

Henry Wiens:  
Programs mentioned in the interview

- 1) Title 1
- 2) Title 1-C
- 3) Title 1-M
- 4) Migrant Education Program
- 5) Secondary Credit Exchange Program
- 6) Content ESL Program
- 7) No Child Left Behind
- 8) Migrant Student Record Transfer System

Henry Wiens Interview

Jade: The following interview was conducted on behalf of the oral history program of the Washington County Museum and Century High School. The interviewee is Henry Wiens. The interviewer is Jade Sheldon assisted by Rocio Cabrera and Natalie Fennimore. The interview took place at Century High School on Wednesday, May 19, 2004 at 2:00 p.m.

OK, first question: Could you tell us a little bit about your educational background and your personal history with the Hispanic Community?

Henry: Sure, my personal background? I'd like to start a little before my educational background because when I was about thirteen years old I went-I was in a church group. We had a project and we went out to a migrant labor camp and I never had a clue what migrant living conditions were like and they were living in little...I guess they called them cabins but they were made like huts and there was no running water and there were many people in each one and they were all very happy people. And I remember my heart went out to them. I felt...I wished there was something I could do to improve their living conditions but I was just a little kid and then I kind of forgot about it actually and went about my way. Did end up becoming an educator and that was a long time ago.

Jade, Rocio, Natalie: (Laugh)

Henry: I went to college in the 60's and after bouncing around from all kinds of jobs, came to Hillsboro in 1976 and I was hired as a title one specialist and a title one specialist was somebody who did a ...it was and is a federal program for reading instruction and title one came about in the 60's. Also, it was a...came along with the civil rights laws of the 60's Lyndon Johnson stuff. You know about that stuff?

Jade, Rocio, Natalie: Yeah

Henry: He was part of the war on poverty back then in the 60's and there were a whole bunch of good laws that happened back then that are still in effect and still have a lot to do with our secrets and culture today, but the first federal law about education came out of the 60's and it was called the Elementary Secondary Education Act in 1965 and Title One was kind of the "lynch-pin", the most important piece of that legislation and it cheated reading programs for schools that had a high percentage of poverty kids. So... so Title One was why I was hired in Hillsboro. I came to work her in '76' to be the Title One director and when I interviewed for the job, the individual who interviewed me said, "and oh by the way, we have this other little program we want you to manage also" and it's called Title One M and I said, "What does that mean?" and he said "well we have a small migrant population in Hillsboro and Washington County." And I said, "Oh well, okay, how big is it?" "Well it's just about thirty kids and it's a very small program compared to Title One, but we want you to do all the Federal programs." I said okay. And that was the start of my involvement in migrant education really but it made me remember my experiences as a teenager and I quickly learned about the labor camps of

of Washington County and got to know the farmers real well up and down Pumpkin Ridge and the North Plains area and towards what's it called Cooper Mountain no Cooper Mountain the other way. I'm getting my geography mixed up, but anyway, up North. I also got familiar with the labor camps to the South of the Scholls area. It's called The Bauskes Camp and it became The Blue Camp and it's still pretty famous for being...for having terrible conditions. It's right across the street from Groner Elementary School. Ever been there?

Jade, Rocio, Natalie: Yeah.

Henry: So anyway, I got hired to be the Title One Director and oh by the way, Migrant Education Director as well and that was in '76' and I was also asked to start...to manage an ESL program, English as a second language program for a small number of students. We had mostly Spanish speaking students who didn't...who needed some help learning English. And we had two teachers in the whole district. The district was four schools.

Jade, Rocio, Natalie: Oh gosh. Laugh.

Henry: It was a high school district back till about six years ago. Hillsboro was split into five separate elementary districts and one high school district and back then the district I was hired into, the high school district, was simply Pointer Middle School or Junior High School. It was called back then, Brown Junior High School, which used to be called East.

Jade: Really?

Rocio, Natalie: Oh. Laugh.

Henry: And Hillsboro Senior High School. So and in between we had a funny little school called the Mid High and the Mid High is now what's called J.V. Thomas Middle School.

Jade, Rocio, Natalie: Oh.

