

1 in the City and you go ahead and write the proposal and
2 Prior submit it to them and see whether they give
3 Superintendent you money.

4 Prior to that "That's all we can do for you."

5 MR. GIBBONS: I have no other questions.

6 We want to thank you very much, Mr. Perez
7 for taking the time to come down and talk
8 to us today and particularly for your valuable
9 paper.

10 The Guidance Study Halls idea is an
11 intriguing one.

12 We have another witness waiting so
13 we will excuse you.

14 THE WITNESS: Thank you.

15 * * *

16 thought elementary school is having trouble, New Jersey.
17 FRANKLIN TITUS, Sworn.

18 EXAMINATION

19 BY MR. GOLDMAN:

20 Q Mr. Titus, to start with would you just give
21 us your residence and your present position and your back-
22 ground prior to your present position.

23 A My name is Franklin Titus, residence, 380 Mt.
24 Prospect Avenue, Newark.

25 I am currently employed as Superintendent of Schools

1 in the City of Newark.

2 Prior to becoming Superintendent I was Deputy
3 Superintendent for a period of 4 or 5 years.

4 Prior to that I was Assistant Superintendent
5 in charge of Elementary Schools from 1955 up until the
6 time I became Deputy Superintendent.

7 Prior to that I was Assistant Superintendent of
8 Schools in charge of Special Education for a period from
9 1953 to 1955.

10 Before coming to--oh, prior to becoming Assistant
11 Superintendent I was Principal of 18th Avenue School in
12 the City of Newark beginning in the year 1945.

13 From 1939 until 1945 I was Supervising Principal
14 of Schools in Florham Park, New Jersey.

15 Prior to that and beginning as a new teacher, I
16 taught elementary school in Harding Township, New Jersey.

17 Q Thank you very much.

18 A With the job that you have it is difficult to know
19 where to begin to ask questions.

20 Q MR. MEYNER: Where did you get your
21 secondary education?

22 A THE WITNESS: East Side High School in
23 Paterson.

24 Q MR. MEYNER: And then your graduate
25 priority your training?

1 THE WITNESS: I attended Paterson
2 Normal School.

3 MR. MEYNER: When it was in Paterson?

4 THE WITNESS: When it was in Paterson.
5 That was a 3-year course.

6 I transferred from there to Columbia
7 T.C., at which point the State of New Jersey
8 adopted the 4-year program for teachers
9 colleges and I transferred from Columbia to
10 Newark where I received my bachelor's degree
11 and matriculated at Montclair State, received
12 my master's degree there and then spent my
13 6th year of work at Rutgers University in
14 the School of education.

15 Q As I say, it is difficult to know where to
16 start with the raft of problems that you face in the
17 school system but perhaps the best way is to start this
18 way.

19 If you could make up yourself your list of priorities,
20 given adequate funds, what you consider adequate funds
21 to do a job for the Newark School system, how would you
22 list them?

23 What would come first, second, not necessarily all
24 one after the other but what is the order of urgency and
25 priority you would say of your problems?

1951 THE WITNESS: You recognize that you
are talking about a syndrome, a constella-
tion?

We can't be simplistic about this.
Necessarily I have to start somewhere.

Well, I wasn't being pedantic or didactic
about it.

I just don't want you to think that I
am pre-occupied with material things, because
I am to a degree.

I have two packages. Let me indicate
that high on the priority list in the City
of Newark is the physical plant.

We have 73 schools in the City of
Newark, more than 50 percent of which are
older than 50 years.

Unfortunately, during a long period of
time beginning with the Depression and con-
cluding with Post-World War II, and in terms
of Newark I would date that at about 1951, not
a single new school was built in the City of
Newark.

Now this was all quite well during that
period of time because the enrollment figures
were going down steadily until about 1950.

1951 and 1952.

At that point, rock bottom, the enrollment totaled somewhere--and I am going to give you round numbers and I can document them if it is necessary but I would prefer to talk in round numbers--it dipped to about 50,000.

From 1952, 1953, we began picking up enrollment until today we have somewhere in the neighborhood of 76,000 to 77,000 children.

During the period 1953 to the present we have expended somewhere in the neighborhood of \$53 million or \$54 million in capital construction.

I can't indicate specifically the new schools but I don't think that is particularly relevant at this point.

The important thing is that at long last, Newark began to build schools.

However, today, with my having prepared for the Board of Education, the Board's having adopted the program, a \$51 million capital program which addresses itself to a pupil station shortage of about 10,000.

What I am saying to you is that of the

1 76,000 or 77,000 youngsters in the City of
2 Newark, we lack facilities for roughly one-
3 seventh of those children, which has forced
4 us into all sorts of expediencies, part-time
5 classes, team teaching, which is a philo-
6 sophical concept, is good but when you use
7 it as an expediency is not good.

8 Relocatables in the number of 49 to
9 the point that the people finally have rejected
10 the concept of relocatables.

11 We are bussing children in great
12 numbers from over-occupied schools to under-
13 occupied schools and occasionally our definition
14 of an under-occupied school is abrasive as
15 far as the people who have a concept of a
16 neighborhood school.

17 They feel we are inconveniencing them,
18 causing programs to be curtailed, denying
19 youngsters on occasion a period or two of
20 physical education, this sort of thing.

21 It is a difficult situation.

22 During the same period of time, since
23 you did make an observation, I might point
24 out that the change in population in Newark,
25 our school population, was dramatic.

1 As of today about 67 percent of our
2 total enrollment is non-white.

3 About 7 percent is Puerto Rican.
4 About 1 percent is other.

5 So what we are talking about is a
6 city in which three-fourths of the children
7 in our public schools are colored children.

8 So unlike many other communities, the
9 question of integration is academic.

10 This is purely an opinion on my part,
11 but I believe it very fervently, that whereas
12 a few years ago the major concern was
13 integration, today the major concern is for
14 quality education.

15 Now here we are moving from the
16 quantitative aspect of 10,000 pupil station
17 shortage to the qualitative aspect of what
18 are you doing for our children?

