old Keghouse of the Schlitz Park
10 building. Finally we moved to the new office which is
11 located in Bottlehouse B of the Schlitz Park. Managers of
12 support services, student-parent services, and staff
13 services were hired and began work in January of 1989.

14 The managers have visited in 24 school districts.
15 They've introduced themselves to the superintendents. There
16 are now Chapter 220 coordinators in each one of the
17 districts, and they've been working with other staff
18 members.

19 Each year, we have to develop a budget that is
20 funded 50 percent by the Milwaukee Public Schools and then
21 50 percent by the 23 participating districts. We also have
22 developed a work plan so that our efforts can be evaluated
23 on a continuous basis.

24 The CEO staff implemented its activities last
25 year, and there was an evaluation of their efforts. Now, we

1 have to remember when we talk about Chapter 220, we're
2 talking about a very diverse metropolitan area of school
3 districts. They go from the size of the Milwaukee Public
4 Schools of approximately 98,000 students to maybe 600
5 students like we have in Mapledale Indian Hill School
6 district.

7 The percentage of minorities ranges from
8 approximately 67 percent in the Milwaukee Public Schools to
9 1 percent in some of the smaller suburban school districts.

10 Some of the districts have allocated as many as 25
11 percent of their seats for minority students to come in.
12 Other districts have identified a number of seats for these
13 transfers.

14 We're talking about school districts that are
15 organized in different ways. We have K-12 districts. We
16 have K-8 districts. And we have one district that's 9th
17 Grade to 12th Grade, which is Nicolet.

18 Some of these districts also have an experiential
19 background that ranges from 1976, the 9 original districts
20 that participated in the voluntary program Chapter 220 to 4
21 of the new districts that just began in 1988. So there is a
22 wide gap in terms of their experiential background.

23 There are also differences and diversity in terms
24 of their staffing needs. And there are different marketing
25 needs that are needed. The districts that just came on

1 board, we need to market them more heavily than the
2 districts that have been with us for a number of years.

3 Now, there are a number of other districts
4 throughout this country that have intradistrict programs.
5 But Milwaukee is rather unique. When you look at St. Louis,
6 they have 12,000 students that are going out, almost all of
7 them one way, to the suburban school districts. And there
8 are about 13 districts involved in the St. Louis
9 intradistrict plan.

10 Indianapolis has about 8,000 students that are
11 going out one way to the suburban districts surrounding
12 Indianapolis. It's court ordered. And these students are
13 identified in Indianapolis, and they are sent to these
14 suburban school districts.

15 Boston has about 5,000 students going one way
16 voluntarily. There are about 12 districts involved. And
17 this program is approximately 20 years old. And it's funded
18 by public and private contributions.

19 Now, Milwaukee is unique because we have
20 approximately 5,000 students going out to the 23 suburban
21 school districts and 1,000 students coming in. 13 years
22 ago, in about 1976, we started out with 66 students coming
23 in from the suburbs to the Milwaukee Public Schools. In
24 1989-90, there are 1,003 students coming in from the suburbs
25 to the Milwaukee Public Schools.

1 And we've got to remember that if we're going to
2 desegregate the metropolitan area of Milwaukee in terms of
3 the school district, it has to be two way, not just one way
4 as it is in the other examples that I gave you.

5 We're also talking about a state legislator and a
6 state legislature that came up with a voluntary plan and
7 came up with the funding to finance this plan way back in
8 1976, and also cooperated with the settlement in order to
9 make sure that this community had a voluntary integration
10 program for its citizens.

11 Each one of these districts still -- they still
12 have local control over the education that's offered in that
13 districts. The families have made a choice of going to the
14 north suburban districts or the west suburban districts or
15 the south suburban districts.

16 Even though this is a very complex and diverse
17 type of plan, it is one that is definitely meeting some of
18 the needs in this metropolitan area.

19 Now, what's going to happen to the Chapter 220
20 program in 1992 and '93? No one knows. Most of you here
21 today, you understand that it has come under heavy attack in
22 terms of the cost of transportation.

23 But when the settlement was made, I think it was
24 very clear to everyone that if you were going to have a
25 voluntary integration program, that it was going to cost

1 money. And it's going to cost money to transport students.

2 Now, this is an expandable program, meaning that
3 right now, we have approximately 5,000 students going out.
4 It could go up to 10,000 students by 1992-93 as these
5 districts meet their goals.

6 If this occurs, of course, the cost is going to go
7 up. Because you have more students; more students are going
8 to have to be transported and so forth.

9 Now, what would happen if we end up not funding
10 this program the same way we have or increase it? I think
11 you can see. We probably will end up back in court in this
12 city and in this area.

13 The question becomes: Where and how do we want to
14 spend our money? Do we want to spend it on lawyers and in
15 the courts? Or do we want to provide an opportunity for
16 these youngsters to voluntarily select schools, through
17 their parents, and attend those schools and provide services
18 to those staffs to make sure that those youngsters are
19 getting a high quality integrated education?

20 MR. BAUGHMAN: Thank you very much.

21 Are there any questions from the panel members?

22 MR. MINHAS: Yeah, I have one.

23 MR. BAUGHMAN: Go ahead, please.

24 MR. MINHAS: In talking about quality education,
25 sir, do you have any study done or any information on what

1 is the impact on grades of these 5,000 students going out
2 and 1,00 students coming in?

3 MR. VANCE: There have been some independent
4 studies done in this regard, individuals working on their
5 dissertation and things such as that.

6 The Compact is in the process of hiring two
7 consultants that are putting together a review of the
8 literature and will have that done by the end of the summer.
9 And then we're in the process of designing a study that we
10 hope to conduct over the next two years to get at exactly
11 what you're saying.

12 So we want to be able to have data at the end of
13 the 1990-91 school year and especially before the 1992-93
14 school year to demonstrate what is happening in these
15 districts in regard to the students that are transferred.

16 MR. MINHAS: Generally, in education we accept
17 that the parents have a role in getting education to the
18 children.

19 What role do these parents play when their kids go
20 out -- 5,000 kids go out and 1,000 kids coming in -- and
21 they are geographically at a distance? What kind of role do
22 they play or they don't play?

23 MR. VANCE: Right. This creates a problem for the
24 parents and so forth because of the distance. Because in
25 many cases, public transportation doesn't even go to some of

1 these suburban school districts.

2 But parents are participating in that we do have a
3 parent-advisory group for each one of the districts. We're
4 just beginning to work with the parents in trying to get
5 them interested and providing transportation so that they
6 can get to these districts and participate in the
7 activities.

8 As an example, we've just budgeted \$5,000 for next
9 year so that if parents want to go to various meetings that
10 they would be able to contact the ombudsperson, and we can
11 make arrangements for them to get out there.

12 Because there is no question about it, parent
13 support is absolutely needed in order to help these
14 youngsters be successful.

15 MR. MINHAS: Thank you.

16 MR. BAUGHMAN: Thank you. Kim.

17 MS. SHANKMAN: When you referred to the
18 transportation issue, that brings us back to an earlier
19 point. It seems as if the black children in Milwaukee are
20 bearing a disproportionate of sharing the burden of being
21 transported for a variety of reasons, school construction
22 policies and so forth. And I wondered if you have any
23 suggestions about how that problem might be ameliorated?

24 MR. VANCE: Having been a principal of Auer Avenue
25 School -- one of the schools where we sent students to about

1 103 different schools after desegregation in 1973 -- and
2 also now being the director of student services responsible
3 for the student assignment program, I understand the problem
4 regarding that.

5 But we have to remember, 1973, when I was at Auer
6 Avenue, we had demountable classrooms. We had 500 students
7 out there, 500 students in the regular building. And the
8 question was: Was it better to have them in demountable
9 questions under a large crowed condition or to get rid of
10 them and to have those students go out to the outlying
11 schools where there was space and so forth?

12 So it's kind of a two coin situation, that there's
13 no question about it, more black students are riding the bus
14 and more black students will still have to ride the bus
15 because we do not have schools in the area where we have our
16 preponderance of black students.

17 So one solution would be to build schools where
18 the students are. But, then again, we don't want to go back
19 to court because we go to make sure that those schools are
20 still desegregated and integrated.

21 And there is some thinking that, maybe in
22 Milwaukee, we ought to allow 65 percent of the students to
23 attend their neighborhood school, regardless of their
24 ethnicity, and then transport in the other 35 percent to
25 make sure that there's racial balance.

1 So you can have a neighborhood kind of school
2 situation. And then you could have other students coming in
3 on a voluntary basis, hopefully, that they would select
4 those schools. But the key thing is going to be is to up
5 grade all of the schools so that they're all offering a
6 quality education.

7 MR. BAUGHMAN: Go ahead, Candice. This is the
8 final question.

9 MS. OWLEY: Some would say the combination of
10 magnet schools and then the 220 program has had a negative
11 impact from the standpoint that it has pulled off both some
12 of the brightest and role models for the students into the
13 suburbs, in particular, and into the magnet schools.

14 And, secondly, that it's taken a significant
15 amount of money.

16 What is your feeling on whether or not these two
17 programs have had a detrimental effect on the quality of
18 education within the city.

19 MR. VANCE: Okay. I was born in Beloit,
20 Wisconsin; and we had an integrated education because we had
21 integrated housing.

22 As long as you do not have integrated housing in
23 the city of Milwaukee, you're going to have to pay the price
24 to have integrated schooling in order to make sure that
25 these youngsters are going to be able to compete in a

1 diverse world.

2 If we don't do that, we're putting the white
3 students and the other minority students at a disadvantage.
4 Because no longer can we live in our lily-white or black
5 enclaves and not deal with the real world.

6 So how do we spend our money? Are we going to
7 spend it on busing and integrated education or prisons,
8 crime, teenage pregnancy, welfare, or what have you?

9 I don't know if I answered your question.

10 MS. OWLEY: Well, I'm not sure whether busing and
11 integration is what you have and then you don't have the
12 other things that you mentioned. Because we have busing and
13 integration, but we still have all those other problems.

14 I'm just wondering about whether it has been
15 detrimental to the quality -- the focus on movement numbers
16 and the money that went with it was perhaps detrimental to
17 the focus on improving all the schools within the system.
18 That's all.

19 MR. VANCE: Right. You know, the program is for
20 cultural, racial integration, and high quality education.
21 They all have to go hand in hand. I agree with that. And,
22 like I say, we're just in the process of trying to measure
23 some of that.

24 But a lot of this is affective. And you know it's
25 very difficult to get hold of that. You can get a hold of

1 test scores and so forth, but there are more important
2 things than just test scores in terms of how students relate
3 to one another, the feelings that they have, the breaking
4 down of the stereotypes, and so forth. These things are
5 very difficult to measure.

6 MS. OWLEY: Thank you.

7 MS. ROBINSON: Mr. Vance, I'm glad you brought up
8 that issue of how housing patterns affect integrated
9 education, which it does, which brings up the point.

10 One element of the settlement agreement was that
11 there was to be a housing counseling program and recruitment
12 center, which would help minorities move to the suburbs and
13 whites move to the city.

14 What is the status of that component of the
15 settlement? Who's responsible for it? What's happening on
16 that?

17 MR. VANCE: Right. Being just the Interim
18 Director, that's one piece that I really haven't had an
19 opportunity to get really familiar with. I'm sorry, but I
20 can't answer your question. But it's my understanding that
21 it's very slow.

22 If you recall, recently in the newspaper where we
23 had an attempt by the city to have houses in each one of the
24 suburbs so they could rent to low income individuals -- and
25 we only had one suburb to agree to that, Shorewood; and I

1 think Whitefish Bay was tentatively ready to agree. If
2 that's any indication, I would say that housing is very,
3 very slow in the metropolitan area in terms of breaking that
4 down. I don't see us doing that in the foreseeable future.

5 MR. BAUGHMAN: One last question. Willie Nunnery.

6 MR. NUNNERY: I guess, Mr. Vance, everything that
7 I have heard in this area has been very, very bleak as it
8 relates primarily to black youngsters.

9 I don't ever hear anyone saying more black kids
10 are graduating, more Rhodes scholars are coming out, more
11 are going to engineering school, more are going to college.

12 Everything you hear is just negative information,
13 negative results. In fact -- and my question to you, from
14 where you stand, has Chapter 220 produced the kind of
15 results on the quality education side that everybody aspired
16 to? And if so -- or if not, should Chapter 220 stay in
17 place after the duration or should it expire next year?

18 MR. VANCE: Well, I think you have to give
19 anything a chance. And when you talk about a program that's
20 been going on for -- it's going to end up going on for five
21 years, I think you're going to have to give it more of a
22 chance than five years to get the kind of research data base
23 to show you exactly what the facts are.

24 And unless we do that, we're going to end up not
25 necessarily knowing whether it worked or didn't work, we're

1 going to end up right back in court because we said, well,
2 it's costing so much; we're spending all this money on
3 transportation; so let's just go back and continue to do
4 what did before. I don't think that's the answer either.

5 MR. NUNNERY: But, Mr. Vance, if I could follow up
6 quickly on you here; and that is, do you not know from where
7 you're standing and where you're sitting, is the plight of
8 black youngsters improving in the public school systems
9 right here in 1990; or is it getting worse or better?

10 MR. VANCE: I would say, based upon our
11 reorganization that we've been into for one year, that
12 education in the metropolitan area and, specifically, the
13 Milwaukee Public Schools is going to improve.

14 And I think by providing parents with choice of
15 saying, my youngster can go to an MPS school, can go to a
16 private sectarian school, or can go to a suburban school
17 district, we're providing parents with a choice that they
18 didn't have before.

19 And I think if we take away Chapter 220 and say
20 that you have to go to your neighborhood school, I don't
21 think that's what we want to necessarily do.

22 MR. NUNNERY: But the question, again, is the
23 plight of black children getting better here in 1990, or is
24 it getting worse?

25 Is what's going on in the public school system in

1 Milwaukee and the suburban counties causing or exacerbating
2 the problem of black youngsters in the school system?

3 All of the statistical data seems to say it's
4 getting worse.

5 MR. VANCE: I would venture to say that it's going
6 to be on the up swing. I think we've just about bottomed
7 out, and I think you are going to see significant
8 improvement in the performance of black youngsters in the
9 Milwaukee Public Schools.

10 MR. BAUGHMAN: Thank you very much, Mr. Vance for
11 coming in today.

12 Dr. Rieck. If I'm mauling your last name, welcome
13 to the club.

14 MR. RIECK: I have a last name that suffers a
15 great deal. (Laughter.)

16 MR. BAUGHMAN: Am I -- is --

17 MR. RIECK: It's Rieck.

18 MR. BAUGHMAN: Rieck. Welcome.

19 MR. RIECK: Thank you.

20 I have some prepared comments. Would you just
21 like me to start with them?

22 MR. BAUGHMAN: Well, if you have prepared
23 comments, you could give them to Ms. Robinson. And then if
24 you want to summarize them, that would be fine. If you have
25 copies for us, we're --

1 MR. RIECK: Well, I have nine copies. And there
2 are more of you than that.

3 MR. BAUGHMAN: We'll take what you have. No piece
4 of paper will not be accepted by this committee.
5 (Laughter.) We're each driving home in trucks.

6 MR. RIECK: I'm very pleased this afternoon to
7 have an opportunity to speak with you. I'll wait until she
8 distributes the copies she has.

9 MR. BAUGHMAN: If you just want to summarize,
10 that's fine.

11 MR. RIECK: It's probably just as easy to go
12 through it.

13 My name is Lee Rieck, and I serve the School
14 District of Whitefish Bay, Wisconsin, as its Superintendent
15 of Schools. I am pleased to respond to your request to
16 address your committee.

17 Whitefish Bay is a village of 2.2 square miles
18 located on the shores of Lake Michigan, six miles from
19 downtown Milwaukee. This residential community is home to
20 14,300 people. It has no industrial base, few retail
21 establishments, an educated citizenry, and above average
22 wealth.

23 My comments today speak to the topic you invited
24 me to address; namely, the impact of school desegregation
25 upon minority students in the Milwaukee Public Schools.

1 Naturally, I will approach the topic from the standpoint of
2 the Whitefish Bay Public School experience -- the only one
3 which I am qualified to address. Even in that regard, my
4 comments will be based on the data and documents developed
5 by the district and will attempt to minimize any
6 unsubstantiated personal perceptions.

7 The school district of Whitefish Bay was one of
8 the first school districts to become involved in the
9 voluntary student exchange program, commonly known as
10 Chapter 220. We first entered into this program in 1976-77.

11 That year, 56 minority students from Milwaukee
12 Public Schools enrolled in the public schools of Whitefish
13 Bay; and six from Whitefish Bay are enrolled in Milwaukee
14 Public Schools.

15 This student exchange represented about 1.8
16 percent of the Whitefish Bay student population. In the
17 current school year, 330 minority students from Milwaukee
18 are enrolled in Whitefish Bay and 22 Whitefish Bay students
19 attend school in Milwaukee. Taken together, this represents
20 about 14.6 percent of the student population in Whitefish
21 Bay.

22 So over a period of 14 years, the exchange of
23 percentage has grown from 1.8 percent to 14.6 percent.

24 Since the program began in 1976-77, on average 90
25 percent of the Milwaukee resident students have chosen to

1 return to school in Whitefish Bay for the next school year.

2 The 90 percent figure does exclude graduating seniors.

3 In the current year, enrollment in upper level
4 math and science courses at the high school is less on a
5 percentage basis for black students than for white students.
6 For example 16 percent of the total white student enrollment
7 is taking algebra 3/trigonometry where as 11.5 percent of
8 the black students are enrolled in the same course.

9 Comparable figures are 11.3 percent and 6.2
10 percent for biology 3 and 19.8 percent and 15 percent for
11 chemistry. There are no black students enrolled in math
12 analysis, calculus, or chemistry 3.

13 For the six years from 1983-84 through 1988-89, an
14 average of 87.5 percent of the graduating seniors who are
15 white planned to attend a four-year college.

16 During the same time span, 68.9 percent of
17 graduating seniors who are black enrolled at a four-year
18 college.

19 In 1976-77 the racial/ethnic composition of the
20 student body in Whitefish Bay Public Schools was as follows:
21 1 percent Asian or Pacific Islander, 2 percent black, .4
22 percent Hispanic, and 96.6 percent white.

23 Today, the corresponding figures are .2 percent
24 American Indian or Alaskan native, 2.6 percent Asian or
25 Pacific Islander, 12 percent black, 1.6 percent Hispanic,

1 and 83.6 white.

2 Full-time staff employed by the school district in
3 1976-77 were 100 percent white. During the current school
4 year the full-time staff is 7 percent black, 6.1 for
5 certificated staff and 8.8 percent for non-certificated
6 staff.

7 The drop-out rate at Whitefish Bay High School has
8 averaged less than 1 percent since 1963-64. Since 1976-77
9 when the program began, the rate has averaged .79 percent.
10 It seems clear there has been no significant change since
11 the advent of the Chapter 220 program with respect to drop-
12 out rate.

13 During the 1988-89 school year, Whitefish Bay High
14 School conducted a year-long study of the Chapter 220
15 Transfer Program as it relates to the high school.

16 Surveys were administered to parents, current
17 students, former students, teachers, and community leaders.
18 In addition, discussion groups were held with transfer
19 parents and current students. Major findings which emerged
20 from the study include the following:

21 1. Transportation is a source of frustration
22 for parents. Providing buses for extra-curricular
23 activities is an expressed need.

24 2. Although parents feel that Whitefish
25 Bay High School provided a challenging course of study, they

1 are not sure that their children are able to receive maximum
2 benefits from it.

3 3. Even though parents indicated that their
4 children feel accepted by Whitefish Bay High School, racial
5 climate still emerged as the largest concern by parents.

6 4. Opportunities for Chapter 220 parents to
7 become involved with the school should be increased.

8 5. Students identified more things that they
9 liked about Whitefish Bay High School than they disliked.
10 Transportation was the negative concern most often
11 identified, followed by racial environment, and social
12 interactions.

13 6. In general, transfer students feel accepted
14 at Whitefish Bay High School. They tend to identify with
15 all students and feel little pressure to associate with a
16 particular group.

17 7. Over half the respondents indicated that
18 they have experienced negative racial comments or actions
19 from resident students, teachers, or staff, or other
20 transfer students.

21 8. Students have concerns about minority
22 issues being represented in textbooks and presented in
23 classes.

24 In an effort to increase the involvement of
25 parents of transfer students in the life of the school

1 district, the district selected two parents during the
2 current school year to serve as Transfer Parent
3 Facilitators.

4 Their role is:

- 5 1. To identify and encourage three transfer
6 parents at each school building to become involved in the
7 existing parent groups.
- 8 2. To work with existing parent groups to
9 identify needs and leadership roles.
- 10 3. To facilitate communication between
11 transfer and resident parents regarding matters of mutual
12 interest and benefit.
- 13 4. To select two other transfer parents to
14 participate in local school district planning council
15 discussions.
- 16 5. To represent the interest of transfer
17 parents to the school board and to the Parents Advisory
18 Council of the Coordinating Council annually.
- 19 6. To recommend transfer parent participants
20 for other district committees.
- 21 7. To attend school board meetings and advise
22 the school board on policy issues.

23 During the 1989-90 school year, a seven member
24 team from the school district attended a year-long course at
25 Marquette University on improving the Chapter 220 program.

1 A team project was completed in April and is

2 currently under discussion with the school board. The

3 components of the project recommended by the team include:

4 1. the creation and implementation of an

5 ongoing K-12 Committee on Multi-Cultural Education,

6 2. the definition and dissemination of

7 descriptors stating the district's intent and plan of action

8 to meaningfully address equity and excellence issues for all

9 students,

10 3. the coordination of existing programs in

11 the district to collectively address equity and excellence

12 issues, and

13 4. the adoption of a policy on human dignity.

14 A copy of the statement on Equity and Excellence

15 in a Multi-Cultural School District is attached for your

16 reference.

17 Finally, the school district of Whitefish Bay has

18 been an active participant in all aspects of the 1987

19 Desegregation Lawsuit Settlement Agreement.

20 Its superintendent serves as a member of the

21 Compact for Educational Opportunity's Operations Committee

22 and Coordinating Council. Many staff members have attended

23 in-service sessions through the CEO. Commitment to and use

24 of the Minority Employment Relations Office has been

25 ongoing. And the district has reorganized its grade levels

1 to accommodate increasing transfer student enrollment.

2 The district remains fully committed to the
3 program and to ensuring that it is successfully implemented.

4 I thank you for this opportunity to meet with you
5 and to share some information from the school district of
6 Whitefish Bay. I trust it will be useful to you.

7 MR. BAUGHMAN: Thank you, Dr. Rieck.

8 Do we have any questions?

9 MR. NUNNERY: Mr. Superintendent Rieck, I'm a
10 little bit concerned about your figures there. Would it be
11 correct that the total minority of population percentagewise
12 is 16.4 percent?

13 MR. RIECK: Total minority population?

14 MR. NUNNERY: Yes.

15 MR. RIECK: Yes.

16 MR. NUNNERY: And the total high school population
17 you have is in excess of 1700?

18 MR. RIECK: No. We have 730 students in our high
19 school, 114 of whom are black participants from the Chapter
20 220 program.

21 MR. NUNNERY: So when you say in your report on
22 Page 2, in the current year, 330 minority students are
23 enrolled in Whitefish Bay, is that 330 of the 700 you're
24 talking about?

25 MR. RIECK: No. We have a K-12 school district.

1 We have a junior kindergarten program and a senior
2 kindergarten program, so we really have 14 grade levels
3 represented.

4 330 students are distributed throughout those
5 grade levels. They're not all at the high school.

6 MR. NUNNERY: So in your high school, what
7 percentage of minority schools do you have?

8 MR. RIECK: Well, I don't know the exact math on
9 that. It's 114 out of 730. It's slightly in excess of the
10 12 percent that applies district wide.

11 MR. NUNNERY: I guess the thing I was a little
12 concerned about looking at the figures. There was no
13 criticism intended. It was not consistent with the figures
14 coming up here.

15 You're saying 300 out of the 1700 are minorities.

16 MR. RIECK: 330 are transfer students out of 2,416
17 students district wide.

18 MR. NUNNERY: Now, the number of black graduating
19 seniors, how many do you have in that class?

20 MR. RIECK: Well, it averages 25 to 30 a year.

21 MR. NUNNERY: And of those black high school
22 senior, you said none are taking math analysis now; is that
23 correct?

24 MR. RIECK: That's correct. None are in calculus.

25 MR. NUNNERY: Can you say anything about the

1 demographic breakdown of those 25 black students?

2 MR. RIECK: No, I can't. And I don't have the
3 data with me.

4 MR. NUNNERY: Do you know whether any of them are
5 welfare or AFDC children?

6 MR. RIECK: I do not.

7 MR. NUNNERY: I have no further questions.

8 MR. BAUGHMAN: Candice Owley?

9 MS. OWLEY: Do you do any screening?
10 Are there any limits in the number of 220 children
11 that you can take?

12 And do you have no information in the
13 socioeconomic background?

14 I mean it sounds like a quite a successful story
15 you have put forward. Is there any -- have you collected no
16 information on socioeconomic background.

17 MR. RIECK: You've asked a number of questions
18 there. I'll try to remember them.

19 First of all, you asked about screening. We are a
20 district that is located probably as close to the heart of
21 the black population in the city as any of the others. This
22 year we had about 450 applications for 70 openings.

23 MS. OWLEY: So there is a limit on the openings?

24 MR. RIECK: That's correct.

25 MS. OWLEY: How do you determine that?

1 MR. RIECK: Well, there are guidelines that are
2 included in the settlement agreement that we need to adhere
3 to.

4 One of the things we try to do if we have a
5 sibling enrolled in the program, we try to take them first
6 so that mother and father are not involved with three or
7 four different school districts.

8 Secondly, we do look at the attendance guidelines.
9 We look at the disciplinary guidelines that are included in
10 the settlement agreement. And we look at the bilingual
11 program needs that are included in the district. We do not
12 offer a bilingual program as such in our district.

13 So we do conform with the guidelines that are set
14 forth in the settlement agreement. Beyond that, decisions
15 are made by building-level committees as to which students
16 they will accept. And I have never participated in those
17 decisions myself. I do know that two of the important
18 criteria are the attendance and the disciplinary records of
19 students.

20 It's hard to educate kids if they're not in
21 school. Our average attendance in our district approaches
22 95 percent. And teachers place a premium on kids being
23 there. So I'm sure if a student applies for selection to
24 our school district and has an attendance of 50 percent, we
25 don't feel we're in a position to help that child very much

1 if they're not there. And they would probably be excluded,
2 as they can be under the settlement agreement.

3 MR. BAUGHMAN: Kim.

4 MS. SHANKMAN: Yeah. I'd just like to follow up
5 on that. We've heard several people today indicate that --
6 something which would help Chapter 220 would be to eliminate
7 the ability of suburban school districts to screen
8 applicants on these kinds of factors. Would you agree or
9 disagree with that?

10 MR. RIECK: Well, I think you can look at it from
11 a number of different perspectives. Our school district, by
12 and large, is a college preparatory school district. 90
13 percent of our kids go on to college.

14 For us to accept the 100 students who desire
15 and/or need vocational education or career education
16 programs, we are doing those students a real disservice by
17 selecting them. We don't have those programs.

18 We don't have shop programs per se. We have
19 eight-tenths of a shop teacher, and most of the program
20 consists of mechanical drawing or computer development or
21 computer design.

22 You do no kids a favor when you bring them to your
23 district and don't have the programs to meet their needs.
24 And for me to say that you just randomly assign students to
25 school districts does not do those students a service.

1 If they desire specialty programs, particularly in
2 vocational education, they should seek those where the
3 districts offer those. There are a number of districts that
4 offer them.

5 We do best what we do. And those kids that have
6 an interest in that, we'd love to serve; but we're not
7 kidding anybody by saying we can meet their needs when we
8 don't have programs that they desire or would perform better
9 in.

10 MR. BAUGHMAN: Bill, did you have a question?

11 MR. WANTLAND: Yeah. Dr. Rieck, just a question
12 going back to something that Candice touched on and you may
13 not have that information, but it would certainly be of
14 help, I think, do you have any information on the
15 socioeconomic background of the students transferring in?

16 MR. RIECK: The only thing I can relate to -- and
17 in this case just generally -- is the students who apply for
18 free text books. Only about 8 to 10 percent of the students
19 do. And they're not all --

20 MR. WANTLAND: Excuse me. 8 to 10 percent of the
21 total students or the transfer students?

22 MR. RIECK: Of our high school students. They are
23 not all transfer students, but most of them are.

24 MS. OWLEY: How about school lunch, free lunches,
25 do you have that?

1 MR. RIECK: We do not have school sponsored
2 district lunch programs. The community is only 2.2 square
3 miles. The kids all walk to school, except for the transfer
4 students. We provide hot lunch program only in our middle
5 school. Because we're not associated with a federal
6 program, we don't use the federal guidelines; and we don't
7 get the benefit of their cost sharing. So I don't have data
8 on that.

9 MS. OWLEY: If they happen to be children of low
10 income, how do they eat lunch? Do you know that.

11 MR. RIECK: Well, they either carry it -- most of
12 them do.

13 MR. BAUGHMAN: Faye?

14 MS. ROBINSON: Yes. Does the school district
15 receive any federal financial assistance?

16 MR. RIECK: No.

17 MS. ROBINSON: None.

18 MR. RIECK: Let me qualify that for you. We don't
19 receive any directly. We are participants in a Chapter 1
20 program which addresses remedial needs for students. It's
21 relatively small.

