BUSD STAFF PROTESTS

Picket at Board

Over 200 employees of the BUSD, representing the four BASE organizations, joined in an informational picket at the Board meeting Tuesday, September 19. They picketed to protest the cuts which affect the classrooms; cuts which affect their ability to do their jobs properly, and budget cuts which affect their purchasing power and thus, their own families. They were also protesting the District's lack of good faith with the staff by making its budget decisions unilaterally instead of through bilateral negotiations. Present at the meeting were a group of staff and parents who had come to demand that children be put first.

The superintendent, in his report, discussed: (1) the joint program with the police department which puts juvenile officers on secondary school campuses for educational purposes, the Board didn't like it; (2) his offer to the employee organizations to share costs of an audit—while the Board didn't go for it; (3) his projections that the District would end the budget year in the red—which the Board didn't care for either.

Board President Johnson announced that the Board had designated new negotiators: Directors Johnson and Monheim for certificated, and Directors Johnstone and Rich for classified. Those directors were members appointed to the new positions announced by the Board.

Bus Drivers "Sick"

Upset by substantial income reductions imposed on them by the BUSD, all 32 bus drivers got sick and did not report to work for two days. The drivers returned to their routes Monday, September 24, having won the following:

1. The field trip budget which had been eliminated was partially restored.
2. Overtime, which had been eliminated, will be paid but only in emergency situations.
3. The district will pay a half-hour salary differential to drivers working split shifts of 5 to 7 hours. Drivers working less than five hours on a split shift will get two one-hour salary differentials.

RECLASSIFICATION SOUGHT
A major unresolved demand made by the drivers is that they be reclassified into the same category as district truck drivers. The pay difference is about $100 per month.

Commenting on this unequal pay for similar work, one driver said, "We get paid less for the same type of work because our job is viewed as a woman's category." The issue of reclassification is being taken to the Merit Commission.

Parents and teachers owe a thanks to the bus drivers for making field trips possible this year.

CB for Teachers

On September 12, SB 400, one of two bills in the legislature providing collective bargaining for teachers, was passed by the Senate and Assembly and placed in Governor Reagan's desk. SB 400 would replace the present "meet and confer" arrangement with a straightforward collective bargaining arrangement.

If the governor signs the bill, it would mean the organized employees of Berkeley and the School Board would enter into a legal agreement detailing amount of supplies, salary, class sizes, preparation time, fringe benefits, transfer policies, in short, all the important details of how money is spent and our rights as employees.

Of course, even a legal voice is only strong when the organized employees speak together and forcefully.

Continued on page 3, column 2

Did you know that over one out of every ten certificated employees is an administrator?

ALL WELCOME

BFt MEMBERSHIP MEETING

Thursday
4:00 p.m.
October 4
Helman Club
PRESIDENT’S CORNER

Is Striking Responsible?

Judy Bodenhausen

The other day, I was talking with a member of Berkeley’s newly created "management" class. He commented that he was not sure if this was the inevitable thing that administrators have been speaking for years, one which, unfortunately, many teachers have believed - striking is unacceptable because it "hurts the children."

The same of the teachers’ strikes we have had in that country have been irresponsible, but in the majority of cases, it would have been impossible not to strike. These strikes became unavoidable as teachers tried to move realistic school boards toward improving educational conditions. Many of the educators at gains over the last twenty years have been the result of militant action:

- Strikes have forced class size levels in the cities down from the 30's that were prevalent twelve years ago.
- Strikes have forced districts to maintain their buildings and make them safe.
- Strikes have won substantial and extended remedial reading programs for children who otherwise would have dropped out.
- Strikes have won health services for children in many districts.
- Strikes have forced teachers to come to the point where most of us can consider teaching in our current society. Strikes have forced us in the point where most of us aren’t forced into moonlighting and administration of forced out of teaching in order to keep our families alive.

- Strikes have reduced the number of non-teaching district and increased the amount of preparation time so that teachers can devote more time to teaching.

Without strikes, how many school boards would have instituted these and other reforms which have made our schools infinitely better than they were twelve years ago?

