



Berkeley Teacher

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BUSD STAFF PROTESTS



Over 200 staff members from all BASE organizations, Berkeley Federation of Teachers (BFT), Berkeley Education Association (BEA), California State Employees Association (CSEA), and Local 1, joined in an informational picket line prior to the Board meeting of September 18. The BASE organizations represent 90% of the BUSD employees. In the foreground are bus drivers, members of Local 1. Two days after the picket line, all the bus drivers got "sick." (See story this page.)

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 18. They picketed to protest budget cutbacks which affect the classroom; cutbacks which affect their ability to do their jobs properly, and budget cutbacks and decisions 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 the cost of an audit—which the Board didn't go for; (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 Monheimer for certificated, and Directors Johnson and Roh for classified. There then followed six speakers on the subject of negotiations: Judy Bodenhausen, BFT President, and Ed Lewis, BEA President, indicated a desire to reach a negotiated settlement, and a determination that that settlement must reflect a great deal of change in the district; Ernie Brown, president of CSEA, expressed his organizations' dissatisfaction with past negotia-

Gains Won

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 runs 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 from 5 to 7 hours. Drivers working less than five hours on a split shift will get a one hour salary differential.

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 Passes Legislature

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 size, 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.

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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
Helmet 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 could never strike, then gave the familiar line that administrators have been spouting for years, one which, unfortunately, many teachers have believed—striking is unacceptable because it "harm[s] the children."

True, some of the teachers' strikes we have had in this country have been irresponsible, but in the majority of cases, it would have been irresponsible not to strike. These strikes became unavoidable as teachers tried to move recalcitrant school boards toward improving educational conditions. Many of the educational gains over the last twelve years have been the result of militant action.

- Strikes have forced class size levels in the cities down from the 50-plus that were prevalent twelve years ago.
- Strikes have forced districts to maintain their buildings and make them safe.
- Strikes have instituted and expanded remedial reading programs for children who otherwise just drop out.
- Strikes have instituted health services for children in many districts.
- Strikes have raised teachers' incomes to the point where most of us can consider teaching as our career. Strikes have raised our incomes to the point where most of us aren't forced into moonlighting and administration or forced out of teaching in order to keep our families alive.
- Strikes have reduced the number of non-teaching duties 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 kids were usually in private schools and whose main interest was spending as little as possible. The responsible act was for teachers to force change, 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 pasting all sorts of ugly labels on the teachers union, and a third is attempting to pit one segment of us against another—the old divide and conquer routine. Here in Berkeley, we see these 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

Union teachers in Chicago, Philadelphia and Newark overcame the power of those who would use the schools for their own purposes, changing them for the worse and negating many of the gains that the unions there had 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 enough 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 well be necessary, went to the people of Chicago even as it was sitting down to begin negotiations. When the strike came, Robert Healy, president of the CTU, was joined by such community leaders as the Rev. Jesse Jackson of Operation PUSH in his appeal to the people of Chicago to support the strike. The results vindicated 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 push to move education backwards.

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 fined and jailed and schools were closed down for months. In Newark, teachers were physically assaulted.

In both strikes, the outfront issues were the same as in Chicago, but there was an additional hidden issue. The Philadelphia Federation of Teachers and the Newark Teachers Union were both confronted with the efforts of an outsider to take over the schools: in Philadelphia it was Mayor Rizzo, in Newark it was Imam Baraka. Both these men had control of enough school board members to prevent any settlement for months. They both indicated publicly their desire to break the unions so that they could change the school systems to suit their own ends.

With the help of organized labor—Rizzo gave in just before a general strike was to start—the teachers were able to win both strikes. Post-strike events have proved the teachers unions even more right in their struggles. Every tactic in the books was tried against the teachers of Philadelphia and Newark. But because

Building Reps



On Admissions Day, over 40 BFT building reps gave up part of their day to learn how to do their job better. CFT President, Raoul Teilhet and staff Clarence Boukas and Sam Bishop assisted the BFT officers in making this a meaningful day.

Some of the participants in the Workshop were (clockwise from top left) Judy Bodenhausen, Felicia Campbell, Mary Wainwright, Laurie Baumgarten, Rosemary Evans, and Carolyn Adams.

At next month's Building Rep Workshop, Victor Van Bourg, BFT attorney, will be the guest speaker.