22 MS. ROBINSON: Do I hear you correctly when you
23 said that Whitefish Bay does not provide services for
24 bilingual students or limited English speaking students?

25 MR. RIECK: No, we do not have a formally

1 constituted program. We hire individual tutors for students
2 who have language needs.

3 MS. ROBINSON: Okay. So some type of service --
4 supportive services are provided to a student who would
5 reside in your school district?

6 MR. RIECK: Yes. But it's not known as a
7 bilingual program under the federal definition of the
8 program.

9 MS. ROBINSON: What is it called then?

10 MR. RIECK: We call it a limited English
11 proficiency program.

12 MS. ROBINSON: Okay.

13 MR. RIECK: And we hire individual tutors, many of
14 whom speak different languages to work individually with the
15 students. Our thrust is to help them as much as possible to
16 make the transition into the classroom.

17 MS. ROBINSON: Do you provide services to special
18 education students?

19 MR. RIECK: We do. We have an extensive special
20 education program.

21 MS. ROBINSON: So I would suspect you do receive
22 more than Chapter 1 funds. You receive, probably, federal
23 funds as it relates to handicapped students.

24 MR. RIECK: We don't directly.

25 MS. ROBINSON: Through the state?

1 MR. RIECK: Well, we don't get them directly.

2 We're part of a consortium of seven school districts. And
3 that seven district consortium does receive some funds
4 through special education.

5 MS. ROBINSON: Okay.

6 MR. ZARAGOZA: I'm impressed by your retention
7 information, and I'd like to, you know, elaborate a little
8 bit more on that. Specifically, do you have any retention
9 services that are available to 220 kids, whether it be
10 special counseling, tutoring, extracurricular activities,
11 support groups -- I'm just interested in the program design
12 elements.

13 MR. RIECK: We do have counseling services
14 throughout our school system. We have elementary
15 counselors, not everyone does. We do provide, through the
16 counseling department, small group sessions for students who
17 have particular needs.

18 Generally, they're not race driven or ethnic group
19 driven. They're driven more by students who have a common
20 need for dealing with loss, students who have parents or
21 family members who are alcoholics or drug dependent, we work
22 with them in small groups in that way. That may be a factor
23 in the retention. I'm not sure.

24 MR. ZARAGOZA: I notice some of the
25 recommendations that your Marquette team is making deals

1 with kind of the environment and the climate there. What
2 happens after these recommendations? What's the next step?

3 MR. RIECK: Tomorrow night, they're going to be
4 presented to the school board for the first time; and
5 they'll be discussed. My assumption is that after a period
6 of discussion, they'll be adopted and implemented.

7 A major strand of our staff development program
8 will be in multi-cultural.

9 MR. BAUGHMAN: Dr. Rieck, thank you very much for
10 coming today.

11 MR. RIECK: Your welcome.

12 MR. BAUGHMAN: Our next presenter is not here.
13 Why don't we take a five minute recess and hope that they
14 show up.

15 (Whereupon, a recess was taken at 2:55 p.m., and
16 the hearing was reconvened at 3:00 p.m.)

17 MR. BAUGHMAN: Mr. William Hittman, come right up
18 if you'd like. Either you could all come up or there are
19 chairs back there, whatever -- however you'd like to do
20 this.

21 Welcome. I should explain -- since you have two
22 students there, I can play teacher -- we're the State
23 Advisory Committee to the U. S. Commission on Civil Rights.
24 We're all volunteers. We're teachers, lawyers, nurse, that
25 sort of thing, variety of jobs. We were poor to the

1 Commission. We're 1 of 51 of these committees across the
2 country.

3 MR. HITTMAN: May I ask, will you be asking us
4 questions by any chance?

5 MR. BAUGHMAN: Yeah, we'd like to.

6 MR. HITTMAN: Fine.. Okay.

7 MR. BAUGHMAN: Oh, yeah. For the record, could
8 you introduce your co-panelists?

9 MR. HITTMAN: Sure. I'm Mr. William Hittman, the
10 Superintendent of Schools in Whitnall; and I'll have the
11 boys introduce themselves.

12 MR. FITZGERALD: I'm Donte Fitzgerald. I'm a
13 junior at Whitnall high School.

14 MR. JOHNSON: I'm Paul Johnson. I'm also a junior
15 at Whitnall High School.

16 MR. BAUGHMAN: We have about 25 minutes set aside.
17 We would like for you to reserve some time for us to
18 question you, if we may.

19 MR. HITTMAN: We're going to take 10.

20 MR. BAUGHMAN: Okay.

21 MR. HITTMAN: Okay. I thought I would start -- I
22 asked the two young men if they would put together some
23 comments. Their comments have been left up to them. The
24 one young man has put his in written form. He's going to
25 read it, and then he'd like to hand it to you then later on.

1 This is on Page 2 of my communique here. The
2 Commission wants to know about the educational opportunities
3 for children and then about the cultural opportunities.

4 I'm going to let the boys speak more to the
5 cultural because they're actually in a position to talk
6 about that more than I would be.

7 Our school district is in southwest Wisconsin -- I
8 mean the County of Milwaukee. We are basically a bedroom
9 community to the city. We have very few minorities who
10 reside in our school district. We're one of the few joint
11 districts in Milwaukee County. We're made up of all the
12 Village of Hales Corner, a third of the City of Greenfield,
13 and a part of Franklin.

14 In 1977 our school board voted to voluntarily
15 participate in the state desegregation program. Our program
16 kind of floundered. We had between 20 and 30 students until
17 1984. And then for numerous reasons, of which I could only
18 speculate in terms of my school board, but our
19 administration asked our school board to significantly
20 expand this program for a number of reasons. One is we were
21 a declining school district, laying off teachers, cutting
22 programs, and really offering fewer opportunities for kids.

23 Basically, we only had one minority family that
24 went to our school district. So we asked our school board
25 to expand our program from a Kindergarten through 5th Grade

1 program to a K through 12. And in one year, we went from 26
2 students to 105, and the following year we went to 200
3 students.

4 As you know, and if you're aware -- I'm sure you
5 are -- that the tuition monies that is paid by the state to
6 our school district followed the students from the City of
7 Milwaukee to the various schools.

8 What our school district, I think, is proud to say
9 is that virtually all the monies that we've ever received,
10 we've put back into educational programming and programming
11 for all the kids.

12 We have committed ourselves that if we're going to
13 ask children to come from the City of Milwaukee to our
14 schools, they better come to our schools and succeed.
15 Otherwise, there is really not an educational reason for
16 them to come from the Milwaukee Public Schools to the
17 Whitnall School District, for desegregation purposes, there
18 basically would be.

19 But when you talk to these students and you talk
20 to their parents, they are sending their children to our
21 school to get an education. And they want their children to
22 be prepared to go out and compete with anybody else in the
23 market place in terms of colleges and universities and jobs.

24 And they are not cognizant of the idea that they
25 would like their children to be with various races. But

1 when you ask them the bottom line, they say, Mr. Hittman --
2 and they say to my administrators and the teachers -- we
3 want you to educate our sons and daughters; and they need to
4 be prepared.

5 So with that in mind, some of the children that
6 have come to our school district were failing in their
7 present school district. And it didn't make any sense to
8 have kids to come from one school district failing and have
9 them get on a bus or a cab or a vehicle and have them drive
10 20 miles and also fail again.

11 So we have instituted numerous educational
12 programs so all the kids in the district can succeed. And
13 we started at our elementary school, and we put in
14 kindergarten classes of only 20 children. And we hired
15 teaching aides that were certified teachers to help with
16 those kids.

17 We held our elementary classes down to 23 kids in
18 grades 1, 2, and 3. And we instituted programs for at-risk
19 children with the idea that when they left our elementary
20 school, they were not at-risk children any more.

21 You will hear this in the newspapers in a few
22 days. And I'll give you a scoop. We got the results of the
23 3rd Grade reading tests from the State of Wisconsin back
24 from our school district.

25 17 percent of the children in our 3rd Grade are

1 transfer children from the City of Milwaukee. The average
2 state score -- the average score out of 40 items was 33.

3 Our average score was 35.6. 95 percent of the children in
4 our school scored above the state average. 98 percent in
5 our school scored above the state standard.

6 We test all the children. We test the LD
7 children, the ED children, the at-risk kids. That's 3rd
8 Grade. I think that's proof that our program in our
9 elementary school is paying off.

10 We spend more money educating an elementary child
11 than we do a high school child. And I think if you check
12 statistics in most schools, it's the reverse. Okay.

13 We believe the research that says you have to
14 solve the problems at an early age. So that's where we
15 stick our money.

16 Now, we have not forgotten the children at the
17 other grades because we accept kids all the way along in the
18 middle school and the high school. In fact, we accept more
19 high school kids, I think, than any of the other school
20 districts.

21 We've instituted a house system and tutorial
22 programs in our middle school, so children get extra help
23 every single day. They have one period that their teachers
24 can help in any subject they want. And all the subject
25 teachers are available. So if you've got seven subjects

1 today, there are seven subject areas a teacher is available
2 for this one hour of the day that you have. They can go
3 back you in math, language arts, reading, science, foreign
4 languages. We also have tutorial programs in reading and
5 mathematics.

6 At our high school, we've instituted programs
7 which is called alternative support. Young people who have
8 a study hall, every period of the day that there is a study
9 hall, we have a room that they can go where there is a
10 certified math teacher, a certified reading teacher, a
11 certified English teacher. They can go and get small group,
12 or they can get one-on-one help.

13 We encourage kids to stay after school. In fact,
14 we twist arms to stay after school. We want kids,
15 basically, to do well.

16 The goal of our school district is, after we've
17 had a generation of children that have gone through our
18 school -- and that means they started in kindergarten and
19 they went through 12th Grade, which would be 13 years -- and
20 we'll be there next year -- that there's no significant
21 difference in the test scores of the non-resident children
22 from the resident children.

23 Some people say that's a pipe dream. I don't
24 believe it. I think our 3rd Grade results will basically
25 show you, if you get kids early and you give them the help.

1 So educationwise, I think the transfer students,
2 that have come from the City of Milwaukee to our schools
3 have done well. They are not separated off I want you to
4 know. In certain classes we don't allow that.
5 Desegregation is part of the program here. So we go out of
6 our way to make sure that all the children that are transfer
7 kids don't end up in one class. We try to put two or three
8 transfer students per class.

9 So I think the education program for the children,
10 at least speaking in our school district, has been very
11 successful. We have asked the parents of transferred
12 children to serve on all of our PTOs and PTAs and advisory
13 committees. We have taken their advise very seriously.

14 Six years ago, the transfer parents from our
15 school district told us that it was not safe for the
16 children to take buses to school at times. The kids in the
17 winter months had to walk out to the thoroughfares in the
18 city. You know, in the month of December, at 6:00 o'clock
19 in the morning, it's actually dark. We had a couple of kids
20 assaulted.

21 Parents asked us if we would not take
22 transportation on ourselves. We are the only one of the 23
23 school districts that handles our own transportation, per
24 se. We use small vehicles and vans. It is less expensive
25 for the Milwaukee Public Schools. It is, frankly, a lot of

1 work for us. But our parents asked us that. They said it
2 wasn't safe for kids.

3 I do want you to know, too, that there are 60-some
4 children from our school district going back into the City
5 of Milwaukee to opportunities which my school district could
6 not offer to them. We are not large enough to offer
7 specialty schools. And Milwaukee has some of the finest
8 specialty schools around.

9 So I want you to know this isn't a one-way
10 situation. There are children from our suburbs going into
11 the city. There are parents from our suburbs who want their
12 children to go to multi-racial schools.

13 So if you were to survey parents and ask them,
14 almost everyone will tell you, one, they want their child to
15 get a good education. And, secondly, they do want their
16 children to be with various races.

17 In your letter, you wanted us to talk about
18 education; and then you wanted us to talk about
19 desegregation efforts and intercultural associations between
20 minorities and non-minorities.

21 I can't speak as well to that as I think a couple
22 of the kids from there can. So I've asked these two young
23 men -- These are their own notes, their own texts; they put
24 this together -- if they could speak.

25 MR. FITZGERALD: Good afternoon. I'm Donte

1 Fitzgerald. I'm a junior at Whitnall High School, and I've
2 attended Whitnall for five years now.

3 I only have good things to say about this school
4 district. I've experienced no racism or discrimination of
5 any kind.

6 As far as education is concerned, I think Whitnall
7 is one of the top schools in the Milwaukee area. They have
8 numerous course which I feel will be able to prepare me for
9 my college career. And they have special classes, like he
10 said, alternative support that we take as a study hall. And
11 there are teachers who can give you help with your work, and
12 I think that's great.

13 The transfer students were expected to do the same
14 work as the district students are. And we also have the
15 same opportunities to stay after school and get extra help.

16 As far as intercultural relationships go, I guess
17 I'd be a good example of this because our prom was last
18 Saturday; and I attended the dance with white girl. She
19 lives in Greenfield. And I felt no apprehensions about this
20 arrangement. Her parents were nice, and we had a great
21 time. In my case, I feel completely at home when I'm in the
22 district any time of the day or night.

23 And to sum it all up, I guess, the only think I
24 regret about attending Whitnall is that I didn't come
25 earlier.

1 MR. JOHNSON: Hello. My name is Paul Johnson. My
2 mother and I chose Whitnall Middle School because it would
3 be in my best interest, and it would establish me with a
4 good education for my future schooling.

5 Another reason I chose Whitnall is that the fact
6 that the schools in my area, I believe, wouldn't give me a
7 good education, plus they weren't all that safe to go to.

8 In my years of attending Whitnall Middle School
9 were good, and I had the choice of going to the high school.
10 I chose to go to the high school.

11 In the high school, the counselor sat down with me
12 and my mother. They gave us three tracks. They gave us the
13 college track, like a construction track, or to go into some
14 other work. I chose the college track because I've always
15 wanted to major in accounting.

16 I chose the college track; and in my years of
17 going to Whitnall High School, I've made numerous friends
18 that live in the area, which I'm very close to. And if I
19 would recommend a school in the Milwaukee area to go to, I
20 would tell them to go to Whitnall. Because even though you
21 can meet new people and have a good education, this
22 educational program that they have set up at the school will
23 be good for college purposes. Because even if you go into
24 any of the lower tracks that they have at Whitnall, they
25 still urge you to take, like, four years of math, four years

1 of English, three years of history, and four years of
2 foreign language.

3 Now, my mother, she's a counselor at MATC High
4 School. Now, she works with students that come into the GED
5 program, Health Department program, and Cross-over program.
6 Most of them that come into the program say that the
7 counselor never talked to them about numerous courses to
8 take, never told them about the significance of these course
9 they will help them in college, and really, like, have the
10 skills to go to the school and to just be out of them within
11 four years.

12 So Whitnall High School would be the best choice
13 that I would recommend to anybody.

14 MR. BAUGHMAN: Thank you all. Thank you all very
15 much. You know, here again, we're just lay people. There's
16 only one lawyer at this table.

17 So I'll start on this end. Any comments or
18 questions?

19 MR. WANTLAND: Let me just ask one question, if I
20 could, Jim. I'm much impressed with all three of you have
21 to say and the goal of reaching total parity in education.

22 What is the drop-out rate overall, and is it
23 larger for transfer students than for in-resident students?

24 MR. HITTMAN: Last year, we had one year drop out
25 of our high school. To date, to the best of my knowledge,

1 we've had none. We had some students going to alternative
2 high schools, but they are going to school. That is under
3 our direction.

4 But last year we had one school drop out of our
5 high school. None of our voluntary transfer students have
6 dropped out. Some have volunteered to go back to the city,
7 and that's very, very few. We have about 280 volunteer
8 transfer students.

9 We've had that for the last four years, and it's
10 pretty much the same children. For the kids that graduate
11 their senior, we bring in a new kindergarten class. And we
12 fill slots as children move out. Sometimes they move out of
13 the City of Milwaukee, so there is a slot.

14 Our drop-out rate is, like, one of the absolute
15 lowest in the area here.

16 MR. NUNNERY: Mr. Hittman, I guess I'd just like
17 to personally applaud this testimony. I mean everything
18 else I've read here along this line has been depressing.
19 And to hear these comments today, I just think this is
20 absolutely applaudable.

21 Does the Department of Public Instruction have all
22 the documentation regarding what's going on at your school?

23 MR. HITTMAN: Yes, they do. In fact, Tom Loftus
24 spent the entire day in our school a year ago last
25 September, not last September. We invited him down because

1 of statements and concerns we had about how monies were
2 being spent and programming that was being done.

3 So we gave him free reign of our school for a day
4 of the teachers and the kids; and said, you go talk to
5 whoever you want to talk; and, you know, you ask the
6 teachers how the programs are-going.

7 MR. NUNNERY: The other thing I wanted to ask,
8 with respect to teachers, it sounds as though they are doing
9 and going over and beyond the call of duty.

10 Are they in the same teaching union as the
11 Milwaukee inter-city school teachers?

12 MR. HITTMAN: No. Our teachers belong to the
13 American Federation of Teachers.

14 MR. NUNNERY: So they are in a different union?

15 MR. HITTMAN: They are the only -- we are the only
16 K-12 teacher's union that is AFofT.

17 Mr. Nunnery, the teachers have a vested interest
18 in this. In 1983, we were laying off lots of people. Our
19 school district went from a peak of 3,341 children in 1972
20 to 1,574 kids in 1983. So, I mean, there was a vested
21 interest. People like to maintain their jobs.

22 But that couldn't be enough, because that wouldn't
23 work, just to give people jobs. We met with the union. We
24 came into the city, and we recruited children because we're
25 one of the farthest southern suburbs. We really didn't get

1 lots of children who applied to us. Now, we get hundreds of
2 children who apply to us, and we don't have enough seats.

3 But we made our own way in this program. We told
4 the minority children very clearly that we need them as much
5 as they need us because of the programming. With them has
6 come just a whole new area of programming for all the kids.

7 So it's kind of like a mutual love affair if
8 anything. We need to have those kids; otherwise, we don't
9 have enough kids to run the programs.

10 MR. NUNNERY: Mr. Fitzgerald and Mr. Johnson, can
11 you say something about your family background and the
12 number of brother and sisters and what are they doing.

13 MR. FITZGERALD: I have one brother. He attends
14 Morgandale High School. And I have a sister --

15 MR. NUNNERY: Morgandale?

16 MR. FITZGERALD: Yes.

17 MR. NUNNERY: Now, is that an inter-city school?

18 MR. FITZGERALD: No. It's on the south side.

19 It's one of the bilingual programs.

20 MR. HITTMAN: Specialty school in the city.

21 MR. FITZGERALD: And my sister attends Auer Avenue
22 Elementary School.

23 MR. NUNNERY: And your brother at Morgandale, he's
24 in a specialty program?

25 MR. FITZGERALD: Yes.

1 MR. NUNNERY: What is he studying now?

2 MR. FITZGERALD: Spanish as a second language. I
3 think that's what they call it.

4 MR. NUNNERY: And what year is he?

5 MR. FITZGERALD: 3rd Grade.

6 MR. NUNNERY: 3rd Grade. What do your mother and
7 dad do?

8 MR. FITZGERALD: My mother works at Columbia
9 Hospital. And I'm not sure of the name of the place my
10 father works.

11 MR. NUNNERY: What's the occupation of your
12 mother?

13 MR. FITZGERALD: She's a patient account
14 representative.

15 MR. NUNNERY: And you're not sure where your
16 father works?

17 MR. FITZGERALD: Huh-uh.

18 MR. NUNNERY: So they're not together now?

19 MR. FITZGERALD: My stepfather, that's the one I'm
20 not sure about. He's the one living with us now. He just
21 recently got this job, but I'm not sure what's going on with
22 it.

23 MR. NUNNERY: Okay. Yes.

24 MR. JOHNSON: It's just me and my mother. My
25 parents are separated, but my father works with insurance.

1 I don't know exactly what he does. But my mother, she's the
2 head counselor and runs counseling in the Health Department
3 at MATC.

4 MR. BAUGHMAN: Thank you very much. Federico, did
5 you want to ask something?

6 MR. ZARAGOZA: I sure do. Again, I, too, am
7 really impressed with the testimony and more so with the --
8 it's refreshing to hear things like friendship, you know,
9 you can't quantify the friendship and what that does later
10 on life.

11 But I have a question in terms of your -- how do
12 you establish that kind of organizational culture where it
13 appears that multi-culturalism is very much in the minds of
14 everybody within the school system? And, I guess, you know,
15 I'd like to hear, you know, the formulas. You know, is
16 there something like a training department? Are there
17 programs in place that promote multi-cultural appreciation
18 and diversity?

19 MR. HITTMAN: We in-serviced our staff when we
20 made this significant expansion from 26 to 105 and then up
21 to 200-and-some children.

22 We brought people in from the Milwaukee Public
23 Schools who did a very fine job. Florence Johnson, I think
24 is the person who was in charge. We brought people in from
25 the DPI. Marquette University, UWM, Cardinal Stritch, and

1 Alverno College all offered courses and so forth.

2 We encouraged our teachers to actually take
3 course. I would say the greatest thing was that we tried to
4 include the kids' parents from that school district and our
5 school district. So that's even more important.

6 When we have parent conferences, we send vehicles
7 in; and we bring the children out and their parents. We
8 bring the kids along. So those parents are a part of our
9 schools.

10 We call them as well as we call anybody else. And
11 if they don't have transportation, we bring them out. They
12 have got to be made a part of our schools even though they
13 don't live in our community. But we try to include them in
14 our PTO, our PTA activities, our school plays, our concerts.

15 In 1986, we held a major forum. We brought in all
16 of our representatives, state senators and assemblymen.
17 There are two senators and two representatives that
18 represent the Whitnall School District. We brought them
19 out, and we brought all of our transfer kids out and all the
20 kids from our district going into the city because there was
21 some concerns about the Chapter 220 program. We brought
22 them all out, and there were probably were 200-some people
23 there that night. And we let them talk to our
24 representatives and tell them what this program meant to
25 them.

1 And it was prompted. We had some people who had
2 some criticism of it, and we had some things that people
3 wanted to see changed. But the bottom line was that they
4 wanted the program to be left. And they did not like the
5 idea that politicians would flippantly talk this program
6 because it was their child's education. And if they were in
7 4th and 5th Grade, they wanted to know that they could stay
8 there through Grade 12.

9 I think we have a little bit of that going on
10 right now, which is making people quite nervous. And, you
11 know, I mentioned you have heard that.

12 It something to talk about money in terms of the
13 cost of this program, but it's a greater thing when kids
14 have been committed to a school district.

15 I don't know these boys' parents personally. I
16 have met them briefly; and I can tell you this, if I told
17 these kids that they had to go back to the city, that they
18 couldn't finish at our school, I would be unpopular person,
19 like, in the Bible.

20 MR. BAUGHMAN: Kim.

21 MS. SHANKMAN: Well, first I'd like to ask the two
22 young men -- I don't know if this is permissible, but I'd
23 like to know if you're interested in coming to Ripon
24 College? (Laughter.)

25 MR. BAUGHMAN: Yes, Professor Shankman teaches at

1 Ripon College. Of course, you'll want to go to Madison
2 where I teach.

3 MR. ZARAGOZA: Or to come to MATC. (Laughter.)

4 MR. BAUGHMAN: But she's not a recruiter.

5 MS. SHANKMAN: I was just interested in knowing
6 what kind of screening you do for -- now that you have more
7 applicants than positions open in your school district.

8 MR. HITTMAN: That's a real hot issue with lots of
9 people, and I think people are absolutely convinced that our
10 district or other districts do significant screening.

11 One thing I think everybody needs to know is,
12 these kids' parents helped volunteer them to come to school
13 here. So that has told us one thing, they've got active,
14 involved parents.

15 And I think that's typical of these children in
16 general. Someone's got to sign the papers. Someone has to
17 fill it out, and somebody has to send it in. They can't do
18 it themselves.

19 Our district is oversubscribed, and we've gone
20 beyond our court settlement. We've been beyond it for the
21 last five or six years. So we have the right, in terms of
22 the court settlement, to screen for balance, in terms of
23 academic balance and so forth.

24 We do very little of that. We do very little of
25 that. In fact, in the beginning what happened was, we were

1 criticized because we would talk to parents before we would
2 talk to any of the kids. Kids would sign up for our school
3 district, and we'd ask their parents to come out. And if
4 their parents were truly interested in their kids coming to
5 school, regardless of what kind of record they had, be it
6 attendance -- poor attendance and so forth, we took the kids
7 because we knew the parents were going to be actively
8 involved.

9 Some people have criticized us for that, so we
10 can't do that any more. We can't talk really to the
11 parents.

12 What happens now is we are greatly oversubscribed.
13 We get 5 or 600 applicants for 30 or 40 seats. We do look
14 at them for behavior. We have the right to screen for
15 behavior, that if children could have been expelled in the
16 Milwaukee Public Schools. And that's visa versa going the
17 other way.

18 We do not look much at attendance, because kids
19 don't go -- attendance is based on motivation. If you're
20 not motivated, you don't go to school. If our district can
21 motivate you, you're going to be at school. So we're not
22 overly concerned about attendance.

23 We're basically concerned about, you know,
24 behavior. We do hardly no academic screening, hardly any at
25 all. Sometimes we get complete records. Sometimes the

1 district doesn't get complete records.

2 One thing that our transfer parents have been a
3 bit unhappy with us about is that we'll bring their children
4 out to our schools and we may put them back a grade. But I
5 don't have the flexibility of being large enough to have,
6 you know, cross grading.

7 It means a lot when you're in elementary or middle
8 school to be put back a grade. You think the world's going
9 to come an end. And as you later on get into high school,
10 it doesn't mean very much at all. After you get out of high
11 school, it means absolutely nothing. We want the kids to,
12 you know, succeed.

13 The other thing is -- about the basic thing we do
14 on screening is we check this record for kids' behavior.
15 And if they've been in serious things, like brought weapons
16 to school or they have sold drugs, there's a pretty chance
17 we won't take them. By the same chance, if my children
18 tried to go into the city, if they've had weapons and drugs,
19 I wouldn't want them to take those kids either.

20 I know we have the right to screen once we get
21 oversubscribed for balance to have academically balanced
22 situations.

23 Another unique thing about our district is, we are
24 greatly subscribed by the Asian children, because the Asian
25 children live on the south side. And some people don't

1 realize it, but the Asian children do not like to ride on
2 the county transportation system. They find it to be
3 unsafe.

4 We don't use the county transportation system. We
5 use small vans and station wagons, and they like that. It
6 comes right in front of their house and picks them up. And
7 they know who the driver is; and if the driver changes, they
8 know who the driver is.

9 They've got a big concern about safety. And
10 they've made it very clear to us, like, back in 1986, that
11 they wanted safer transportation system that they themselves
12 felt more assured about.

13 So we may have a disproportionate number of Asian
14 children, but that's because we just got a disproportionate
15 number of kids applying to us.

16 MR. BAUGHMAN: One last question.

17 MS. MCFADDEN: Okay. Mr. Fitzgerald, do you stay
18 within Milwaukee?

19 MR. FITZGERALD: Yes.

20 MS. MCFADDEN: What time do you leave for school
21 in the morning, and what time do you return in the evening?

22 MR. FITZGERALD: I leave about 6:30; and depending
23 on if I come straight home, I get home at about 3:00. If I
24 stay and do extra activities, like, normally I might weight
25 lift, and I would get home at about 5:30.

1 MS. MCFADDEN: Do you participate in any
2 extracurricular activity after school?

3 MR. FITZGERALD: Yes. I'm on the football team,
4 wrestling team; and I weight lift sometimes.

5 MS. MCFADDEN: Okay.

6 Mr. Johnson, are you on the football team?

7 MR. JOHNSON: Yes, hopefully. Both of us are
8 captains on the football team.

9 I live farther out. I live, like, a mile south of
10 Northridge. And that's like on the outskirts of Milwaukee.
11 So I get picked up at 6:30; and if I'm not staying after for
12 anything, I come home at 3:00. But if I'm staying for
13 weight lifting or extra help or something, I will come home,
14 like, between 4:30, 5:00 o'clock.

15 MR. NUNNERY: Mr. Chairman?

16 MR. BAUGHMAN: Yeah.

17 MR. NUNNERY: Just one quick one.

18 Mr. Fitzgerald, you are also college track?

19 MR. FITZGERALD: Yes.

20 MR. NUNNERY: And Mr. Johnson, you are college
21 track?

22 MR. JOHNSON: Yes.

23 MR. NUNNERY: And you're both juniors, right?

24 MR. FITZGERALD: Yes.

25 MR. JOHNSON: Yes.

1 MR. NUNNERY: What math and sciences have you
2 taken or are you taken now?

3 MR. FITZGERALD: Right now I'm taking chemistry,
4 algebra, and trig.

5 MR. NUNNERY: Okay. I just wanted to point that
6 out, the stereotype that black athletes, that's all they're
7 doing. I think it's very, very, even more applaudable that
8 you all are college track and you're taking the core
9 courses.

10 MR. HITTMAN: Yes. You know, I'd like to add to
11 this. We set standards significantly above the DWIA.
12 Students can't fail any classes in our school district. I
13 don't care how many courses you take, if you fail anything,
14 you cannot participate in sports or anything. And if you
15 fall below a C- average -- someone might think that's low,
16 but you've got to take six classes in our school system on a
17 seven-period, not five; and you've got to pass all six of
18 them.

19 So these young men are in the higher math. In
20 their senior year, will take Advance Math I, which leads
21 them up to precalculus. Oh, you are taking math which is,
22 actually, calculus.