How responsible would teachers have been if they had allowed the status quo to be maintained by school boards whose own kills were usually in private schools and whose main interest was spending as little as possible. The responsible act was for the teachers to force changes, even though it meant a temporary loss for themselves and for their students. Over the long run, that temporary loss was more than offset by the gains made through the strike.

ANTI-TEACHER TACTICS

Those who would deny power to teachers have many familiar motives for keeping power to themselves. But no matter how diverse their motives may be, they all use the same tactics. One is intimidation, another is parting all sorts of ugly labels on the teachers union, a third is attempting to pit one segment of us against another, the old divide and conquer routine. Here in Berkeley, we have seen all three and others in operation. It is our task to overcome them, just as did AFT teachers who recently won three long, bitter strikes.

Chicago

United teachers in Chicago, Philadephia and Newark overcame the power of those who would use the schools for their own purposes, changing them for the worse and neglecting many of the gains that the unions have already won.

In Chicago, the school board forced a strike late last winter by remaining obstinate regarding its decision to cut salaries and remedial programs and to raise class sizes. Attempts were made to pit students against teachers, saying there wasn’t money for everything and that the teachers were trying to rob the kids by demanding higher salaries. The Chicago Teachers Union, recognizing that a strike might be well necessary, went to the people of Chicago to support the strike. The strike ended the union. They won salary increases and increased service for kids.

The struggle is far from over in Chicago: but the teachers have won an important victory in their battle to continue to attain quality education for their students and dignity for themselves. They have halted, for the moment, the nationwide path to more education backward.

Philadelphia - Newark

In the case of the two other strikes, those in Philadelphia and Newark, the situation was much worse. Despite the fact that the strikes were supported by groups ranging from the Knights of Columbus to the Black Panther Party, teachers were fired and jailed and schools were closed down for months. In Newark, teachers were physically assaulted.

In both strikes, the outstand issues were the same as in Chicago, but there was an added hidden element. The Philadelphia Federation of Teachers and the Newark Teachers Union were both condemned for the efforts of groups in society to prevent any settlement for months. They both stood publicly behind the unions so that they could change the system schools to suit their own ends.

With the help of organized labor, Rizzo gave us just before a general strike was to start, the teachers were able to win both strikes. Pontificates have proved the teachers unions even more right in both struggles. Every teacher who voted was against the teachers of Philadelphia and Newark. But because they held fast, the whole teaching profession has gained. We know it is possible, no matter what the odds, for teachers everywhere to maintain their own dignity and to continue to improve the education they give their students.

BERKELEY

The situation in Berkeley isn’t unique. It had much in common with the one in Chicago as negotiations began. We are, however, that we can reach a negotiated settlement, one that spares all of us the agony of a strike. We have pledged our faith in negotiations. We hope the board has too. We have also pledged to maintain and improve the quality of education in Berkeley and to compromise our professional integrity by whatever means necessary.

MEETINGS

We are trying to keep our meetings to an hour and a half and to make them more fair. Any suggestions would be appreciated. If someone is willing to serve as parliamentarian please call the office (349-2307). If you wish to item an on the agenda, please call.

November

VOTE "NO"

PROPOSITION NO. 1
**Strike Sanctions - What Are They?**

At the mass meeting of some 700 restored employees at King Jr. High, a nearly unanimous vote called all AFT/CIO and CSEA members to seek strike sanction. At subsequent membership meetings, the BFT, CSEA and CSEA Local 1 all voted to do so.

For the BFT, seeking strike sanctions means asking for the support of the rest of the labor movement. We take our request to the Central Labor Council (CLC) of Alameda County. The CLC is a federation of over 100 unions with 85,000 members.

The CLC calls together all the AFT/CIO unions with members in the district. This consultation with all union members who would be affected by a strike is a way of ensuring the interests of all union members are considered. When we ask fellow union brothers and sisters not to cross our lines, we are asking them to give up their own salaries in our behalf. This is a basic reason why we belong to the CLC. We support each other when we don’t cross their picket lines and our brothers and sisters don’t cross ours.