Chaos at King

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 hope, however, that we can reach a negotiated settlement, one that spares all of us the agony of a strike. We have pledged our good faith in negotiations. We hope the board has too. We have also pledged to maintain and improve the quality of education in Berkeley and not 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 move well. Any suggestions would be appreciated. If someone is willing to serve as parliamentarian please call the office (549-2307). If you wish an item to be on the agenda, please call.

Jammed classrooms, an ever shifting master schedule, and other problems prompted Mary Sutliff to write and circulate the petition printed below. Signed by 36 staff members in one day, the result was a minimum day on Friday, Sept. 30.

Dear Mr. Jackson,

We, the undersigned, urgently request that King Jr High be put on a minimum-day schedule until such time as the programming can be worked out which takes into consideration the following:

1. The educational needs of our students
2. The areas of teacher-competency, training and preparation
3. Workable class sizes and equitable distribution of assignments
4. The best utilization of all staff members

The staff would remain on campus to assist in any way possible the overwhelming task currently being handled by few counselors, and would be available for consultation if major changes in teacher-programming are necessary; the counseling staff would have uninterrupted time during the working day to carry out its function, free from the present frantic deadlines; and our students would be relieved of the burden of numerous class changes made in haste which might have to be redone at a later time.

We further request that you forward our petition to Dr. Foster immediately, stressing its urgency in the face of our present crisis which has badly demoralized our staff, and could seriously jeopardize the best interests of our students.

In November

VOTE "NO"

PROPOSITION NO. 1

Staff Protest

tions and with attempts to split the staff along racial lines.

Hank Clark, business agent of Local 1, gave an impassioned ultimatum on behalf of the District's bus drivers who have sustained an income loss this year because of budget cuts in other areas and who get far less than the district's other drivers. Jesse Anthony, president of the ACES, and LaVerda Allen, also of the ACES, emotionally attacked the BASE organizations for asking for any salary increase at all. They were given a standing ovation by Director Williams.

At this point, almost everybody left and the board finished its routine business. Of note only is the fact that the board hired some people from outside the district, in spite of the fact, which was pointed out to them, that this was illegal since not all of last year's temporary teachers had been hired.

Strike Sanctions - What are They?

At the mass meeting of some 700 district employees at King Jr. High, a nearly unanimous vote urged all BASE organizations to seek strike sanction. At subsequent membership meetings, the BFT, BEA, CSEA and Local 1 all voted to do so.

For the BFT, seeking strike sanctions means seeking 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 80,000 members.

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

In the interests 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, and our requests always are, then we are granted strike sanction.

Once strike sanctions are granted, no members of any AFL-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.

BFT Meets

The largest BFT membership meeting in over two years voted to escalate the pressure on the Board in support of the basic BASE demands—rehiring of staff, the 5.75% salary increase which had been negotiated, restoration of supplies, and others.

The motions (which are printed in full below) call for

1. BASE to begin preparations for a strike in case continued Board obstinancy forces a work stoppage.

2. Seeking strike sanctions from the Alameda County Central Labor Council, AFL-CIO, and

3. An aggressive campaign to bring our case to the public.

Similar motions were passed by meetings of the BEA, CSEA and Local 1.

Resolutions Passed by BFT Membership

- I. Be it resolved that the BFT join the joint strike committee of BASE and authorize that committee to make strike preparations as a possible necessary resolution to the present crisis (provided that committee provide parity for all organizations).
- II. 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.
- III. Be it resolved that the BFT participate in a budget analysis/fact-finding and be it further resolved that the BFT participate in a campaign to raise the funds to pay for it.
- IV. Be it resolved that the BFT urge its members to stop subsidizing the school district by not doing the following things:
 - a) don't buy supplies, etc. out of your 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
- V. 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 all community organizations
 - d) picketing board meetings, the district office, and parents meetings
 - e) join and attend the PTA
 - f) leaflet all supermarkets
 - g) media programs

CHINA TRIP

The following article by Marilyn Zito is mainly an impressionistic collage of personal anecdotes. Subsequent issues of the BT will carry reports on the educational system and other aspects of Chinese society as observed by Susan Bement, Estelle Bern, Phyllis Calechman, Betty McAfee, Virginia Steele and Marilyn Zito.