23 MR. BAUGHMAN: Thank you all very much for coming.

24 MR. HITTMAN: Do you want a copy of his
25 presentation?

1 MS. ROBINSON: Yes, certainly.

2 MR. BAUGHMAN: Yes.

3 Are you Mr. Hase?

4 MR. HASE: Yes.

5 MR. BAUGHMAN: Am I pronouncing that correctly?

6 MR. HASE: You are.--

7 MR. BAUGHMAN: Thank you very much for coming.

8 I'm sorry, Mr. Hase. It's been a long day, and
9 most of the witnesses have been pretty depressing. All I
10 can offer you is a cough drop or something.

11 MR. HASE: I'll take it. That's going to be a
12 hard act to follow.

13 MR. BAUGHMAN: Yeah, that's what I'm afraid of.
14 Thank you for coming.

15 MR. HASE: Well, my name is David Hase. And I'm
16 the president of the Mequon-Thiensville School Board. I
17 have provided you with a copy of my prepared remarks, which
18 I will go through if that's your pleasure, and I'll be
19 available to answer questions.

20 Of course, I should tell you by way, perhaps, of
21 some additional biographical background that in my other
22 life, I'm a practicing lawyer. For a time, I spent a very
23 happy period in state government as Governor Lucey's legal
24 counsel and then as deputy attorney general in the mid-70s
25 around while during the time when Chapter 220 was working

1 it's way through the legislature.

2 I have been on the Mequon-Thiensville School Board
3 for 19 years, with 15 of which was done as president. And I
4 was one of the principal suburban negotiators during the
5 metropolitan desegregation case. I was working for a
6 settlement. Our district was one of those that was one of
7 the districts that attempted from an early time during that
8 case to reach some sort of a settlement.

9 Our School district is located in Ozaukee County,
10 which, for those of you who are not familiar with the local
11 geography here, is adjacent to Milwaukee County on the
12 north. We share a common border in places with the City of
13 Milwaukee. Our district has been a participant in the
14 Chapter 220 interdistrict transfer program since 1986

15 We were one of two districts that joined the
16 Chapter 220 program during the course of the lawsuit and
17 prior to the settlement. Our district and Menomonee Falls
18 both decided to join in the early part of 1986 -- actually
19 the later part of 1985. And we had our first transfer
20 students for 1986-87 school year.

21 I am here this afternoon to provide information
22 concerning the interdistrict transfer program and to speak
23 to its considerable successes. Although, I don't think I
24 can do nearly as well as the preceding speakers. I shall
25 also speak to my concern that the support for school

1 desegregation efforts in this community is fast eroding
2 because of cost and quality issues.

3 And looking at your agenda and seeing who some of
4 the prior speakers were, I think, perhaps, you have a sense
5 of what I may be talking about in that regard.

6 Because Chapter 220 created two state financed
7 student transfer programs, one of which has been modified by
8 a judicial decree, references to Chapter 220 in public
9 comment and the media are often imprecise. Let me briefly
10 make the distinctions necessary to a clear understanding of
11 the program.

12 By itself, Chapter 220 is a reference to the
13 Session Law enacted by the legislature in 1976 creating what
14 is now Section 121.845 of the Wisconsin Statutes. The
15 purpose of the law is set forth in the legislative
16 declaration, which was enacted as part of Chapter 220. And
17 that is quoted on top of Page 2 of my prepared remarks.

18 And without reading it but just to summarize it,
19 essentially, what the state declared as a matter of policy
20 is its support of transfer programs for the purposes of
21 cultural and racial integration where the districts and the
22 students involved felt it would serve educational interests.

23 And the state further declares -- and I think this
24 is particularly significant today. The state declared, and
25 so far has lived up to its declaration, that it is proper to

1 encourage transfers by providing for special aids.

2 One section of the Chapter 220 law established a
3 program of state aids to support intradistrict student
4 transfers for the purposes of school desegregation in urban
5 districts.

6 Throughout its history, Chapter 220 has funded
7 intradistrict desegregation programs in Madison, Beloit,
8 Racine, and Milwaukee. Today it is a substantial source of
9 funding to support Milwaukee's internal student assignment
10 plan.

11 Chapter 220 also established an interdistrict
12 transfer program that provides financing for voluntary
13 student transfers between school districts. And, although
14 written generally, the law applies particularly to the
15 Milwaukee metropolitan area.

16 The law required nominal participation in the
17 program by all Milwaukee County districts. It authorized
18 but did not require participation by school districts
19 outside of Milwaukee County. However, no district outside
20 of Milwaukee County participated in the program until our
21 district in Menominee Falls joined in 1986.

22 After its enactment, the school districts in
23 Milwaukee County participated to a greater or lesser degree
24 in the Chapter 220 program. In 1984, MPS filed its
25 metropolitan desegregation lawsuit against the suburban

1 districts in Milwaukee County and the districts adjoining
2 Milwaukee County on the north and west. That litigation was
3 settled in 1987.

4 The essence of the settlement is a substantially
5 increased commitment to Chapter 220 by the suburban
6 districts inside Milwaukee County and a similar commitment
7 to Chapter 220 by adjacent suburban districts outside of the
8 county, those that had not previously participated in the
9 program.

10 The increase in participation since the settlement
11 is dramatic. In 1983-84, the school year immediately
12 preceding the litigation, about 1,400 MPS students
13 transferred to the suburbs. In the current school year, the
14 number of participants exceeds 6,000. This is projected to
15 increase to nearly 7,000 during the 1990-91 school year, the
16 next school year.

17 In addition to increasing participation in the
18 voluntary transfer program, the settlement calls for a
19 coordinated approach to student assignments; a commitment to
20 increased human relations training and awareness; and a
21 commitment to the employment of minorities in all employment
22 categories by the suburban districts.

23 Let me just say on that point -- that critical
24 point, the suburban districts have made a significant effort
25 to attract and hire not only minority teachers but minority

1 staff members in all job categories and with considerable
2 success.

3 Under the coordinating council, which was
4 established in the settlement agreement, there is a
5 Metropolitan Employment Recruitment Office. That office has
6 been very successful in identifying minority candidates for
7 jobs in the suburban districts. And the suburban districts
8 have been very aggressive about hiring those minority
9 teachers.

10 This was a particularly important issue to both
11 MPS and the NAACP during the course of the metropolitan
12 desegregation litigation. And the suburbs have responded
13 aggressively to this commitment.

14 The settlement calls for all of these efforts to
15 be made over the five-year period that the settlement
16 embraces, which ends with the 1992-93 school year.

17 While the evidence at this point is mainly
18 anecdotal, all indications are that the interdistrict
19 program has been successful. And I guess the testimony by
20 the two gentlemen that preceded me certainly supports that.

21 The number of suburban students transferring to
22 MPS is relatively low, about 1,000 students this year. But
23 these students and their parents, who mainly use the MPS
24 speciality schools, are very enthusiastic about the
25 opportunities provided by the program.

1 The number of MPS transfers to the suburbs
2 continues to grow. And there are more applicants each year
3 than there are seats available. It is projected that the
4 number of MPS students in suburban schools will grow to
5 8,000 or more by the end of the settlement period in 1993.

6 And I think if the program is not restricted in
7 any way between now and 1993, the 8,000 is a conservative
8 number. Because next year, as I've indicated, the
9 projection is almost 7,000. And more and more seats are
10 opening up in some of the suburban which, because they've
11 never had programs, have been slower in getting on line with
12 the programs. But we'll have more seats during the end of
13 the settlement period.

14 The Coordinating Council, established under the
15 settlement agreement, has and is addressing a number of the
16 major issues affecting the interdistrict program. A study
17 has been made of transportation costs and procedures to
18 increase efficiency.

19 Changes to improve the cost effectiveness of the
20 transportation system will be implemented beginning with the
21 next school year. It is projected that the cost per pupil
22 for transportation next school year will be reduced by \$100
23 due to these changes.

24 The student application and assignment process has
25 been the subject of research commissioned by the Council.

1 And the findings are now behind considered by a committee
2 which will be making recommendations to the Coordinating
3 Council.

4 Research concerning student achievement and
5 program quality is in the process of design and will be
6 undertaken beginning the next school year. Concerns about
7 staff leadership have been addressed, and a nationwide
8 recruitment for a new executive director is underway.

9 In summary, the interdistrict student transfer
10 program is providing to students living in both the city and
11 the suburbs a wider array of educational choices than are
12 available in their districts of residents. It is providing
13 service the participants perceive as superior to that which
14 they would have had access otherwise. It is providing an
15 integrated educational environment in the participating
16 suburban communities which would not otherwise occur because
17 of housing patterns.

18 By and large, the participants are highly
19 satisfied with the program. And efforts are underway to
20 ensure its continued success and improvement.

21 Beyond these educational benefits, the
22 interdistrict program provides at least two other
23 substantial benefits. First, by educating a substantial
24 number of city students, the suburbs are relieving to some
25 degree the pressure on MPS facilities.

1 Because of increasing enrollments and the need to
2 replace or renovate older facilities, MPS is confronting the
3 need to make a substantial new investment in physical plant.
4 To house in new facilities the 8,000 students that
5 ultimately will transfer to the suburbs under the Chapter
6 220 program, the city would have to invest at least \$40
7 million. This is a conservative figure based on an
8 assumption that new schools cost at least \$5,000 per student
9 to build. I submit that that is a very conservative number.

10 Another benefit which flows from the settlement is
11 the enhanced cooperation between the city and the suburbs.
12 In no other governmental endeavor in this metropolitan area
13 is there the level of trust and effective working
14 relationship that we find in education.

15 Although not quantifiable in dollar terms, this is
16 perhaps the greatest non-educational benefit we have derived
17 from the settlement of the metropolitan desegregation
18 litigation.

19 Unfortunately, it is a benefit we will lose if the
20 public discussion on the Chapter 220 program is not kept
21 focused on legitimate educational and integration issues.

22 This brings me to my concern for the future. The
23 costs of the interdistrict transfer program for both
24 educational services and transportation is considerable. As
25 participation increases, the state will be required to

1 commit more money. However, there are many indications that
2 the state and the leadership of the Milwaukee metropolitan
3 are reluctant to support this increased commitment.

4 This reluctance seems to be driven by a belief, at
5 least in part, that government today is a zero-sum game, and
6 that the quality of education -- particularly for minority
7 students -- is a greater priority than integration, at least
8 in terms of financial commitment.

9 Thus, the argument intensifies that resources
10 should be diverted from desegregation efforts and committed
11 to improving educational quality.

12 The interdistrict program already provides both
13 integration and quality and by that measure is entitled to
14 continued support. Nevertheless, it is fair to say that
15 resources committed to the program in the form of bonus and
16 sender aids could be reallocated and spent more effectively
17 -- for example, for transportation.

18 However, the basic aids fund educational quality
19 and ensure the voluntary aspect of the program. To back
20 away from providing this reimbursement of per-pupil costs is
21 to cripple and, perhaps, destroy the interdistrict program.

22 Withdrawing support from the interdistrict program
23 to reallocate the resources for educational quality programs
24 for minorities within MPS does not advance integration.
25 Indeed, favoring quality over desegregation in any context

1 raises serious legal questions and is likely to be
2 challenged. And certainly nothing slows educational
3 progress like litigation.

4 The reality is that this metropolitan community
5 must solve the quality questions that are legitimately
6 raised but in the context of continuing progress on school
7 desegregation. It does not enhance education to propose
8 constitutionally unworkable solutions.

9 This Committee and the Commission would serve us
10 all well to make it clear that integration and quality must
11 be compatible and not competing goals and that the
12 enhancement of quality does not justify reduction of
13 integration efforts.

14 Thank you.

15 MR. BAUGHMAN: Thank you very much. Very good
16 statement, if I may so.

17 Any of my committee members have a question or
18 questions?

19 MR. NUNNERY: I'd like to -- you've raised, Mr.
20 Hase, some very interesting theory that I think has not been
21 litigated in this whole public education arena. And what I
22 hear you saying -- and you can correct me -- and that is, if
23 a student is aggrieved or suffering because of quality
24 education, than desegregation must take the paramount issue.

25 Is desegregation in your view -- while you use

1 the word compatible, is desegregation more important than
2 quality education?

3 MR. HASE: Well, I wouldn't say on policy grounds
4 that I would say one or the other is more important. I
5 think that they're equally important. I think that the
6 problem is is that the legal overlay is such that you can't
7 do away with desegregated efforts, at least in areas where
8 there are vestiges of segregation left.

9 MR. NUNNERY: Well, I think the issue that is
10 going to come forward later on is whether a school district,
11 through its actions or inactions, creates or causes a
12 district whereby students suffer from receiving quality
13 education. I think that that issue has not been litigated.
14 And I think that's the one that's going to come down the
15 pike in the near future.

16 But I guess I'm interested in what you're saying
17 here that you need to find a happy marriage between quality
18 and desegregation.

19 MR. HASE: That's right. And I think the problem
20 is money, as it always is.

21 MR. NUNNERY: Do you believe that the Milwaukee
22 Public School system is a quality, comparable school system
23 as Mequon-Thiensville in terms of quality?

24 MR. HASE: No, not as a general proposition.
25 There are fine schools in Milwaukee; but as a general

1 proposition, there is much that needs to be done. They
2 truly need to address quality. And I think if I were on the
3 Milwaukee Board, I guess I would make that a high priority.

4 The problem that I'm really trying to identify is
5 the one that I see that the people who are concerned about
6 quality are saying we don't have enough money to spend on
7 both desegregation and quality, so we're going to spend more
8 on quality -- or that's going to be our priority, because we
9 think that's more important now. And the frustration from
10 lack of quality is absolutely understandable, and that needs
11 to be addressed.

12 But if it's addressed in the context of taking
13 away from desegregation efforts, what's going to happen is
14 the people that think desegregation is important are going
15 to attack, again, legally; and the whole situation is going
16 to be mired down in the courts, in my view, instead of
17 addressed educationally as it should be.

18 Milwaukee Public Schools has a major challenge in
19 front of it, and it hasn't addressed it very well. But I
20 don't think the way to get them to address is to tell them
21 to stop their desegregated efforts. I think the way to do
22 that is to tell them to work more creatively, effectively,
23 and quickly on quality issues.

24 MR. NUNNERY: You sound like you've been talking
25 to Charles Walker in Mequon. Do you know him?

1 MR. HASE: I know him, but I'm not sure that we
2 always agree on everything.

3 MR. NUNNERY: Okay. Thank you.

4 MR. BAUGHMAN: Thank you. Any other questions
5 from other panelists?

6 I don't think our next witness has arrived, let's
7 take a three-and-a-half minute recess.

8 Thank you again, Mr. Hase.

9 (Whereupon, a recess was taken at 3:45 p.m., and
10 the hearing was reconvened at 4:00 p.m.)

11 MR. BAUGHMAN: Okay. Mr. Holt, if you'd like to
12 come forward, we're ready to go again.

13 Thank you for joining us. You can either take the
14 table or the podium whichever you are more comfortable with.

15 MR. HOLT: I'll take the table here.

16 Good afternoon, everyone. Thank you for inviting
17 me. I assume you can hear me.

18 What I would like to do this afternoon is to share
19 with you somewhat of the findings of the African American
20 Male Task Force of the City of Milwaukee. And that's the
21 Milwaukee Public Schools. I am the co-chair.

22 Prior to that, before I begin, I am principal of
23 Bell Middle School. I've worked for MPS for approximately
24 20 years now.

25 We feel that this is a moral and civic imperative

1 for us to address this issue. The formation of this task
2 force was the result of a board resolution by Director Joyce
3 Mallory. And the board of resolution, in essence, said to
4 the superintendent, to please put together or empanel a task
5 force to look at the state of the African American Males.

6 The information that had indicated that from
7 kindergarten to Grade 3, the African American Males tend to
8 be on par with their peers. And at Grade 4, there tends to
9 be depression in achievement, and the behavior began to --
10 inappropriate behavior began to surface.

11 And our job was to look at what programs have
12 shown some measure of success locally and also to explore
13 programs nationally. We looked at a number of national
14 reports. We looked at the New Orlean report. We looked at
15 the Portland, Oregon report. We looked at the most current
16 research that was available in terms of what tends to work
17 for the African American Males.

18 Let me give you the introduction and what we see
19 as a moral and civil imperative. Of all the issues facing
20 the State of Wisconsin and City of Milwaukee, none are more
21 critical to our collective well-being than those related t
22 education.

23 In spite of the increased attention focused on
24 urban areas, public schools continue to fail to address the
25 significant segment of the population. As the enrollment in

1 the Milwaukee Public Schools become increasingly more
2 racially, ethnically, and linguistically diverse, the need to
3 examine critically the crucial issues related to educating
4 African American student cannot be over stated.

5 This need takes on an additional urgency when one
6 considers the economic and social progress, and particularly
7 for people of color, has historically been related to one's
8 success to a quality -- or one's access to a quality
9 education.

10 The system of the Milwaukee Public Schools is
11 purely responsible for educating more than 80 percent of the
12 African American students in the State of Wisconsin. The
13 economic and social well-being of African Americans in the
14 entire state is inseparably linked to the quality and vigor
15 of the Milwaukee elementary, middle, and secondary schools.

16 For Wisconsin people of color in general, the
17 educational system is, at best, loosely knit. However, for
18 African Americans in the Milwaukee Public Schools, the
19 system has unraveled.

20 Consider the following: The Milwaukee Public
21 Schools is third among the cities in the nation in
22 suspending more black than white students from school.
23 Between 1978 and 1985, 94.4 percent of all students expelled
24 from Milwaukee Public Schools were African Americans.

25 During the 1986-87 school year, the Milwaukee

1 African American high school students had an average grade
2 point average of 1.46.

3 When these datass are disseminated or looked at in
4 terms of sex, it becomes even more an imperative. Only at
5 the present time, out of the high population -- we're
6 looking at 25,000 African American males -- only 135, 2
7 percent, have a cumulative grade point average between 3
8 and 4, a B average. Only 2 percent of 25,000 have a B
9 average.

10 Slightly more than 1,000 have a cumulative grade
11 point average between 2 and 2.9. So about 17 percent of the
12 students of the African American males in MPS have a grade
13 point average of a C.

14 During the 1989-90 school year, the present
15 information we have up through April, 50 percent, or 3,565
16 of the students suspended state systemwide were African
17 American males. Although, African American males constitute
18 only 27.6 percent of the students in the system.

19 Other data we presented -- certainly, I think all
20 of know that, although black men make up only 6 percent of
21 the general population, they're 46 percent of the prison
22 population of this country. And that's from the QEM Report
23 1990, that's the Quality Education for Minority Report, the
24 MIT project.

25 So because of this, we recommend radical changes

1 in the system. We feel the system has to be totally
2 changed. What is this attributed to? There's a strong
3 feeling among the task force members, and there are 26 of
4 them, everyone from George Foley to -- there are three
5 parents, three students, three teachers, three principals,
6 business people such as Rick Williams, Judge Foley, post-
7 secondary education people. The other co-Chair would be
8 Rev. Louis Sibling.

9 We feel that the curriculum or the instructional
10 strategies ought to be more attuned to the cultural traits
11 of the students. We made it clear to the board at our
12 presentation on last Wednesday that we've done a very good
13 job of teaching of teachers how to present curriculum, but
14 we've not taught teachers how to teach students very well.
15 Because until we learn to adopt the instructional strategies
16 to the cultural traits of students, we're going to still
17 have this problem.

18 In MPS right now, the instructional strategies of
19 the classroom set up is based on the Euro-American learning
20 styles. And that learning style typically talks about --
21 the Euro-American students are very taught very early on
22 that you have to fend for yourself, you have to be number
23 one; they are very object oriented, acquisition of objects,
24 while the Hispanics and Native American, African Americans
25 tend to be very highly inter-personal dependent. We call

1 that field dependent style of learning.

2 That means that if the teacher verbally or non-
3 verbally that they do not like that child or they do not
4 care for the child, that child will not work for that
5 teacher. We haven't talked about cultural traits that have
6 an impact on learning. We've talked about different kinds
7 of delivery systems for instruction. But we have to begin
8 to look at the notion. Because 70 percent of the students
9 by the year 1994 will be minority. Right now, we're 58.5
10 percent minority.

11 We have to move from the area of content driven to
12 student center and truly -- not only provide lip service but
13 truly provide student centered instruction.

14 So there are a number of recommendations that
15 we've -- and one of the other -- I think one of the other
16 statistics that was really quite startling was the fact that
17 80 percent of the African American males would not be
18 eligible to participate in extra-curricular activities if you
19 base on the -- we have the 2.0 grade point average which is
20 the major criteria for eligibility. 80 percent of African
21 American males would not be able to -- or would not be
22 eligible for athletics or extra-curricular activities.

23 So, obviously, something has to be done. Some of
24 the recommendations that we, again, have looked at in terms
25 of the national reports and locally -- it is essential that

1 the curricular policy be changed to include more information
2 recognizing and appreciating the African American culture
3 along with the culture of other people; be more flexible for
4 structuring of time allocated to reading and other academic
5 areas; students must be provided with access to more quality
6 after-school, summer, and Saturday programming.

7 80 percent of the academic loss occurs over the
8 summer. We're recommending summers -- year-around schools.
9 California and Texas are in the process of looking at that.
10 In Philadelphia, they've done a lot of research on that.
11 And the difference between the high achievers, that 80
12 percent loss in academics occurs over the summer. We need
13 to look at that.

14 We need to look at evening, extending the school
15 day. Because many of our students go home, and there's no
16 support there to reinforce what we teach them at school. So
17 we're talking about an evening class. We're talking about a
18 Saturday class, building the culture around the child in
19 order that that child may truly succeed.

20 Homework policies, which would enhance both
21 student and parent accountability, should be developed.
22 We've recommended a designation of homework days, citywide.
23 Parents would know that Wednesday, Thursday, or Tuesday are
24 homework days. That way, we could hold parents more
25 accountability to ensure that that work has been done. And

1 right now we have no citywide homework policy.

2 Staff development recommendations. There were,
3 again, three areas. We're talking about policy
4 recommendations, staff development recommendations, and
5 structural variation recommendations as we see that would
6 address the needs of our students.

7 The staff development recommendation. These
8 recommendations are aimed at increasing school staff
9 abilities to work with children of diverse backgrounds and
10 include training and assistance in the following:
11 Understanding that students can learn differently, and,
12 instructionally, modes must vary to accommodate these
13 differences; implement strategies to increase the number of
14 African American male teachers; encourage more active
15 involvement and collaboration between parent and school
16 staff; to facilitate the implementation of these activities,
17 all schools staff should be required to participate, all,
18 5,000 teachers or staff members, all, that's engineers,
19 cooks; everybody who have some contact with the child during
20 the day, whether they are part time or full time, ought to
21 be involved in participation in in-service courses focusing
22 on African American history, cultural, and racism in America
23 and its negative impact on all Americans.

24 A school with 90 percent or more African American
25 population should be identified for a center for

1 professional development for teachers. We are recommending
2 a model of that type of professional development center
3 after the Shinley High School in Pittsburgh.

4 That is a program that was set up where teachers -
5 - an exemplary program of teachers who could demonstrate to
6 teachers -- there are resident teachers in place there --
7 teach visiting teachers who come in up to six to eight
8 weeks, who could actually see the latest techniques and
9 strategies being utilized in the classroom and take from
10 that setting back their school and act as a turnkey staff
11 development person to update those staff members at their
12 school that this is what ought to be taking place.

13 Structural variations recommendations. These
14 recommendations are designed to introduce new initiatives to
15 enhance the achieving of African American males and,
16 ultimately, all children in the system.

17 They include the following: the establishment of
18 a gender socialization courses, required of all students and
19 designed to help students establish a gender identity in a
20 safe environment.

21 What do we mean by that? We're talking about
22 things such as, what does it mean to be a man? what does it
23 mean to be a woman in this society? We're talking about
24 rites of passage.

25 There has to be systematic transition from young

1 men to men -- to adult level. Many of our students are
2 taking on the role of adults and really do not know the
3 responsibilities and things that are tied into that.

4 Also we recommend the establishment of African
5 American male emersion academies at the elementary, middle,
6 and secondary levels, which, while open to all students
7 regardless of race, gender, and national origin, et cetera,
8 will emphasize educating African American males with an Afro
9 center emersion specialty programs.

10 Those are the recommendations through Phase 1.

11 Phase 2, quickly, we are talking about:

12 broader systemwide revision such as
13 restructuring schools;

14 developing strong self-image and self-concept
15 among African American male students;

16 developing alternative discipline programs
17 other than suspensions and expulsions;

18 revising the curriculum in all disciplines to
19 include the true stories of African Americans;

20 Right now, African Americans do not exist in the
21 text book. We have never done anything

22 significant -- Native American, anyone,
23 significant in the field of science, medicine.

24 And we all know that that is certainly not
25 accurate. There's a notion that students have to

1 certainly see someone like them in order to learn.

2 Students have to consistently see doctors and

3 lawyers if they want to be doctors and lawyers.

4 enhancing family support for African American

5 males;

6 increasing parents and caregivers abilities

7 to support their children's education;

8 increasing the involvement and support of

9 both the African American and white communities in

10 the education of African American males;

11 provide adequate resources to implement these

12 proposals;

13 establishing mechanisms to evaluate the

14 implementation of recommendations from Phase 1 and

15 2.

16 Radical problems require radical solutions. This
17 task force has determined that the needs of African American
18 males are extenuating, and bold new initiatives are required
19 to ameliorate this situation immediately.

20 MR. BAUGHMAN: Thank you very much, Mr. Holt.

21 Questions from the Committee members? Bill?

22 MR. WANTLAND: Let me preface this with a little
23 background, Mr. Holt. I appreciate very much what you have
24 to say. I'm a citizen of the Seminole Nation of Oklahoma,
25 so I come out of a Native American background.

1 But much of what you say sounds very familiar to
2 me. So I want to put to you a proposition to get your
3 response. Much of the problems that you speak in regard to
4 Afro Americans are problems that exist for our Indian kids
5 as well.

6 Two studies were done, both among the Western
7 Cherokee in Oklahoma and the Sioux in South Dakota. The
8 concern was that in the first three or four grades, Indian
9 students actually did better than non-Indian students. But
10 by the 4th Grade, they began to drop down. Then by the time
11 you hit the 8th Grade, they were running a grade to a grade
12 and a half below non-Indian students. And the drop-out
13 rate, when you got to high school, was about 10 times
14 average.

15 In the course of studies with those two Indian
16 groups, it was determined that the problem lay not in the
17 native intelligence or in the ability to teach of the
18 teachers but in cultural differences that were not
19 perceived.

20 I want to be very careful because you can over-
21 generalize. But, generally speaking, for Indian cultures,
22 the emphasis is on cooperation as opposed to competition, on
23 consensus as opposed to democratic bare bones majority, and
24 the idea of working together to cause peers not to be in a
25 disadvantage or pressure as opposed to being number one.

1 When education was looked at, it was seen that in
2 the primary grades, the emphasis is on the community of the
3 classroom and the kids cooperating together. And the Indian
4 kids had an advantage over white kids in that area because
5 they lived in a cooperative society. But by the time you
6 got to the 4th Grade, the shift was to a competitive
7 society, which put the Indians at a disadvantage.

8 And when the thrust of education was changed --
9 we've had one instance -- or several instances here in
10 Wisconsin in schools run by Indian tribes where the emphasis
11 was on cooperation rather than competition, the drop-out
12 rate goes down, the achievement rate goes up, and the result
13 shows positive for the student.

14 Is there a parallel that you see here in the way -
15 - I think there may be, but I'd like your comment on that.

16 MR. HOLT: The research in learning styles points
17 out that Native American students and African American
18 students are characterized by deductive holistic approach to
19 learning. And we call that dependent field style. So, in
20 essence, they're learning almost exactly the same.

21 The one difference is, the Native American
22 students -- and, again, we have to take some of the blame
23 for this. We haven't talked about this, they tend not to
24 speak out or participate in class until they are sure that
25 they know the answer or they have mastered the subject.

1 In some cases in a competitive setting, that can
2 be devastating because the child tends to be tagged as
3 unintelligent and not able to fit in. That's because of
4 ignorance on the part of the teaching staff.

5 So the learning styles are exactly -- almost the
6 exactly the same except for that notion that they tend --
7 the Native American tend to talk about what their parents --
8 or tend to rely on parents in terms of talking about "the
9 answer" before they are willing to talk about it publicly.

10 And that's one of the significant differences.
11 But the notion that you have to present a lesson to the
12 Native American and African American in a very broad sense -
13 - feel dependent, if you look at the broad field, relate
14 what you're going to talk about to the world; and then you
15 get into specific details.

16 It is called trial and error learning of the
17 Native American. And that is a significant trait that I
18 will be willing to say that probably 99 percent of the
19 teachers do not know, that this is a cultural trait.

20 And what I call that is -- it's called culturally
21 -- I describe that as culturally -- instructional strategies
22 that are adapted to the cultural traits of students instead
23 of forcing students to adapt to the instructional strategies
24 within the classroom. It's totally out of line. It's
25 really totally out of line, what is happening.

1 I know in Minneapolis next year, they're opening a
2 Native American school.

3 MR. BAUGHMAN: Willie?

4 MR. NUNNERY: Yeah. Mr. Holt, there was a witness
5 -- Mr. Vance came in earlier today, Director for --

6 MR. BAUGHMAN: Jerry Vance.

7 MR. NUNNERY: -- Compact for Educational
8 Opportunity. In his testimony, he indicated that he
9 believed we will see some improvements in the Milwaukee
10 Public School system.

11 And, I guess, based upon what you have said here
12 today, is there anything going on in the school district,
13 whether it be the administration, the board, has formulated
14 any policy to arrest the deterioration occurring with black
15 males?