19 I was a principal in a slum school.
20 I have observed, I believe fervently, a marked
21 increase in the aspirational level of the
22 parents of the children that we serve in the
23 city.

24 MR. MEYNER: Sometimes more than the
25 aspirations of the children?

1 class THE WITNESS: I'm not sure I can
2 accept that, Governor.

3 When I was principal of an elementary
4 school in the City of Newark in a ghetto,
5 48 percent of my kids came from broken homes
6 and some of those youngsters who came from
7 complete families might better have come
8 from a broken home, if you know what I am
9 talking about, the parental and adult
10 delinquency as observed by children on the
11 part of the father and the mother.

12 We are dealing with children who have
13 no roots in the community.

14 It wasn't unusual for me to have a
15 child who had attended 5 or 6 different
16 schools prior to the time he got into the
17 6th grade.

18 This is symptomatic. It means that
19 not only were they not related to a school
20 but they were not related to a church,
21 obviously, because they were moving around
22 so much.

23 They were not related to any kind of
24 organizational activity in which your parents
25 and my parents and most of us who are middle-

1 class take for granted.

2 These children frequently have a low
3 aspirational level because they don't have
4 models, but parenthetically, let me say in
5 spite of the change that I have indicated in
6 our population in Newark, the ethnic change,
7 our rate of college acceptance went up last
8 year.

9 44 percent of our high school graduates
10 were accepted in post-high school institutions
11 of learning, an increase from somewhere around
12 36 to 37 percent the previous year and by
13 definition, 67 percent of my youngsters are
14 non-white so it would seem to me that the
15 community is doing a pretty good job in
16 terms of this increased aspirational motivational
17 level.

18 MR. MEYNER: That is most encouraging.

19 THE WITNESS: Well, I'll tell you from
20 what source I get most of my complaints.

21 Currently most of them have to do with
22 the lack of quality education.

23 I can only be candid with the parents and
24 I have to agree with them.

25 If you want to stymie an educator, ask

1 him what quality education is.

2 It was asked of me and I had to
3 tell them what quality education is not.

4 Quality education is not trying to
5 conduct educational experiences in a school
6 that is 75 years old and was built in rather
7 a different tradition education-wise, as
8 contrasted with the new schools that we
9 build today.

10 Quality education is not having classes
11 that number 40 or more.

12 Quality education is not having part-
13 time classes.

14 Quality education is not having seven
15 or eight hundred professional personnel in
16 a city.

17 None of these things constitute quality
18 education and currently, I think I have quite
19 directly indicated to you what our problem
20 is which relates to the quality education.

21 I have indicated the physical plant.
22 \$51 million for a need that has existed for
23 more than two years.

24 At the time that I had that program
25 underway, I asked the Business Department

1 to prepare for me a projection as to the
2 cost factor involved in updating Newark's
3 schools, replacing the very old ones,
4 rehabilitating those that could be rehabili-
5 tated sensibly and the price tag on that is
6 \$197 million.

7 So you can wrap this up in terms of
8 a \$250 million package.

9 We are talking now, gentlemen, only
10 about physical plant. If we get over into
11 the operational budget, which is quite
12 separate and distinct, currently it amounts
13 to about \$52 million exclusive of any federal
14 aid.

15 The increase in that budget has been
16 quite phenomenal.

17 I am not going to get into specifics.
18 I can just tell you that Newark's school
19 budget has risen drastically in the last 4 or
20 5 or 6 years.

21 MR. MEYNER: This is largely because of
22 additional teachers and minimum salary schedules
23 that have been introduced?

24 THE WITNESS: Well, I'll give you an
25 insight there. 87 percent, give or take a bit,

1 of our operational budget is represented in
2 salaries.

3 You know, this is rather appalling
4 because what it says is not that our teachers
5 are paid too much but what it says is that
6 we are not providing all of the auxiliary,
7 ancillary services that we should be providing.

8 We are not appropriating enough per
9 capita for text books.

10 We are not providing enough per capita
11 for supplies.

12 We have only 51 social workers, psychiatric
13 social workers, in our school system.

14 I have elementary schools that have
15 enrollments in excess of 2,000, larger than
16 most of the high schools in the State of
17 New Jersey, containing children who have
18 tremendous needs.

19 Psychologists we can't buy. With the
20 advent of federal programs, with the advent
21 of the Beedleston Act, we have a seller's
22 market service-wise relative to specialized
23 personnel.

24 One of the ways in which we got the
25 social workers was to set up an internship

1 program where we provided a stipend during
2 the time that they were in college with
3 their incurring an obligation to stay with
4 us for one year after they completed their
5 internship.

6 Teacher recruitment in a city like
7 Newark has always been difficult these latter
8 years and it is going to become increasingly
9 difficult since the disturbances as of last
10 July.

11 We have had some comparative studies
12 made and again I can provide firm data for
13 you here if you so desire it.

14 The number of resignations increased
15 dramatically after the disturbances in July.

16 That The rate of resignation continues high
17 month by month which is rather an astounding
18 thing because teachers usually arrive at
19 contractual relationships at a terminal point
20 of the year in anticipation of the beginning
21 of the new year.

22 MR. MEYNER: How about Youth Corps
23 people or Peace Corps graduates, if you can
24 call them that?

25 Do these offer a source of some personnel?

1 THE WITNESS: Well, a Commissioner
2 attempted to create--and I forgot the
3 precise title--the Urban Teachers Corps
4 and I think basically it is a good idea.

5 In its initial approach it was too
6 non-critical. It appealed to many people who
7 didn't begin to have that which it takes to
8 be a teacher.

9 I'll give you a for instance.

10 A college graduate of approximately 30
11 or 35 years has been a bell hop in an
12 Atlantic City hotel and he applied to us for
13 a teaching position.

14 I think Dr. Marburger is on the right
15 track. I think there is another avenue also.
16 That is this concept of teacher aid as a para-
17 professional.