In the interest of fairness, the School Board is also invited to present its views to the CLC. If we convince the CLC that our position is legitimate, the CLC requests that they not cross our picket lines.

Once strike sanctions are granted no members of any AFT/CIO union will cross our picket lines. In the Bay Area members of the Teamsters union almost always refuse to cross a sanctioned picket line. This means nearly all deliveries to the district from outside firms are halted making it more difficult for the schools to function.

Having CLC sanctions can be a great help if we are forced to strike. The key to our ability to defend ourselves, our students, and public education is our own determination and unity in action.

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**BFT Meets**

The largest BFT membership meeting in over two years voted to declare the pressure on the Board in support of the basic demands - reforming staff, the 5.75% salary increase which has been negotiated, restoration of supplies, and the like.

The motions (which are printed in full below) call for:
1. BFT to begin preparation for a strike in case sanctioned Board obstinacy forces a work stoppage.
2. Seeking strike sanctions from the Alameda County Central Labor Council, AFL-CIO, and the CLC.
3. An aggressive campaign to bring our case to the public.

Similar motions were passed by meetings of the BFT, CSEA and CSEA local 1.

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**Resolutions Passed by BFT Membership**

1. Be it resolved that the BFT join the joint strike committee of CSEA and AFT to make strike preparations in a possible resolution to the present crisis provided that committees prepare jointly for all organizations.
2. Be it resolved that the BFT seek strike sanctions from CFT, AFT, and the Alameda County Central Labor Council at the discretion of the executive council.
3. Be it resolved that the BFT participate in a hunger analysis and fact-finding and be further resolved that the BFT participate in a campaign to raise the funds to pay for it.
4. Be it resolved that the BFT urge its members to stop substituting in the school district by not doing the following things:
   a. Don't buy supplies, etc. out of our own pocket
   b. Don't provide the district with services it is supposed to be providing you with
   c. Don't volunteer your time for non-paying extra duties
   d. Don't eat school lunches
5. Be it resolved that the BFT initiate and participate in a campaign to bring our case to the citizens of Berkeley. This campaign shall include:
   a. A door-to-door survey to educate citizens and to find out if they support us
   b. Letters to every parent explaining the substitute and supply situation
   c. Speakers at community organizations
   d. Preparing board meetings, the district office, and parents meetings
   e. Join and attend the PTA
   f. Bulletin in supermarkets

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**CHINA TRIP**

The following article by Marilyn Zito is mainly an interview of a college of personal anecdotes. Subsequent issues of the BFT will carry reports on the educational system and the practices of Chinese society as observed by Susan Belmont, Essie Belle Cohn, Betty McCaffrey, Virginia Steele and Marilyn Zito.

**FIRST IMPRESSIONS**

**Marilyn Zito**

A press release cannot tell of the department store worker who after hours, together with her comrades, dug an underground shelter, her hope for protection from bombs if another holocaust comes. And her very real fears are joined with yours, as you walk through the labyrinth of Tokyo's streets.

A press release cannot tell of the pleasures of achievement. Students and professors show off the winning posters they built at Peking University, one for boys and one for girls, both Olympic styled. Even as we looked we could see many working around the pool to finish the gardens and path, no way, so tell who was teachers and who students.

The official delegation of teachers representing the California Federation of Teachers arrived in San Francisco July 29 after a one-month "friendship and educational exchange" in the People's Republic of China.

The itinerary included visits to seven cities, including Peking, Shanghai and Kunming (Caungon). In addition to educational facilities, the delegation also visited factories, people's communities, and historical monuments. The group attended educational meetings with educational officials, representatives of women's groups and trade-union members and leaders.

Highlights of the trip included a visit to the Institute of National Minorities in Peking, which was followed by a trip to a national minority region in Inner Mongolia, where the group visited a remote camp area of the Mongolian tribe. The group also observed a school for deaf-mutes and handicapped workers. The delegation witnessed a new development and a bath of the new generation, performed under academic nomination. The words were a great comfort of things seen.

They made a good press release, but no one day describes the charm and the kindness of all the people. It is the spirit of the Chinese people who went out to help us. It is the spirit of the Chinese people who went out to help us. It is the spirit of the Chinese people who went out to help us.