16 Specifically, have they done anything?

17 MR. HOLT: Well, first of all, I think the fact
18 that they have the fortitude -- again, Dr. Peterkin, Dr.
19 McGriff and the board of school directors to go along with
20 and approve the resolution had the fortitude to set up this
21 kind of task force to analyze those kinds of problems in the
22 system tended to support the notion that the willingness is
23 out there to do something about this problem.

24 So I would say, yes, we are addressing the
25 problem. Yes, it is long over due. But we have to deal

1 with the problem; and certainly, the board approved this
2 resolution and the formation of this task force. And Dr.
3 Peterkin and Dr. McGriff have come in and within two years
4 have really attempted to address the cultural traits of
5 learning versus how to teach a content area.

6 MR. NUNNERY: Well, my guess my comment to you --
7 and I don't want to be judgmental on this, but task forces
8 and bureaucracies and hearing what's going on out there and
9 studying this and studying that -- is there a fiscal and
10 policy commitment to do something in place in the Milwaukee
11 Public School system to deal with this?

12 MR. HOLT: Well, I think you have to look at the
13 Greater Milwaukee Commission. The community is concerned
14 now. I think that you've had people step forward,
15 businesses have come forward in terms of offering -- for
16 example, the Mayor had announced the scholarships for any
17 minority students who could maintain a certain grade point
18 average, guaranteeing them a scholarship; business have
19 supported that.

20 So there is some support from the community, and
21 the system now is moving in the direction of addressing the
22 needs of those -- that population that really, right now, is
23 not doing very well.

24 MR. NUNNERY: Let me ask you this, and I know many
25 individuals who went to Milwaukee Public Schools during the

1 desegregating era: Has, in your opinion, desegregation
2 helped or hurt the black kids in the Milwaukee Public
3 Schools system?

4 MR. HOLT: Okay. I think you hit the word, it's -
5 - I think we confuse the word desegregation for integration.
6 We've had desegregation. That's moving bodies from city to
7 suburbs, moving bodies around. But have we had integration?
8 No.

9 When you are talking about integration, I describe
10 integration as a total emersion of the teachers who receive
11 these students. When you receive these students but yet you
12 teach the same way, then what have you done? I mean you
13 haven't trained and in-serviced the teachers who have to
14 teach these young people.

15 So we've had desegregation, but I don't think
16 we've had integration.

17 MR. NUNNERY: Has desegregation helped black kids
18 in the Milwaukee Public Schools system?

19 MR. HOLT: No. In fact, it's interesting in the
20 sense that there was a study done several years ago -- I
21 can't name the study specifically -- but the grade point
22 average of those students, particularly in those who had
23 transferred out to the suburban schools, the African
24 American students, their grade point average was lower than
25 those that were in the system.

1 So has it helped? Some cases, yes, you can say.

2 But in pure facts and data, we're having a hard time seeing
3 the academic -- now, I'm not talking about social
4 development and getting along with people and all of that.
5 That's important, too. But academic areas, there has been a
6 real major problem. It doesn't -- hasn't beared out or
7 produced the fruits that we've expected.

8 MS. OWLEY: Can I just ask whether we're going to
9 get a copy of the report?

10 MS. ROBINSON: Yes.

11 MS. OWLEY: Is it public now? I mean, can we have
12 a copy?

13 MR. HOLT: Yeah, it's public.

14 MS. ROBINSON: Hi. I'm Faye Robinson.

15 MR. HOLT: Hi. How are you.

16 MS. ROBINSON: Could we get access to one copy at
17 least?

18 MR. HOLT: Sure. I think I have one extra copy
19 here.

20 MS. OWLEY: And then we'll make copies for the
21 rest.

22 MS. ROBINSON: Yeah. I'll make copies for the
23 rest.

24 MR. HOLT: Now, keep in mind, the board has not
25 approved it. They have looked at it, and we have a couple

1 more hearings before they approve. But I do believe they
2 will.

3 MR. NUNNERY: One point you were saying in there,
4 it's 17 percent of all black males who have a 2.0 or better
5 --

6 MR. HOLT: No. Only 17 percent had a 2.0, from a
7 2 to 2.9.

8 Only 2 percent --

9 MR. NUNNERY: Yeah.

10 MR. HOLT: -- had anything better than that, 3.0
11 or above.

12 MR. NUNNERY: So you're saying --

13 MR. HOLT: Out of 25,000 -- Okay. Let me correct
14 that. Out of 5,800 in high school -- there are 25,000 in
15 the entire system -- out of 5,000, only 2 percent of those
16 5,000 had a B average or better.

17 And only 17 percent had a C average.

18 So, in essence, almost 79 or 80 percent were below
19 C.

20 MR. NUNNERY: Now, these are black males?

21 MR. HOLT: African American males.

22 MR. NUNNERY: In high school?

23 MR. HOLT: Yes.

24 MR. NUNNERY: Now, were you able to look at any
25 data before desegregation versus now?

1 MR. HOLT: No. See the task force -- we focused
2 on things that tend to work. We all no there are problems
3 with the drugs and the homes and all of that. We didn't
4 want to get bogged down into data for the sake of data. We
5 wanted to look at what worked. We didn't have time. It is
6 too late to get into all this mind-boggling data. We used
7 just enough data to target the areas that we needed to
8 address right away.

9 I have a chart in the back of a report that
10 indicates an analyses from kindergarten on. You'd be amazed
11 at the number of kids who are retained at 1st Grade and 2nd
12 Grade. This is a chart that I had developed. You cannot
13 find it at MPS.

14 I also have it broken down as a comparison for all
15 MPS students. There are two different charts with six
16 categories: number of students; athletic involvement;
17 student suspensions, number of suspensions; cumulative grade
18 point average -- I mentioned 2 to 2.9, cumulative 3.3 to 4;
19 students expelled, number of expulsions; students retained.

20 That's in the back there.

21 And then test scores. When we come to test scores
22 such as 72 percent of the African American males at the 2nd
23 Grade level are below national average, something is wrong.

24 That's in the back here. And I'll share with you
25 a copy. It's called -- and this is only Phase 1. Phase 2

1 will be completed in December. It's called, "Educating Our
2 African American Males, A Dream Deferred; African Male Task
3 Force."

4 MR. NUNNERY: One of the things I've been trying
5 to get at -- and there are a lot of people coming in here --
6 no one wants to say that a lot of this is caused by the
7 policies of the Milwaukee Public School system.

8 MR. HOLT: I think I addressed that. I think I
9 said briefly -- I didn't have time to go into detail. For
10 example, we're saying that we need to look at the promotion
11 and retention decisions must be made only after careful
12 analysis for what is best for students.

13 There's no data out there that will support -- any
14 more data that supports retaining students than promoting
15 students. Most of the data we came across, the research
16 indicated supported against holding students back a grade.
17 Okay. We need to look at that.

18 Allowing students to choose, algebra versus
19 general math allowing students in high school to say, I only
20 want two years of math and allow them to choose between
21 general math and algebra is absurd. We ought to be
22 mandating to students that you have to take algebra, you
23 have to take trigonometry because the jobs out there -- and
24 I'm on another task force; and our support was approved, and
25 that's the Education for Employment Council.

1 Our focus is to present a K-12 focus on career
2 information. We're doing a very poor job of getting career
3 information to students. That's another task force I'm on
4 right now. The board approved that in April And this one
5 hasn't been approved.

6 But by the year 2000, the top three career jobs
7 are going to be paralegal personnel, computer analyst,
8 computer programmer. We know by the year 2010, 80 percent
9 of the workforce is going to be comprised of minority and
10 women. So either we deal with this now, or we're talking
11 about the total destruction of every metropolitan city in
12 this country. This is not just unique to Milwaukee.

13 MR. BAUGHMAN: On that foreboding note, we need to
14 move on. Thank you so much, Mr. Holt.

15 MR. HOLT: You're welcome.

16 MR. BAUGHMAN: Mr. Fielbach, if you want to come
17 forward. Welcome, again, Mr. Fielbach.

18 MR. FIELBACH: Thank you for inviting us. I say
19 us, I'm here as a representative of the Milwaukee Teachers
20 Education Association. I'm not coming here with a prepared
21 statement. I don't have statistics. I think if there's one
22 thing I've learned in my 36 years of teaching in Milwaukee,
23 that you can gather statistics to prove whatever you want;
24 and someone else will gather statistics to refute it. So I
25 don't live and die by statistics any more.

1 I thought I would come here and just make some
2 observations based on 36 years of teaching in the Milwaukee
3 Public Schools, being active in the teachers' organization
4 for 35 of those years. I've had an opportunity to
5 consistently have dialogue with teachers on every
6 conceivable and concern that they have in the city.

7 Through our organization, I've also had an
8 opportunity to have dialogue and study what other systems
9 are doing in 12 other major urban locations around the
10 country.

11 And the school that I am at, it is an inter-city
12 school. It has been referred to as an inter-city school, I
13 think, almost since the day I arrived there. It is one of
14 the schools that was not ordered by the federal court to be
15 integrated. It is one of the schools that has remained,
16 basically, minority school through my entire teaching
17 experience.

18 I would have to say -- and I think many other
19 teachers would bear me out too -- that as a teacher, I have
20 not experienced a fact that white students or black students
21 or Hispanic students or Asian students basically are really
22 all that different.

23 My observation would be that all the kids kind of
24 start out pretty much the same. In MPS, we have black
25 students who are extremely successful in school, extremely

1 successful in later life. We have white students who are,
2 we have Hispanics.

3 But you cannot, of course, hide the fact that as
4 the years go by, the number of successes seem to be getting
5 less in proportion to the number of failures. And that is a
6 great concern.

7 I could tell you a lot of things that go on in MPS
8 that I don't like, but I think that's beside the point. I
9 think I would rather talk to you about some things that I
10 think ought to be happening maybe nationwide that aren't.

11 There's no question that the impact of generations
12 of poverty is going to have an impact on any people, no
13 matter who they are or where they came from. And I also
14 know that this society has felt that if schools would only
15 do things differently, somehow we're going to turn this
16 nation around, and things are going to be markedly
17 different. So everybody makes suggestions; everybody starts
18 new programs; and everyone gets discouraged because nothing
19 really seems to get better. It just seems to be getting
20 worse.

21 Anyway, so why do we bother? Where are we? Where
22 are we going? I watched these yellow buses take children.
23 I've been watching it for years all over this city and with
24 220 out of the city. I wished during those times I had seen
25 as many yellow buses taking adults to meaningful employment.

1 We don't see that. Because no one is making a commitment to
2 have these things happen.

3 I have seen young students who are very
4 successful. The previous spoke to the fact that as they get
5 up in the grades, they seem to fall apart.

6 If you take into account that the younger children
7 yet aren't, basically, influenced by peer pressure, by the
8 influences of the street, maybe by the discouraging remarks
9 they hear from older people who went through the system and
10 now tell them, hey, forget it buddy; you're not going to get
11 a job anyway. You know, they tell you to get a good
12 education and your life will be great. They work hard, they
13 get a good education, and they're unemployed. So everything
14 we do seems to counter our efforts.

15 Another thing that I think has struck many of us
16 in MPS is that by putting the burdens on the school and not
17 having people who have the power to do so putting resources
18 and efforts, you know, in correcting problems in society,
19 the schools are never going to come out as brightly as, you
20 know, people would like them to come out.

21 And so while we do all these things in the school,
22 we're not paralleling it with the other programs that we
23 need so that school is meaningful to them and they show
24 results.

25 I don't believe there is any one way that is

1 better to teach all children than another. I don't believe
2 there is any one teaching technique that is always better
3 than any other teaching technique. I don't think that one
4 group of people can only be taught this way in exchange for
5 other ways. It's been my experience as a teacher.

6 I do think that children today need to be taught,
7 at least in the urban setting under somewhat different
8 conditions, that if we could change those conditions, we
9 could also be very easily changing the styles that some of
10 us use in our classroom to be more effective.

11 The children in Milwaukee and probably any other
12 urban city have such great and complex needs. Yet our
13 classrooms are structured with probably more students in
14 them today than we had 30 years ago. And as a teacher, it
15 makes no sense to me, as a teacher in Milwaukee, being faced
16 with more students in a room every day, students with great
17 needs, than the teachers in the suburbs who all have smaller
18 classes; and they have students who don't have as complex
19 needs.

20 Until we get at some of those basic things, all
21 those good things that we would like to have happen with
22 children just aren't going to happen. And it is difficult.
23 No one wants to make the commitment. No one wants to get
24 behind the commitment; because if they do, they're going to
25 be telling the taxpayers you're going to have to come up

1 with more money. And that's very unpopular. And no one
2 deals with the price of not coming up with the money.

3 I've found that with my students now, I must work
4 with them in a much more personal fashion than I had to work
5 with them years ago. The old lecture style doesn't work
6 with today's student. They interact with each other much
7 more than they use to and not always in a positive way. You
8 end up being a referee sometimes instead of a teacher.

9 It is more difficult to inspire them to get them
10 interested to pursue something on their own, so more has to
11 be done under the direct direction of the classroom. And
12 what we need in urban areas is the kind of classroom
13 structure where a teacher can be working on a personal basis
14 with a manageable group of people so that then we can have
15 most of those young students beginning to work also with
16 each other in a positive fashion. And I just tell you, it
17 can happen when you have 25, 30, 35 people in a classroom
18 with the needs that we have today.

19 Integration has not been the answer. It certainly
20 hasn't. And yet at the same time, I'd say we certainly did
21 have to try it. I would never say that anything we ever did
22 in integration we never should have done. That really is
23 not true at all. I think it has been good for students to
24 sometimes get out where there is more competition. It
25 certainly has been good for suburban students, I think, to

1 get to know some inter-city people, some urban people. They
2 live very shelter lives.

3 What is disturbing is that when our Milwaukee
4 people, you know, after their experience of the day, come
5 right back to what they left in the morning. And their
6 future is, you know, their neighborhood and what they see
7 around them. It is discouraging.

8 So if we rely on integration alone to solve these
9 problems -- especially when we do not make real honest
10 efforts to provide honest integrated housing patterns.

11 You see, some things have to happen. The schools
12 can't do it all. We can integrate kids in the day; but if
13 we don't integrate housing, what does it mean?

14 So, I guess, as a classroom teacher who's gone
15 through all this and knows how well intended all these
16 things, you know, that we have done have been -- you know,
17 no matter what benefit there may have been to many students
18 who participated in, it hasn't solved our problems for the
19 majority. And in education, I guess, it's always the
20 majority that we have to center on.

21 And I guess the job question, rebuilding of
22 families again, really meaningful integrated housing
23 patterns for those people who want to, you know, look for
24 better housing and move to other areas -- all these things
25 conflict with what we are doing in the schools. Yet no one

1 provides us with the smaller classes. No one supplies us
2 with the necessary inbuilding administrative support.

3 We are beginning to loosen up and give faculties
4 now to structure their programs a little more to meet the
5 needs of their children rather than dictating what everyone
6 in the city must do every where. I think that is an
7 encouraging trend that Milwaukee has taken; but it's such a
8 small thing in the overall picture.

9 We could restructure in Milwaukee and somehow make
10 better use of the money we have. But that's hard to get
11 people to do because everybody's -- you know, they're so use
12 to doing their thing for so long, they don't want to give up
13 their project. They don't want to give up their department
14 to loosed up funds. But if we could somehow get a
15 commitment that the state or the federal government
16 recognizes that the urban people who do not have the wealth
17 themselves to tax themselves to solve urban problems need to
18 help on a national-to-state level.

19 And if we could get those schools built and if we
20 could cut down on those class sizes, we could have
21 inbuilding administrative support. And if we could have
22 meaningful in-service for teachers and let teachers have
23 more freedom to design what they're going to do in their
24 buildings -- if we could be doing that, I'd say we would be
25 far more successful than simply busing the children around.

1 I think we have close to 600 children in our
2 building. I think we have 700 in our neighborhood who bus
3 out. Unfortunately, most of them are our better students,
4 which makes those who stayed look worse than ever. Because
5 we were never really allowed to redesign to service those
6 who did stay.

7 Specialty schools -- what happened when they
8 opened the specialty schools? They counseled all the best
9 students out to go to the specialty schools. Sure they look
10 good. I'm not downing them. We should have them. We
11 should have more. The more students who are successful, the
12 better.

13 But everybody forgets about the majority who are
14 left. And that's my frustration that I share with you.

15 I'd be glad to answer any questions if you have
16 them

17 MR. BAUGHMAN: Sure. We have about six, seven
18 minutes for questions. Candy?

19 MS. OWLEY: Can you comment a little about -- I
20 know there's a huge batch of teachers that will be retiring.
21 Can you just comment a little bit about the pool of teachers
22 that we're going to be getting and the likelihood of
23 significant numbers of minority teachers coming into the
24 system?

25 MR. FIELBACH: We are not going to get a large

1 number of minorities because unfortunately there are not a
2 large number of minorities coming out of the teaching
3 institutions.

4 MS. OWLEY: Will it be worse? Is it a smaller
5 number than ever?

6 MR. FIELBACH: Let me just speak from UWM, which
7 is a major supplier for the area. They have been
8 experiencing a period of years now where the number of
9 minorities coming into the school of education has been
10 decreasing. They are really making some efforts to turn
11 that around.

12 But you see, there are so many other job
13 opportunities available for minorities. Industry is, you
14 know, going out and recruiting. Everybody is doing
15 affirmative action hiring outside of education, too.

16 Years ago, many -- I think I have now seven former
17 students who are teaching in MPS. Some of them are
18 administrators. I don't think in the last seven or eight
19 years any of the students who have left Siefert School, on
20 an elementary level, have indicated an interest in teaching.

21 One young lady came up to me last year; and she
22 said, you know, Mr. Fielbach, I would never be a teacher.
23 And she was one who I would have encouraged to be. I said,
24 why do you say that? She said, I would never put up with
25 what you put up with. That was the first time I ever had a

1 student say that to me. You sometimes forget how observant
2 they really are. They understand.

3 The teaching profession, unfortunately, in this
4 country -- and I've spoken to many teachers from other
5 countries. I don't think it is looked upon with the respect
6 that it is in many other places in the world. I don't know
7 why that should be.

8 In terms of other new teachers coming into MPS, I
9 would never say to you that new people going into education
10 today are not well qualified. I don't agree with that at
11 all. I have an opportunity in universities and talk with
12 those young people. And I would say that coming out of the
13 schools, while there may not be enough minorities, they're
14 as dedicated a group of people that we have ever graduated
15 from the schools.

16 In fact, some of them ask me, they say, what will
17 it be like if I come to Milwaukee. Others, of course,
18 outright say, well, I'm not going to an urban school system
19 anywhere because I know what it's like. But they come in,
20 and they work extremely hard; and they're very enthusiastic;
21 and they bring new life to a building -- including the old
22 timers like me who tend to be a little set in our ways.

23 But what disturbs me is after two or three years,
24 they leave, because they are already run into the ground.
25 They don't get the support they need. They don't have the

1 conditions they need to be successful. Milwaukee's turning
2 into a revolving door.

3 So when you talk about replacing those who retire,
4 yes, we will replace them. But the problem is those who
5 leave Milwaukee before they have six to eight years of
6 experience. That never used to happen before. I would say
7 that within six years, over 60 percent of the teachers in
8 Milwaukee will have under 12 years experience. And probably
9 under 40 percent will have under 4 years of experience. And
10 that's a complete change to what Milwaukee has experienced
11 in the past.

12 MS. OWLEY: Will it be good or bad?

13 MR. FIELBACH: If other changes don't take place,
14 it will be bad because it will keep happening and keep
15 getting worse. Holding people in who are really dedicated
16 and would like to stay in is going to be a problem. The
17 people don't feel good about leaving. They feel they leave
18 because they recognize they have to. They recognize, I
19 can't do this for the rest of my life. People won't allow
20 me to do or work in the conditions under which I can.

21 Other people leave because of residency. A strong
22 number leave because of residency. As they look down the
23 road and figure what they might want to do in their lives 5,
24 10 years from now, residency sends them away.

25 MR. BAUGHMAN: Thank you very much for coming

1 today.

2 MR. FIELBACH: I appreciate the opportunity.

3 MR. BAUGHMAN: Mr. Wesley Scott. We apologize for
4 being behind schedule.

5 MR. SCOTT: Ah, c'est la vie. C'est la vie.

6 (Laughter.)

7 MR. BAUGHMAN: There you go.

8 MR. SCOTT: The statements that I make will be
9 more provocative, I guess, perhaps, and informative in terms
10 of what you asked for from the Association for Commerce,
11 that we talk about our involvement and that we talk about
12 our perception.

13 I have five minutes of testimony to present to
14 you; and, of course, as a custom, I will entertain any
15 questions that you might have. I call your attention,
16 specifically, to the word entertain. I didn't say I would
17 answer anything. I said I would entertain them.

18 (Laughter.)

19 Thank you for the invitation to participate in
20 this hearing. My name is Wesley Scott. I am employed by
21 the Metropolitan Milwaukee Association for Commerce as an
22 consultant in urban affairs.

23 Except for a two-year hiatus, I have been in that
24 position for seven years. During the '70s, I served on a
25 board of directors for six years. And in addition, I served

1 on the committee that monitored the original desegregation
2 court order.

3 I ought to add that prior to that I was, for 23
4 years, director of the Milwaukee Urban League here in
5 Milwaukee. I served on numerous committees, state and
6 local, relating to jobs, relating to youth, relating to
7 education.

8 The Metropolitan Association for Commerce
9 represents businesses in a four-county market area. It has
10 been an integral part of the community for 128 years. It is
11 an advocate for its 2,800 member firms, which vary in size
12 from one and two persons to Fortune 500 companies employing
13 thousands.

14 The Association empowers its largest membership
15 segment, small businesses, to make itself heard in the
16 public forum through its counsel to small business
17 executives.

18 Its total membership forms a major voice heard by
19 the public, by elected officials, businesses, and
20 institutions. And it has always been the objective of MMAC
21 to make this community more attractive to capital investment
22 and to create jobs.

23 This has mandated involvement in a broad spectrum
24 of development and activities that contribute to a healthy
25 economy. To name a few: shipping, by air, by rail, and by

1 water; housing; health; and relevant to this meeting,
2 education.

3 At the beginning of this century, our city was a
4 burgeoning town with an ever-increasing number of migrants
5 and immigrants who lacked the skills needed in the factories
6 and the mills.

7 The diagnosis of this situation was a need for
8 training. The response -- and Federico will appreciate this
9 -- was evidenced today in one of the finest vocational
10 training systems in the nation, then and now, to ensure a
11 high level of competence. Industry contributed equipment
12 with which to train their future employees and expertise to
13 consult on curriculum development.

14 Public schools were an integral part of the
15 process. They provided the base skills upon which
16 vocational schools could build. However, times changed.
17 Skills and needs changed. Public schools did not change
18 rapidly enough and not sufficiently enough to accommodate
19 the technological revolution needed to prepare their
20 students for today's world of work.

21 Among the many major designs to ameliorate this
22 deficiency was school desegregation. Desegregation was a
23 process seen as advancing the knowledge of children and
24 adults and, ergo, increasing the skills and size of the
25 workforce.

1 Consistent with our goals and purposes, the
2 Association of Commerce handled all communications with the
3 business community on public school desegregation.
4 Translated, that means that it was the mouthpiece through
5 which the business community was kept informed of
6 developments in the process of desegregation that was being
7 carried on by some place else. That's how that translates.

8 It initiated a local adopt-a-school plan, later
9 named Business/Education Partnerships. And it provided
10 start-up funds for the greater Milwaukee education trust.
11 These are programs that were intended to enhance educational
12 opportunities for minorities in this community.

13 It views the desegregation process as a
14 continuation of the on-going process of attempting to
15 provide the best educational opportunities for the
16 community.

17 This is not a montage, in our opinion, but a
18 continuum. The pressing concerns about desegregation are
19 justified but in the sense of redecorating a house. During
20 the redecoration, the situation is chaotic. Once the job is
21 finished, however, the environment is better; attitudes are
22 better; behavior is better; achievement is better.

23 We acknowledge the efforts of the many
24 institutions, organizations, and individuals promoting a
25 better quality of life for all our citizens.

1 Consistent with these goals and purposes, MMAC
2 will continue its involvement in issues appropriate to its
3 purpose, among which is desegregation of the public schools.

4 Our expectations of the positive impact of
5 desegregation and academic achievement and the speed with
6 which it would occur were exaggerated.

7 But rather than being discouraged by the events
8 relating to school desegregation, we are hardened by the
9 broad spectrum of community participation, the level of
10 concern, the degree of coalescence of positive forces, the
11 heightened level of awareness -- all ingredients that are
12 important to implementation of the democratic process.

13 If solutions are not found, it will not be because
14 the citizens of this community did not try to find them.
15 MMAC will be part of that body of people.

16 Got questions?

17 MR. BAUGHMAN: Thank you very much. Questions?

18 MR. SCOTT: This is like a wedding, you'll speak
19 now or forever hold your piece. (Laughter.)

20 MR. NUNNERY: Mr. Scott, I have a question. I
21 guess you say you are hardened by the coalition of people
22 coming together and participation, and you may have been
23 here during the testimony of Mr. Holt. I think you need
24 more than heartened when he tell us that 81 percent of the
25 black males are dropping out, flunking out, and having all

1 kinds of problems here in the Milwaukee Public School
2 system.

3 Have you organization adopted any kind of stands
4 or taken any public positions on that issue.

5 MR. SCOTT: They have not.

6 MR. NUNNERY: Have they taken any stands
7 whatsoever with respect to Chapter 220.

8 MR. SCOTT: They have not.

9 MR. NUNNERY: So are they concerned about the
10 public desegregation at all?

11 MR. SCOTT: They are concerned about public school
12 desegregation to the point that it impacts the potential
13 workforce, which they'll have to deal with at some point in
14 the future. I have to be candid with you on that.

15 MR. NUNNERY: So as of right now, though, it's
16 your testimony that they are not -- they have no leadership
17 role as the industrial and commercial sector in Milwaukee?

18 MR. SCOTT: No, except for the latest involvement.
19 For instance, their latest involvement is in the educational
20 trust fund. They initially put up the seed money to begin
21 that. They raised some funds for it. And to that extent,
22 they have participated.

23 This is not to say that individuals in the
24 business community have not been involved in different kinds
25 of ways. But in terms of the organization, per se, making

1 any pronouncements or other positions, they have not done.

2 MS. OWLEY: Have they taken a position on
3 vouchers?

4 MR. SCOTT: I beg your pardon?

5 MS. OWLEY: Have they taken a position on school
6 choice or vouchers?

7 MR. SCOTT: They have not.

8 MR. NUNNERY: Just one final question from me.
9 You've probably seen R. J. Perot taking a strong leadership
10 role down in Texas and pulling the private sector together
11 to recast the entire elementary and secondary system in
12 Texas.

13 MR. SCOTT: Uh-huh.

14 MR. NUNNERY: Is there any kind of move or
15 affirmative steps taking place here in Milwaukee from the
16 industrial partners?

17 MR. SCOTT: No. No. I can tell you that they,
18 probably -- I cannot speak for them. You know, I can't
19 speak for all these 2800 people. They probably will not
20 initiate anything. What they will do will support whatever
21 is put forward that the -- those who are responsible for
22 education suggest is the best way to go. This has been
23 their move in the past.

24 MR. NUNNERY: Thank you.

25 MR. BAUGHMAN: Any other questions from our panel?

1 Thank you very much, Mr. Scott, for visiting and
2 for having to wait as long as you did.

3 MR. SCOTT: It was my pleasure believe it or not.
4 (Laughter.)

5 MR. BAUGHMAN: We are honored today to end this
6 afternoon's session with Representative Williams. Will you
7 come forward please. You can either stand or take the
8 table, whichever you prefer.

9 MS. WILLIAMS: Okay. I'll take the table.

10 MR. BAUGHMAN: Welcome and thank you.

11 MS. WILLIAMS: Well, thank you for inviting me
12 here.

13 Mr. Chairman and members of the Committee, I'm
14 pleased to be here. I guess, your question: "The impact of
15 school desegregation upon quality of education for minority
16 students in Milwaukee Public Schools; is it working?" No,
17 it never has. And I guess what I would just to say is I'm
18 one of those parents that, 13 years ago when the order came
19 down, was one of those parents that objected to it, the
20 ordering of my children to be forced bused or desegregated
21 against my will. And I was one of those parents who refused
22 to participate in that mess

23 And I have with me here my legislative aide, Mr.
24 Larry Harwell. And what we would like to do is -- we both
25 will be doing the talking. He has handed out the package

1 there, and we'll go through that with you.

2 So what we'll just do is, I'm going to turn it
3 over to my aide, Mr. Larry Harwell; and we'll make our
4 presentation; and then, of course, we will be open for any
5 other questions. And we have a few questions that we would
6 like to get clarified as far as the Committee, too, and some
7 things we'd like to ask you, too.

8 MR. HARWELL: I guess we want to know if you're
9 going to help us. So I guess the first thing we want to
10 know is: Why is the Committee meeting; and what's your
11 task; and where is this going? After you get through, what
12 are you going to do with it?

13 MR. BAUGHMAN: We're going to have a report
14 written by Ms. Robinson with our input and approval. It
15 will then be submitted to the Commission for approval. If
16 the Commission in Washington approves it, it will be
17 published and made part of the public record. It will be
18 released to the press.