18 Currently I am engaged in just a bit
19 of a dialogue with the Civil Service and
20 with the Commissioner. The Civil Service
21 would like to have teacher aids under Civil
22 Service.

23 My concept of a teacher aid is that of
24 his or her being a para-professional for
25 whom vertical mobility has to be built into

1 the program.

2 Q Yes. We have a pilot program like this.

3 A You I observed teacher aids in one elemen-
4 community at tary school and they are attending Newark
5 State College and the tuition, cost of books
6 Their impact and transportation being paid and the idea
7 have to be is that while they are working and learning
8 on the job, they are earning the academic
9 this to the credits.

10 I heard If I had my way, I would rather see this
11 the subject program projected, increased, expanded because
12 who said the you know what it does?

13 A It picks up the indigenous people in
14 your community.

15 MR. GOLDMAN: These are community people?

16 THE WITNESS: These are community people.
17 It opens up new avenues of advantages for them.

18 It contributes tremendously to their
19 sense of dignity and security and renders a
20 service to us.

21 Q Do you aside from the fact that they render
22 a service in the teaching of the kids, taking the word
23 "teaching" in a broader sense, do they also help in
24 creating a bit of atmosphere in the class because of being
25 indigenous?

1 A The teacher aids?

2 Q Yes.

3 A You could almost call them in this sense
4 community aids.

5 This isn't entirely a one-way directional operation.
6 Their impact upon faculty and school is good because we
7 have to be good.

8 On the other hand, they do a good job of interpreta-
9 tion to the community.

10 I heard about one teacher aid who was taking up
11 the cudgels on behalf of the school in which she was,
12 who made the statement--she was somewhat amazed because
13 she never thought she would be defending a school.

14 MR. MEYNER: Do they not have an oppor-
15 tunity in this position to qualify for
16 teaching by taking courses of one sort or
17 another.

18 THE WITNESS: We have only--well,
19 currently I have a couple of hundred teacher
20 aids.

21 I have only one experimental program
22 involving ten.

23 You know how long it took to work this
24 out?

25 Frank Reisman, Mario Fantini from Ford

1 Foundation and I sat down over two years ago
2 to try to develop the teacher aid concept
3 with vertical mobility built in.

4 It was that long ago. We weren't
5 able to--well, we couldn't get funding.

6 The project was turned down. It was
7 only this past year that we were able to
8 activate the program involving only ten
9 people but we are exploring other sources of
10 funding, even internally, within our opera-
11 tional budget.

12 If we pay a substitute \$5,500 a year
13 as contrasted with a beginning salary of
14 \$6,300 a year and if you have seven or eight
15 hundred of them, then you have some fat in
16 the budget.

17 MR. MEYNER: These substitute teachers
18 are they usually people without certificates?

19 THE WITNESS: Every teacher in the
20 public school has some kind of certification.
21 The best license to have is the unqualified
22 license.

23 There are provisional certificates, a
24 liberal arts graduate who may get a provisional
25 certificate providing he is taking certain

1 courses and I think it is a total of 8 points
2 and he has to continue taking courses.

3 There are emergency certificates.

4 In Newark, however, we have an additional
5 hurdle. On top of having to have your
6 bachelor's degree and a teaching license,
7 you have to take a qualifying examination.

8 Our examination is the National Teachers
9 and we accept them from any center in the
10 country.

11 Those examinations are prepared, con-
12 ducted pretty largely by Educational Testing
13 Service in Princeton.

14 On top of that, successful completion
15 entitles you to an oral examination before
16 an oral Board consisting of 5 members.

17 Only then do you become a regularly
18 appointed teacher.

19 MR. MEYNER: Who are the 5 members?

20 THE WITNESS: They change.

21 MR. MEYNER: Usually teachers or other
22 than supervisors?

23 THE WITNESS: Administrators, teachers.
24 On promotional exams we bring in outside--
25 well, two of the five will be outside of the

1 system and we take the middle score and
2 ignore the higher two and the lower two
3 scores.

4 There are people who have suggested
5 that we should do away with exams.

6 As a matter of fact, I have a group
7 under the Assistant Superintendent in Charge
8 of Personnel currently working on a rather
9 complete study.

10 One of the charges thrown at us and at
11 E.T.S. is that the examinations are culturally
12 biased.

13 We are going into this question in some
14 depth.

15 In a large urban center, I at this
16 point consider the exams worthwhile.

17 When I was in Florham Park, the Board
18 of Education used to say to me here are so
19 many thousands of dollars, you go out and
20 hire teachers.

21 So I would raid Peck School, private
22 schools and other public schools.

23 I would make a recommendation and the
24 Board would accept it because they assumed
25 that it was my responsibility.

1 In a large city you have many other
2 factors that can enter the picture and
3 influence the judgment of a superintendent
4 or a Board of Education.

5 MR. MEYNER: We have heard the assertion
6 made that you have to know the right people
7 to get hired as a teacher.

8 THE WITNESS: I have heard the assertion
9 too.

10 When I took the principal's examination
11 in Newark, one of 104 to take it and a com-
12 plete stranger, having been born and brought
13 up in Paterson, having taught up until that
14 point all my life in Morris County, I took
15 the principalship examination and was one of
16 104 candidates who passed and was appointed.

17 At the time I heard a lot of these
18 stories about having to know somebody.

19 Having failed the examination by a half
20 a point to the point where I suggested they
21 ought to start a club, those who failed the
22 principalship exam by a half a point.

23 What you are referring to is a comment
24 made and is precisely the reason why I believe
25 examination are rather good.

1 This is the thing MR. MEYNER: Is there likely to be
2 any influence with respect to these positions
3 other than teachers?

4 THE WITNESS: For promotional posi-
5 tions, I gather?

6 MR. MEYNER: Yes, or for these aids.

7 THE WITNESS: Oh, no. We circularized
8 widely and we received over 2,000 applications
9 conducted over 1,700 interviews and we didn't
10 do it at the central office.

11 It was just too big a job. We had
12 principals and staff doing it in individual
13 schools throughout the city and we came up
14 with some 200-some-odd out of 2,000 applica-
15 tions and I think the answer here is that
16 there were more people disappointed than there
17 were satisfied.