A press release cannot tell how a woman Shanghai dock worker removed a needle from my finger, how a student in Beijing called a lady who cleaned a window in the hotel and brought her a little gift, how a student in Peking asked me to see her and pointed to the characters in her little gift bag. By pointing to our own written language we spoke: "This is for your daughter. When you need some change, take her with you."

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**Discounts available to BFT members upon showing their union cards**

| Photo Supplies | $0.99-
| Graphic Photo-| -15% |
| 1747 Solano |
| Auto Supplies | -variable |
| Tire Systems - Inc. | 5% |
| 582 Christin Ave., Emeryville |

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Did you know that over one out of every seven certified employees is an administrator?
On the Line...

...King...

...West Campus

The bookroom is inaccessible to staff because no one thought to replace the woman who retired last year; to date, most of us have neither grade books nor roll books. If I hadn't put up $40 of my own books for last year, my students would have nothing to read because none of the supplies we ordered last year have come in. (So much for helping students with reading problems.)

We were told on opening day that because of a shortage at custodians at the school, we would have to empty our own wastebaskets every day and clean our own rooms for the time being.

Students are walking the halls with piles of books, lunch bags, and gym clothes because most of the lockers haven't been assigned yet.

If any of our 1200 12- and 13-year-olds become discouraged about all that, where do they go?...to one of 3 counselors. Unfortunately, many of the students don't know which of the 3 are assigned to them because the counselor's name was not given on many of the programs.

We do, however, have 4 administrators at King. It makes you wonder doesn't it?

Where oh where are all those beautiful administrative voices that used to be raised in defense of "the children" and their right to quality education? I know where they're not. They're not crammed into classrooms with 40 other bodies; they're walking the halls at King looking around so that they can honestly assess the situation; they're not in the faculty lounge when teachers come staggering in looking as though they did last June after laboring here for 9 months, they're not anywhere at all that it counts. But it's partly because they are--and in such large numbers--that we're told the budget doesn't allow for more teachers, classroom supplies, decent lighting, glass to replace the boards in so many windows, programs that were vital to kids with unique problems, an atmosphere conducive to sanity.

This isn't an end of the list of "horror stories"...it's just that I've now used up my paper allowance for the year.

I will close now with a prayer...that a fire never breaks out in any of the classrooms in which there are no aisles and that, if there is a fire, those on the floor move very, very fast.

by Rachel Lippincott

West Campus is a nice place to be, but was even nicer before we lost eight people to the Great God--Pupil Teacher Ratio. 27:1 under this dizzy homecoming and shop courses as well as coordinators are averaged in with the rest of the teaching load and has brought English and French class size into the middle thirties, the math classes to the forties, and so on. Applied Math teachers had to take a month's leave of absence but wasn't re-placed--his students are expected to occupy themselves elsewhere.

Our curriculum is quite varied except for the Art and Music which have been reduced drastically. HUI is the high potential program which offers the greatest curriculum variety. 9B has a reading skills program combined with yoga. We also have a new Career Exploration program.

The recent feature of W.C. is the staff. People do like and respect one another. We may not always agree on various issues but we are at least willing to listen to one another. There is a togetherness here which makes W.C. a good school both for students and teachers. Unfortunately the staff cuts and large classes are eroding this situation.

by Mary Sutliff

Washington Victories

Staff Sends Letter Home

When the staff at Washington School returned from fall, they found their quiet reading program had been junked along with their resource programs and teachers and their release time. They sat down to rewrite their educational program.

Through the united efforts of the staff and the help of the BFT all the cuts were rescinded. Realizing this victory was not a solution to all their problems, the Washington staff decided on further action. They decided to inform their parents. Below is a copy of the letter which was sent to all parents of children at Washington School. The BFT applauds this initiative on the part of the Washington staff and encourages other faculties to inform Berkeley's parents of the serious problems facing our schools.

Dear Washington Parents,

You have probably read in the newspapers about teacher concerns in Berkeley. But the information is incomplete (usually it is our only concern) and we want to bring to your attention the following.