MARILYN ZITO

FIRST IMPRESSIONS

The official delegation of teachers representing the California Federation of Teachers returned to 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 Kwangchow (Canton). In addition to educational facilities, the delegation also visited factories, people's communes, and historical monuments. The group attended 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 area in Inner Mongolia where the group visited a remote commune of herdpeople. The group also observed a school for deaf-mutes and handicapped workers. The delegation witnessed a throidectomy and a birth by Caesarean section performed under acupuncture.

The words above are a compendium of things seen. They make a good press release, but in no way describe the poignance of the ten-year-old "Little Red Soldier", as with pride he held my hand and guided me around the Shanghai Children's Palace in Shanghai. Nor can the press release tell the courageous eyes of the woman as she gazed up into a sea of foreign faces, with four needles in her legs, two in her hips, and one in her lips. She knew we were with her and therefore not foreign as the woman surgeon skillfully cut away to the head and birth cry of her first son.

A press release cannot tell how a woman Shanghai dock worker removed a pin from her blouse, a badge she cherished, the emblem a head of Chairman Mao with the characters "SERVE THE PEOPLE." She pinned it on me, and pointed to the characters in my little bilingual book. By pointing to our diverse written languages we spoke. "This is for your daughter. When you next come take her with you."

A press release cannot tell of the department store worker who after hours, together with her comrades, digs 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 tunnels under Peking.

A press release cannot tell of the pleasure of achievement. Students and professors showed off the swimming pools they built at Peking University, one for boys and one for girls, both Olympic-sized. Even as we toured we could see many working around the pools to finish the gardens and patios, no way to tell who was teacher and who disciple.

The official words we give to the press cannot tell of the chronic nephritis patients in the pediatrics ward, ages five to about twelve, some moribund, gathering in a meeting room to sing to the foreign visitors about how *Everyone* has work to do to further the revolution. Their heads moved in meter to the music, hands and feet in appropriate gestures, and faces lighted by their positive belief.

A press release cannot tell how we focused on the ping-pong tables, usually made of concrete and brick rather newly formed, in school after school, and in factory after factory and chuckled with each group of hosts that when you cut away all the trading and diplomacy and balance of power that it was, after all, at the Ping Pong table that the friendship started. And each time any of us picked up a paddle to play with adult or child, we pretended, romantically, that ping pong is all that is needed to form in concrete, a lasting entente.

There are problems to friendship between nations but, childlike, I would prefer to believe in the warmth of the hands I grasped and pretend that the many times we said, "Long Live the Friendship between the Chinese and American People"

Part II of the delegation's report will appear in the next issue of the Berkeley Teacher.

Discounts available to BFT members upon showing their union cards.

Photo Supplies
Gersh Photo—15%
1747 Solano

Auto Supplies
Tire Systems—Inc.—variable
5892 Christie Ave., Emeryville

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

On the Line...

...King



by Mary Sutliff

If the "White House horrors" occupied our time this past summer, the BUSD horrors have made many of us look back nostalgically. No one has to break into our classrooms; most of them don't lock anyway. Besides, what's there to steal? Ten dog-eared copies of a state text, vintage 1920, is hardly tempting to even the most indifferent thief.

The story at King Jr. High would elicit tears from even such stoics as the "plumbers," but produces only rage and a profound disgust in the telling of it.

Opening day was a nightmare, and we've been going downhill ever since. Because of last-minute staff reductions, necessitating drastic changes in programming, kids showed up at rooms to which no teacher had been assigned; teachers showed up at rooms not yet knowing exactly what subjects would be taught there.

Since 3 math teachers were transferred out, we now have a math class with 46 kids in it! The teacher responsible for this crowd has two seating charts: one labeled "desks," the other "floor." (I don't know what he does about the bodies gracing the window sill.)

English class sizes are upwards of 35 (so much for "individualizing instruction," huh?) and we're told by the custodians that there simply are "no more desks." In my own room, the kids are so jammed together that aisles are almost non-existent. If a student needs help, he raises his hand, I walk over and stand behind the last person in his row, his paper is handed back to me, and then we shout back and forth to one another over the heads of his fellows. (So much for an "effective learning environment," right?)

Although we offer an "HP Science" program at King, we had no HP Science teacher when school opened, and so for the first week at least, other teachers (naturally) baby-sat those classes. The other science classes, some running as high as 39 students, make a "lab situation" out of the question for now.