18 Q Mr. Titus, accepting that examinations are
19 still good and have their place do you feel that the
20 content of the examination needs updating or is that all
21 right?

22 A Well, I prefer to use the phrase, are they
23 culturally biased?

24 Q All right.

25 A This is the thing with which I am pre-occupied.

1 This is the thing I want validated.

2 Either they are or they aren't.

3 I had two of my staff members down at E.T.S. in
4 Princeton for a very long day on Monday on only a pre-
5 liminary evaluation of the examinations.

6 It is my thought that I would like to retain the
7 psychometric skill for the purpose of evaluating the
8 examinations also, to the same end, to determine the
9 extent to which they might possibly be culturally biased.

10 Q Does that take into account both the Negro
11 and Spanish-speaking sectors of the school population?

12 A Inevitably it would have to, but in all
13 honesty I have to indicate to you that the Spanish-
14 speaking community has not as yet begun to be represented
15 in the school system in any significant numbers.

16 Whereas 26.2--and this is just a figure I happen
17 to remember--of our structural personnel are colored and
18 the non-white personnel in the system are addressing them-
19 selves very seriously, organizationally, recent organiza-
20 tions, to this whole question of examinations and the
21 extent to which they are culturally biased, you were
22 supposed to have Father Mario as one of your guests and
23 I have spoken to Father Mario some time ago and urged him
24 to refer to me any Spanish, any Castellian--

25 well, I would be interested in somebody asking
Q Spanish-speaking?

A Yes, or client or acquaintance of his to me.

We would very much like to have a greater representation.

MR. HARTMANN: In line with this, would you state something about your feeling on teacher training for teaching in Newark schools even though you used Newark State for your aid program?

What is the real lack or gap here?

THE WITNESS: A sizeable gap, and I have discussed this with Commissioner Marburger within a couple of weeks after his taking over as Commissioner.

What you have in the teachers colleges are for the greater part nice young middle-class people who go to a school taught by nice middle-class instructors and the content of the curriculum is more designed for Florham Park or Harding Township or Montclair or a nameless suburban.

There is just not enough content in the curriculum at the teachers colleges that relates to teaching in the inner city.

These kids need in the first instance-- well, I would be interested in somebody making

1 a study of the number of non-white or
2 Spanish-speaking students who are enrolled in
3 the teachers colleges.

4 I would be interested in determining
5 how many of the faculty are non-white,

6 I would be interested in the extent
7 to which their curriculum deals with the con-
8 tributions of minority groups to our society
9 as it exists.

10 Beyond that, I would want to know how
11 much of cultural anthropology, psychology of
12 learning, the sociology as it relates to the
13 inner city, and this is one area in which I
14 am very sure there is going to be real
15 progress made, if I read the signs correctly.

16 The Commissioner is interested in this
17 aspect of the problem.

18 I do not know Mr. Dungan but from what
19 I have read of Mr. Dungan I am convinced he
20 is interested in the problem.

21 The only significant program that I can
22 think of in this general area was the pilot
23 program we developed with Newark State where
24 we picked out two hard core schools, accepted
25 14 Newark State students and they had to

1 apply--we put it on this basis, not volunteer
2 but you had to apply for this program and
3 they did at the college beef up programs,
4 curriculum-wise, in cultural anthropology,
5 psychology and sociology.

6 We have put these 14 kids into
7 schools, groups of 7,8, with the thought
8 that they would lend one another peer support.

9 This is pretty important.

10 MR. MEYNER: Was this in their senior
11 year or the practice teaching phase of it?

12 THE WITNESS: The senior year, the
13 practice teaching phase.

14 All throughout the time they were there
15 they got support from the college faculty
16 and they had their own beef sessions and
17 their supervisors were excluded from the
18 beef sessions.

19 We had indigenous neighborhood leaders
20 come in to talk and meet with the kids.

21 The pay-off-- and there has to be a
22 payoff--was this, that at the successful
23 conclusion of their experience, if they so
24 desired it we would offer them a provisional
25 appointment for the following year in the

1 school in which they have had this experience.

2 We got 7 out of the first 14. We got
3 a little feedback on it.

4 Incidentally, one of those kids went
5 on through this difficult school, so-called,
6 and is now an instructor at Newark State
7 College and she is a very young lady but a
8 very competent young lady, so we are making
9 a contribution to the psychologists.

10 One phenomenon though into which we
11 ran was this of the youngsters being willing
12 to engage in teaching in an inner school but
13 having complete parental objection of her
14 having this experience because after all, we
15 moved from Newark to better ourselves and I am
16 not going to have you go back there and this
17 is the phenomenon that you encounter.

18 I think that one of the things that
19 has to be done--and this goes back to the
20 comment you made, Governor--there are young-
21 sters who have this Peace Corps type of dedica-
22 tion.

3 If the colleges can relate their
4 offerings to this kind of dedication and
5 fervor so as to better prepare these youngsters

1 and if we in the city schools can be recep-
2 tive, warm and accept them, then I think we
3 will have taken quite a substantial step
4 ahead.

5 MR. MEYNER: That is the trouble with
6 many of these youngsters who have the desire,
7 that they want to do things yesterday and
8 they don't want to go through the difficulties
9 of exposing themselves to some training.

10 I assume you would agree with that?

11 THE WITNESS: Yes.

12 MR. HARTMANN: Would you build in more
13 of a laboratory approach to the teacher
14 training?

15 THE WITNESS: Yes. As a matter of fact,
16 we submitted a proposal a couple of years ago
17 enthusiastically calling for a full year's
18 internship under stipend.

19 Unfortunately, it was rejected. In
20 terms of the college experience of the young-
21 ster I would like to see more of the intern-
22 ship built in on the senior year, more direct
23 experiences out in the field.

24 Of course, I would love to see a master
25 teachers program involving a fifth year

1 Q internship under a stipend arrangement with
2 these? an obligation existing on both sides, the
3 A Board's and the teacher's.