Henry: That was a mid high. A 9th grade, 10th grade school. So there were four schools back then and the Migrant Education Program grew more rapidly and the ESL program grew more rapidly as the Hispanic Community grew in Hillsboro. And it rapidly became a very large part of our school district programs and a large part of our school districts student population. And as kind of in a sign what became a very significant program, was our summer migrant program because while we had settled out former migrants attending school during the year, we had young people moving with their families in the summer up from Texas or Mexico spending three, four months in a labor camp. One of those labor camps I mentioned picked berries, picked beans, picked a variety of things, and cucumber and then head back to their home base. And it was during that time that we operated summer programs for those kids and we helped teach them English and some basic skills. And that became one of my favorite programs to work with. That was the responsibility of the ...what's now called the ESD, Education Service District. It's a county education agency. Used to be called the IED back then Intermediate Education District and the IED through a number of problems that it had in the late 70's and early 80's came to Hillsboro, came to me and said, "We would like you to operate the program for Washington County rather than the county agency operating it." And they had a number of political reasons why they were having problems and we agreed to do it. Not just because I could do it but because by that point our ESL program had grown and we had some very good staff and I made some good connections and I'll have to mention some of the real pioneers of education in our Hispanic community, who are still alive, most of them and still in this community. But Hillsboro High School District took over the summer migrant program from the county in about '86' I think, '85', '86'. I can't be

exactly sure and that program served upwards of 2,000 kids and no one knew how many migrants. No one still knows how many migrants come here in the summer. Everybody's guessing. I've heard everything from 10 to 40 thousand. It may be more than that now. I don't know. In other words, there was another city about the same size as Hillsboro, living outside in these little labor camps and they'd come into town, do a little shopping but otherwise you wouldn't see them. There's a store out in Cornelius called Hanks Thriftway. If you were there on Saturday or Sunday you'd see them cashing their checks, hanging around the parking lot. But mostly they stayed on the...out in the farmers labor camp area where they lived.

Jade: Did they appreciate the help that they were getting, all the programs and everything that they were getting?

Henry: The students that I worked with in the summer migrant program were the most appreciative, polite young people I've ever had the privilege of being with, absolutely were...I was called "Sir" all the time.

Jade, Rocio, Natalie: Laugh.

Henry: Never called "Sir" by anybody, except by the kids in the summer migrant program. Yes, they were very appreciative. There quickly became this kind of class thing going on in the summer though. It was interesting dynamic that the local settled out kids felt they were somehow many of them than the camp kids. So initially we actually had a segregated program when I look at it in highlights. Maybe Carlos Perez will touch on this but for the first couple of summers, I would take the credit kids who were working towards high school and Carlos would take the kids who were the camp kids, who just wanted to learn some English and increase their basic skills and he was on one part of the camp and I was on the other. And they were separate programs and the kids didn't interact much with each other. In fact there were racial remarks made.

Jade: Oh my gosh!

Rocio, Natalie: Laugh.

Henry: Between the local kids and the labor camp kids, it was really quite something. You still see a little of it in the summer school program. I still see it when I go visit. I don't work directly with them anymore. I don't know how much...tell me if I'm going off.

Jade, Natalie: Oh no.

Rocio: You mentioned how some kids moved from the home base to other states. We heard about the Secondary Credit Exchange Program. We're not sure that's the name.

Henry: Yeah, one thing that I'm really proud of is we...realizing that we had, we were getting repeat students summer after summer from places like Eagle Pass, McCallen, Harlindgen. These and all valley towns down in the Mexico, Texas, Rio Grande Valley. We realized they were coming to us and they were arriving in May, going back sometimes in October and they were getting their credits all messed up. So we would, like we would with our local students who came, we would grant credit but sometimes it wasn't the credit they really needed and they still had these partially completed credits back there in Texas. So a fellow who became my friend, I'm trying to remember his name.

Jade, Rocio, Natalie: Laugh.