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

The bookroom was 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 out \$40 of my own for books 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 of 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 this, 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 *not* 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 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 "horrors," it's just that I've now used up my paper-allotment for the year.

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

CEC Report

By Nick Lavrov
Head Delegate CEC

CEC has been working with BASE through August and so far into September. Now that the Board has decided on who would negotiate for them, (Johnson/Monheimer) and since questions on the legality of joint classified/certificated negotiations arose CEC is ready to go back to work. Classified observers shall sit in CEC meetings and vice-versa. BFT shall INSTANTLY inform you if we feel the negotiations are anything but in good faith.

...West Campus

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 diety homemaking 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. One of our teachers had to take a month's leave of absence but wasn't replaced — 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 nicest 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.

Washington Victories

Staff Sends Letter Home

When the staff at Washington School returned this fall, they found their split reading program had been junked along with their resource programs and teachers and their release time. Upset, the staff set about to restore 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 (salary is not 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 our principal, Dr. Wong.

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

DID YOU KNOW? 40% of our 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 services 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 substitute 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 Skill specialists, librarian or vice-principal may have their programs interrupted to serve as substitutes. 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.
6. Support teachers in restoring quality education.
7. Become informed: Berkeley schools have more people with teaching credentials not working directly with children than any other district in California. (1 out of 10 credentialed employees is an administrator.) Berkeley's school budget is frequently confusing. Taxes are up, but our supplies and facilities have been cut 40%. The question each of us might ask is how is the money for your child being spent?
8. Come to the Information Meeting we are planning. Reports 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

...Franklin

by Nick Lavrov
Intermediate VP

The '72-'73 school year ended on a sour note as bitter political infighting arose over the principalship vacated by Ken Finlayson. Tactics that would have made the late Sen. Joe McCarthy proud were used by some members of the selection committee to discredit certain candidates. This culminated with a Board Meeting announcement by Dr. Foster that no selection was possible under the present guidelines as the committee "had become too politicized."

Finally, Astor Mizuhara was appointed principal making him the first Japanese principal in Berkeley.

Astor's main thrust so far has been to re-develop the communication and mutual trust that the Franklin staff was once so proud of but seems to have lost in recent years. Astor seems to be making excellent progress towards this goal. Other events however are causing us problems.

The demise of Casa de la Raza resulted in a BUSD version of the 'Ali Shuffle' with the Casa kids going one way and the Casa trailers another. Some of the kids ended up at Franklin. At first it was planned to put a buhgalow smack dab in the middle of the Franklin yard to house the kids. This was stopped when BUSD funds did the same. So, musical rooms, BUSD style resulted. Winnie Creer, our excellent HP teacher was 'temporarily moved' to roam the hallways, a sort of bi-pedal 'Flying Dutchman.'

Next, Charlotte Knight our L.A. teacher was asked to pack up her L.A. class and move them together with 7 years accumulation of equipment, lock, stock and barrel, into HALF of an old mule stable which BUSD calls "bungalows." (This was 2 weeks AFTER school started). She was to have been replaced in her room by the Casa kids which would then permit Winnie Creer to go back to her own room. It seems in BUSD the LA kids are the most vulnerable.

Needless to say the BFT is keeping a close eye on this for this is typical of the hassles dedicated teachers have been subjected to for years by our Central Administration. This matter is now in the hands of Walnut St.

Finally, grievances are being contemplated against Central to lower the class sizes of some teachers as classes have gotten up to 35 kids in some cases. All this and overages too!



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 Kessner, Terry Doran and Mel Martin. Each 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.

BFT VPs



BFT VP's
BFT Area Vice Presidents are (l to r), Carolyn Adams, Primary; Faye Watson, Classified; Nick Lavrov, Intermediate; Rachel Lippincott, High School; and Gloria Harris, Early Childhood. Not pictured are Mary Sutliff, Junior High, and Betty Mass, Special Services.

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 only 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. This policy is one of the primary items which must be resolved 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 resolve is whether some temporary teachers were hired in an illegal manner last year and whether the district hired some people illegally 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 on a temporary basis last year. Therefore the BFT believes the district must re-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. This may also be illegal because all temporary teachers should be rehired before any new outside hires take place.

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

Administrative Formula Cuts = Quality Education?