DID YOU KNOW? Our Resource Program was arbitrarily cut the first week in September and restored only after many days of intense pressure and negotiation by your principal, Dr. Wong.

DID YOU KNOW? Some children came to school the first week and had no regularly assigned classroom teachers as a result of the original cuts.

DID YOU KNOW? Our regularly assigned classroom supplies budget was cut. (Money for field trips or library books was also cut.)

DID YOU KNOW? One custodian position at Washington was cut, and there is not yet sufficient service to cover our school needs. One of our custodians is beginning his work day at 4 a.m. to help get rooms cleaned.

DID YOU KNOW? Due to cuts in substituting teacher funds, when an average of 7 days per teacher, substitute time, is used up, then one of the following things might happen. (1) there will be no substitute and your child may be sent home, (2) the class may be divided up and assigned to other classes which seems to us to be babysitting, (3) Reading or Math Skills specialists, librarians or vice principals may have three programs intergraded to serve in substitute. We feel all of these things will disrupt your child's learning.

WHAT CAN YOU DO?
1. Write to the Board of Education.
2. Attend Board of Education meetings.
3. Write or call the Superintendent of Schools.
4. Write to newspapers.
5. Alert your friends.

We became informed: Berkeley schools have more people with teaching credentials not working directly with children than any other district in California. (Out of 10 instructed employees in an administrative) Berkeley's school budget is frequently confusing. Taxes are up, but our supplies and facilities have been cut 40%. The questions each of us might ask is how is the money for your child being spent?

Come to the Information Meeting we are planning. Report from our principal and faculty representatives will be given. There will be a question and answer period. Date and time to be announced.

Sincerely,
Washington Staff
Grievances

by Terry Doran

The Grievance Committee has been working long hours these past few weeks. Most of the grievances we have handled pertain to the manner and lateness of people's teaching assignments. So far we have not been too successful in rectifying last minute placements and transfers of personnel. However, with our help several resource positions were saved and teachers in several schools, Washington in particular, were returned to jobs that at one point during the first week were eliminated.

FAIR TRANSFER POLICY NEEDED

These grievances gally too clearly emphasize the need for a consistent, justifiable transfer policy for Berkeley's staff. One of the main tasks of the grievance committee is writing and negotiating with the district a transfer policy which will protect teachers from last minute, arbitrary and capricious transfers. That policy is one of the primary items which must be reached in our favor if more drastic action by us is to be averted by the district.

TEMPORARY TEACHERS ABUSED

BFT MAY TAKE BUSD TO COURT

Another issue the grievance committee is trying to reach in this temporary hiring teacher is that of 'permanent' hiring. The question is: what teachers are to be hired this year? The only reason the district can hire someone on a temporary basis is if the person is taking the place of someone on leave or long term illness. This is not the case with some of the people hired in the temporary basis last year. Therefore the BFT believes the district must hire them because they legally are probationary teachers. We are also looking into the fact that the district just hired some people who were not temporary teachers last year. They may also be illegal because all temporary teachers should be retired before any new outside hires take place.

At this time the union at this situation and is prepared to go to court, if necessary, to insure that the people who are entitled to a job get that job.

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Administrative Formula

Cuts = Quality Education?

Of all the costs covered by the Administration, not one has to do with reducing one of the largest administrative bureaucracies in California. Some of the proposals, e.g., "seven day maximum absence for employees," are illegal. The BFT will pursue such issues in the courts, if necessary.