19 We issued such a report in January regarding the
20 controversies that were Chippewa rights in northern
21 Wisconsin.

22 MS. WILLIAMS: Do you make -- are you going to be
23 making any recommendations for changes or to -- that if you
24 have data and information to show that this is just not
25 working and that the federal government ought to look at its

1 role in a --

2 MR. BAUGHMAN: I think -- Faye, why don't you
3 answer that.

4 MS. ROBINSON: Yes. We do consider this a fact
5 finding meeting. And we do intend to have recommendations
6 that are made. Along with the report, those recommendations
7 will be submitted to the Commissioners in Washington. And
8 the reports are circulated to the congressional committees
9 of the State of Wisconsin.

10 MS. WILLIAMS: But, then, you don't -- are you
11 going to recommend any legislation for changes? Because I
12 know that the Congress, then, would be the one -- if there's
13 going to be any legislation --

14 MS. ROBINSON: We don't know at this point what we
15 will recommend. It will be based on the information that we
16 have received today and on tomorrow.

17 MR. BAUGHMAN: So we can't give away our hand.
18 And we've been taking your testimony all day.

19 MR. NUNNERY: Mr. Chairman, I think it may be
20 appropriate that if you come in here to make some
21 recommendations, saying that you think this Committee ought
22 to make some declarations and findings, somebody ought to
23 say that.

24 I think you've already said that the system is not
25 working.

1 MS. WILLIAMS: Right. It's not working for our
2 children. It might be working for some children.

3 MR. NUNNERY: It's not working for children.

4 MS. WILLIAMS: But it's not working for blacks --

5 MR. NUNNERY: So I think you ought to feel free to
6 say whatever you want to say and whatever you think should
7 be done.

8 MR. BAUGHMAN: That will probably -- it will
9 undoubtedly, I should say, end up in a report.

10 MS. WILLIAMS: It will be included in the record?

11 MR. BAUGHMAN: Unless you defame some individuals.

12 (Laughter.)

13 MS. WILLIAMS: Oh, no.

14 MR. HARWELL: Then, I have to go back. Why is the
15 hearing being held now? What's the instigation for this?

16 MS. ROBINSON: We held a planning meeting in
17 January, and our planning meetings are an opportunity for
18 the Committee to come together to decide on what issues --
19 Civil Rights issues they want to address and the year.

20 And we discussed a lot of different Civil Rights
21 developments in this state that we could have addressed,
22 But there was a concern about education not only in
23 Milwaukee but in terms of nationwide, this is an issue on
24 school desegregation. And we thought that this information
25 would be helpful not only to the public and to facilitate

1 the dialogue on this problem in Milwaukee but also would be
2 helpful to the Commissioners as they dialogue and consider
3 some of these issues nationwide.

4 MR. HARWELL: Then, I guess we'll talk some mess.

5 I want to start back with my recollection of 1954
6 when the Brown decision came down. Let me start with the
7 end. A lot of black people are saying that we've never had
8 a worse time or that our fate has gotten worse since that
9 1954 decision.

10 It was at that time, basically, that black people
11 began to count on integration or desegregation to take care
12 of the folks in our community. And the school suit was the
13 first example for this need for us to be with white folks.

14 It was done through the law because white folks
15 made the law. Basically, that suit had to do with black
16 schools and black parents who wanted to have education. And
17 they appealed to the court because the schools that were in
18 black communities had fewer resources. White schools had
19 better resources, had all the advantage of political clout.

20 And when they went to the white court, the white
21 court, instead of beating these white folks up and making
22 them do right, forced these black people to go to school
23 with the very people who hated them. And they called it
24 desegregation.

25 Now, by right what the school basically wanted was

1 equal resources. If we had this many kids and the state
2 said you pay so much for this amount for the kid, then just
3 give us the money. But instead of doing that -- and I'm
4 going to repeat again -- the supreme court and all this
5 whiteness -- and I'm going to keep saying that because
6 that's what we're talking about -- decided that the way they
7 best deal with this was not to make the white people act
8 correctly; it was to force these minorities to go with those
9 white folks.

10 And since that time, we've had all this mess. In
11 other words, we asked for education; and we were given
12 desegregation or a promise of integration. I can tell you
13 now that Milwaukee is still not integrated. It may be
14 desegregated, but everyday I see some more fights. And I
15 don't know how long we can take what I see happening. And I
16 know who's going to be hurt. It's going to be black kids.

17 What I handed to you was a little package of
18 information where we want this information to tell you what
19 these white folks did to our kids.

20 I am not talking about the average white person in
21 the street. We are not claiming that all white people are
22 racists. But we are saying that white people who have the
23 ability to make decisions, make those decisions for
24 themselves, for other white people, and for their kids.
25 And even if it was not done with the intent of hurting

1 minority, Hispanic, Black, Asian, or whatever, the result is
2 that white kids are favored and white people are favored.

3 For example, take this little sheet here. We're
4 talking about desegregation in the City of Milwaukee. The
5 first page here shows one of the schools in our black
6 community. It's called Auer Avenue School.

7 The school is situated in what they call an
8 attendance zone. The school board draws up these zones, and
9 they say if you live in this zone here, you are to go to this
10 neighborhood school. Everybody follow me?

11 Then the school has a certain number of students
12 enrolled. In this case -- in Auer Avenue's case, the
13 district has about 1,800 students. The school will hold 500
14 students. And 1,300 of those students have to be bused out
15 to other schools. They are not bused from this school to
16 another school. They are bused to all the schools you see
17 on here, which are about 99 different schools.

18 And so the impact which it comes down to is, our
19 community is split up 99 different ways with an average of
20 about 10 black kids going to each of these schools, while
21 the white kids have the pattern that you see down here.

22 The school down here has more than enough room.
23 They have extra space. These lines that you see represent
24 only 20 students. But, basically, that school is half
25 filled.

1 So, for example, the school may have 500 seats;
2 but it's got only 250 students. So these kids in the black
3 community, extra, are bused to the white schools.

4 Look at the next page there, which will make that
5 point more clear, on the left-hand side, when we did this
6 data, we compared the school enrollment with the attendance
7 area schools.

8 You see up on top there, Custer High School. The
9 school enrollment was 1,300. The kids living in the area
10 was 2,800. 1,500 of those had to be bused out.

11 All the schools you see here schools that are over
12 70 percent black. When you add up the left-hand column, you
13 come to a total of 27,000 seats; and in the right-hand
14 column, you see we've got 53,000 students. And they bus our
15 butts all over town from all of these schools. They say
16 that our community voluntarily integrated or desegregated;
17 and they get paid for this mess.

18 So how did this mess happen? This started in 1950
19 and 1960 when the Honorable Harold Vincent -- we named a
20 school after his butt, too -- I'm sorry. He's dead she said
21 -- had a building program where they built schools in the
22 white community, the outlying areas in Milwaukee in the
23 white community.

24 The black population, as you know, after World War
25 II doubled -- tripled in the north. Milwaukee did the same

1 thing from 1950 to 1960 to 1970. Our numbers were
2 skyrocketing along with the white population during the baby
3 boom. But they built those schools out there where those
4 white folks were.

5 And now, in 1990, those schools are half empty;
6 and the places that we were born and lived are overcrowded
7 the way I showed you here. So what we have in Milwaukee now
8 is -- even if there wasn't no program for desegregation, we
9 are the only ones who do not have neighborhood schools.
10 This is also true for the Hispanic community.

11 Right down south of Wisconsin Avenue, that whole
12 area down there, there are more students in the area than
13 there are school spaces; and those students have to be bused
14 out.

15 The point I want to make is that those kind of
16 policy made by our white forefathers then are causing this
17 mess now; and nobody's doing anything to solve this
18 imbalance in terms of seats.

19 In fact, they're getting ready to build another
20 school right down here in the black community; and three
21 days ago, they showed pictures of little -- cute little
22 white kids breaking ground for the school on 9th and Walnut
23 in the middle of the black community. Now --

24 MS. WILLIAMS: And they tore down the black
25 schools that was there --

1 MR. HARWELL: They tore down the black school that
2 was there.

3 MS. WILLIAMS: -- and forced out all of those
4 children who were attending that school -- they're all
5 forced on the bus; and that school is right in the midst of
6 the project where we have large numbers of African American
7 students. But they tore the school down which then forced
8 our kids on a bus.

9 And we've been complaining about having a school
10 put back in that community cause they said they'll put a
11 school back there; but the school that they're going to put
12 there is going to be a specialty school where white children
13 are going to be the ones -- who going to be the main ones
14 who get the choices to go to that school. And the kids in
15 that neighborhood, still, are going to have to be bused out
16 --

17 MR. HARWELL: Now --

18 MS. WILLIAMS: -- because of desegregation.

19 MR. HARWELL: It was a very cute picture of some
20 white children. There are some very beautiful black
21 children who live there already. The school was torn down
22 when those black kids were standing outside. So I'm not
23 complaining about the white picture.

24 I am saying that the sympathy for building this
25 school for these young white children was not shown when

1 young black children were being put out. In the beginning,
2 the program the community on the holiness of building this
3 new school for these new students is a sham. And I hope we
4 can do all we can to make sure that school stays a community
5 school.

6 On the other side of the page, we see the schools
7 that are over 70 percent white. You see the school
8 enrollment. On the left-hand side, there's 25,000 seats.
9 On the right-hand side, you'll see there are 15,000 students.

10 Now, there are some other schools that are in
11 between these two percentages; and most of those also have
12 extra seats.

13 But this here is the crux of the problem in
14 Milwaukee when we talk about how Milwaukee has messed over
15 our community. This is what we're talking about in essence.
16 But we'll talk about it some more.

17 I want to go, first of all, to the last page.
18 Let's turn to the last page. Over here is a lot of little
19 old numbers that I can't see without glasses no more. You
20 all with me on that page there?

21 The left-hand side where the schools in the black
22 community that caused the first suit on deseg in Milwaukee.
23 There were about 36 to 40 black schools, those schools on
24 the left-hand side here. And we show here the 1974-1975
25 enrollment. You can see that those schools held about

1 29,000 students.

2 On the right-hand side, we show you where those
3 schools are in 1990. You see -- and we put them in this
4 order to show you what they did. You see the first set of
5 schools were all closed down.

6 Now, we're talking about a building program that
7 was done in the white community, a black population that was
8 exploding, and overcrowded black community -- I just showed
9 you the numbers -- and they come in here and they tear down
10 some more schools.

11 You can see that the tearing down of the schools
12 forced about 5,000 students. In the middle here, to show
13 that they loved us, they put in our community the specialty
14 schools. They put the extra special schools in our
15 community where there wasn't no space. Those schools meant
16 -- the children who went there, had to be forced out to go
17 someplace else. These students came in, and so they
18 replaced another -- 6,000 they got here, but really it was
19 8,000 that you can see in 1974.

20 What they did to those schools to make sure that
21 the white people wouldn't have too many black folks near
22 them, they would only allow a black student to come if a
23 white student came in.

24 So let's say that the school had 250 seats and
25 only a hundred white people apply for the school. They

1 wouldn't let no more than a hundred black folks in. Let's
2 say 50 applied, the same thing happened. So that what
3 happened with the policy was that we had to make sure that
4 these white folks wasn't around too many black folks. Well,
5 we tricked them. We got a lot more kids. They can't get
6 away.

7 But the point I want to make is, they made a
8 conscience policy at that time to try to keep it so the
9 white people wouldn't be in the minority when it came to
10 black people.

11 The bottom section are the neighborhood schools
12 that we have left. These are the schools where you talk
13 about still, the 16 schools that the court said do not have
14 to be desegregated. And those are also the schools, for
15 those of you who know about it, is where we formed a black
16 school district we wanted form. And everybody hollered, you
17 can't have no black school district because you won't be
18 desegregated. Well, look at those schools. They're already
19 100 percent black. So that's part of the problem.

20 On the last page here, there's some other
21 information. We show the public school enrollment from 1969
22 at its peak to 1988. You can see in 1969, the total
23 population was about 133,000. Blacks were about 33,000.
24 Whites were about 92,000. The first little chart gives the
25 actual numbers. The black was 34,000; the white 93,000.

1 If you look at the end column here though, 1988,
2 the white population was down to 30,000. So that means we
3 had lost 60,000 white students from Milwaukee.

4 You see where the line crosses. You see where the
5 white students decline, here was the black students incline.
6 It wasn't that black students were blooming; it was that
7 white students were leaving. In either case now, Milwaukee
8 has more black folks than it has white folks. And we keep
9 on having these ridiculous mandates about how we got to
10 desegregate.

11 In fact, Superintendent Peterkin came with another
12 plan to desegregate these final schools I showed you down
13 here. They want to bus some more of these students out. It
14 would have made every school in Milwaukee 28 percent white.
15 You know they was artificial numbers. So everybody kicked
16 his butt and said he can't do it. Yesterday he finally
17 backed off.

18 But in either case, these are the kind of
19 information we're talking about now. So desegregation
20 doesn't have the same impact as it had when we started out
21 in 1969. In fact, there's an argument to be made that the
22 program itself caused the city to become more black or to
23 have whites flea the city.

24 So the bottom line is that the policies of the
25 social engineers may, in fact, have hurt this city in terms

1 of racial harmony.

2 A couple of other stats. The black community,
3 when it leaves these schools and goes into these schools
4 that are half white, all the white students, if they want
5 to, can stay in the school. Which means, white students all
6 have neighborhood schools.

7 And then you got black kids coming from 15
8 different schools, 10 a piece, to fill the school up. All
9 the white kids are at home, when all these kids come from
10 different homes to their community. They close at lunch
11 hour. The white kids can't -- I mean the black kids can't
12 go outside the school. The white folks said that, uh-huh, I
13 know how you all acted over there. You ain't gonna act that
14 way here.

15 The white parents felt the students were invading
16 their neighborhood. The black kids got by theirselves and
17 formed gangs that were across the city. Because at one
18 time, they came from one neighborhood to the school. Now
19 they came from 15 different neighborhoods, got into school,
20 formed protection groups; and left the school and came right
21 back to the city with the same new little old gangs that
22 we're talking about.

23 Now -- well, I know you all think I'm mad. But I
24 ain't.

25 MR. BAUGHMAN: Well, we do want to leave some time

1 for questioning.

2 MR. HARWELL: Okay. Well, just a minute.

3 What it comes down to, then, is that white
4 students, two-thirds of them, can stay in their neighborhood
5 schools and do.

6 Black students, about two-thirds are bused.

7 The white students, of the one-third left that
8 gets a transfer, half of those go to specialty schools. Out
9 of the black kids that get transfers, three-fourths of them
10 go over to some regular school. Our community have 92,000
11 students. 51,000 of them get transfers. Some black kids in
12 the school over here transfer to a white school over here,
13 and some black kids over here be placed in the white -- with
14 the black kids over here. So we got this musical game that
15 costs \$40 million a year in transportation.

16 So the dollars in education are going to buses and
17 insurance and that kind of mess. And our community is the
18 only one that's being disrupted.

19 So what we've come here today to do is to hand you
20 a package -- a program that we're going to be sending to the
21 Milwaukee Board of School Directors where we have minimized
22 the amount of busing that must take place.

23 There has to be busing because I showed you the
24 numbers on the space. But when I show you a whole set of
25 numbers where black schools are overcrowded and a whole set

1 of numbers where white schools are undercrowded, I know that
2 if we would just pair the overcrowded schools, it would be a
3 direct one transfers. The schools would be desegregated.
4 It wouldn't have to have all this musical chairs where you
5 go, then I'll follow you, and you follow you, and you follow
6 you.

7 The plan that we've established here, then,
8 reduces the transfers in Milwaukee by 20,000 students. It
9 would save about \$20 million a year in transportation costs.
10 We also formed what we call mini-school districts based upon
11 desegregated neighborhoods, resident in one great big
12 system. We looked at the students who lived in the area.
13 We formed six different clusters, one of them is primarily
14 Hispanic and white where Hispanic students make up from 40
15 to 50 percent in at least 8 to 10 of the schools. The rest
16 of those are white and black integrated. And one of them
17 has to be black, as you know.

18 But we want to present this plan to you. If you
19 have information or questions about that plan, later on we
20 want to come back later on and talk to you about.

21 And for now, we going to stop. Well, I'm going to
22 stop anyway.

23 MR. BAUGHMAN: Thank you.

24 MS. WILLIAMS: We're open for questions.

25 MR. HARWELL: Oh, I got one other thing.

1 Teachers.

2 MS. WILLIAMS: Yeah.

3 MR. HARWELL: There was a pact that said that the
4 racial minorities in school students had to be from 25 to 60
5 percent. The teacher pact was 7 out of 10 teachers must be
6 white. In every school is the way they are applying it.

7 So every school in Milwaukee is holding to the
8 same guidelines I showed you in 1969. Still today, teachers
9 have to be -- 7 out of 10 have to be white teachers. So
10 they also getting the doggone money. They getting the money
11 when our kids leave. And then they get the jobs in our
12 community. And because each school is run by the union and
13 the majority of teachers rule, all of our schools are ran
14 and controlled by white teachers.

15 Today North Division students walked out of school
16 because that teacher wanted to fire the black teacher over
17 there who they didn't even get along with. So another
18 problem is the whiteness in our schools.

19 Nobody wants to say it. I do. The major problem
20 we have is the preponderance of whites and the cultural
21 conflicts we have between this white people -- all in our
22 community, whether it's in education or whatever -- taking
23 the jobs, trying to control everything, and not allowing
24 access and empowerment to the local people.

25 Now, that's what we're really talking about here.

1 How can we empower minorities to function, to get education.
2 Even if we ain't by ya all, we ought to be able to produce
3 kids that can do calculus, math, do the Watusi, and the
4 Waltz. Because I don't dance the same way you dance because
5 I might cuss and you don't, there's no reason why I can't do
6 calculus, do an airplane, whatever else it is. And these
7 teachers are trying to push their cultural mess over on us
8 rather than trying to educate us for what we need
9 academically.

10 And that's the problem why our kids aren't having
11 good educations. And it's not desegregation, et cetera. We
12 need people who look like us, who love our kids, to be with
13 our kids all day long. That's what we need.

14 MS. WILLIAMS: Another point about the teachers,
15 again, like that's a part of the desegregation order. The
16 settlement that Milwaukee -- they put it in this settlement
17 to make sure that the ratio of teachers in the schools would
18 always be the 7 out of 10 will be white. And if there's a
19 black teacher in school and the number of black teachers are
20 going over that amount, they move the black teacher.

21 And we have some black teachers that really is
22 very upset. They call me because they have been at the
23 schools for years. They know the children. They want to
24 stay at these schools; but if that 30 percent level is
25 attained and a season experienced black teacher will have to

1 leave the black school and be replaced by a new white --
2 someone who just got out of college, who don't even know the
3 kids, who have not interest, and who's only coming in
4 because all the white teachers have to serve time in the
5 black community to get their experience so that they can get
6 the better jobs, the better positions.

7 I mean I have this lady every year, she calls me;
8 and she's panicked because she is the next teacher to move
9 in the event they get too many black teachers in this
10 particular school. And she's been there for years; and the
11 kids love her; and she wants to stay. But she can be
12 replaced by a white student that just come out of UWM. And
13 she's got to go somewhere else.

14 That's in the desegregation order. That ought not
15 to be there. That ought not to be there. And black
16 teachers are very upset about it. They said in the -- when
17 they have the meetings with the principals -- they have the
18 meetings where they're going to decide or -- I don't know
19 what if they do -- I don't know what you call it. I'm not
20 an educator. But they are out voted by all the white
21 teachers. And they'll say that they know that what they
22 have decided to do is not going to work for this majority
23 black student body that's in those schools.

24 But the white teachers say, no, this is what we
25 want. And the vote always comes down on the side of the

1 majority, and it's very frustrating.

2 I just had a teacher that was calling me about a
3 flag. Seems like the white teachers are very disturbed
4 about our black flag. And it seems like we can't fly our
5 flag no more in any school. The school is a majority of
6 black students that are bused over to the white community.
7 Majority black students, and the white teachers complain
8 because they feel that it's not appropriate that -- they
9 think that black history month is the only time the flag
10 ought to be flown. So the flag have to come down. And this
11 is a flag that black children want.

12 They're not complaining about all the other flags.
13 But the black flag has to come down. And the teacher is
14 calling me every day and coming over and saying, it's
15 terrible what they're doing to our black children: Don't
16 want their culture, don't want the kids doing anything that
17 -- there's a tee shirt -- I think somebody wore a Mandella
18 shirt. A white teacher got very upset about it. They don't
19 want them wearing the shirts.

20 A little girl had on different color shoe strings.
21 That's just the style. She had a blue pair and a red pair
22 shoe strings. Do you know the principal sent her home --
23 sent her home because that you can't have different color
24 shoe strings because it's gang related. And this is a five-
25 year old little girl. And she was just -- that's fashion.

1 And this little knit-picky things like that that
2 our black children have been subjected to, which it
3 shouldn't matter. But it's just little things like this.
4 But our white teachers are very disturbed about some of the
5 cultural things that our children are doing. And it's just
6 only -- it's culture. It has nothing to do with anything
7 violent. It's just about expressing yourself.

8 It's terrible here. And then you have people like
9 Larry and I who are very angry. And we don't let it happen
10 to our kids. We don't let this happen to our children.

11 MR. BAUGHMAN: Shall we just start down there.
12 Bill?

13 MR. WANTLAND: Yes. Again, I want to preface my
14 question with a little, perhaps, background. I'm a citizen
15 of the Seminole Nation of Oklahoma and come out of Native
16 American background. And I understand much of what you're
17 saying, especially Mr. Harwell, about -- because we have a
18 saying. I grew up in Oklahoma, and I have to explain this
19 background so you understand where I'm coming from and then,
20 perhaps, be able to help me in some questions that I have.

21 We are not opposed to the idea of racists being
22 together. But in the words of George Bowtol, the great
23 Kiawa leader, what we seek is not so much integration as
24 integrity.

25 MS. WILLIAMS: Right.

1 MR. WANTLAND: Now, I think I hear you saying the
2 same kind of thing here.

3 MS. WILLIAMS: Right.

4 MR. HARWELL: Sure.

5 MR. WANTLAND: That what you look for is equal
6 opportunity and resources to be dedicated and directed by
7 the community itself rather than from outside sources. It
8 would be sort of like we would prefer to have our general
9 council determine what we do rather than the Bureau of
10 Indian Affairs dictate to us what to do.

11 MS. WILLIAMS: Exactly.

12 MR. HARWELL: Yes. That's it.

13 MR. WANTLAND: And as I understand further -- and
14 that's what I would hope that you could answer questions on
15 -- is, in looking at the need of students living in the
16 communities that the concerns are, first of all that the
17 school district in the past has built the schools for the
18 white communities rather than where the students were.

19 And I assume that part of what you would see would
20 be, hopefully, an expansion of the schools in the black
21 communities for those students as well as you say you have a
22 program for --

23 MS. WILLIAMS: But the court order says you can't
24 do that --

25 MR. WANTLAND: I'm asking --

1 MS. WILLIAMS: -- because it would be all black.
2 You can't build a school that's going to be predominantly
3 black.

4 MR. WANTLAND: But is this what you feel there's a
5 need for?

6 MS. WILLIAMS: Oh, definitely. We should build
7 the schools where they need them.

8 MR. HARWELL: Well, that's part of it. Let's go a
9 little bit further. Where we're sitting now is on the
10 fringe of the downtown area of Milwaukee. Milwaukee has
11 lost 200,000 white people since 1960. Our projections --
12 and I know others have done them -- by 1995, Milwaukee will
13 be a majority minority city.

14 The white folks are scared. They are trying to
15 get us to move to the suburbs where they're moving our kids
16 to so we can't vote here. That's what they're trying to do,
17 basically.

18 The population patterns are going to be exposed
19 again this year because of the census going on so that next
20 year -- I mean this year after the count, we might be able
21 to get a better picture of where to build the schools that's
22 been needed for 10 years.

23 So, yes, we do want more schools built where the
24 students are. But we also understand that the city is going
25 to change. They want to build a little area between here to

1 downtown. All the specialty schools we talked about, reign
2 downtown. The new ones being built are being built close
3 downtown.

4 The white population is becoming to move back
5 downtown.

6 MS. WILLIAMS: Regentrification.

7 MR. HARWELL: See what's happening? So we
8 understand that they are going to do some of what they do
9 for the 20-year plan for the city. But we don't want to be
10 put out. So if you want to take some of these schools here,
11 cool. But up north here, Auer Avenue was busing students in
12 1969. They built schools someplace else. They added
13 schools on someplace else.

14 So even if we can't build the schools, we at least
15 want the new additions to go to the schools that we have
16 here already. And they won't even do that. When you are
17 talking about the building program, just the additions that
18 they've been building, haven't gone to these overcrowded
19 schools.

20 MR. WANTLAND: Then the second question -- and
21 I'll shut up and pass this down -- as I understand from what
22 you said, the deep concern that the 70/30 ratio that was
23 written in the settlement is being applied across the board;
24 and you're suggesting that that certainly is not fair if
25 that ratio doesn't represent the ratio of students in the

1 sense of identification.

2 MS. WILLIAMS: Yes.

3 MR. HARWELL: Yes. Basically, it's the thing
4 about if I eat it, I want to cook it. We have a hard time
5 with economics. They say that we poor, therefore, we can't
6 learn. That's part of the discussion is. But if you got
7 the job, then you aren't poor; and your kids can go to
8 private school, whatever.

9 We need the jobs in this community. We need the
10 jobs whether it's delivering the beer, whatever. And we
11 need those teaching jobs not only for the economics of the
12 family, but the kids need these role models. These people
13 understand the kids better. And these people make better
14 decisions about these kids. So we need these people in
15 these schools for a variety of reasons.

16 Yes, we want more of those jobs and part of the
17 money.

18 MR. WANTLAND: Thank you.

19 MR. BAUGHMAN: Candice.

20 MS. OWLEY: I know you're big fan of choice. I
21 have some question. And I guess you didn't give us what you
22 said you're giving to the school board?

23 MR. HARWELL: Oh, here's -- we got some data
24 information, and I'll just hand it to the Chairperson. It
25 takes so much time to get it together, I got to hand it to

1 one person, and we got to get some more. (Laughter.)

2 MS. OWLEY: That would be great. I'm sorry. I'm
3 not sure -- I think I understood what you said, pairing up
4 schools so that -- as opposed to what happens in Auer.
5 We've seen that. Almost every person have given us a copy
6 of that map. So we're familiar with Auer now.

7 So you would want -- so those kids would basically
8 go to one other school. How does that connect with the
9 concept of choice if by choice they wanted to go to other
10 schools? Because that kind of messes up some of that.

11 MR. HARWELL: Let me show you these two maps. Can
12 you see these two maps I got here in the package. It's here
13 where the map that was done by George Mitchell. You've
14 probably seen that map.

15 The plan that we got is this plan here. Can you
16 see that? We just took all of the Auer students and where
17 there was a vacancy, we bused the whole school over to that
18 school. Are you with me?

19 Our kids are now standing on the street corner.
20 The bus picks them up on this corner and this corner. When
21 it's snowy and blizzard, they wait out there. Dogs come
22 down the street. People come down the street.

23 Under this plan, they stay on the corner. Under
24 this plan, they walk to the neighborhood school where the
25 bus is waiting. If it's snowing, they go inside the school

1 to wait to get on the bus. The whole doggone neighborhood
2 go over to one, two, three schools.

3 They get on the bus that comes back home. The bus
4 travels from here to here not from here down. We do from
5 here to here, from here to here, from here to here. You see
6 what I'm talking about?

7 MS. OWLEY: Yes. I'm not saying it doesn't make
8 sense.

9 MS. WILLIAMS: But what he just showed you was the
10 example of the Milwaukee Public School pairing of choice.
11 So they said that's what the parents were choosing. That's
12 choice.

13 I know what you're saying.

14 MS. OWLEY: Right. Okay. So in my neighborhood,
15 if my school -- if I'm told there is a paired school --

16 MS. WILLIAMS: You may not want that school.

17 MS. OWLEY: -- but I may not want to go there. Is
18 that taken into consideration?

19 MS. WILLIAMS: It's like in any case. Like, here
20 now. Parents don't always get their choice. But I can tell
21 you as a black parent that black parents were very -- will
22 be very much agreeable to the plan that we're presenting
23 where their children will be bused, in tact, with their own
24 neighborhood friends to this one school rather than -- cause
25 the other option is that other mess.

1 MS. OWLEY: But what if I see another school that
2 I prefer and -- and I come to -- what you didn't get into at
3 all -- your voucher plan which allows you to have a choice
4 outside of the school system?

5 MS. WILLIAMS: That's something different. I
6 guess what we're proposing here -- you see, we have several
7 proposals that we have been trying to clean up the Milwaukee
8 Public Schools with.

9 Now, the choice outside is one. But this proposal
10 that we're presenting now about the in-tact busing is one
11 that's inside of the public school system where we're also
12 showing people that we're not about trying to destroy the
13 public school system. We're trying to make it more humane.

14 But I know your question about --

15 MS. OWLEY: Wanting reduced rates.

16 MS. WILLIAMS: -- you may not want your child at
17 this other school. And I don't know. I guess there are
18 ways to deal with your choice. But I think the thing that
19 we're trying to do now is take this burden that's been
20 placed on our children by the system choice.

21 MS. OWLEY: Well, it may be that all of those
22 other little -- under Auer that may not have all been
23 choice. You know what I'm saying?