Of all the cuts ordered 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 each employee," 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 per pupil allocations:
 - a. Supplemental and secondary texts
 - b. Equipment replacement
2. Reduction of per 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 inservice
4. Reduction of:
 - a. Workrecreation
 - b. Work Experience
 - c. Student workers
 - d. Library Center hourly
 - e. High Potential hourly
 - f. IMC hourly
 - g. Telephone costs from \$193,000 to \$156,000. Use foreign 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 \$230,000 to \$93,000.
 - (1) Seven day maximum absence for each employee
 - (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 continually 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.

ALL WELCOME

BFT MEMBERSHIP MEETING

Thursday October 4
4:00 p.m. Helmet Club

**How to Get to the
HELMET CLUB**

Addison University
6th St.
San Pablo

Victory in Mass Meeting 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 830 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 \$250 "bonus" the administration wanted to give as a one-time-only "gift," be added on to the salary schedule. Not only was this demand won; \$30 more was added to the \$250. The result was an average 4.7% increase.

Some 100 members of the America Federation of State County and Municipal Employees (AFSCME) #1448, mostly custodial employees, also walked out 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 ten school construction sites refused to cross the picket lines to go to work. This added pressure helped produce an early and favorable settlement for all employees.

- Board negotiators had agreed upon earlier this summer,
 - 4) That Instructional Aides and others who work the full school day but are only being paid for ¾ time get full time pay,
 - 5) Salary increased for substitutes who have been making the same \$30 a day since 1968,
 - 6) Classified employees whose pay had been frozen by the Y-rating scale for years receive increases,
 - 7) Negotiations for next year begin in January and be finished by March 1st.
 - 8) Reduction of top-heavy administration,
 - 9) That whatever salary increases we win be given as a flat 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 BASE organizations to seek strike sanction. The second called for an informational picket line to be conducted at the Board meeting of Sept. 18. (See front 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, "We're all in this mess 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 only be presented by us.

Mail Pouch



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 BFT, as a service to its members will try to obtain answers to your questions on insurance.

Question: Why does Phoenix Mutual deduct benefits received from 'other' disability policies (such as Mutual of Omaha) in making their payments?

Answer from Ron Lai: The problem is two-fold: overinsurance and overutilization. If an Employee were covered by both Phoenix Mutual and another group plan, each paying the full 66-2/3 benefit, it is apparent that he would be receiving a larger amount for disability than for working. Since the individual would not be feeling an economic loss he might be tempted to overutilize the plan—that is, extend the duration of his recuperation beyond what was normally necessary.

The end result would be increased cost to the District for the group. The majority of the people in the group would be subsidizing the individuals who are over-insured.

Further comments from Ron:

It is most important that claim forms be fully completed. Missing information is the most frequent cause of delay. Be sure that information regarding the number of full-pay sick leave days you are entitled to is clearly indicated on the

form "Statement of Disability," question 13, which you fill out.

Both the Employer/Employee Statement and Doctor Statement must be submitted together. If you will submit them to the office of Ron & Mary Lai, P.O. Box 21, Berkeley, CA 94701 we will check them before they are airmailed to the claims office in Connecticut. This allows us to catch errors here and saves a good deal of time in mailing and long distance phone calls!

Call Ron and Mary Lai at 841-1111 if you have questions.

Dear BT,
CAN THE AFT, THE AFL-CIO, OR ANY OTHER ORGANIZATION TELL THE BFT WHAT TO DO?

Signed,
Concerned
Teacher

No, in each case, we are part of a Federation. The Executive Council of the Federation makes policy for the federation, but not for its member unions or locals. If our local wants to differ with national policy, that is our right as long as we don't deny to any of our members rights that are guaranteed to them by the federation constitution.

U.S. STRIKES

As school opened teachers were on strike in nearly 60 districts affecting over ¾ 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 foregone a pay increase last year the Detroit Federation of Teachers is demanding a 9.7% pay increase and a sharp reduction of class size which now averages 37.

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. Separate meetings by grade level or conference period will prevent confusion.
2. Keep forming committees for every suggestion that you don't agree with.
3. Always announce that certain new policies suggested by the teachers are against district regulations.
4. Tell teachers individually that derogatory letters concerning them have been sent to him. Assure them that you told the parent that you are a good teacher. Do not let the teacher see the letters, even if they exist.
5. Attempt to divide the faculty into factions. Play them off against each other. Remember—divided they fall.
6. When new programs are to be 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 administrator.