August 28, 1973

TO: All Administrators

FROM: H. J. Maves

SUBJECT: Implementation of Budget FY74

The following are certain budget changes which will be implemented in the 1973-74 school year:

1. Elimination of par pupil allocations:
   a. Supplemental and secondary texts
   b. Equipment replacement

2. Reduction of par pupil allocations:
   a. Field trips
   b. Office supplies
   c. Library books
   d. Reference books

3. Elimination of:
   a. Consultants (except projects)
   b. Clerical substitutes
   c. Custodial overtime
   d. Custodial Illness substitutes in larger schools
   e. Substitutes for in-service

4. Reduction of:
   a. Workmen
   b. Workmen's compensation
   c. Student workers
   d. Library Center hourly
   e. High Potential hourly
   f. DMC hourly
   g. Telephone costs from $1,500,000 to $2,556,000. Use forage exchange method to avoid toll (see memo which designates region and instructs one to dial 9-133-then number desired)
   h. Certificated Illness substitutes from $250,000 to $350,000
   i. (1) Seven day maximum absence for each employee
   j. (2) Combine classes
   (3) Use long-term substitutes assigned to certain schools
   (4) No substitutes at BHS for short-term absence

5. All administrators will be responsible for all charges made to their budgets. Each administrator must keep an accurate accounting and continuously project all balances. Any overage expenditures will be charged to remaining balances in other categories of that administrator's budget.

6. All hourly personnel assignments must have prior approval by the Certificated and Classified Personnel offices, which will obtain budget control approval before employment. Requests for the hourly personnel must indicate the beginning and ending dates and have budget approval for hire before the person appears on the job.

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BFT Vote for VP

If you haven't already received it, you will soon be getting your BFT ballot for the special Vice Presidential election. There are three candidates running: Lynn Keenan, Terry Doran and Matt Martin. Either candidate can submit a 200 word statement to be sent out with the ballot. You will be responsible for the person who is elected—so vote.
Staff United

Victory in Cupertino

A dramatic two-day strike by Cupertino teachers and classified employees resulted in the winning of the salary increases and other demands for both groups.

Cupertino, located south of San Jose, is an all elementary district, the largest of its kind in the state with some 42 schools and 330 classroom teachers. On Thursday, September 6, 540 teachers were out; Friday, the number climbed to 592—over 70% effective.

The chief issue for the teachers was the demand that a $200 "bonus" the administration wanted to give as a one-time-only "gift" be added to the salary schedule. Not only was this demand won; $30 more was added to the $250. The result was an average of 4.7% increase.

Some 100 members of the American Federation of State, County, and Municipal Employees (AFSCME) #1448, mostly custodial employees, also walked with their own set of demands. Because AFSCME #1448 applied for and got strike sanction from the Central Labor Council (CLC) of Santa Clara County, building tradesmen who had been working at the school construction site refused to cross the picket lines to go to work. This added pressure helped produce an early and favorable settlement for all employees.

US STRIKES

As school opened teachers were on strike in nearly 60 districts affecting over 1 million students across the country. Michigan, Wisconsin, Pennsylvania, Ohio, Rhode Island, Massachusetts, New York, State, Illinois and California were affected. Detroit was the largest district struck. There, as in most cases, the major issues were salary and working conditions. Having gone a pay increase for 4 years, the Detroit Federation of Teachers is demanding a 9.7% pay increase and a sharp reduction of class size which now averages 37.

Mass Meeting

Board negotiators had agreed upon earlier this summer,

1) That instructional Aides and other who work the full school day but are only being paid for 1/2 time get full time pay.
2) Salary increases for substitutes who have been making the same $30 a day since 1967.
3) Classified employees whose pay had been frozen by the Y-100 scale for 6 years receive increases.
4) Negotiations for next year begin in January and be finished by March.
5) Reduction of top-heavy administration.
6) That whatever salary increases we will get be as flat a amount across the board, and others.

ACTIONS SET

In addition to specifying the demands, the meeting passed two resolutions calling for action. The first urged all BASF organizers to seek strike sanction. The second called for an informational picket line to be conducted at the Board meeting of Sept. 18. (See from page for story on informational picket line and most recent developments.)

UNITY URGED

Many speakers during the meeting emphasized the importance of building a united staff movement. Jessie Strange from West Campus received vigorous applause when she stated, "All of us in this room are together, black and white. The only way we will make things better for ourselves and the kids is to stick together."

Another theme which was repeated by several speakers was the importance of taking our case to the public. The public has the right to know about the problems facing Berkeley's schools. And who is more aware of these problems than the people who work in the schools. Our side of the picture can be only be presented by us.