24 MS. WILLIAMS: I know. None of it was choice.

25 MS. OWLEY: Right.

1 MR. HARWELL: They had to go.

2 MS. OWLEY: Right. Some of it may be choice,
3 though. So I guess I was really --

4 MR. HARWELL: Well, not really.

5 MS. WILLIAMS: Huh-uh.

6 MS. OWLEY: Do you also have any --

7 MR. HARWELL: Just a minute. Most of the parents
8 did not know one school from another.

9 MS. OWLEY: Right.

10 MR. HARWELL: It was computer generated. And it
11 was done by the bus company for efficiency in busing the
12 kids.

13 MS. OWLEY: Right.

14 MR. HARWELL: Now, what about the choice though?
15 Choice has some fiscal impact. The plan that we have, we
16 got five choices. The first one we say that the --
17 everybody in the city could choose their citywide specialty
18 school. If they were denied that -- in other words, you can
19 get out of the neighborhood first -- if they were denied
20 that, everybody gets a chance to choose their neighborhood
21 school.

22 If you don't get that, you get a chance to choose
23 -- or go to the school that was paired with your
24 neighborhood school.

25 The fourth choice would be the school that would

1 be in your cluster.

2 And the fifth choice would be any school in the
3 city that has some extra space.

4 Now, the problem that they're getting to -- the
5 reason that they're having a problem now with desegregation,
6 with busing, is that it cost so doggone much the way that
7 they're doing it. So that the option to be able to go to
8 another school doesn't -- the cost doesn't justify just your
9 option especially if we can make it so that you know that
10 these are your two high schools, your two middle schools,
11 and your elementary schools; and we will all work together
12 to make our cluster operate and racially desegregated.

13 So why should you go over here and do that? Do
14 you know what I'm talking about?

15 MS. OWLEY: Uh-hmm.

16 MR. HARWELL: We're also trying to get it back to
17 where parents own the schools again. Right now, the courts
18 -- not even the administrators own it. The court people say
19 you can't do it until you all start going to the meetings.
20 We want parents to be able to say that these are our schools
21 again. There would be one totally black district -- we'll
22 explain why -- but there would be three other -- or four
23 other all white districts; and there would be one district
24 primarily Hispanic and white not many blacks in there at
25 all.

1 So that the issue of choice, you have it because
2 you can start with, you know, choice of any citywide school
3 but then it goes back the neighborhoods, to pair schools to
4 minimize the cost of busing.

5 MS. WILLIAMS: And the way we've got it laid out,
6 those individual clusters that you're going to be in, you,
7 as a parent, will have a lot to say about what goes on in
8 that cluster. So you may not want to have to -- you may not
9 have to bus your child over here to get something because
10 you can make sure it's there in your cluster; and your child
11 is close to you. And you'll be more involved.

12 MS. OWLEY: Do you have any position on the 220
13 program? You didn't really touch on that.

14 MS. WILLIAMS: I tried to repeal it a long time
15 ago.

16 MR. HARWELL: This is a 220 program.

17 MS. OWLEY: Oh, it is.

18 MR. HARWELL: This is all finally under 220. The
19 220 program is a intradistrict program for the City of
20 Milwaukee students. It's paid for out of the same pot.

21 Then the interdistrict program, between school
22 districts, is paid by the state also; but the ratio -- and I
23 may show it in one of those things -- the ratio is,
24 Milwaukee's got 25,000 transfers; and the rest of the state
25 is 5,000.

1 So even though they --

2 MS. OWLEY: Have you talked about the relationship
3 with the suburbs?

4 MR. HARWELL: That one, the students have to
5 voluntarily go. I don't have no problem with that.

6 MS. OWLEY: Okay.

7 MR. HARWELL: That's truly voluntary. You got to
8 go sign up and be accepted.

9 MS. WILLIAMS: And on your question, when I said
10 that I did introduce legislation to repeal it, we did
11 because of the fact that the way it's been implemented right
12 now, it don't help our -- it don't help the students that we
13 -- that's really the majority of our -- African American and
14 other racial minority students.

15 Low income students do not benefit at all from
16 Chapter 220. And we have been trying to make it address the
17 needs of low income families too. And I introduced a bill
18 and it never goes through the process.

19 So when we came up with our choice legislation, or
20 perimeter choice that we did get passed, we used the 220
21 model. But what we did -- which is everything that was in
22 the Chapter 220 program -- the program, we limited it to low
23 income families. We put a cap on the income to allow for
24 poor people, now, to be able to do what middle income has
25 always been able to do, and that is, choose and purchase --

1 and go out and purchase an education.

2 MR. BAUGHMAN: One sort of quick question I have
3 to ask you: Isn't the problem -- I'm very sympathetic with
4 a lot of what you're proposing or suggesting here -- but
5 isn't part of the problem that the courts won't accept this?
6 Isn't that the problem here?

7 MR. HARWELL: Oh, no.

8 MR. BAUGHMAN: Why the school board is doing these
9 things?

10 MR. HARWELL: No. The school board is doing it
11 for the two reasons I told you. Now, let me go with the
12 conspiracy thing first. The school boards are tied into the
13 city founders. We think there's a move to develop downtown,
14 develop Milwaukee, and move people that -- with a higher
15 social cost out of this community, number one.

16 But the court has guidelines that are ordered,
17 from 25 percent minority -- in fact, the court said black -
18 - Wisconsin's program says minority to 65 percent. We could
19 desegregate every school at the minimum and meet the court
20 order. But the superintendent's plan was match-them-up.
21 You had to make every school the same proportion as the
22 racial percentage in the city.

23 That's the problem that we are having. They
24 saying no retreat on desegregation. So you got black kids
25 going to a white neighborhood forcing out -- I mean kids

1 going to specialty schools, the white kids going out; the
2 school coming almost 50, 60 percent black over there; and
3 the white kids leaving.

4 So the problem isn't that the court. The problem
5 is that the people in Milwaukee got some of the dinner, and
6 they don't want to change this mess.

7 MR. BAUGHMAN: Thank you.

8 MR. NUNNERY: Mr. Chairman?

9 MR. BAUGHMAN: Go ahead.

10 MR. NUNNERY: Just a couple I questions I have.
11 You last graph on this page, it shows there about 79-80 a
12 tremendous drop there in white enrollments. Is that because
13 of the Chapter 220; is that the white flight?

14 MR. HARWELL: No. There is some white flight, and
15 it's called by a number of factors including the schools.

16 MR. NUNNERY: But there seems to be a steady
17 increase --

18 MR. HARWELL: From 1969?

19 MR. NUNNERY: Right. From '69 on down, it seems
20 to be a precipitant drop.

21 MR. HARWELL: Okay. Where you see 1976, is where
22 the court order program started in Milwaukee

23 MR. NUNNERY: Okay.

24 MR. HARWELL: You see that the decline had already
25 had started in 1969. The court order took place in 1976.

1 So that the white flight that we're talking about isn't only
2 from the schools. But a part of it is the schools.

3 MS. WILLIAMS: I would imagine an increase after
4 the court order though.

5 MR. NUNNERY: Okay. That's what the graph shows.
6 It did increase after the court order.

7 The other thing on the --

8 MR. HARWELL: Just a minute, though. The increase
9 may have been whites going to private schools rather than
10 moving out of town.

11 MS. WILLIAMS: Yes.

12 MR. NUNNERY: But one of the things it does show
13 is that, clearly, they left the public school system.

14 MR. HARWELL: Yes.

15 MS. WILLIAMS: Oh, yes.

16 MR. HARWELL: Yes. Yes.

17 MR. NUNNERY: The other question here, with
18 respect to the neighborhood schools, what is the
19 student/teacher ratio in those schools?

20 MR. HARWELL: I think they're 9; and for
21 elementary, I think there's about 25.

22 MR. NUNNERY: Looking at your graph -- this is
23 your next page -- you got all the neighborhood schools. Do
24 you have any data on the student/teacher ratio?

25 MR. HARWELL: I think that the Milwaukee policy

1 for elementary schools is about 25 students for elementary.
2 I don't know what the numbers are for middle and high
3 school.

4 MR. NUNNERY: But that is higher than the 220
5 schools in the suburbs?

6 MR. HARWELL: Yeah.-- The Milwaukee student/teacher
7 ratio is higher than the suburban ratio, yes.

8 MR. NUNNERY: Now, most school desegregation cases
9 in the south evolved because of parents or somebody else.
10 This case in Milwaukee was interesting in that it came -- as
11 I understand it -- from the school board and then NAACP
12 joined in; is that correct?

13 MR. HARWELL: No, it did not. My wife and I were
14 both -- went to jail for desegregation. We was stupid. We
15 didn't know no better than.

16 There was a group here in 1965 called MUSIC. It
17 was lead by Lloyd Barbie. Many of the -- it came from a
18 black community. Father Groppi was a part of that, if you
19 remember that movement. It came from the community. It was
20 lead by white and black people at that time. And the call
21 was for quality education and deseg as a way to get that.

22 MR. NUNNERY: The recent settlement case I'm
23 speaking of, it evolved from the school board itself --

24 MS. WILLIAMS: Forcing the suburbs.

25 MR. NUNNERY: Right. But that was between the --

1 the first case was between the Milwaukee School Board and
2 the federal government. The second one was between
3 Milwaukee and the suburban school districts. That's the one
4 that evolved from Milwaukee.

5 MR. NUNNERY: Now, did any parents intervene in
6 that case?

7 MR. HARWELL: No.

8 MR. NUNNERY: So there were no parental
9 intervention by the parents.

10 MR. HARWELL: The only ones that may have
11 intervened, I think, may have been the NAACP. But there was
12 no parental group that joined that one though.

13 MR. NUNNERY: Has there been any movement within
14 the community to have the last decision set aside?

15 MR. HARWELL: No. Most of the dissatisfaction
16 that we're talking about has to do with the intra portion or
17 what they're doing to us in Milwaukee. The people ho are
18 going to the suburbs seem satisfied. But the state
19 legislature doesn't like the cost of paying the full \$6,000
20 a student, plus paying Milwaukee for sending them, plus
21 paying the suburbs a bonus if you take so many.

22 So that satisfaction comes from the -- and that
23 money comes out of a pot where if Milwaukee takes so much,
24 the other school districts in the state get less money. So
25 that's more of an issue for the state school districts tat

1 don't like this money going to the suburbs.

2 MR. NUNNERY: So, Ms. Williams, you indicated that
3 you tried to repeal Chapter 220?

4 MS. WILLIAMS: I introduced legislation to do that
5 about four or five years ago.

6 MR. NUNNERY: And what's the status of that?

7 MS. WILLIAMS: Oh, well, I think -- did we pass it
8 in the house?

9 MR. HARWELL: It failed.

10 MS. WILLIAMS: It failed. I just -- I want to
11 make sure that history's going to be recorded, that
12 everybody wasn't blind and stupid in this whole issue, that
13 there are some black folk that's not crazy about chasing
14 white people, and that I don't see that there's -- I don't
15 feel that my child -- the only way they can make it in the
16 world is they got to be sitting next to a white kid.

17 And I just think that when we pass laws, that they
18 ought to be fair and just laws, and that my child should not
19 be penalized because they're black and that they cannot sit
20 next to a black child and learn.

21 MR. NUNNERY: So it's your testimony here today
22 that you really have problems with the intradistrict portion
23 of the plan --

24 MR. HARWELL: Yeah.

25 MR. NUNNERY: -- the court order plan?

1 MR. HARWELL: Yeah.

2 MS. WILLIAMS: Uh-hmm.

3 MR. NUNNERY: And the interdistrict court portion
4 of the plan, you have no problems with it because it's
5 voluntary?

6 MS. WILLIAMS: Well --

7 MR. HARWELL: Well, I think that there are some
8 parents -- let me do two things. The parents -- as long as
9 the people choose to go, that's different than being forced
10 to go. But the numbers I showed you for the Milwaukee
11 school enrollment do not include the 5,000 minority schools
12 who go from here to the suburbs.

13 In other words, this space problem that we got
14 would be really terrible if those 5,000 students also went
15 to school here. So that in a way, they're kind of forced to
16 go out there for two reasons; one, the school where they
17 live does not produce the quality that they want; and, two,
18 the school doesn't have space.

19 So in a way it's forced, but the parents do choose
20 to go there because they want that kind of education; and we
21 don't want to fight their making that choice.

22 MS. WILLIAMS: And then the question that I have
23 as a parent is, why is it that there is a school in the
24 suburbs offer my child something that the Milwaukee Public
25 Schools refuse to offer them? I don't understand why the

1 only way my child can get a good education, they must go to
2 the suburbs. And I think ultimately, you know, the state is
3 responsible for the education of all children. And it
4 should not be this dual system that we have here.

5 And so I'm a parent that refuse to send my kids to
6 the suburbs, which means then, of course, they're doomed
7 then to having a terrible education, because they're staying
8 in Milwaukee Public Schools then.

9 MR. NUNNERY: Okay. One final question. To the
10 best of your knowledge, is the school system formulating any
11 policy since the settlement to further aggrieve the
12 condition of black children, i.e., construction of new
13 schools?

14 Do they have a policy that's adverse to black
15 children since the settlement?

16 And, if so, can you talk about it for a little
17 bit?

18 MR. HARWELL: The policy that's adverse says --
19 and they used a federal court order to do it -- we cannot
20 build schools in areas that are overcrowded unless they're
21 specialty schools. Because the court order says that you
22 can't further desegregate the system.

23 Now, based upon that -- and they were building
24 additions to schools in the white communities where black
25 kids were being bused to rather than building additions to

1 Auer Avenue, et cetera.

2 Now, that adversely affects us, because we know
3 since 1969, these schools were the most overcrowded, and
4 they should have had the states put in these schools here.

5 One other thing. Fulton Junior Middle School and
6 Parkman Middle School at one time had a student enrollment
7 of 1,500 students each. The schools now house 600 students
8 each. The schools system put office space in the schools.

9 MS. WILLIAMS: And warehouse.

10 MR. HARWELL: And now they want to build a school
11 here saying that they ain't got no middle school space. Do
12 you understand what I'm talking about? That's an adverse
13 policy. They ought to put an office in an office building.
14 They put their office building in Parkman and Fulton, and
15 cut the enrollment from 1,500 to 600.

16 MS. WILLIAMS: And the capacity at Parkman, which
17 is in my district, is 1,900 students. The capacity for that
18 school is 1,900. And I think we have, what? 500 or 600 kids
19 that are going to the school. So it's empty.

20 MR. HARWELL: Now, there is an argument that we
21 don't want a middle school that's that large. But there's
22 also educational programs where you have schools in schools.
23 There's no reason why you can't have two schools within that
24 school, two middle schools. You know what I mean? 600
25 maybe on the first floor.

1 In either case, it was done to make our kids go.

2 I'm telling you. It was done to force us out, because they
3 get deseg money when you move. They get \$800, \$900 a head.

4 MS. WILLIAMS: And then there's the fact that
5 Larry mentioned earlier, they'll bus black children from one
6 black school, and bus other black children to replace the
7 black ones that they bused out. But that's money on the
8 heads of the children that they move. I mean they do that,
9 they bus one group of black kids out and bus another group
10 of black kids in the same place. It's all part of the of
11 disrupting our community --

12 MR. HARWELL: Right.

13 MS. WILLIAMS: -- destabilizing our community --

14 MR. HARWELL: Right.

15 MS. WILLIAMS: -- keeping chaos going in our
16 community. Our children are not in any kind of condition to
17 even sit down to try to learn. They don't get a good
18 breakfast in the morning because they on the street corners
19 early. They're in no condition to sit down and listen to
20 that teacher. Then they take it out on the teacher. The
21 poor teachers can't even teach.

22 You know, it's just -- and it's deliberate. It's
23 just by design. There's nobody with any intelligence I know
24 -- and I'm not an educator -- but I know that I can come up
25 with something better than that.

1 I mean anybody with an ounce of sense -- anybody who
2 just felt that these were little human beings and that felt
3 that they were children that somebody needed to take care of
4 them. How do you do that to kids like that and then go home
5 and sleep? They wouldn't let it happen to their children.
6 None of their children go through this stuff.

7 And we're constantly, constantly fighting; and
8 they keep telling me --and I'm a representative of the
9 people -- they're calling me. The parents are saying they
10 don't want it. I call the school administration, and they
11 tell me that the parents volunteered. "They really want
12 this, Polly, because they come here and they say they want
13 this." And I know that's not what parents want. We want
14 our kids educated.

15 And as Larry said, we asked for education, they
16 gave us transportation and integration. They don't give us
17 education. And that's all we want. And parents are not
18 talking about trying to go to school with everybody with
19 their kids. They're not necessarily interested in
20 integration.

21 But if you say that that's the only way your child
22 will be educated is that you got to integrate, well, we'll
23 take integration if it means we going to be educated. But
24 parents want their kids educated. They don't care about
25 integration. And I'm one of those parents that told them at

1 the front, no, you ain't integrating my children. I make
2 that decision.

3 I want them educated, and I'm going to send them
4 to the schools of my choice. And I was told with one of my
5 daughters, well, we don't have room; we don't have a seat
6 for her in this school. So I volunteered to go purchase a
7 desk and a chair. (Laughter.)

8 And then the second daughter, when I chose, well,
9 she does not enhance the racial balance of this school.
10 Like, you know, tell be that cause your child is black, we
11 don't want her.

12 I mean that's the kind of stuff that parents are
13 subjected to. But I just happen to be one of those parents
14 that don't take that mess. And my child went to the school
15 where I wanted her, with all her blackness. They just had
16 one extra black kid in there that they didn't -- that a
17 white kid didn't show up. But my child was there.

18 But a lot of parents are intimidated, and they
19 take that. And they threaten -- and I'm telling you, I want
20 this on the record -- they threaten a lot of our parents on
21 fixed incomes, about holding back their checks, taking their
22 food stamps, and these parents were afraid that if they
23 didn't go and abide by the rules, that their food stamps
24 would be cut or taken from them or their check wouldn't show
25 up the next month.

1 I'm tell you, these parents were intimidated and
2 threatened by the system that they had to take the schools
3 that they had chosen for their kids. And parents did that.
4 And, you know, a five-year old baby on the corner at 5:30 or
5 6:00 o'clock in the morning waiting for a bus. Only little
6 black babies were bused. White mothers didn't let their
7 babies get bused. You didn't bus kindergarten white kids.
8 Only black children were bused.

9 And see that's just ridiculous. Somebody's got to
10 stand up, and somebody's got to fight. I know if I was one
11 of those policymakers, I definitely would have ruled in
12 favor of my children too. And we need more people that's
13 more representative of our community making these decisions
14 so that there will be somebody looking out for the Hispanic
15 child and the black child as well as all those folks that
16 look out for white kids.

17 The only kids who are benefactors of this whole
18 system are the white students. They're the ones who are
19 making it in this system. And, of course, those parents who
20 could afford to pay and purchase the kind of education they
21 want. Poor people don't have the chance at all here.

22 And we need your federal government to really look
23 at what they're doing. In the name of helping us, it's
24 killing us. And we don't need all this savior-type
25 legislation. We got too much of this taking-care-of-us

1 legislation. What we need is just access to all of this
2 resources, and we'll take care of ourselves. And we don't
3 want this deseg. This stuff should be just -- you should
4 get rid of it. Desegregation here in the City of Milwaukee
5 is terrible, and I'd like to see it abolished and go back to
6 us educating our children in our neighborhood regardless of
7 the color of our kids. And it don't matter if they're all-
8 black schools. I think black kids can learn in an all-black
9 situation.

10 MR. BAUGHMAN: Well, we've learned from you both
11 coming today. Thank you very much.

12 We'll adjourn until 7:00.

13 (Whereupon, at 6:00 p.m., the hearing as recessed,
14 to reconvene at 7:00 p.m. this same day, Tuesday, May 22,
15 1990.)

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EVENING SESSION

1

2

7:25 p.m.

3

MR. BAUGHMAN: Okay. We can reconvene now.

4

With us tonight is, representing the Mayor, is

5

Carl Mueller.

6

MR. MUELLER: Right. Thank you.

7

MR. BAUGHMAN: Perhaps, you'd just like to make

8

some comments. What we've normally have asked our

9

participants to do is to offer some kind of statement,

10

formal or informal, for about 10 minutes; and then we take

11

another 10 to ask you some questions. Go right ahead.

12

MR. MUELLER: Okay. All right. Thank you.

13

My name is Carl Mueller. I'm Chief of Staff to

14

Mayor John O. Norquist.

15

First of all, I would like to say that the mayor

16

appreciated the opportunity to get his comments and concerns

17

regarding Chapter 220 and our public schools on the record.

18

He would have been here with you tonight except that he did

19

have a previous commitment to speak out of town. But I

20

would like to go ahead and give you his comments on 220 and

21

offer them to you; and then, of course, I could respond to

22

the best of my ability on, at least his administration's

23

past, current, and future position on the Milwaukee Public

24

Schools and Chapter 220.

25

Twenty years ago, the MPS administration and the

1 school board adopted a plan called Intact Busing. The
2 practice of busing African American school children to
3 classes in temporary buildings located on school grounds in
4 white neighborhoods.

5 This ugly program was designed to continue the
6 segregation of Milwaukee school children by race. And the
7 federal court determined it was illegal. There's no
8 question that the school board's actions were deliberately
9 racist, illegal, and injurious to all Milwaukee residents,
10 black or white.

11 Since then, our community has focused on remedying
12 the problems caused by those programs. But all too often the
13 burden of that remedy has fallen on the very people who were
14 hurt the most by segregation.

15 But now we must focus on how to best serve the
16 interest of the MPS customers, our school children, their
17 parents, and the businesses that are part of this Milwaukee
18 economy and depend on these young people as their future
19 workforce.

20 The very future of our city depends on the
21 development of a well-trained workforce capable of
22 performing the ever-increasing tasks expected of them by
23 modern business.

24 Desegregation is important, but quality education
25 is even more important. The kind of segregation practiced

1 20 years ago was disgusting and regressive. We should never
2 allow that type of intentional segregation to be repeated.
3 But in seeking to remedy the harm done 20 years ago, we have
4 fallen into a strategy that is debilitating for the majority
5 of our students.

6 The focus of our debate should be how to give our
7 parents power and control over their children's education.
8 But when parents raised concerns in the past, they were
9 quick to discredit our public school systems. As much as
10 possible, parents, not bureaucrats, should decide where
11 their kids go to school.

12 At the outset, I want to make one fundamental
13 point. I will not accept the notion that somehow Milwaukee
14 parents should have less power over the education of their
15 children than suburban parents. That is not the case under
16 the 220 system, and we should change it.

17 There are many reasons why Chapter 220 should be
18 replaced. The legislative intent on Chapter 220 was for it
19 to be a voluntary program, but it is not voluntary for most
20 of the City of Milwaukee parents and children.

21 Often, parents prefer to send their kids to a
22 neighborhood school, but bureaucrats or a computer program
23 choose distant schools for them.

24 Chapter 220 has fragmented African American
25 neighborhoods. The burden of being bused to achieve school

1 desegregation has been imposed primarily on black children.
2 For example, 302 black children were bused from the Green
3 Bay Avenue school attendance area to 79 different schools.
4 640 black children were bused from the Palmer school
5 attendance area to 88 different schools throughout
6 Milwaukee. 1,071 black children were bused from the Auer
7 school attendance area to 97 different schools.

8 How can these parents of children, scattered so
9 widely, be expected work together to reinforce their
10 children's learning when they share no common school and no
11 common knowledge of school personnel and school
12 organizations?

13 Chapter 220 has had the effect of weakening
14 community structure. And it's not just African American
15 neighborhoods that are being stripped of their cohesiveness;
16 it's integrated neighborhoods as well.

17 Chapter 220 penalizes parents who live in
18 integrated neighborhoods by busing their children in order
19 to desegregate schools in non-integrated neighborhoods.

20 Here are people of different races living next to
21 each other, doing what we say they should be doing, and yet
22 we recognize their efforts by penalizing these families by
23 busing their kids when they could be going to an integrated
24 neighborhood school.

25 Chapter 220 simply does not integrate our

1 communities. We still have 95 percent of the metro area's
2 minorities living in the City of Milwaukee; 98 percent of
3 them in Milwaukee County. In fact, Chapter 220 creates this
4 thinnest veneer of pretense that we, as a metropolitan
5 community, are advancing our social responsibilities.

6 But Chapter 220 does produce segregation along
7 class lines, lowering children of both races that are
8 heavily concentrated in traditional schools, while middle
9 class children of both races are heavily concentrated in MPS
10 specialty schools and suburban schools.

11 220 value suburban kids so much that it denies
12 access to city students whose parents are paying the taxes
13 that support the Milwaukee school system. No suburban
14 school district would ever allow one of its children to be
15 bumped out of a school by a Milwaukee student. However,
16 under 220, it is a common practice for city students to be
17 bumped by suburban students transferring in.

18 In selecting minority applicants, suburban school
19 systems screen and skim, taking what they perceive to be the
20 best and brightest from the city's minority students.

21 Finally, Chapter 220 has simply failed to improve
22 educational outcomes for minority students. Black
23 achievement in the city's 10 integrated traditional high
24 schools is appallingly low. In 1988, for example, grades
25 averaged from D to D+. Black students received F's in a

1 range of 26 to 43 percent of their courses. Only 8 to 21
2 percent of the black students exceeded national tests
3 averages.

4 The debate is also about money. When it comes to
5 money, Chapter 220 has proven to be unfair to Milwaukee
6 Public Schools. Over the past five years, school aid
7 dollars to MPS have increased 19 percent, while aid to
8 suburban districts has risen 236 percent. That's a huge
9 disparity all by itself. What makes it even worse is
10 Milwaukee taxpayers have had to pay the entire cost
11 increases for busing, which have gone up 66 percent.

12 In 1976, construction costs accounted for over 70
13 percent of the MPS budget. Today, it's less than 65
14 percent. Busing costs accounted for only 2 percent of the
15 MPS budget in 1976; it now accounts for 8 percent.

16 Under 220, with recent appropriations for the so-
17 called zero aid, state school aid program, the rich keep
18 getting richer and the poor keep getting bused.

19 Milwaukee parents deserve as much control over
20 where their children go to school as suburban students, and
21 I would argue even more control over the education of their
22 children.

23 What needs to be done? As much as possible, we
24 should allow Milwaukee parents to decide where their kids go
25 to school. They should be able to choose a neighborhood

1 school. They should be able to choose a desegregated
2 school. If they're African American or another racial
3 minority, they should be able to choose a suburban school.
4 But the state should not have to bribe the suburban
5 districts to accept them.

6 Further, receiver and sender aid should be
7 eliminated and used to improve education in the city. Or if
8 they refuse to eliminate them, there ought to be a receiver
9 and sender aids attached to every student in the Milwaukee
10 Public School District.

11 The school district should spend less money on
12 busing and devote that money towards improving educational
13 quality. We should allow no skimming or screening of city
14 applicants to suburban schools. No city student should be
15 kept out of a specialty school because the bureaucracy
16 values suburban students so much that they deny a choice to
17 city parents who pay taxes to support the school system.

18 MPS should assure that access be available to a
19 school in or as near as possible to each child's
20 neighborhood.

21 I'm not the only person in this community who
22 thinks Chapter 220 is flawed. There is a growing consensus
23 in Milwaukee that Chapter 220 is so seriously flawed in its
24 design, that it should ultimately be replaced. As soon as
25 possible, discussions and negotiations should begin that

1 lead to comprehensive change in the system. Both those
2 people who value 220 and the program's critics should
3 participate in the discussions.

4 The new plan would not have to affect the court
5 settlement, which expires in 1993. But we should begin
6 working on its replacement now. We have time to create a
7 new program and test it before we take it to the state
8 legislature. But we should move with deliberate speed and
9 act with one main goal in mind.

10 By 1993, we must take the money out of busing and
11 put it back into improving the quality of education for our
12 children.

13 That ends my prepared remarks. These are, again,
14 the mayor's; and I would offer them to you in writing. I'll
15 bring them over to you.

16 MS. ROBINSON: Okay.

17 MR. BAUGHMAN: Our thanks to you and the mayor.
18 Committee members, anyone have a question?

19 MR. MUELLER: I might offer one other bit of
20 evidence. I'll offer this, too, as well. There's a story
21 in the Milwaukee Journal tonight about the city council,
22 once again, addressing the refusal of suburban governments
23 to accept scattered sites housing and comments about what
24 will be done about that.

25 But I would point out that under 220, there was

1 also a program that was to be funded and promoted to achieve
2 in some minimal level the opportunity for parents of
3 children who are in 220 to move to the suburbs, to provide
4 affordable housing in suburbs that have historically
5 excluded, through exclusionary zoning and other practices,
6 minorities from living in those suburbs.

7 I would also add that we did receive -- the mayor
8 has received a very positive letter from one of the suburban
9 school superintendents offering to move ahead with a
10 cooperative approach to changing 220. And the reply to that
11 will go out tomorrow, and I expect it will be made public as
12 soon as we know that he has that letter. And we would offer
13 to send that to you.

14 MR. NUNNERY: Has the mayor or the city council of
15 Milwaukee taken any official position on 220; i.e., has the
16 city council passed any resolutions?

17 MR. MUELLER: The city council, to my knowledge,
18 has not taken a position -- has not voted on a position on
19 220. I think, to date, only the mayor has taken a position
20 on 220.

21 I would further add, though, that the president of
22 the city council has spoken on that issue and on the
23 scattered sites housing issue.

24 MR. NUNNERY: Has the city attorney or Milwaukee
25 indicated what legal options may be available to the mayor

1 and/or the council.

2 MR. MUELLER: I would -- no. I would expect he'd
3 be in on any discussions of this as they continue; but, no,
4 he has not.