4 MR. MEYNER: What you are saying con-
5 firming what I found out some years ago, that
6 it isn't always the money you offer them,
7 it's the attraction of a program that offers
8 a new approach or a sincere interest in a
9 basic problem.

10 THE WITNESS: It is usually called the
11 Hawthorne effect.

12 You are right.

13 MR. MEYNER: It is true of psychiatric
14 training, it is true of institutional work,
15 it is true of many educational projects,
16 that kids getting out of school want to go
17 to some place that somebody's got a program
18 and an attraction and it isn't always the
19 money but it is the fact that some authority
20 is there or some leading developments are
21 occurring.

22 Q Picking up on just this, a great deal has been
23 written and public discussion of the Camden Street School
24 Project.

25 A Yes.

1 Q What is your view of what has been happening
2 there?

3 A I think it is one of the most significant
4 experiences in community education, and maybe I am
5 using this phrase deliberately, community education, that
6 I am aware of.

7 I know of no other program that is--

8 Q Are you speaking about nationally?

9 MR. MEYNER: Explain it to the uninformed.

10 THE WITNESS: Surely.

11 Under Title I moneys we received this
12 year about \$4,100,000.

13 Last year it was about \$4,600,000.

14 MR. MEYNER: You are talking about Newark
15 now?

16 THE WITNESS: Yes. Through the interests
17 of the then Dean at Rutgers School of
18 Education and the interest of Morey Hilson,
19 who is a full professor at the University,
20 we set up a program at the Camden Street
21 School which has two thrusts.

22 One thrust is community-wise. The
23 other thrust is instructional organization.

24 Rutgers University is providing
25 the resource people, the think tank and school.

1 this sort of approach.

2 One of the things that is frequently
3 looked at is our storefront.

4 Now as a public educator let me assure
5 you there are a lot of people who don't like
6 to walk into a school.

7 A school is the establishment. A school
8 is authority.

9 We have all been to school. We remember,
10 some of us, forbidding moments when we were
11 in school.

12 Our experience with the storefront at
13 Camden, which is the location for the com-
14 munity thrust, is one step up off the sidewalk.

15 All it says on the window is "Rutgers
16 Camden Project."

17 Out of that center we are providing all
18 sorts of services to the parents and the
19 community generally in the Camden Street School
20 District.

21 It doesn't matter what the problem is.
22 It may have to do with your rent, it may have
23 to do with relief, it may have to do with
24 employment, it may have to do with lack of
25 clothing so that your kids can get to school.

1 Frequently it is a case of counseling
2 guidance for adults as well as children.

3 Keep in mind that if you support a
4 parent who has a few children in Camden
5 Street School, invariably the results of your
6 counseling and guidance of the parent are
7 reflected in the performance of the children
8 in the Camden Street School.

9 We have also after school homework
10 periods in the storefront.

11 They are setting up organizations of
12 young adults. They are having homemaking
13 courses.

14 We use another school for that.

15 MR. MEYNER: What do you mean by store-
16 front?

17 THE WITNESS: Just what it is, Governor,
18 a storefront.
19 I don't know what the store was prior
20 to its being used by us but it is a storefront
21 on 16th Avenue just around the corner from
22 the Camden Street School and it is staffed by
23 neighborhood workers, community workers,
24 as well as skilled personnel.

25 The instructional thrust of the program

1 is that we have moved into non-grading at
2 Camden Street School.

3 You know, one of the things that has
4 always bothered me a bit, like I.T.A., people
5 pick up an article in a popular magazine
6 and see I.T.A. and immediately they come
7 to you and it would be a glowing report,
8 obviously, and say "Why aren't you using
9 I.T.A.?"

10 Not reading other journals, not
11 evaluating, they don't realize that I.T.A.
12 is a highly controversial issue and you don't
13 move into it overnight.

14 It is something you move in on in a
15 planned, structured way, using all the
16 resources you can and particularly preparing
17 your teachers for this new concept.

18 Otherwise arbitrary imposition of these
19 concepts is doomed to failure and worse.

20 We have developed immediate readers up
21 there. It is strictly environmental.

22 Most of us when we went to school read
23 nothing of Wasp history or Wasp stories.

24 The Dick and Jane is a good example. The
25 two little blond kids who live out in the

1 suburbs with a big lawn may have a grand-
2 father and grandmother who live on a farm.

3 They go to the seashore every summer.
4 They have at least one car and usually two.

5 There is always a stationwagon. There
6 is a dog, usually a cocker spaniel.

7 I went from Florham Park where this was
8 true to 18th Avenue, a ghetto school in the
9 City of Newark and I looked at Dick and Jane
10 in the 18th Avenue School and I wondered how are
11 my kids ever going to relate to society if
12 this is what I had to teach them with?

13 Of course, keep in mind that we are
14 dealing with a dollars and cents operation
15 here.

16 The big publishers have to sell school
17 systems in the United States and this is
18 why you have two versions of history books,
19 one dealing with the Civil War and the other
20 dealing with the War Between the States.

21 Keep in mind that integrated readers,
22 Bank Street readers, for instance, are not
23 going to sell down in Birmingham, Alabama.
24 They will sell in Newark.

25 We went ahead and developed the immediate

1 reader on the basis of having a photographer
2 go around the neighborhood, take pictures,
3 then bring the pictures in to the school,
4 put the children down before the tape recorder
5 with the pictures, have the youngsters tell
6 their own story.

7 Their stories were edited and included
8 in the script and we so far have two Adam On
9 The Roof and Boo, the Halloween Story.

10 We hope to have another 7 or 8 of them.
11 These are not taking the place of the standard,
12 the other instructional materials we have,
13 but for the first time the kids are seeing
14 reading as being something that by gosh is
15 related to them.

16 It is their neighborhood. The pictures
17 include some adults who many of the children
18 would know, particularly the teachers included
19 in the story.

20 So reading for the first time becomes
21 for many of these youngsters something of
22 meaning to them.

23 I think parenthetically I would like to
24 say this: There has been a tremendous amount
25 of good derived from Title 1.