Clip off and send to **BFT** 2728 Grove St. Berkeley, California 94704

LAST NAME OR ONE NAME MISS		FIRST NAME		EMPLOYER NO.	DATE
ADDRESS				SOCIAL SECURITY NUMBER	
CITY	ZIP CODE	CALIF.		TELEPHONE	SIGNED
<input type="checkbox"/> CASH/CHECK	<input type="checkbox"/> PAYROLL DEDUCT PLAN			SCHOOL	
SERVICE		ANN. AMT.	1/18	1/18	REDUCT.
AFT. MEMBERSHIP				SCHOOL DIST.	DIST. NO.
				COUNTY	LOCAL #
				AFT PAY.	
MEMBER AT LARGE					
TOTAL AMOUNT →					

I hereby authorize payroll deduction from my salary for the payment and adjustments of professional dues as set by the local federation herein and the affiliated organizations. This authorization will remain in effect until I revoke it in writing, and shall be effective as of my next pay warrant.



THE GOOD OLD WAYS

by Mary Sutliff

I have to confess to a certain fondness for old cowboy movies in which the good guys and the bad guys were so clearly identifiable. The good guys always wore lopsided grins and clean boots; the bad guys sneered a lot and had scars. Remember?

For this reason, I was badly confused at the board meeting which followed the picketing of Sept. 18. There were clearly two groups present among the audience in the board room, and so I quickly looked for the identifying grins and sneers. Much to my dismay, though, they all looked pretty good to me: earnest, intelligent, attractive, obviously involved in the proceedings, and caring enough to be there! Where were the dirty boots, the scars?

Then I noticed that both groups bore placards "Oh ho!" I said to myself. "Here's where we separate the good guys from the bad guys!" I studied the signs nearest to me and read: "We're for children." Clearly then, those were the good guys! I breathed a sigh of relief and moved in closer to them. Suddenly, though, my eyes caught the placards being waved by the other group and I read: "Restore staff cuts!" "Our children need to eat too." "We demand good faith in negotiations." "Restore books and supplies." Who could be against those demands? Only bad guys would oppose more books, more teachers, more honesty in negotiations. My mind made up, I started edging toward the latter group when suddenly a startling thing happened! Three members of the "We're for Children" contingent, former colleagues and warmly remembered, caught sight of me, waved wildly, and... my God!... broke into lopsided grins!

It dawned on me then, slow learner that I am, that the good guys and the bad guys were all there, mixed up in each one of us, walking inheritors of both the grins and the sneers, the clean boots and the scars. Then why two groups at the board meeting? Why two groups, or three, or four anywhere? Maybe it's because we listen too closely to those who recognize that desire in each of us for a label, a sign proclaiming guilt of innocence, and who can't resist the temptation to use it.

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 therefore conquered. As long as we allow them to influence us to see all issues in terms of black and white - literally - we're lost. Maybe that's the motive right there; fearing the label

"racist" or "Tom," we're all paralyzed into inaction. While the cowboys battle among themselves, the bosses remain untouched. The technique has worked from time immemorial, shabby though it is.

If we could only let go of the cowboy-movie mentality, in spite of its obvious reassurances. We're all grown up now. We don't have to meet 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 cutback in horses, you know), let's just march into the sunrise... straight east to Walnut Street!

Simplistic solution? Sure it is. But has it ever really been tried? Does a solution have to be complicated and come from a \$24,000-a-year employee to be worthy of consideration? Come on all you good-bad guys, let's march!

Defeat Prop 1

Warning: Alan Post, California's Legislative Analyst, has determined that Governor Reagan's Tax Initiative which will appear on the November 6 ballot as Proposition 1 is 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 Employees 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, 2728 Grove, Berkeley, Ca. 94704.

Union View

We Repeat ***

Does the Board Really Want Children to Learn?

All the problems and difficulties encountered by Berkeley's staff and children over the past few years have been compounded and compacted into the opening weeks of school this year.

Classes exceeding 40 are not uncommon in the secondary schools. At BHS over 200 students do not have a complete schedule of classes. Some classes met only to find no teacher had been assigned. (This while a number of teachers stagnate in the "coverage pool.") The Administration even saw fit to assign 45 students to a remedial reading class with the excuse that there was a teacher and an aide in the room. Teachers were not given assignments until the second or third week of school. Cutbacks in custodial, food service and other positions mean fewer people must do more work - it's called speed up. Other examples of this "speed-up" are when teachers are asked to accept students from other classes because a substitute has not been called. Is this really educating children?