Controlling a Faculty

The following list was found on a desk in a central administration office.

ADMINISTRATIVE TECHNIQUES FOR CONTROLLING FACULTY

1. Never allow total faculty meetings.
2. Separate meetings by grade level or conference period will prevent confusion.
3. Keep forming committees for every suggestion that you don't agree with.
4. Always announce that certain new policies suggested by the teachers are against district regulations.
5. Tell teachers individually that derogatory letters concerning them have been sent to them. Assume that you told the parents that you are a good teacher. Do not let the teacher set the letters, even if they exist.
6. Attempt to divide the faculty into factions. Play them off against each other. Remember—their—divide them fall. Ever when new programs are brought in, accept them. Then if the teachers complain, tell them that you were forced to take them.
7. Check out all teachers wishing to transfer into your school with former administration.

The health and vitality of the teacher union movement depends on full discussion of the problems and issues which confront us. The Mail Pouch is a forum for critical comments, questions, and thoughts on any of the issues of the day. The Berkeley Teacher encourages its readers to write early and often.
THE GOOD OLD DAYS

by Mary Stiliff

I have to confess to a certain fondness for old cowboys and for the good guys and the bad guys were so clearly identifiable. The good guys always wore loped pintofast and clean boots, the bad guys never had a mustache and had scars. Remember?

For that reason, I was badly confused at the board meeting which followed the picketing of Sept. 17. There were clearly two groups present among the audience of the board room, and so I quickly looked for the identifying signs and signals. Much to my dismay, though, they did not correspond to my eariest, most intelligent, attractive, obviously involved in the proceedings, and eating enough to be there! Where were the dirty boots, the scar?

Then I noticed that both groups were standing on their big plaid walls. "Oh!" I said to myself. "This is where we separate the good guys from the bad guys!" I studied the sign the most earnest to me and read. "We're for chilren, the children who need to eat too. Our demand for greater funding for the children!" And then I read. "Restorat staff cuts! Our children need to eat too. We demand greater funding for the children's health care!" And then I read. "We're for children!"

"Our children need to eat too. We demand greater funding for the children's health care!" And then I read. "We're for children!" And then I read. "Our children need to eat too. We demand greater funding for the children's health care!" And then I read. "We're for children!"

It dawned on me then, slow learner that I am, the good guys and the bad guys were all there, mixed up in each of us, walking in the same shoes, the same boots and the scar. Then why two groups on the board meeting? Why two groups on the board meeting? Or should I be cambi that and just a sign? Proclaiming a guilt of innocence, and who can't resist the temptation to take it?

But I don't know what the motives of the Dividers are, but surely it's to the administration's advantage to keep us divided. And we're an argument against it. And as long as we allow them to influence us to see all issues in terms of black and white, we let them win. Maybe that's the motive right there, framing the label "traitor" or "traitor" that we're all personalized into ourselves, the boxes remain untouched. The technique has worked from time immemorial, shabby though it may be. But if we could only let go of the cowboy-cowboy mentality, in spite of its obvious advantages, we're all grown up now. We don't have to start at high noon and shoot it out, thereby ending up with only one of us riding off into the sunset. Since we can't all ride there's been a big turnout in horses, you know, let's just march into the morning, straight east to Walnut Street.

Simplest solution? Sure it is. But has it ever really been tried? Does it have to be complicated and come from a $35,000-a-year employee to be worthy of consideration? Come on all you good-bad guys, it's time!

Defeat Prop 1

Wearing Alan Post, California's Legislative Analyst, has determined that the Governor Reagan's Tax Initiative which will appear on the November ballot as Proposition 1, will be dangerous for school children and teachers. An analysis of Prop. 1 will appear in the October Berkeley Teacher. The following organizations urge VOTE "NO" on PROP. 1.

League of Women Voters of California County Supervisors Association of California League of California Cities California Teachers Association American Association of University Women California School Boards Association California Federation of Teachers (AFL-CIO) Associated California Employees California School Employee Association California Council National Association of Social Workers Educational Congress of California League of United Latin-American Citizens

Money is urgently needed to oppose this measure. Please send contributions to BFT, 2726 Grove, Berkeley, California 94704.