1 We have sent kids to Upward Bound,
2 we have sent them to Outward Bound, in Colorado,
3 Minnesota, Hurricane Island and Outward
4 Bound is a tough program.

5 We have provided audio-visual aid
6 equipment, library books, text books, remedia-
7 tionists, and the reason I am so dedicated
8 to the Rutgers project is because of my firm
9 conviction that for the first time it repre-
10 sents something other than more of the same,
11 where before we may have had one remedial
12 reading teacher and you put in 3.

13 We had one camera project ^{or}, so
14 you provide them with a half a dozen.

15 Where you were limited on text books or
16 library books, so you provide many more text
17 books and library books.

18 This is what I mean by more of the same
19 and I am not downgrading it. I am very happy
20 about the help we have gotten from the Federal
21 Government.

22 I think something more has to be done
23 and the something, in my opinion, is what we
24 are trying to work out in cooperation with
25 Rutgers at the Camden Street School and it is,

1 gentlemen, paying off.

2 One more observation about it. You
3 have all heard about 201, Intermediate School
4 201 over in New York City, where they have
5 had all kinds of difficulties, parents wanting
6 to take the school over--

7 MR. MEYNER: Is this the Harlem thing?

8 THE WITNESS: Yes. They just want to
9 take the school over, be their own Board of
10 Education, employ their own teachers, et
11 cetera.

12 You know about the Bundy report which
13 calls for a reorganization of the whole City
14 of New York with autonomous Boards and it is
15 between 30 and 60.

16 I am currently working with Malcolm
17 Talbott, Morey Hilson and Joe Bonville, all
18 Rutgers people, and I discussed it with the
19 Commissioner, Carl Marburger and I have his
20 full endorsement and support, that what we
21 would like to do is develop the concept of
22 a subsystem within the City of Newark, starting
23 with the community's interest in Rutgers
24 Camden Street School enclave.

25 We are going to build another new school

1 across the street from it.

2 The one that is being built is a
3 pre-k-4 and the one that is being built
4 across the street will be a 5-8.

5 We will have a complex, We will expand
6 hopefully the subsystem concept from the
7 pre-k-4 to include the 5-8 school and
8 subsequently the senior high school.

9 We discussed it lastnight. Board
10 members were present. It was the first time
11 they heard the concept presented.

12 I didn't press it. I presented it.
13 This sort of a concept can be very threatening
14 because what it says in essence to the com-
15 munity is come in and run your school or run
16 it in cooperation with us.

7 Do you follow me?

8 I think this is inevitably going to
9 happen in Newark. It is going to happen in
0 Camden, in Jersey City and all the other
1 places.

2 I am convinced of this.

3 MR. MEYNER: Would you have about six
4 breakdowns?

5 THE WITNESS: I haven't even gotten that

1 far, Governor.

2 All I want to do is get going with
3 a structured program so that rather than
4 having a confrontation, which is very likely
5 to happen as it did happen in I.S. 201, we
6 can develop meaningfully in a structured
7 way, free from emotion and all the rest of
8 the bit, more meaningful participation of
9 the community in the operation of their
10 schools.

11 MR. MEYER: Isn't there always the
12 danger that that group gets out of hand
13 and demands irrational things?

14 THE WITNESS: Right, sure, but that
15 is even more of a danger if you don't have
16 a structured approach to it.

17 I am very much aware of that.

18 As a matter of fact, the only reason
19 Camden and Camden's principal wasn't picketed
20 this last fall--and I am not sure he even
21 knows this-- was because the storefront
22 cooled it.

23 The people were beginning to talk of
24 the desirability of having a colored principal
25 in the school.

1 They could have been picketed but they
2 got together over at the storefront and dis-
3 cussed the whole situation and the meat of
4 the question was to the parents and the com-
5 munity, "Are you satisfied with what is going
6 on in Camden Street School now?"

7 Are you satisfied with what we are
8 doing in the storefront?

9 If you are satisfied then why undertake
10 this kind of action?"

11 MR. MEYNER: If you were to develop
12 this program on a city-wide basis, what per-
13 centage of cost increase would you contem-
14 plate?

15 Would it be 20 percent?

16 THE WITNESS: I couldn't put a cost
17 estimate on it. All I can tell you is that--
18 well, I don't think that is the way to
19 approach it, Governor.

20 I think the way to approach it--

21 MR. MEYNER: It is when you have to
22 establish a tax rate.

23 THE WITNESS: You would still never do
24 away with your Central Board of Education.

25 What we are talking about is diverting

1 functions.

2 MR. MEYNER: Or advise the Boards.

3 THE WITNESS: Or encouraging partici-
4 pation, right, something stronger than the
5 kind of advice they have over in New York
6 City which I think have been quite futile and
7 which again has given rise to I.S. 201.

8 MR. MEYNER: You say you have \$4,100,000?

9 THE WITNESS: Yes, in Title I moneys.

10 MR. MEYNER: Where is most of that
11 going?

12 How much of that is going in this Camden
13 Street School?

14 THE WITNESS: Last year it was about
15 \$90,000.

16 This year I recommended to the Board
17 an increase in the amount of \$227,000.

18 MR. MEYNER: For this one project?

19 THE WITNESS: For this one project.

20 You can't see it but my head is bloody.

21 I am being cudgaled by parents of other
22 schools and I am being cudgaled by the I.T.A.,
23 Newark Teachers Association for using a
24 greater amount of money in this one school
25 situation than is available to use in all the

1 isn't in part other Title 1 schools individually.

2 we see the process. Again this was only an expression on
3 surely because my part that I was willing to back up with a

4 It has recommendation as to the meaning of this
5 essentially in situation as a prototype for all schools
6 hasn't been in the City of Newark.