Henry: Jesse. His name was Jesus Vega I'm thinking or Verra. Anyway Jesse started the Interstate. An interstate program and it was called the Secondary Credit Exchange Program and what it amounted to was getting signed agreements between states and was getting districts that you would honor transcripts of partially completed credits and that if

a student came to us in Hillsboro with halfway through Texas History, which is a requirement in Texas, that we could complete, we've got the textbooks. We could complete the course, give a grade and they would honor that when we sent back the transcript. They would honor it automatically without questions. They would see that the kids could then not have all these partially completed courses, but end up starting in the fall with having the previous years courses all cleared up. So that was the SCE program and it worked both ways. Sometimes we'd get halfway through a course and we knew a student needed to up and leave, family was going to leave on Monday, that we know that if we gave them a partial credit that they would go back and that they would be part way towards a credit that they would honor. What happens typically if you're half way through a class and you move then from Forest Grove to Hillsboro, they have a hard time getting any credit. You might, but this worked real well. I got the privilege of traveling to Texas in September for about 3 or 4 straight years and the purpose of it was to check to see that the kids credit transferred correctly. So I got to make connections in McCallen, Harlingen, Eagle Pass and some of those valley schools where we have a significant number of kids and it was a system that worked very well. It became recognized as a model program. There's a system in the Department of Education nationally that recognizes programs that are particularly effective in helping kids and it's called the National Diffusion Network and they recognized our SCE program through Texas and Oregon as a model program. It got written up in a book.

Jade, Rocio, Natalie: Oh. Laugh.

Henry: It got...that info on how to run a program is available and still is available for other districts to replicate and to copy if you want to do that. So over time the Texas kids stopped coming and now we don't get them anymore. We get almost entirely in the summer migrant program Mexicans from the Wahaka area. We don't get as many families anymore here. I don't know. It must be how the farmers are recruiting their workers.

Jade: Possibly.

Henry: They used to go for the stateside families and now they're going for the young men who will maybe work long hours.(laugh)

Jade: Yeah.

Rocio, Natalie: Laugh.

Henry: Not be so concerned. They just want to earn money and send it back home typically. But we still do have the two parts to the program in the summer. There's the program we operate for our local kids and we operate for the whole county. We get kids from Beaverton and Forest Grove. Forest Grove finally started their own secondary program and then we also have the kids who come in from the camps and they're the ones who are polite.

Jade, Rocio, Natalie: Laugh.

Henry: Always take a shower before they come. Not that the other ones are impolite but there is a difference. A real clear difference in how they respect adults and show appreciation. How they dress. How they groom themselves. It's quite different. The ESL program also was growing during all this time. From the mid 70's to now, it's become such a large program. About 25 percent of our kids, Gail Merrian could give you the exact figures.

Jade, Rocio, Natalie: Laugh.

Henry: About 25 percent of all our students are ESL students and it's huge. And you're Century students, you know.

Jade, Rocio, Natalie: Yeah.

Henry: My wife is an ESL teacher at W.L. Henry and so I kind of live and breathe English as a second language.

Jade, Rocio, Natalie: Laugh.

Henry: Both at work and at home. We did develop a program. The key person is a fella who still is in the area named Miguel Villancioanos. A teacher at Thomas Middle School School and then Thomas Junior High. No Thomas Mid High then it became Junior High, then it became a middle school. But Miguel started a program called Content ESL Project and the idea there was instead of just teaching English as a...an isolation from Content teaches kids English through the Content areas. Teach it through social studies, science and health curriculum and we developed...I did some of the work but Miguel was the very person and we put together a program and modeled it at Thomas. We then sent that out to Pointer and Pointer operated that program. There's still a little of it around. This was the 80's. That program was very effective. Students would take ESL Social Studies, ESL Science, ESL Health and they would not just learn English but would learn specialized vocabulary and they would then take that course again having had the exposure to the key concepts and main vocabulary or the classes. And we had great success with the students. We just couldn't afford to continue that program.

Jade: How has it gone lately with all the budget cuts and everything? How's that affecting ESL programs? How, like is it...

Henry: Well ESL is taking, has taken some of the same hits that the rest of the school districts operations have taken. For instance, we reduced staffing by 5 percent last year in ESL to take a similar type of reduction as the rest of the regular education program through increased class size. So it was roughly a 5 percent increase in class size and 5 percent decrease in teachers and we took the same 5 percent reduction in ESL and Special Education. The special programs weren't protected. They were...we took the same...our share along with everybody else. But ESL continues to grow even though we took that reduction, we still didn't lay off staff because the program still grew...kids still...the number of kids is still increasing. In fact what I've been told and I believe is true, is that you can't...the increase in our districts student population over the last 5, 6 years is entirely because of Hispanic students.