5 MR. BAUGHMAN: Kim?

6 MS. SHANKMAN: According to a great deal of
7 evidence we've heard today, one of the problems is that
8 there is a severe shortage of school space in the
9 neighborhoods where black students live and kind of an over
10 abundance --

11 MR. MUELLER: That's true.

12 MS. SHANKMAN: -- of schools where white students
13 live.

14 MR. MUELLER: Yes.

15 MS. SHANKMAN: Is there anyway to address that
16 problem? Or are there any plans to address that problem --

17 MR. MUELLER: Yes.

18 MS. SHANKMAN: -- of student imbalance situation?

19 MR. MUELLER: There is. I would, first, point out
20 that the fact that the -- especially the new building space
21 is not available in black neighborhoods is once, again, a
22 legacy of the past where there was a conscious intent to
23 build the new schools in the newer white areas of the city.
24 And, in fact, they were closing down older buildings --
25 school building in the central city.

1 There is a planning committee, which I serve as a
2 representative of the mayor, that is examining what -- both
3 what the need is and what the options are for meeting it.
4 It includes the superintendent of schools and some
5 representatives of the business community. And our hope is
6 that through some combination of efforts, that school need
7 will be met.

8 However, the fact that adequate space is not
9 available, for instance in the Auer Avenue district, in no
10 way justifies busing those kids out to 87 different schools.
11 And one of the options that have been mentioned is to create
12 larger neighborhoods and larger attendance areas where
13 additional capacity could be found to meet an integrated --
14 what would become a total integrated school population
15 rather than sending these kids off to all parts of the
16 world, when everyone is saying that one of the most
17 important things we should do is get more parental
18 involvement in the schools. Yet we find we're making that
19 most difficult for the minority parents to accomplish.

20 So we're optimistic that we'll achieve some
21 solutions to meeting what are the projected needs for new
22 schools. But I want to state on the record, my child
23 attends a very old school on 7th and Walnut, Roosevelt
24 Middle School, which some people say is too old and should
25 be torn down. And it's been wonderfully maintained. And I

1 can say the students and the parents love the school, and I
2 know the teachers and the principal do as well.

3 So it's not necessary that we have new schools.
4 What we should focus on is what goes on inside those
5 buildings.

6 MR. BAUGHMAN: Candice?

7 MS. OWLEY: Carl, we haven't heard -- we really
8 only had one representative from the business community, and
9 they indicate too many particular things that the business
10 community was doing to assist with this program. I know
11 that you have a lot of contact with the -- and the mayor
12 does -- can you give us any idea of if some positive things
13 are going on with the business community to help with the
14 school situation or any business people that have taken any
15 positions on the desegregation problems?

16 MR. MUELLER: Okay. Sure. I think it's fair to
17 say that the primary focus of the business community has
18 been on this bricks and mortar problem as opposed to dealing
19 with the quality of education. We do have a one-on-one
20 program and some other efforts that some business people
21 have supported.

22 But I think one of the things that we are trying
23 to do is get business to focus more on quality education and
24 building partnerships with them so that -- for instance,
25 they might even agree to help build some of these schools

1 maybe as part of a manufacturing building or an office
2 building that they were building and to create opportunities
3 for young people to see the workplace and to even
4 participate in the workplace.

5 And I can't -- I'm not in a position to reveal
6 some of the things that are at least in the talking stages
7 now. But I think you'll see some exciting things happen
8 between the business community and the Milwaukee Public
9 Schools along those lines where they're in their latent
10 self-interest, getting directly involved even at the
11 elementary school level so that they can help bring these
12 young people through the educational process and finally
13 into the workplace.

14 MR. BAUGHMAN: Other questions.

15 MS. ROBINSON: What is your position in the
16 mayor's office.

17 MR. MUELLER: I'm sorry, I should have said that
18 in the beginning. I'm the mayor's chief of staff.

19 MR. BAUGHMAN: We're honored to have you here, Mr.
20 Mueller. Thank you very, very much.

21 MR. MUELLER: Thank you.

22 MR. BAUGHMAN: Again, our apologize for running
23 late. This Committee does need to eat, and we had a problem
24 in our first session.

25 We're honored, now, to have representatives, I

1 believe, of the NAACP. If they wish to step forward.

2 Mr. Chaney, either way is fine.

3 MR. CHANEY: I stand because I talk louder when I
4 stand.

5 I'm Felmers Chaney. I'm the President of the
6 local branch of NAACP. We talk about quality education; we
7 talk about integration; we talk about voluntary settlement
8 agreement that we have. I'm a firm believer that voluntary
9 anything does not work in this city. We have people here
10 that says that they volunteered to do a better job, but they
11 never do it.

12 Now, I'm not happy with the voluntary settlement
13 agreement that we got. But we have it. And our purpose was
14 to get as much out of this settlement as we could. But we
15 run into difficulties. First, we have 23 suburban groups,
16 and we have MPS. NAACP and MPS were supposed to be on the
17 same side. None of them wanted NAACP to be part of this
18 school settlement. And had we not been part of it, there
19 would have been no one representing the black children.
20 Black children represent roughly 85 to 90 percent of the
21 students going to school here. Black teachers and black
22 administrators don't come near that high.

23 Now, I have lived in this city sine 1941, about 50
24 years. I'm a native of Wisconsin. I know what the
25 difference in this city than the little town I was born in.

1 Back in the early '50s, we first tried to integrate the
2 first schools in this city. All the blacks went in a little
3 huddle down here near Walnut Street.

4 In the late '50s, they started to integrate a
5 school called Custer. Practically no black teachers, no
6 black students; and every day that we had a black student
7 that go into anything, the police department was called. I
8 was a member of the police department at that time. We
9 spent more time in the school than the teachers did.

10 No black student that went to school was ever
11 right. We had to sit the principal and teachers down and
12 say, look, at least listen to what the children say. That
13 has not changed too much. And I said that was in the late
14 '50s, that has not changed too much in these schools this
15 far.

16 Early -- about 20 years ago, they did the
17 integration of schools. The first thing the school did was
18 tore down all the inter-city schools. They bused the black,
19 but they didn't bus the white or at least not very many. So
20 now we say, it's costing to bus. We didn't cause the
21 busing. And I tell any of them, if you drive 10 miles
22 outside of the city to a suburban school and see what you
23 see, everybody rides on a bus. But all of a sudden in this
24 city, busing is a bad name.- They created the problem, now
25 you got to take the weight.

1 You see, what has happened -- you know, I'm a firm
2 believer that sitting along side a white student doesn't
3 make them any smarter. But, you know, we all live in this
4 city. We had better get acquainted. And what better place
5 for children to get acquainted other than school
6 integration.

7 We didn't integrate the city because we didn't
8 have open housing until '67 when the NAACP Commandos marched
9 for 19 days to make them pass a city ordinance for open
10 housing. And as I said, I'm a member of the police
11 department. I told them then, they could have opened the
12 doors or opened the housing the first day, enough of us
13 couldn't afford to make any difference. But yet we fought
14 open housing. We now fight integration for the same reason.

15 I don't know -- you know, I never lived in
16 Mississippi. But you know, we're not much better than they
17 were then. We do everything to keep these children apart.
18 Now, I'm not a high person on the 220s that he's talking
19 about. But let me say this to you, if we didn't have the
20 220s, there would be no blacks in the suburban schools
21 except for the two or three people that live in the suburbs.
22 Hear me? There would be none there. I don't care how
23 expensive it is.

24 They would not let their guard down and say
25 anybody that wants to go to this school can come. When we

1 had the school settlement, every one of the suburbs fought
2 it. After we got the school settlement, we still have them
3 fighting it. They formed what was called the Compact. They
4 fought that for a year to keep it from going. They brought
5 in a man who is supposed to know what integration is and
6 knows the laws and all of that sort of thing. MPS and the
7 suburbs brought him in. It wasn't NAACP that brought him
8 in; they brought him in.

9 When they could not pull him on his coattails and
10 tell him how to do this, then they got rid of him. They out
11 voted NAACP and all the rest of us. Originally, in that
12 vote, the suburbs voted 13 to 10 to keep him. MPS went on a
13 rampage, who were supposed to be our partners. They went on
14 a rampage to change the suburbs' minds. They managed to
15 make the vote come out 13 to 10 against him. And they were
16 solid against him. Their reasoning: some suburbs said we
17 don't like him because he's an expert. MPS -- some of them
18 said, we don't like him because he doesn't talk to us. Some
19 said he was not sociable, but we didn't hire him for that.
20 That's not what we hired him for. We hired him to do the
21 integration.

22 One of the things that he did was the research,
23 which was to keep them from selectively taking students in
24 the 220. They didn't want that because if he stayed, he
25 would have stopped that part. They didn't like the

1 research. As a matter of fact, I sat in one of the meetings
2 when one of the suburban people said to him, you talk to the
3 researcher because he ought not be talking about us
4 screening.

5 And I told him then that the researchers -- who I
6 happened to know -- would not change his mind. He would
7 write what he saw. And it wouldn't make much difference
8 what he told him. And he did.

9 So all of those things pulled against him. You
10 know, it wouldn't make too much difference what happened in
11 this city, there would not be a lot of integration because
12 you have another factor that lays out here; and that's the
13 banks and the lending. They will not loan to blacks to do
14 the moving.

15 We also have part of the school settlement which
16 is a housing component. The housing component says that any
17 child that goes under the 220s if he desires -- if his
18 family desired to move to the suburbs, they are supposed to
19 help them finance a house at a better rate than they would
20 get normally.

21 WHEDA, which is Wisconsin Economic Association, is
22 supposed to furnish the funds. The rate they gave them for
23 doing that is exactly the same rate you get anyplace else.

24 A month ago, they came up with a new scheme where
25 the rate would be lower if the people would move into the

1 inter-city. What are we doing? Are we integrating, or are
2 we segregating?

3 When we have the problem with the 220s and the
4 Compact, we contacted the governor, who signed on. And
5 guess what? We haven't heard from him. I don't think he
6 things he's part of this settlement.

7 Next thing we know, we get the mayor. The mayor
8 decides that he don't like 220s. Well, that's fine. Like I
9 said, I don't like them either. But the point is, as I
10 said, those folks that go for the 220s, the students and
11 parents decided they wanted to go to those schools. We
12 didn't put them on the bus. We didn't force them to go.
13 They decided they wanted to go.

14 Now, we decided, oh, no, we can't do the 220s. If
15 you take it away, those kids won't be there. Those schools
16 will be all white again. We don't have a lot of white
17 coming in. And one of the reasons you don't have them
18 coming in is because, in the first place, we didn't do the
19 integration right to start with. When we tore down the
20 schools, when we did the busing, who did they haul on the
21 buss? Black children. See once you get rid of the inter-
22 city schools, then you have to take these children to the
23 other schools.

24 I said -- of course, I knew they wouldn't do this
25 -- but I said what they should have done is tore down all

1 the high schools and either built one or two right in the
2 middle. And you either go to those, or you don't go. That
3 would have integrated.

4 But you see, I keep wondering whether -- you know,
5 when we talk about the housing component -- and I'm not sure
6 whose side the people sit on. In the housing component,
7 there was supposed to be a unit to run that component.

8 When nobody wanted the fair housing group to
9 handle it -- when the school settlement came out, the
10 governor had three votes, he picked three people to decide
11 who's going to handle the housing component. And NAACP got
12 a chance to pick three.

13 One of the things I was told was, well, you know
14 it's that way because, you know, that's the reason the
15 governor got four votes. Well, the governor finally decided
16 that, well, to be fair, I'll give you two -- I'll pick two
17 blacks and two whites. Then he called and said, is that
18 fair? And I said, yeah, that's fair, governor.

19 The only thing he missed was that the people that
20 he picked, sooner or later, began to see that whoever they
21 had to run that -- because they didn't want to look like
22 they were crazy -- they had to take Milwaukee Fair Housing,
23 because they were the best group to run it. They were the
24 best organized.

25 They have run into a small problem. One of the

1 problems is the fact that they got a system where they can
2 tell you where every house is that is for sale, for rent,
3 whatever -- it cost them a little more to put this together
4 than they expected. So they've asked the governor and
5 they've asked WHEDA, look, can we advance from the third
6 year some funds to come out even; by that time, we should be
7 able to raise some donations.

8 WHEDA said, oh, no, we can't do that. The
9 governor said -- and the governor don't talk -- you know, so
10 when they talk about quality education and getting more
11 money, I'm not sure what they're talking about.

12 We keep saying, well, it would be better if the
13 parents were involved. I agree. But it's not completely
14 the parents' fault. You see, parents, for years -- these
15 parents are the parents that started on the down slide of
16 MPS. They didn't get well educated. They don't face up too
17 good with the school system because they feel a little
18 intimidated. Half the time when the parents have to go in,
19 we have to go in with them. Everybody looks down their nose
20 on them, teachers, principals.

21 And I mentioned Custer High, when they integrated
22 that. The majority of the white teachers that were good
23 teachers, decided all of a sudden that they didn't want to
24 teach in that area. They all transferred. The majority of
25 them transferred, those that could. They're still doing the

1 same thing.

2 In the schools -- you know, we'll never get
3 quality education unless we do something inside of those
4 schools. We either have to have a retraining program or we
5 have to have a firing program. Now, we got to have one or
6 the other. Because any time the teachers sit in a room in a
7 school where the majority of them are black and when the
8 bell ring, the teachers sit there and say, here come those
9 animals, something is wrong with those teachers.

10 When you tried to get a teacher fired or someone
11 corrected in this system, nothing happens. You'll fight for
12 years trying to get one teacher removed. I'm not sure that
13 they're out of the system now.

14 We had one that passed around a application that
15 said Jesse Jackson application. What kind of car do you
16 drive? Cadillac. Lincoln. Mercedes. Is it bought,
17 stolen, or when is the payments up? Those kinds of things
18 go around in the school.

19 Now, how do you get a better education from those
20 kind of people? A white teacher transferred into a new
21 school. She said I wanted to get into this new school
22 because I thought I could help. She said they brought in a
23 group of new teachers, majority of them from the northern
24 part of Wisconsin, who had done nothing but read the
25 Journal, where the Journal said that you can't educate black

1 children.

2 And when they came in, that was the attitude they
3 came in with. And as long as they have that attitude and as
4 long as we don't change it, you will not get quality
5 education. Back again, you either have a retraining
6 session, or you have a firing session.

7 You see, some of the schools -- and I said this
8 the other day, and I mean it -- some of the classes, I could
9 move the teacher and hire one of those kids that dropped out
10 to monitor that class, because the teacher doesn't know
11 who's in the class. She doesn't know who comes through the
12 door. She doesn't know what his grade is. What kind of
13 system do we have?

14 Now, the suburbs are just as bad. Those were the
15 goals of 220s now. I'm not going to say that they're
16 treating those kids any better. They need that training
17 also. We're trying to encourage the parents to put the heat
18 on them. You know, one of these days you're going to almost
19 have to do -- if they don't change the teachers, going to
20 almost have to go to a walkout.

21 You know, then I'm not sure of another thing.
22 When you talk to the students, I'm not sure that you get a
23 teacher to give the child the proper grade. I'm not sure
24 what he's getting on that paper. And don't let one of these
25 children say something back to a white teacher. His grade

1 changes. A whole lot of things change. He gets kicked out
2 of school. We got them lined up, out of MPS, out of the
3 suburbs. Can't get quality education if you can't keep them
4 in school.

5 You know, I just don't know. I think -- I contend
6 -- and, like I said, I've been around here a long time --
7 but I found out one things in all these years: If you try
8 treating people properly, treating them like human beings,
9 it's amazing what you get out of them. It's amazing. And
10 in order to qualify what I'm saying -- and I'm going to say
11 this and then -- as I said, I'm a former police officer. I
12 was the first black sergeant they ever had. They didn't
13 know what to do with me because they didn't have enough
14 black officers for me to supervise. So they finally
15 decided, well, they had to make me anyhow, after they
16 couldn't hide me.

17 But it was amazing when the men found out that I
18 would treat them fair regardless. And I kept telling them,
19 I don't have to like you and you don't have to like me, but
20 you never have to worry about the grade that I give you if
21 you do your work.

22 In the 25 years that I was there as a sergeant, I
23 never had to write one of those men up. And when they got
24 into a jam -- but there was one thing I told them, I will
25 never cover for you. Whatever happens, that's what I'm

1 going to grade. And I find that you can do the same thing
2 with children..

3 I was a scoutmaster, taskmaster. As long as you
4 treat those children right, they will do the things you want
5 them to do. We opened up a little group over here called,
6 Back to School, Stay in School. The kids come. It's in an
7 area that they say is drug infested. I don't know that it
8 is. All I know is we open the doors, and the same day we
9 opened the doors, 10 children signed up. We have roughly 22
10 signed up now. They come. They bring their homework.

11 And I promised them one thing, nobody would misuse
12 you, nobody. They come every day. And every day -- and I'm
13 almost sorry I opened it because every day it ain't open,
14 they want to know where I am.

15 But it's amazing what happens if you just treat
16 people right, whether it's children -- and children know
17 whether you're fair. They know whether you like them. But
18 it seems our administration and our teachers, evidently,
19 can't get this through their head.

20 I said once that if I taught a class -- and I
21 don't know how to teach any class -- but if I taught one,
22 every child that came through that door would be the nicest
23 thing in the world. He'd be the most precious thing that
24 came through that door. Because I learned a long time ago,
25 I don't create myself any work. I get the best out of I can

1 get out of people that are doing it for me. Because I
2 always used to say I'm too lazy to do it myself, so I'll get
3 you to do it. And if I have to be nice to you to get you to
4 do it, that's what I'll do.

5 Thank you.

6 MR. BAUGHMAN: Thank you.

7 MR. CHANEY: That's how I get so much work out of
8 Lauri Wynn. I keep telling her how nice she is.

9 Any questions?

10 MR. BAUGHMAN: Do you want to speak? If you don't
11 mind, then, we'll grill you both. Is that fair.

12 MR. CHANEY: Okay.

13 MR. BAUGHMAN: Thank you very much.

14 MS. WYNN: I'm very pleased to -- my name is Lauri
15 Wynn, and I'm pleased to speak here this evening on behalf
16 of the NAACP. I do the other work that he doesn't talk
17 about, I do.

18 I want to give you, first of all, just a little
19 background so that you can kind of understand the scope that
20 is involved here. And also, not that we need to, but we do
21 want you to understand that as we represent the black
22 youngsters in this community and non-whites that are
23 involved, we do not come to this job ill prepared.

24 Mr. Chaney, has properly identified himself, and
25 is a very well respected person in this community and has

1 been in this community a very, very long time in capacities
2 that I think fully speak for themselves.

3 I came to this city in 1965, having taught in
4 Chicago. And in 1965, the day that my children -- I have
5 five children -- four of my children went to school, they
6 had to cross a picket line, which I did not know anything
7 about.

8 And I learned later, while I was in school
9 teaching, that the city blacks were involved in a school
10 boycott. They were boycotting the schools because they said
11 that they was segregated. They established freedom schools
12 in the black churches. And the attorney -- Attorney Lloyd
13 Barbie, who at that time was a state legislator and
14 president of MUSIC, the group at that time which was really
15 for Milwaukee United for Integration and City Schools -- I
16 don't remember what all the word was.

17 But I was very embarrassed to think that I was
18 teaching and I had these four babies crossing a picket line,
19 and I didn't know anything about it. So immediately after
20 school, I went to a meeting to find out about it. I met
21 Lloyd Barbie and learned at that meeting that the city was
22 really involved in attempting to find out how to untangle
23 themselves from segregation.

24 I volunteered my Sundays to go down to his office
25 to gather information, and we began to prepare the evidence

1 for the suit, which was the first suit; and from that suit
2 came the 1976 suit -- I mean, when it was decided upon. And
3 then from that came one package of this. And then the third
4 part was the settlement, which you're in now.

5 So I wanted to say that because I kind of started
6 from the beginning in this.

7 While I was working for Lloyd Barbie, one of the
8 things -- this was volunteer, when I saw working. This was
9 after Sunday dinner and hoping the children were not tearing
10 down the house while I was down in his office -- we found
11 that we did not have any money. And we found that nobody
12 seemed to have any money. And though he was making speaking
13 trips and whatnot, it was difficult.

14 And so I had begun to work as a union person with
15 the teachers' union. And I was working with the parents,
16 organizing parents, and found that the parents didn't have
17 any money. But when I was dealing with the union, they had
18 a whole lot of money. And I didn't understand the union.
19 And so I kind of made that my hobby.

20 I dissected the union, ended up becoming a
21 delegate going to a convention, organizing the National
22 Black Teachers' Caucus, talking with teachers across the
23 country about what segregation was with them, reading
24 everything I could find.

25 I found that the union had something called a

1 deshame fund, which teachers who were forced to work in
2 segregated school systems could apply for. And so I brought
3 that home, and I went all the way through that. And I said
4 I'm a teacher working in the segregated school system. And
5 you could get money.

6 And so I wrote an application applying for money
7 to help with the suit, which was involved in our city. And
8 I read the rules very, very carefully; and it said that if
9 they did not respond to me within 90 days, I could have an
10 audience before the NEA, the National Education Association
11 Executive Committee.

12 So I waited for the 91st day, the 100th day; and I
13 waited for six months. And I figured by that time, they
14 could not refuse to give me an audience. And so I wrote a
15 letter saying that they had violated their own rules by some
16 90 days plus, and I requested an audience before the
17 Executive Committee and I went.

18 I took 32 exhibits, which we had prepared for the
19 suit, which had not entered court; and I had to go through
20 the unions, both the local and the state, and get a letter
21 from them -- well, they could ill afford us as liberal then
22 -- to say that they did not agree that the school should be
23 desegregated. So they wrote me a letter, but no one would
24 give me any money. But I didn't ask them for any money
25 either.

1 And so I went and I presented this case. All of
2 the union appeared at the time, though, they said they
3 weren't coming; but there were all there for the
4 presentation for the Executive Committee.

5 The Executive Committee granted, at that time,
6 \$10,000 for the suit. They called for a hearing in the
7 city. I had to guarantee that I'd have 10 people. Instead,
8 there were 300 people who came to testify at the Ramada Inn
9 here before the NEA hearing our group, that they were
10 suffering from segregation in the city. They went back and
11 drafted another plan and offered additional monies and
12 established a group of civil rights attorneys in this region
13 to assist Lloyd Barbie with the suit.

14 That was in 1970. I went on to become the
15 president of the state teachers' union, WEAC. And while I
16 was president, I ran for the Executive Committee, of the
17 National Education Association, and served on that.

18 And in that time, I was able to kind of keep my
19 finger was in desegregation and what was happening across
20 this country. And I would say to you that we are, now, just
21 where everybody thought everybody would be about this time,
22 where cities in America -- where the schools and the
23 children within them -- would end up be majority/minority;
24 and that the teachers would be majority white; and that the
25 cities themselves would be going through periods of economic

1 depravation; and that there would be unemployment; and this
2 particular region of the country, because of the rust belt,
3 that there would be a problem with jobs.

4 And so all of these things that happened are not
5 unusual, but I wanted to give you that background because
6 the only function in this, nothing that's happening to us is
7 surprising.

8 The only thing that is surprising is that the
9 people would be surprised that we are not surprised. And,
10 so, I would say to you that the challenge that we have put
11 before the city -- because we asked the question of the
12 governor and the mayor -- and we did write the mayor -- one
13 of the questions was, who is against segregation?

14 It's appalling. You heard this people this
15 morning. Who is against segregation? Are we saying that,
16 yes, it's nice that we all live together in situations that
17 are here because you ought to belong together? Are people
18 saying that you're happy together, so you stay together?
19 Are people saying, well you won't learn any better if you go
20 to school with anyone else other than yourself? Are they
21 saying that a black academy is good for black males?

22 Why is it not the black males are not saying that
23 we will take on the Hebrew school idea; and we will put our
24 money where our mouth is; and we will finance schools for
25 black men on after schools, and Saturdays and Sundays if

1 it's necessary?

2 And I guess what we're really talking about, if
3 the complaint is that the white schools have not adequately
4 educated the children, then why are we expecting that they
5 would do better by having male segregated male black
6 academies? The NAACP asks that question.

7 In addition to that we raise the question as it
8 relates to choice in schools. What choice? Has it ever
9 been that slaves have choice? They can either smile, bow,
10 spit in the food in the kitchen, but they were still slaves.
11 And are we saying that poor people should be satisfied for
12 mediocre or less than that in education and be happy?
13 saying, well, we're all together; we don't have to ride the
14 bus?

15 And when people say, well, the blacks share the
16 burden of this, God, pray that they should forever share the
17 burden. Because it is not a burden. It is responsible. It
18 is a responsible position.

19 What happens to us as black people is that, you
20 either get a good job and do well. And I don't know what do
21 well is. But you have to explain to your children over and
22 over again that racism is here; you cannot get away from it.
23 You have to learn how to handle it. You have to do the
24 best. You have to be a little bit better than everyone
25 else. You have to expect that people might not treat you

1 right. And you have to bright enough and strong enough to
2 stand up against it. And that's how we rear our children.

3 And that is not unusual. And there is no crying
4 baby that would expect to succeed if you cried and kept
5 tears in your eyes, if you got your head down so that the
6 people could stand on your necks. And, so, it is not a
7 burden.

8 It is a responsibility. And our children stand
9 upon the shoulders of those people who died for integration.
10 Who spoke up when people treated them poorly, who said that
11 we have a right to the best of anything that you have. That
12 is not a burden. That is a responsibility.

13 And those people that discuss it as a burden, wish
14 that things had never been as they were. But they refuse to
15 face the fact that things are as they are. And this how
16 they are in this city.

17 There is a belief that if the money is coming for
18 220 were given to the city; that they would be able to get
19 things better; that they would be able to improve city
20 schools that are majority black or majority/minority; and
21 that they would be willing to do this or that they even know
22 how to do this; and that they would do this willingly
23 because this could succeed.

24 The NAACP doubts that that willingness exists
25 because we see almost a participation in an act that is

1 unusual, yet is explained as, what can we do? The majority
2 have the youngsters or minority. How can the city ever be
3 integrated?

4 That's not what the business world says. That's
5 not what they say. They would die and go to hell before
6 they found this whole city black, because what happy CEO
7 wants to bring their family into a city where schools are
8 segregated? Who wants that? How does the mayor explain
9 that?

10 And when we talk about 220, and we say that --
11 well, there's a one-on-one, and people are happy. One-on-
12 one is just that, one-on-one, a drop in the bucket. That's
13 all we're talking about, a serious problem there.

14 You know, no one should forget -- ever should
15 forget that poverty is political. We shouldn't forget that.
16 This thing called poverty didn't just happen because people
17 grew up one day and they were poverty stricken. Their
18 poverty is political.

19 And we ought to remember, also, that there is some
20 economics to segregated versus desegregated. We would want
21 to suggest that the economics of this city depends upon a
22 desegregated school system, upon integrated living, upon
23 positive thinking, upon courageous leadership from our
24 mayor, upon an active and spoken courageous verse from the
25 governor.

1 Now, the governor did sign on this as Mr. Chaney
2 said. The governor's running for reelection. I'm sure he's
3 going to say something soon, because he said something about
4 abortion; and he said that very clearly. And he didn't say
5 that until the other man started talking about abortion.

6 So people will say something soon. The question
7 will be raised: Should we say, yes, we want choice; the
8 youngsters should have vouchers, and they should go wherever
9 they want to, wherever that is. And should we say that
10 choice means that you take this piece of paper and you can
11 go to the best public school; and if you don't like it
12 there, you can take the same piece of paper and you could go
13 to this other public school?

14 So that the record is clear, the NAACP is opposed
15 to vouchers and opposed to the choice plan. Let there be no
16 confusion about that. And it also should be remembered that
17 it is a basic tenet in the teachers' unions across America
18 that vouchers are bazaar.

19 What you're talking about, is you're talking about
20 hemorrhaging the public school system. And the public
21 education system is a system that educates the poor. It is
22 a system that educated the parents of most people that are
23 leaders now. And if people will remember that and will
24 demand that the public schools get better rather than allow
25 them to find -- as they call it -- a more creative route and

1 find some way to find ways to do things that are being done
2 differently, you can -- as Mr. Chaney says -- either have a
3 retraining party or firing party.

4 I know well enough that the nearest thing you're
5 going to get is a retraining party and that firing parties
6 do not happen in cities or states where teachers' unions are
7 as strong -- and as capable and competent -- as the unions
8 that we are involved in here.

9 But we must remember this -- and I want to say
10 this in closing, first of all, is that children being bused
11 really is not the question. Because if white children were
12 bused to the inter-city, to the black parts of town, that
13 would be a revolution not a question.

14 And so the settlement was made as it is so that
15 white people would be kept quiet so that they could get what
16 they wanted so that they would be appeased. And, obviously,
17 when I was in the lobby for WEAC in 1974 and 5, when the 220
18 program was discussed, it was clear that we had to come up
19 with a carrot with a gimmick to make sure that suburban --
20 not only that suburban school districts but that suburban
21 teachers would see that there was some plus to accepting
22 black youngsters.

23 And money was a sure thing. More money meant more
24 money for salaries. It met the schools would not need to be
25 closed because the demography indicated that those schools

1 would not have enough white youngsters to fill them.

2 So in the city where we are right now, money does
3 determine what people say. But if you're going to wait for
4 Michael McGhee in 1995, when Michael says do something or
5 something will happen, you don't have to wait that long.

6 Things are happening now. Devastation is
7 happening now. Youngsters know that they don't know all
8 that they should know. Teachers are subjective when they
9 mark for students that have said the wrong thing or walked
10 the same way or kept a hat on when they shouldn't. And so
11 we do have all of those things going on.

12 But on our streets, people are dying all the time
13 without a malitia. But this community has always had a
14 malitia. It use to be Police Chief Brier's malitia. He
15 ruled with an iron fist. He did what he wanted. People
16 went over cars, under cars, it didn't matter. And then we
17 have the gangs, and we have the crack houses. And so there
18 are malitias everywhere.