The Berkeley Teacher office monthly, and bi-monthly when necessary, by the Berkeley Federation of Teachers, AFT 1078, AFL-CIO. As of October 1, 1973, the BFT office will be 2726 Grove, Berkeley, California 94704. Editor, Richard Broadhead. Editorial Board: Judy Roberston, Mary Stiliff, Faye Watson, Terry Doran, Richard Broadhead, Robert Hatley, Marko Jones, Walter Merino, Ray Stevens, Marilyn Zink.
Staff Unity

When Berkeley's teachers and other school employees returned this fall, they were faced with a 1% pay increase, understaffing at many schools, elimination of important programs, threats to not call substitutes, a supplies budget of 40% of last year's inadequate level, and many other problems.

When this picture became clear in early August, four employee organizations formed an alliance to protest these developments. The Berkeley Alliance of School Employees (BASE) was formed by the BFT, BEA, CSEA and Local I which together count some 76% of the BUSD employees as members.

PROTEST AT BOARD MEETING

On Tuesday, September 4, the first day all staff had to return to work, BASE put out a flyer calling for all staff to come to a rally. The action was called at the Board building for 6:30, an hour before a Board meeting was to convene.

By 7:00 some 300 angry staff members had packed the Board meeting room.

Leaders of the BASE organizations spoke outlining the problems BUSD employees were facing.

The tone of the meeting was one of anger, militancy and unity. By a firmly unanimous vote the meeting urged BASE to call for an all staff meeting for Thursday night to consider taking a strike vote.

BOARD SEeks TO DIVIDE STAFF

The Board meeting convened with the room still packed. Under this pressure, the agenda moved quickly to the issues at hand. Superintendent Foster reviewed the situation. He concluded by telling the Board that there was a little extra money in the budget but not enough. He did one of two things: the board could hire some 15 teachers who had been working at temporary status last year, or it could grant the staff a 2.5% increase now with the promise of 3.25% more if new monies come into the district during the year.

Not surprisingly, all Board members accepted this either/or proposition and a brief debate ensued. Unfortunately, the argument created a division in the audience, with some shirting for the hiring of the temporary teachers and others applauding the salary hike. The Board voted to hire more of last year's temporary teachers.

UNITY SHOWN IN MASS MEETING AT KING

Thursday, Sept. 6, over 650 BUSD employees met in the auditorium at Martin Luther King Jr. High, Jody Bodenhorn, BFT President, chaired the meeting. With her on the stage were Ed Lewis, BEA President; Bill Castellanos of CSEA Staff; Hank Clark, Local I Staff; Sam Bishop, CFT Staff and Charlene Hinton, CTA Staff. BASE also invited Jessie Anthony, President of the Black Act and an administrator at Columbus, to the stage.

All speakers pointed to the inequities facing their members, the salary cut for all employees, reduction of supplies for instruction, reduction of custodial positions, and other issues. Anthony urged the staff to give up the 1% the Board had budgeted for salary increases so that more jobs could be provided.

EVALUATION

STAFFING TO TEACHERS

Last year the BUSD implemented a new evaluation procedure. Part of this was a document entitled "Teacher Self Evaluation Form." Section 5 of this document told us, "Try to assess your teaching skills below by indicating those in which you feel competent as well as those you would like to strengthen." Then we found eleven separate categories to check.

Also last year, the BUSD sought to fire two probationary teachers. Both teachers were employed at this school, though a recent court decision may make it possible to rehire these teachers to their jobs.

The connection between these two events is this: In both cases the Self Evaluation form was one of the documents which the BUSD administration submitted as evidence for their case against the teachers.

The BFT protested this unprofessional, unethical act in a letter to the Superintendent.

To ask a teacher to honestly assess his or her own professional strengths and weaknesses and then use the document as supposedly self-incriminating evidence--this unscrupulous behavior raises a serious question as to whether teachers should even fill out this portion of the evaluation forms.

The BFT will publish its recommendations on how to approach this year's evaluation in the next issue of the Berkeley Teacher.