7 A: I wish It goes back to what I said before.

8 Q: More of the same I will accept. It has helped.

9 A: But we have to do something other than more
10 taught in sub of the same.

11 I assure you We have to come up with some new
12 as principal approaches.

13 suburban schools. The way you do this, you don't impose
14 reactions with it on a school. You don't impose it on a

15 I think community.
16 class funds. The only way you do it is by involving

17 when I the community, involving the teachers and
18 working meaningfully with the children.

19 reminds Q: Isn't this essentially what is happening
20 normally and automatically and is accepted by us in the
21 regular middle-class school, the involvement of the
22 parents through the Parent-Teacher Organization, the
23 going to conferences with the teachers, the teacher being
24 very responsive to the parents, I write to my son's
25 teacher and I can't see him, et cetera, et cetera, and

1 isn't it perhaps a bit out of our own experience that
2 we see the pressure for this from the ghetto community
3 merely because it hasn't been happening there?

4 It has been happening sort of normally and auto-
5 matically in response to the middle-class need but it
6 hasn't been happening there and therefore the pressure.

7 A I wish I could agree with you.

8 Q You don't think so?

9 A No. Keep in mind I taught in exurbia and I
10 taught in suburbia and I have lived in Upper Montclair.

11 I assure you that if I attempted to be as arbitrary
12 as principal of 18th Avenue School as many of your
13 suburban schools are in their structuring and their
14 reactions with parents, I would have been in trouble.

15 I think what you are talking about is the middle-
16 class facade.

17 When I went to Back to School Night at Montclair

18 High School when my kids were up there, it
19 reminds me of the Episcopalian General Rules of Conduct,
20 sit when you are being instructed.

21 I sat. I didn't participate. I cannot think of
22 a school situation in a suburban community or a middle-
23 class community where there is real and direct involvement
24 in the operation of a school.

25 What I am talking about is real and direct involvement

of the parents in the operation of the school.

MR. GIBBONS: There is in the school budget hearings.

MR. MEYNER: You mean in suburbia they are willing to delegate the authority almost completely?

THE WITNESS: I remember when I was the way of supervising principal, how the Board of Education, an elected Board, used to be elected.

Somebody of the 5-man Board--well, we can say a suburban community.

The five members, if 2 or 3 wanted to run for re-election they did. However, if

one of them decided to retire from the Board the other 4 would sit around and say "Let's

look around. Who is a good man in the community to have on the Board of Education?"

There would be a consensus and a couple

of them would get hold of him quite informally and say "Wouldn't you like to be on the Board of Education?"

It was like being tapped for a society.

MR. MEYNER: Or a self-perpetuating Board of Trustees.

1 Q Would it be perhaps better to put it this
2 way: That because the parents in non-ghetto communities
3 felt or accepted what was being taught or at least felt
4 that what was being taught was roughly equal to their
5 expectations or what the kids came out withmet their
6 needs, there was no greater pressure or perhaps also
7 no gaster participation but that what is happening in
8 the way of pressure in the ghetto is an acute and
9 increasing sense of what is hapening is inadequate, is
10 that correct?

11 A I go back to what I said to you before.
12 On one hand you have the complete alienation, almost
13 complete sense of alienation as between the Negro
14 community and the power structure.

15 I happen to be part of the power structure. The
16 schools happen to be part of the power structure.

17 The schools currently physically are inadequate.

18 They are inadequate in other areas of ancillary
19 services and supplies and so on.

20 The parents are keenly aware of this so that you
21 do have a decided drive on the part of the community
22 to intervene in the affairs of schools.

23 All I am saying is I want to see it structured.

24 I want to see it put to work exclusively and use-
25 fully.

1 I haven't seen it happen yet anyplace.

2 the I think we have the possibility of success with
3 Rutgers Garden.

4 Jersey and part of MR. HARTMANN: Could a successful
5 County. project like this serve as a recruiting tool
6 for you?

7 Could you recruit nationally and all
8 over the place?

9 THE WITNESS: Yes. I think this goes
10 back to the point the Governor made before,
1 and this is the Hawthorne effect, when you
2 begin evolving and as soon as you go into
3 this kind of an experimental program you
4 do create the kind of enthusiasm that you
5 talked about and a willingness and desire to
6 participate.

7 MR. GIBBONS: Would you care to comment
8 on Commissioner Marburger's suggestion about
9 the possible necessity of breaking down
10 school district lines?

1 THE WITNESS: Yes. Categorically I
2 endorse his statement and I will not attempt
3 to engage in the semantics that various people
4 in the State of New Jersey have engaged in
5 to try to explain away the statement.

1 I endorse Carl Marburger's position relative to
2 the extreme necessity for consideration to be given to
3 de facto segregation as it exists in the State of New
4 Jersey and particularly in the City of Newark and Essex
5 County.

6 MR. MEYNER: I would like to get your
7 reaction to some of this difficulty that has
8 been going on in Barringer High School.

9 I think it is important for us to
10 know from someone whose responsibility it is
11 to supervise this what your thinking is in
12 this area.

13 THE WITNESS: All right. Let's start
14 with July. Newark will never again be the
15 same city that it was prior to July, prior
16 to the disturbances.

17 Keep in mind, as I look back, that the
18 Negro community had no cohesiveness. It was
19 fragmented. You had many leaders, in my
20 opinion, all vying, all moving in different
21 directions.

22 A couple of things happened. One was
23 the hospital site, which originally involved
24 something over 100 acres and the dislocation
25 of--let me back up a bit.

1 That projection of the hospital site
2 involved the relocation of primarily non-white
3 families.

4 Hard on the heels of the medical site
5 came the selection of a Secretary for the
6 Board of Education, the so-called Callaghan-
7 Wilbur Parker confrontation.

8 I did not sit through the hearings on
9 the hospital site. I sat through the Board
10 meetings in the City Hall having to do with
11 Wilbur Parker versus Callaghan and for the
12 first time in my life I saw--well, my life
13 as far as Newark is concerned--I saw cohesive-
14 ness.

15 I saw the non-white, the minority com-
16 munity, rallying around a common objective
17 under organized leadership, a real sense of
18 oneness.