Then, once the children have a teacher and a classroom assignment, we find that there are insufficient supplies. Rationing of paper, ditto materials, etc. has begun. The Board demands individualization for students. How do they expect us to do this without the necessary materials? Innovative, creative and individualized programs take money and materials - neither one of which the Board is providing for teachers.

As an overlay for all this, the Board tells us that in spite of its financial difficulties it has managed to give us a 1% cost of living adjustment. At the present rate of inflation this doesn't even cover the cost increases for one month much less a year. And teachers are in the double-bind of then spending their salary on supplies and materials for their students... double penalties for wanting to do a good educational job for Berkeley's young people.

In the face of this anti-teacher, anti-student onslaught by the Board, it is hard to understand those who claim that it is the Board which can do the best job of looking after the interest of students (if not of teachers).

Over the past few years the Board and Administration have made repeated statements on the importance of all students receiving a quality education, the need to eliminate racism and similar laudable goals to which we all subscribe. It's a simple fact that speeches alone can not achieve these goals. What is required in the schools where these goals will or will not be realized is no secret - smaller classes, a variety and sufficient amount to provide specialized & needed help to students and staff, and freedom from administration harassment.

If the Board and Administration were seriously interested in the welfare of all Berkeley's young people, they would be doing everything possible to provide these conditions. Just the opposite is taking place as those of use who work in the schools are acutely aware. Instead the Board finds money for large administrative salaries, many administrators (adminstrating what? - since there can be no programs without teachers and materials) and a proliferation of rhetoric of what the Board and Administration think teachers ought to be doing.

If those on top in the Districts (both in position and salary) refuse to help in building a sound educational effort, this task falls on the shoulders of the staff. While it would be nice for teachers to be able to rely upon the board and the Administration for providing us with the conditions and materials necessary for a viable teaching-learning situation, it becomes increasingly clear that the Board-Administration are unwilling and/or incapable of doing this.

The only way public education in Berkeley can be extracted from the present morass is for the staff to be aggressive and forceful in spelling out the conditions required to accomplish our goals. The formation of BASE and the mass meetings and picket line showed the widespread recognition by the staff of the importance of presenting a united face to the Board and Administration.

Negotiations have begun again. We hope that the Board and Administration understands by the mass meetings and picket line that we will not tolerate a continual erosion of teaching-learning conditions. For people who are spending their lives educating young people, education is not a fly-by-night operation. All the BASE organizations have voted to seek strike sanctions. We are ready to act to defend the interests of our students and ourselves.

BFT

BFT

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MASS MEETING DENOUNCES CUTS



KING MEETING
The largest voluntary meeting of BUSD employees ever held convened in the auditorium of King Jr. High on Thursday, September 6. Over 650 staff members were present. The meeting spelled out the demands being made on the Board and urged all BASE organizations to seek strike sanctions.

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 at 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 1 which together count some 98% 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 nearly 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 only enough to do 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 heated debate ensued. Unfortunately, this argument created a division in the audience, with some cheering 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. Judy Bodenhansen, BFT President, chaired the meeting. With her on the stage were Ed Lewis, BEA President, Bill Castellanos of CSEA Staff, Hank Clark, Local 1 Staff, Sam Bishop, CFT Staff and Charley Hinton, CTA Staff. BASE also invited Jessie Anthony, President of the Black Aces 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.

SALARY AND STAFF INCREASES SOUGHT

As the floor opened for discussion of the issues, some dozen speakers came forward detailing the problems facing various segments of BUSD employees. The demands finally voted up by the meeting included:

- 1) Restoration of all staff positions at the local site level which had been cut from last year,
- 2) Restoration of on site supplies budget to last year's level,
- 3) The 5.75% salary increase the

continued on page 4 column 4

Evaluation

Warning 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—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 are unemployed at this time, though a recent court decision may make it possible to restore 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 sub-*

mitted 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 her or his 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*.

BERKELEY FEDERATION OF TEACHERS
AFT #1078 AFL-CIO
2728 Grove St.
Berkeley, California 94704

address
correction
requested