Jade: Wow!

Henry: So all the students who have...who are the 500 or 1,000 that we've increased, they're all Hispanic kids. If you took away the Hispanic students who have come in the last 5 years, there would be no growth in Hillsboro. It's entirely attributable to move in Hispanic students and that's just the way it is. That is Hillsboro and most people celebrate that and think it's a good thing, that's fine. It gives a richness to our combined cultures. Some other people have trouble with it and it's...there's friction in some parts of our community as you know too.

Jade, Natalie: Yeah.

Henry: But...so we have two award winning programs in ESL Migrant and one of them's the Secondary Credit Exchange Program. Another is the Content ESL Program which got honored nationally as a nationally effective program. Miguel and I got flown to the National Migrant Education Conference in Hollywood, Florida and in my office is a leather bound document I got from the education czar, the First Secretary of Education. And now he's very infamous as being an ultra-conservative spokesperson, I'm afraid, but his name is Bill Bennett. You might have heard of William Bennett.

Jade: Yeah.

Henry: His signature is on that document in my office.

Jade, Rocio, Natalie: Laugh.

Henry: So he made one of his causes when he became the First Secretary of Education was stated as to disband the education department. To get rid of it.

Natalie: Oh.

Henry: Of course it's still there. Now we have some guy from Houston that doesn't know that much about education I'm afraid.

Jade, Rocio, Natalie: Laugh.

Henry: One of the...some of the people I got to know when I first came to Hillsboro in '76', one of the people I needed to get to know quickly was the state director of Title One Migrant Programs cause I didn't know what I was doing and he was, his name was Jose Garcia and Jose got his start in education as a math teacher at Pointer Junior High School, back I would...I'm almost sure it would be in the 60's and Jose came up in a car with his wife and kids from Harlingen, Texas which is one of the valley towns down on the border. And...just looking for work and they hired him as a teacher without a teaching license.

Jade: Oh wow!

Henry: He spoke Spanish and they had a few Spanish speaking kids. He would be an excellent interview for you if you could get him. My understanding is he has moved to Hillsboro again recently. I haven't seen him for several months. I did run into him at the National Migrant Conference which happened to be in Portland, Oregon last year.

Jade, Rocio, Natalie: Oh.

Henry: Jose was also the First Director of Migrant Education which he quickly got promoted along as an excellent educator. But in between there from being that math teacher at Pointer without a teaching license and becoming the State Director of Migrant Education, in between there came along the ESEA in 1965 which was Title One Migrant Education didn't come with Title One. It was an after thought. It was added on I think, somewhere along '67' or '68'. Gail Merrian would know all this stuff. But a couple of years after Title One got created, they realized they needed something special for certain students. The migrant students. And so Title One Migrant came along, Title One Migrant, now called Title One-C.

Jade, Rocio, Natalie: Laugh.

Henry: Trivia...Is part of the No Child Left Behind Act which is an umbrella now for all of the federal programs and comes with a lot of sanctions and testing requirements. You're probably familiar somewhat with No Child Left Behind.

Natalie: Has that affected the whole program...the...how has No Child Left Behind...

Henry: Well Gail Merrian is the best person to ask that question, but what did happen was Title One Migrant became One-C and when it did, a lot of additional data collection requirements came along with it which take a lot of time away from instruction. But at the same time additional dollars came for that program. So...and they were to be used for staff development. And that's been a really good thing for the district. They were able to hire 2 full time staff development people with this additional federal money that came about with No Child Left Behind Title One C program this year and actually it started last school year, part way through this school year. We hired our...we call them teachers on special assignment, and they go around...they've been in this school and unfortunately one

of them passed away in an accident a short time ago. She's been to your school, trained all of your teachers and she was an excellent, excellent educator. Jonathon Furrno's the other one, been the principal of the Summer Migrant Program forever if any of you...I don't know if you were ever in the migrant program, probably not.