19 Then, of course, came the disturbances
20 in Newark and Friday during the rioting we
21 ran.

22 I kept the summer schools open and I
23 kept the Headstart Centers open and we were
24 not molested.

25 The schools were not touched during the

rioting.

Prior to the opening of school in September I had one of our superior social workers, Pansy Vorters, address all administrative supervisory personnel, recreation teachers, psychiatric social workers, attendance officers, as to the change in climate in the City of Newark.

The thing is this: The riots were terminated but the sense of militancy stayed on.

Now in the Barringer situation, Barringer has been an iffy situation going away back,

Barringer High School serves North Newark, Forest Hills section of the City of Newark.

The old Barringer contained 1,400 pupils, most of whom in latter years have been of Italian parentage, with a minority of non-white children.

When the new Barringer was built to contain 2,400 pupils, we changed district lines.

We included in the Barringer district the South 8th Street Elementary School District and in South 8th at the time was, to pick a

1 number, 98 percent non-white. That was
2 about 3 years ago.

3 Now you have about a 50-50 mix racially.
4 In the past the dominant white majority
5 would pretty much operate as they wanted to
6 operate and the minority group had to accept.

7 It was sheer weight of numbers.

8 Now with a mix of 50-50, with the new
9 militancy, the non-white youngsters are
10 asserting themselves.

11 I have met with the pupils themselves,
12 sat and talked with them.

13 I sat with representatives of the senior
14 class. They assured me that there was no
15 racial overtone and it is true that in the
16 instance of the first disturbance there was no
17 racial overtone.

18 But when you started to get polarization.
19 On one hand you had the white community
20 reacting negatively and I have this and I
21 can document it, reacting this way: Redistrict
22 Barringer High School.

23 This is euphemistically put, meaning
24 remove South 8th Street from the Barringer
25 Service District.

1 Do you follow me? On the other hand
2 you get one man whose name I won't mention
3 who is a real militant leader, who has met
4 with some of our more militant young non-white
5 youths and they have distributed circulars
6 calling for black power, indicating that they
7 don't like Whitey and "We have been pushed
8 around at Barringer".

9 I would say today our confrontation is
10 that of recognizing the polarization along
11 racial lines at Barringer High School, even
12 though a lot of people don't like to accept
13 this and I don't go around talking about it
14 publicly, gentlemen, because to do so would
15 only aggravate it because I have already
16 aroused a few emotions within the Board of
17 Education as to my diagnosis.

18 What we are attempting to do is beef
19 up pupil dialogue with administration, with
20 faculty and here again is another one of our
21 problems.

22 We don't have a sufficient sampling or
23 representation of non-white teachers in Barringer
24 High School.

25 The answer here is relatively simple.

1 We don't have that many non-white high
2 school instructors in the City of Newark.

3 We can't disrupt 2 or 3 schools to get
4 a representation at Barringer, but we are
5 by all means going to take positive steps
6 to as great an extent as possible to include
7 more minority group teachers.

8 You have another phenomenon that is
9 rather interesting that is occurring not
10 only at Barringer but it is occurring at
11 Weequahic which today is 80 percent non-white.

12 Most people don't begin to realize
13 this.

14 Weequahic was always predominantly--
15 well, it represented the Jewish community,
16 as did Peshine Avenue, Chancellor Avenue,
17 Hawthorne and Brogaw.

18 Peshine is almost completely 100 percent
19 non-white.

20 Nichol Avenue is moving in the direction
1 of 100 percent non-white.

2 Chancellor, Brogaw and Hawthorne are
3 for practical purposes de facto segregated
4 schools.

5 So it is reflected in Weequahic 80.

percent.

Now where you have had a corps of teachers who are used to teaching highly motivated youngsters, college entrance, dedicated to getting into college, who are suddenly confronted with youngsters who are not highly motivated, haven't demonstrated a high level of talent, the teachers develop a level of frustration.

Frequently there is a resistance to change on the part of the faculty and they have to change and adapt their instructional methods to the needs of these recently arrived youngsters.

This is an element at Barringer High School which is, as you know, the third oldest high school in the United States, originally a classical high school in a very real sense, and the change ethnically has taken place.

The motivations are not the same and the aspirations are not the same.

MR. MEYNER: Do you think there is any relationship between teachers striking and the tendency in the population to riot?

THE WITNESS: No connection at all.

1 MR. MEYNER: When teachers will continue
2 to strike, when there is an injunction
3 of the court against their striking, doesn't
4 this encourage disrespect for the law on
5 the part of pupils and parents?

6 THE WITNESS: I wish the teachers as
7 a group or as individuals had this kind of
8 influence as an image so that I could agree
9 with you, Governor.

10 But I cannot accept the relationship
11 that you have delineated, not at all.

12 If you want to ask me are we in an
13 era when many things are being challenged in
14 terms of law, where even the Supreme Court
15 is subject to speculation as to its orienta-
16 tion and soundness in disposition of cases,
17 where the establishment is being challenged
18 more and more, and I mean all establishments,
19 you have the revolution in the church, in all
20 the churches, it seems to me that we are in
21 an era that while it is going to be quite
22 historic is going to be very uncomfortable,
23 especially those of us who represent the
24 establishment.

25 MR. GIBBONS: Thank you very much.

I don't think we have any more questions.

We appreciate your taking the time out of
a very busy day and week to come here and
talk with us.

* * *

MALCOLM TALBOTT, Sworn.

EXAMINATION

BY MR. GOLDMAN:

Q Mr. Talbott, for the record would you just
briefly state your full name and where you live and your
position, both professional and civic, and briefly your
background.

A All right. My name is Malcolm B. Talbott
and I live in the City of Newark at 375 Mt. Prospect
Avenue.

I am the Vice President of Rutgers, the State
University for the Newark campus and the Co-Chairman of
the Committee of Concern, which is a citizens group in
the City of Newark.

I assume that this is the reason why I am before you.
The other Co-Chairman with me is Oliver Lofton, a
member of your Commission.

Q Would you briefly summarize the purposes of
the Committee of Concern.