19 It seems to me that Mike McGhee will at least come
20 before, as head of a malitia, with a constituency that has
21 not moved him and people that have not been able to recall
22 him. But what he calls for is better treatment for people
23 who live in segregation, who suffer in poverty, whose school
24 system needs to be improved, and whose leadership is silent.

25 Thank you very much.

1 MR. BAUGHMAN: Thank you very much. We're running
2 a little behind. So we may not have much time for
3 questions. Could we ask some questions? Anyone have some?

4 MR. NUNNERY: I'd just like to ask the question
5 that seems quite clear here in this speech and the speech
6 Representative Polly Williams, that there is a major
7 diversion of views on this issue between or amongst what I
8 would call the core leadership in this community.

9 MS. WYNN: Well, I think that's true.

10 MR. NUNNERY: And I think, then, just from
11 observation, how can this issue ever come to a clear
12 consensus or an end with this kind of divergent view?

13 MS. WYNN: Well, I think, one of the things that
14 must occur, Mr. Nunnery, as you know, all parties must be
15 heard. And then there are factors that come into play. I
16 would suggest that economics is the factor that will come
17 into play.

18 The next thing I suggest is that the quality of
19 life will come into play. And I would want to suggest to
20 you, that everyone would agree that an educated community is
21 a better community to live in than a poorly educated
22 community.

23 I think, further, that when people are talking
24 about choice and are talking about vouchers that they may
25 need to let that run. They may need to let that game play.

1 And then they need to see what that is. And I think that
2 when people see what it is, that then they will come back,
3 and reasonable heads will reign:

4 MR. NUNNERY: Let me ask another follow up
5 question and that is: Under Chapter 220, do you believe
6 that the black students are receiving the same state-aid
7 dollars in the Milwaukee Public Schools as in the outlying
8 communities?

9 MS. WYNN: You said the same state dollars or the
10 same --

11 MR. NUNNERY: Same amount.

12 MS. WYNN: The same amount of money?

13 MR. NUNNERY: Are the same amount of dollars being
14 used in Whitefish Bay to educate a student as the black
15 students here at Messmer?

16 MS. WYNN: Now, Messmer is a private school or
17 whatever it is. They call that non-sectarian.

18 MR. NUNNERY: All right. Washington.

19 MS. WYNN: Washington. I think --

20 MR. NUNNERY: Or Lincoln.

21 MS. WYNN: All right. I think that the suburban
22 school districts are using their money differently because
23 of the sizes of the schools and because of the demands that
24 the public places upon them for education.

25 I don't think our community places the same demand

1 upon the school board, for instance, or upon the schools
2 themselves to produce students as most of the people would
3 want them.

4 Now, obviously, we're dealing with a different
5 socioeconomic status. And, basically, that's what this
6 issue basically is. It's a socioeconomic one. And so
7 what's happening is, though people are -- may not like a
8 particular group of people in Whitefish Bay, they know that
9 those people in Whitefish Bay are going to assist upon the
10 very best education for their children. They figure if the
11 black children go there, they'll get a better education too.

12 MR. NUNNERY: Mr. Chaney, you touched on this
13 issue, had it not been for Chapter 220, I believe the state
14 would have been forced, here in Milwaukee County and these
15 other districts, to form a unified school district. And
16 had they formed a unified school district where all of this
17 -- everybody would have been treated in a unified system, I
18 don't think -- I think these people out here in the suburbs
19 would be raising holy hell.

20 MS. WYNN: Well, that's true. That's why they
21 didn't do it.

22 MR. CHANEY: But what Chapter 220 did, Chapter 220
23 took them off the hook.

24 MS. WYNN: But I think, Mr. Nunnery, I'm --

25 MR. NUNNERY: I'm just asking you. Am I right or

1 wrong?

2 MS. WYNN: Well, allow me to answer you because I
3 was a lobbyist for WEAC at the time.

4 MR. NUNNERY: Okay. But I'm asking, am I right on
5 that view?

6 MS. WYNN: Let me answer it this way for you
7 please. There was no question, the votes were not there to
8 get in a unified school district in 1975 when 220 was
9 discussed.

10 What was discussed was a pie-shaped plan which
11 would have meant a metropolitan plan. And Conta, in a
12 compromise, came up with this Chapter 220.

13 So if the question is, would that have been
14 better? Yes. But the votes weren't there for that. And
15 there were more votes there for this.

16 MR. NUNNERY: But, Mr. Chaney -- forget about the
17 votes, do you --

18 MS. WYNN: We can't.

19 MR. NUNNERY: -- surrender black children's
20 constitutional rights because the votes weren't there?

21 MR. CHANEY: Do we? We don't have that much
22 control over the constitutional rights. You know that.

23 MR. NUNNERY: In a county in Detroit, they went to
24 the unified district.

25 MR. CHANEY: But why? In Detroit, 55 percent of

1 the people are black. Okay? Legislators are -- you have
2 more legislators that are black. And they're probably a
3 little more smarter to do the things that ought to be done.
4 To deal with things in this state -- and this is the most
5 stubborn state I have ever seen. And I have lived in this
6 state all my life.

7 You see, all you have to do -- you see, anything
8 that happens down here, the people up state give less a
9 damn.

10 MS. WYNN: Now, that's the bottom line.

11 MR. NUNNERY: But the point I'm asking -- and I
12 don't want to debate this issue with you -- would black kids
13 have been better off -- and I think you all seem to say this
14 -- they would have been better off with a unified school
15 district.

16 MR. CHANEY: Maybe they would have and maybe not.

17 MS. WYNN: We don't know that.

18 MR. CHANEY: If the teacher didn't -- I say this:
19 If the teachers didn't change their attitude, we wouldn't be
20 any better off than we are now.

21 MS. WYNN: The question is, Mr. Nunnery, if you
22 take all of these black children and spread them all over
23 the place, everywhere --

24 MR. NUNNERY: Well, if you are in a unified school
25 district, you going to spread white kids too.

1 MS. WYNN: Well, see that's the point. They did
2 not want to spread white children, and we all know that. So
3 it wasn't moving pepper around. It was matter of moving
4 salt around. And that was the issue. Because they won't
5 even move the white children now to the black schools.

6 The only people that move -- as we've said -- are
7 the black youngsters. When people call it burden, many of
8 us call it a responsibility. In other words, if we didn't
9 move, what would we have.

10 And if the question is, well, if you didn't move
11 out there, then they would have done something else. I
12 don't think so. We did have a case in the court at the
13 time, Mr. Nunnery.

14 In other words, the Barbie suit was in the court
15 at the time that the 220 matter came up. And so they
16 clearly understood that there was going to be a court
17 ruling.

18 When the case was ruled on in 1976 and a Special
19 Master Gronowski was in here and then the move was about to
20 happen, there was a great deal of compromising to make sure
21 that white youngsters were not moved.

22 So I would say to you that the legislature
23 understood what the court could do. But they seemed to know
24 that the court wouldn't do much of anything other than what
25 they did. And so they didn't have to do any more than they

1 did.

2 So we're talking about the politics of it. I
3 think they read the politics better than the -- for
4 instance, the suit itself did. Because they decided that
5 they would do as little as possible. And it's really
6 politics.

7 MR. BAUGHMAN: It seems -- if I'm understanding
8 both of the presentations I'm hearing -- one problem you're
9 still having or have been running into is racism among
10 Milwaukee school teachers.

11 MR. CHANEY: Very much so.

12 MS. WYNN: Yeah, can't deny that.

13 MR. BAUGHMAN: Did you anticipate that in the late
14 '60s --

15 MS. WYNN: Yes.

16 MR. BAUGHMAN: -- and early '70s --

17 MS. WYNN: Yeah.

18 MR. BAUGHMAN: -- when you worked so hard for
19 desegregation?

20 MS. WYNN: Yes. I was president of the state
21 teachers' union, 45,000 teachers at the time.

22 MR. BAUGHMAN: Right.

23 MS. WYNN: And I went to each of the suburban
24 school districts as the president and explained what the 220
25 program meant -- because that's what we were presenting to

1 the legislature -- tried to receive peoples' concerns of
2 whatever adjustments we could make so that it would be one
3 that people felt that they could manage. We did. Teachers
4 were very afraid. They were frightened.

5 We had to make sure that everyone understood that
6 we were not talking about bringing white suburban teachers
7 to north division, which was a great fear that they stated.
8 And so the section where we had teacher exchange was cut
9 down so that exchange did not mean white teachers are
10 mandatorily having to go in. We were really leaving the
11 option out. People got very afraid, even, about the option.

12 And so I would say that the suburban teachers
13 depended very heavily upon the state union, WEAC, making
14 sure that the bill was drafted in such a way so that they
15 would not be disrupted.

16 In addition to that, we sold the bill with the
17 understanding that, where our statistics indicated, that the
18 suburban school districts within a 10-year period -- which
19 was true -- were going to have fewer white children in them;
20 thus, teachers would need to be laid off and schools closed
21 -- that was a selling point.

22 And so what has happened now is that some of the
23 schools that might have been closed in the suburban
24 districts have not had to be closed because black youngsters
25 are there, not a huge amount, just enough to not have the

1 tipping. And, though, teachers have not been laid off in
2 masses, some of them -- a very small number of teachers that
3 have been hired are black, very, very small.

4 And so I would say to you, yes, there was an
5 understanding that it was going to take a lot of retraining.
6 And that was another reason why the amount of money was put
7 there, so that there would be money available for training.

8 So in the settlement, when the Compact was put in
9 there, this organization, it was to have a component of it
10 that would just concentrate on staff training. Now, you get
11 the resistance, even now, from the suburban districts.

12 Because teachers will say, I'm profession; I've been
13 teaching for 20 years; you can't tell me. And I always say
14 to them, well, I can drive a car; but I can't drive a shift.

15 So, you know, you can still drive, you can still
16 teach, but there are certain things you can't do until you
17 need to learn how to do them.

18 There is some resistance to that. But I guess I
19 would say to you that I think that, when we're talking about
20 the teachers, it is a very difficult time for anyone to deal
21 with youngsters in front of them that are very different.
22 And that does not mean that these youngsters are bad. But
23 it means that the teachers need to be retrained to deal with
24 the youngsters that are in front of them.

25 But we cannot say that this is something that the

1 suburban teachers have a monopoly on. Because the city
2 schools have had black children forever, and they still have
3 a problem. And that is a whole area that needs to be worked
4 upon. And I guess, they would say that they're working upon
5 it. We would say that it is not done to the degree that we
6 believe that it should be done.

7 MR. BAUGHMAN: We have to work on that.

8 MR. CHANEY: You have to remember that the basic
9 history of this city leans that way.

10 MR. BAUGHMAN: I understand. I thank you both
11 very much. We need to move on, but I do thank you, again,
12 for coming down.

13 Miquel Berry, apologies to you for the lateness of
14 all of this. I hope it's been worth the wait. Thank you
15 very much for coming.

16 MR. BERRY: Thank you for inviting me to your
17 meeting tonight.

18 My name is Miquel Berry. And I'm here
19 representing the Mexican American Society of Milwaukee.
20 We're a group of students, parents, community workers,
21 academicians, and business persons who are interested in
22 influences the policies and practices of the educational
23 system as they affect all Hispanics but particularly the
24 Mexican American community.

25 Why the Mexican American community? In one ZIP

1 code are of this community, I recently studied the drop-out
2 statistics at the 9th and 10th Grade levels. About 86
3 percent of the students on the list had Hispanic surnames.

4 In a city where Hispanics constitute only about 6
5 to 8 percent of the population, drop-out rates like this
6 constitute a disaster. Moreover, Mexican Americans
7 constitute the largest proportion of students and parents
8 throughout the Milwaukee Public Schools.

9 The theme of your hearing tonight is
10 discrimination and quality education. For the purposes of
11 the MPS desegregation settlement, Hispanics were considered
12 non-black. Therefore, they do not participate to any degree
13 in the desegregation remedies which have been implemented.

14 In 1971-72, when the issue of desegregation was
15 debated in Milwaukee, the Hispanic community by and large
16 feared desegregation and the likelihood that it would bring
17 about large scale busing.

18 The educational institutions of this city have
19 developed bilingual programs for Hispanic students. And
20 I'll have more to say about that later. But in the regular
21 school program such as college-bound programs or Chapter
22 220, however, Hispanic students, largely, do not
23 participate. Because they are non-minority, Hispanic
24 students do not get into the magnet or specialty schools
25 because they do not get into the feeder schools.

1 The suburban schools under the 220 program
2 classify Hispanic children as Hispanic, but they often tract
3 these students into second level types of programs. And
4 this seems kind of a cruel irony for a community that's
5 struggling it's children.

6 If there is something that the Mexican American
7 Society could offer for consideration concerning the quality
8 of education in this city, it would be the proposition that
9 the City of Milwaukee must learn to live with diversity.
10 And I think you've heard that from several speakers.

11 I recently heard a successful Hispanic attorney
12 talking about his life at a conference on Hispanic issues in
13 Racine. He said that the most excruciating experience in
14 his life was going through the public school system. Why?
15 Because the teachers and staff did not expect him to
16 succeed, not all teachers, not all school staff but enough.

17 The low expectations teachers have of Hispanic
18 students, and in most cases their parents at the same time,
19 constitutes a self-fulfilling prophecy that comes true every
20 day.

21 We submit that these issues cannot, in the final
22 analysis, be addressed adequately, except by hiring more
23 hispanic teachers. And this is important because Hispanic
24 teachers identify more with the students and the parents.
25 They are willing to listen. They understand the culture.

1 Two mistakes that MPS has committed all too often
2 in the past are mistaking bilingual for bicultural in its
3 bilingual education programs. A white teacher who speaks
4 Spanish is not necessarily sympathetic to the culture of the
5 students and the parents.

6 We think it's also ironic that government and the
7 schools tend to classify us by the characteristic that is
8 probably the most superficial. Language.

9 Culture, Mexican, Mexican American, Puerto Rican,
10 Cuban, Central American, South American, is an articulated
11 and conflicts reality for Hispanics. And we think it's too
12 valuable to be ignored in the educational system of this
13 community.

14 Thank you.

15 MR. BERRY: Federico?

16 MR. ZARAGOZA: Miguel, could you elaborate again
17 on the data you mentioned. I've got 86 percent in my notes,
18 with Hispanic surnames in a ZIP code area?

19 MR. BERRY: Yes. 53204 area on the south side

20 MR. ZARAGOZA: Do you have any data on the
21 percentage of MPS instructors that would be Hispanic vis-a-
22 vis the percent of students that would be Hispanic?

23 MR. BERRY: In two of the large schools -- or
24 schools which have large Hispanic population, in one of them
25 -- it was a middle school -- they would be about 7 percent,

1 I believe, teachers or staff. And the proportion of
2 students is about 44 to 48 percent.

3 In the other school, the proportion of Hispanic
4 students is about 30-some percent. And the proportion of
5 teachers is, at best, 8 percent -- more likely, about 6
6 percent.

7 MR. ZARAGOZA: If there were one recommendation
8 that you would make to this Advisory Committee, what would
9 it be, Mr. Berry?

10 MR. BERRY: Very frankly, one of the -- one of the
11 biggest problems is that, when teachers and staff have
12 different expectations or lesser expectations of kids, the
13 kids are going to fail. And it takes -- in the example that
14 I was giving you of that attorney, it really takes a very
15 exceptional person -- and at that age -- to be able to stand
16 and defend themselves against an entire structure.

17 Most kids do not put up with it. And that simple
18 fact -- it's complex. I mean it's simple on the face of it,
19 but it's very complex -- occurs over and over whether it's
20 at the elementary level through the higher education.

21 MR. ZARAGOZA: Are you, then, supporting, I think,
22 Mr. Chaney talked about it, you either retrain them or you
23 fire them? So it's kind of on the same toned that you see a
24 need for staff development and upgrading in the classroom.

25 MR. BERRY: Absolutely. I think that in some

1 cases we've heard, at meetings and so forth, where teachers
2 are requesting that their union demand higher pay -- and I
3 don't know whether they are joking or are serious -- they
4 kind of characterize it as combat pay. And so when they're
5 coming into the city and looking at the kids in that manner,
6 they're not going to educate them.

7 So we think that in this city there are plenty of
8 people who can be trained and who are willing to serve the
9 function of a teacher or the staff. That's a big difference
10 not only for the students but for the parents who -- if
11 people are there working in the schools who are living in
12 the community, it's a big difference in the long run.

13 MR. BAUGHMAN: Candy?

14 MS. SHANKMAN: Did I understand it right that the
15 Hispanic students do not get to participate in the 220
16 program with the suburbs or into the magnet schools?

17 MR. BERRY: By and large, very few.

18 MS. SHANKMAN: You're not counted in the numbers,
19 is that it?

20 MR. BERRY: They are part of the larger pool, and
21 so usually the statistics work against them.

22 MS. SHANKMAN: Oh, so when -- let's say when 400
23 kids apply for 50 slots, because their numbers are small
24 within there, very few end up getting -- oh, I thought
25 perhaps they didn't -- weren't counted or somehow --

1 MR. BERRY: Well, the school districts in the
2 suburbs identify Hispanic students as Hispanic. But in the
3 public schools under the desegregation settlement, they're
4 not considered an entity themselves. For the reports and
5 statistics, there's plenty of that; but for the purposes of
6 some of these programs, they're not given any special
7 preference.

8 MS. ROBINSON: Do you know what percentage of the
9 Hispanic students participate voluntarily in the Chapter 220
10 program? Is there much participation?

11 MR. BERRY: No, I don't know. However, from what
12 -- we have a group of members who are familiar with
13 different aspects. And from what we've discussed, the
14 participation was not large or the voluntary work or
15 anything else.

16 MS. ROBINSON: So they choose to attend schools in
17 MPS instead?

18 MR. BERRY: By and large.

19 MS. ROBINSON: Okay.

20 MR. NUNNERY: Do you have any information
21 regarding drop-out rates and graduation rates of Hispanic
22 students in high school?

23 MR. BERRY: I've been also working with MPS to try
24 to get a better handle on the statistics. I tried to put
25 together a model of access paths from the 8th Grade or 9th

1 Grade to completing high school and on to college. One of
2 the clearest -- well, in the national data, the estimate is
3 that 55 percent of the 9th Grade students will eventually
4 finish the 12th Grade and graduate.

5 The information from Milwaukee Public Schools is
6 that 42 percent will make it. So when the supply starts
7 increasing at that rate, you can't expect many to get into
8 higher education.

9 MR. BAUGHMAN: Thank you very much. Again, our
10 apologies for the delay.

11 Frieda Curry, are you here please. I apologize to
12 you as well. Thank you for coming.

13 MS. CURRY: Good evening, Chairman and committee
14 members, respectively.

15 I am Frieda Curry, organizer and founder of
16 Parents Concerned About Chapter 220. This is an
17 organization that is representative of the intradistrict
18 transfer students, that's city to suburban students.

19 And the mission of this organization is to enhance
20 equity and excellence in education through the integration
21 process.

22 While there was no independent parental input into
23 the present settlement agreement, we have organized to
24 ensure that all future negotiations will have independent
25 parental input.

1 While many of the concerns that we share as a
2 parent organization have been raised today in these
3 hearings, the most pressing concern that we, as parents, of
4 these students share is that of a non-reflective staff and
5 faculty within the schools our children now attend and also
6 the greater, even the lack of sensitivity shown by the
7 present staff members on staff. And this transcends to all
8 of the 23 suburban districts that our children are
9 participating in.

10 To add insult to injury, the fact that they
11 existing agreement is one of a good faith basis, there's no
12 way of ensuring that injustices are met and dealt with in an
13 equitable basis.

14 Because of this, we feel that many of the
15 important and critical issues have been discussed today. So
16 we would like to, basically, concentrate on that aspect
17 alone and that is the one of the inequity of the system.

18 Being the parents of these children, we see the
19 total unfairness of how they're treated within the systems,
20 in other words, the discipline that's applied to African
21 American children as opposed to white resident children.
22 There is a very bias system that occurs at all times. And
23 that's our main concern.

24 And also, again, it was raised tonight through the
25 NAACP representatives in terms of the fact that the

1 educators do hold hostilities when our children are verbal
2 and try to protect themselves. Because, again, these are
3 children that are in a system that have no representation at
4 all whatsoever within that system that they're in for eight
5 hours a day. So, in other words, the children are trying to
6 deal with adult educators; and it's just an unequal system.

7 So what we're proposing is that they hire
8 parent/community liaison positions. Part of the settlement
9 agreement calls for active recruitment in minority
10 educators. But we all know that nationwide, minorities are
11 no longer going into education because of the fact that it
12 is not economically feasible.

13 So we're saying that there's going to have to be
14 other solutions to this problem. We need -- we all
15 understand that children learn through nurturing. That's a
16 very, very large part of African American children. Their
17 learning capacities is to know that someone within that
18 system cares about how they feel and how they're going to
19 get along within that system.

20 So we're saying that until such time as the
21 solution is met in terms of minority educators, that the
22 districts look to other resolutions, that being one of
23 parent/community liaison positions hired within the schools,
24 and possibly even taking that a step further and allowing
25 those people to receive their teaching certificates and go

1 into education if that's what -- it might be a resolution to
2 some of the problems that we're having presently.

3 That's basically where we are at this point.

4 MR. BAUGHMAN: Would these be full-time positions?
5 Or would these be people who would sort of -- ombudspersons
6 -- what would they be?

7 MS. CURRY: What we have presently -- we have two
8 districts that have adopted it, the West Allis, which is in
9 the Milwaukee district, and also Menomonee Falls. And what
10 they have is the -- the Menomonee Falls district has one
11 full-time person.

12 But it's really an all-consuming job. And what
13 the West Allis district has done is hire two part-time
14 people, one at the elementary level and one at the
15 secondary.

16 We advocate for one at all levels to start. We
17 would eventually like to see is parent/community liaison
18 positions in all schools that our children attend. Because,
19 again, we've talked with educators -- white educators that
20 have purposefully said that, we moved out here so that we
21 didn't have to work with this element of society. I mean
22 and that's real.

23 But I would rather hear an educator tell me that
24 as a parent that is sending my child there than one to say,
25 I don't see any differences in the kids. But yet and still

1 the kids feel and come back with this all the time. Mom, he
2 just doesn't like me. I'm trying so hard, but I just can't
3 make it in his classroom. And that's horrendous.

4 Because, again, I've always met with a problem of
5 having my children isolated per classroom. And when I fight
6 this with the districts, I'm always told, well, you're
7 different, which is what they always tell minority people.
8 You're a different type of minority parent, and your kids
9 are working, academically, higher than most minority kids.
10 So that's why they get into classes with all white children.

11 But I beg to differ. I think it's one of, let's
12 break their spirit. You know, these kids are black; and
13 they like being black. Let's get them here; let's isolated
14 them. And if we can't totally assimilate them, then, you
15 know, destroy them psychologically. And that's really my
16 position. That's the way that I feel the system is set up.

17 MR. BAUGHMAN: I see.

18 MR. ZARAGOZA: Frieda, you were hear all day, so
19 I'm sure you've heard all of the quantitative data and GPAs
20 and all kind of indicators that would suggest that there are
21 significant problems with the inter 220 program.

22 Are there other ways to evaluate 220 other than
23 GPAs, other than the kinds of data that were provided today?
24 I mean, were we missing something?

25 MS. CURRY: Basically, I feel that there isn't a

1 lot of input from the children. The children are the most
2 honest and precious resource. And I think that children
3 need to be heard.

4 When kids come to us as parents -- and it's really
5 hard to hear this when you're working and you're trying to
6 make ends meet -- you know, mom, this teacher doesn't like
7 me. It's so easy for us to say, look, you know, I don't
8 want to deal with that, John. She doesn't really -- you
9 know, this is an adult he wouldn't really act that way.

10 But the reality of the situation is, most times
11 when kids come to you from that standpoint, there's some
12 reality to the situation. The frustration that we find as
13 parents is that the fact that this is a good faith policy as
14 opposed to a court order, there's no resolution.

15 You know, you can go and you can cry to the
16 districts, and you can fight and scream and yell. But the
17 end result is that, so be it; you know, that's the way it
18 is. You know, sorry, Tutts. (Laughter.)

19 MR. BAUGHMAN: Gerry?

20 MS. MCFADDEN: Yes. Ms. Curry, how many parents
21 are involved with your organization?

22 MS. CURRY: Well, what we have is -- there are
23 5,000 city to suburban children, in other words, minority
24 children. And what we have is about an estimate, lowly,
25 under 100 people that are full participants in the program.

1 We do have two strong Hispanic, Puerto Rican
2 parents that are active in our program. And the rest are
3 minority parents. But we also have white parents that are
4 the parents of minority students, in other words,
5 interracial children. So we have a cross-section of -- not
6 an awful large number, because, again, as we all know, it's
7 very hard to organize parents.

8 Some parents are working. I have parents in my
9 organization that are working three jobs, if you can imagine
10 that. And that seems criminal, but that's the reality of
11 the situation that we have in this city.

12 MR. BAUGHMAN: Go ahead.

13 MS. ROBINSON: There was a statement made earlier
14 by a presenter that, because Chapter 220 is a voluntary
15 program that students aren't forced to attend the schools
16 in the suburbs that there are really no concerns or
17 problems, that the parents are really, basically, satisfied
18 with the Chapter 220 program.

19 MS. CURRY: You know, I find that really kind of
20 hilarious, because the reality of the situation -- and I
21 should -- you know, when you hear this as a parent, I'm
22 going to tell you how the program is promoted through MPS.

23 What happens is when you have strong academic
24 students, the educators within the system, MPS says, these
25 kids should not be here; you should enroll your kids in 220;

1 that's a better system. And the reality of the situation is
2 we've all been taught to trust educators.

3 And you think, oh, this is a better deal. It's
4 like running to the bargain store, and I'm going to send my
5 child. But they never say -- maybe they didn't realize --
6 that you're also going to expose your child to racism that
7 much sooner, not only on a pure basis -- because, again, you
8 know, we're dealing with lily-white suburbs -- but also on --
9 -- and even more unfair system is that of insensitive
10 educators that really feel that there is a difference
11 between our children.

12 And that's something that we don't bargain for,
13 you know. We're looking for the resources; we're looking
14 for the academic achievement. But what we're finding -- and
15 I find this very largely -- I'm also on the Parent Advisory
16 Group with Compact. And I'm finding that parents -- these
17 are African American parents -- a lot of them, quote,
18 unquote, they're either middle class or think they are. I'm
19 not real sure quite what. (Laughter.)

20 But the reality of the situation is, these
21 parents, after all of these years, are finding that somehow
22 she's lost her self-esteem; somehow he's lost his self-
23 esteem; and are pulling their kids back out of those
24 programs because of that very reason. Because they weren't
25 able to signify and listen to their children when they first

1 said what was going on.

2 And now, it's, like, almost too late. Again, it
3 happens. I have three children that are enrolled in the
4 program. I have two that are doing brilliant. But they are
5 also chameleons, they can play the role; they can go out;
6 they can assimilate; they can come back home; and they can
7 reintegrate, you know, and make it.

8 I have one child -- my most humane child in the
9 middle -- who will not conform to anything for anyone.
10 Arman says to me, mom, why do you change your voice on the
11 phone when you're talking to white people? And I have to
12 explain to him that's not what I'm doing. What I try and do
13 is let people know that I can speak with them on their level
14 and be understood and comprehend it at that aspect.

15 But, again, I can respect my 10-year old son for
16 thinking that, this is what you have to do to try and buy
17 into the system, and I'm not going to do it, mom. You know,
18 and that's real for him. And this is also the kid that I'm
19 watching that two years ago was working two-and-a-half
20 grades ahead. But this year, now, is at a even keel. And
21 that hurts me as a parent because he's not doing the
22 achievement that I bargained for in this deal.

23 MR. BAUGHMAN: So your basic point, Ms. Curry, is
24 to stand by 220 but make a lot of changes?

25 MS. CURRY: An awful lot of changes.

1 MR. BAUGHMAN: You would not, then, endorse some
2 of the more radical proposals that we've had tonight and
3 today?

4 MS. CURRY: In terms of totally throwing it out?

5 MR. BAUGHMAN: Yes.

6 MS. CURRY: I don't -- you know, I mean Milwaukee
7 is in such bad shape that to totally throw it out would,
8 again, just let them off the hook again. It's like, okay,
9 we paid them this bribery money. And then they still get
10 away with murder.

11 I say let's hold them to it. But let's not do it
12 on this good faith thing, because to me that's like letting
13 the fox watch the chicken coop. And that just doesn't work.
14 I think that they have to be nailed down. There has to be a
15 system -- there has to be accountability. And there isn't
16 in this program right now.

17 MR. BAUGHMAN: Well, thank you very much.

18 We will adjourn until 9:30 tomorrow morning.

19 (Whereupon, at 8:55 p.m., the hearing was
20 recessed, to reconvene on Wednesday, May 23, 1990, at 9:30
21 a.m.)

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REPORTER'S CERTIFICATE

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DOCKET NO.:

CASE TITLE: Impact of School Desegregation Upon Quality
Education for Minority Students in the Milwaukee
HEARING DATE: Public Schools: Is It Working?
May 22, 1990
LOCATION: Milwaukee, Wisconsin

I hereby certify that the proceedings and evidence
are contained fully and accurately on the tapes and notes
reported by me at the hearing in the above case before the
Wisconsin Advisory Committee to the United States Commission
On Civil Rights.

Date: 5/22/90

Kathleen A. Wagner

Official Reporter

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