Rocio: No

Henry: But there are a lot of Century High students now who had Jonathon Furrno as their principal in the Summer Migrant Program. They were in that program when they were elementary age, he has been elementary principal and he will be again this year. But anyway, I'm rambling but Jose Garcia helped start the very first Title One Migrant Programs in that period of time 67', 68' when some federal dollars started becoming available. There weren't even any IEDs or county agencies back then. The very first money that trickled into the area for migrants through the federal government came to a human resources agency called CAP. CAP doesn't exist any more but it was called the Community Action Program and it was ran by a fellow named Sunny Montez. Sunny's still alive and lives in Portland. Jose Romero was active in that, still alive, lives in Portland or Woodburn. Kind of goes back and forth. And Jose Garcia. Those were the big three. Those are kind of the Mt. Rushmore of migrant education in Oregon and to an extent, nationally. These guys were famous around the whole country in the world of migrant education.

Jade: Yeah.

Henry: And they're right here among us. Jose is a classic. If you go to the Grand Lodge in Forest Grove at McMennamin's building, I don't know if any of you have been there.

Jade, Rocio, Natalie: Yeah.

Henry: It's just gorgeous. It's a...it used to be the Mason Lodge and they've created a restaurant and hotel and a lot of places to drink beer.

Jade, Rocio, Natalie: (Laugh)

Henry: And they have murals all over the wall. Paintings on the door, on the walls. There's one downstairs and you'll see Jose Garcia in that one. He looks like the Godfather or something.

Jade, Rocio, Natalie: (Laugh)

Henry: There's a picture of him and then there's pictures of migrants picking berries and this and that. And that's Jose. He is in Hillsboro somewhere if you could ever track him down.

Jade, Rocio, Natalie: Yeah. That would be great.

Henry: He'd be a good one to have. So those are kind of some of the pioneers around in the area. One of the early...at the state level when migrant education grew to being a program of significant size, they cheated the director position and Jose became the director. And they realized quickly that these kids are moving so much that they're getting over immunized. They're taking courses over or they're getting gaps. They're missing immunizations, they're missing classes. And so they developed a system called the Migrant Student Record Transfer System (MSRTS). It doesn't exist anymore, but this was in...back before we had the nice laptops and the fast computers we have now. They did have the Univax. They had computers that maybe took up about as much as this room.

Jade: Oh gosh.

Henry: It could do as much as a laptop could do now and the big one was in Little Rock, Arkansas cause Little Rock got the bid from the government to create it and so there was this big computer in Little Rock, Arkansas and it tracked electronically, back in the 70's, the health records and education records for every migrant child registered in Title One

Migrant and so we were a member. Our district was a member of the MSRTS and we had to train our data entry people to key in the info, so that immediately when a student would move...as soon as you knew where they were moving or as soon as you received a student, you could through that computer system, could get these records electronically. They were sent by mail. They didn't come across a wire or through the internet cause there wasn't any internet then. But that was kind of one of the first uses of high technology really in education or in any agency as far as I know and it was a great idea. It just...electronically we outgrew it and now there are other systems in place to transfer student data much...very rapidly on all kids. But that's just kind of interesting to me.

Jade, Rocio, Natalie: It is.

Henry: Part of the program cause we have all these stacks and stacks of computer printouts on our kids and every summer every single kid would have a...we would have a sheet, an educational sheet and we'd have a health record sheet. We avoided having to give kids DTP shots 6 times instead of 3 times. That was a good system. One thing that was unique and still is about the migrant program is it's not just an education program. It is a health program and a social service program. So we can and do spend migrant dollars to buy clothes, help students

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Jade, Rocio, Natalie: Laugh.

Henry: Probably working out of the counseling office. We call them home school consultants. They work with your main office to identify students who might be eligible for the program. The way you become eligible for the migrant program is you need to have your parents have moved here to seek or obtain agricultural employment and has to have been in the last three years. So you're eligible for three years once you move in order to seek or obtain agricultural employment. And what is agricultural employment, well you have to learn all that stuff. You could be a rock picker, clear fields of rocks and that counts as agricultural employment. Or you can work in a cannery or you can work in a nursery and make Christmas wreaths and that makes you eligible as well.

Jade: Does salary have to do with these certain jobs?

Henry: No.

Jade: OK.

Henry: Well, I should take that back. They do ask questions about annual income and almost inevitably the people who have seasonal employment will qualify even though they might earn pretty good money certain months out of the year, the average, the annual salary, which is what they look at, almost always qualifies you. In fact, the poverty that goes along with the migrant program is so overwhelming that we don't even need our students to fill out free and reduced lunch applications in the summer, they just . . . we do an in mass group application and so we provide breakfast, lunch, and dinner throughout the



summer in our elementary and secondary programs at no expense to the kids and their families. That's a really good draw.

Jade, Rocio, Natalie: Laugh.

Henry: It brings those young guys out of the labor camps because they know they're going to have a good meal and air conditioning after working the fields all day. So, OK you have some questions for me and I probably haven't answered all them.

Jade: You've covered a lot of them actually. There's one question we have about CIM and state testing like how does that effect Hispanic students... like are there special programs they take to help them with these or even AP classes . . . do they specialize them to help them succeed better?

Henry: There are additional assessments done for ESL students and I kind of go back and fourth between ESL and migrant kids, most migrant kids are also ESL but not all of them and probably 60% of our ESL kids have been migrant eligible at one point or another. But there's a high correlation between the two. In addition to taking the state required tests in our state at grades three, five, eight, and ten in reading and English and now science and writing and problem solving, for our ESL students to keep our title 1-C money going we're required to do English proficiency tests. So these students continue to get tested. In our district we use you'd call it a Woodcott Muniious proficiency test that tests both in Spanish and in English. It's very time consuming. It's individually administered and the state is in the process of adopting a new proficiency tool that will be standardized across the state. Everybody will use the same one, it should be good because then we'll be talking the same language as we move from school to school. That will be a group administered test as I understand. These are the kind of question Gail Merrian will be able to help you with. As far as the allowable accommodations for ESL students there are some. There is the ability for extra time. There is a Spanish side by side version of the math test and it does count. You can meet standard taking the side by side math, English, math problem solving test. You may now meet standard, I believe, and Gail . . . should check this for accuracy, I believe you can now pass the writing test by writing in your native language. We have people trained in our district staff to score those. They're also sent to Salem and grouped scored there. So there are some special ways that, particularly, Spanish speaking ESL kids . . . and I think this is all about Hispanics isn't it?

Jade, Rocio, Natalie: Yeah.

Henry: Sometimes we forget that there's another 10% of our ESL kids who speak some other language besides English or Spanish. But they have more tests and they have more options for how to take those assessments in order to . . . and the idea is to allow students to demonstrate what they know and what they can do.

Jade: Yeah.

Henry: And if you can demonstrate what you know and what you can do by using Spanish then by all means they should do Spanish unless what you're testing is how well they read in English. Doesn't make any sense to have them read in Spanish if your testing how well they read in English.

Jade, Rocio, Natalie: Yeah.

Henry: And that's specifically what they are testing for in reading. It's very clear in No Child Left Behind that they want students to reach a standard of reading in English. And that doesn't stop us, by the way, as a district from teaching Spanish literacy, and we do. We believe in Spanish literacy. It's very controversial and there are some districts who don't do it. Probably more that don't do it. And there are some people within our district in very high places, some people you're interviewing who don't believe in it. But we do teach kids to learn for the first time in their lives in the language that they grew up listening to and understand and it only makes sense. The research shows that they do transfer more effectively that skill of reading to English if they learn it first in the language they understand, that they speak, that they've been listening to since they were born. There are people who really think strongly that you should check your Spanish at the door when you walk in the school house and to me, and this is my own belief, that's

unfortunate. Sometimes is very thinly veiled racism. Because it doesn't interfere in fact it helps students be better readers.

Jade, Rocio, Natalie: Yeah.

Henry: And it's a skill then that you can transfer over into another language. So literacy is literacy. Literacy is able to make sense of the written word. We do that mostly at elementary but there's still a class in this school I believe called Spanish for Spanish speakers and that's what that's for. And by the way, one of the leaders of getting that program started is now the principal of Liberty High School, Martia Argenbright, who used to be a Spanish teacher in the early 80's. Trivia.

Jade, Rocio, Natalie: Laugh.

Jade: We enjoy trivia.

Rocio, Natalie: Yeah.

Jade: What are the current goals concerning Hispanic students... like the goals of the district or even your own personal goals for the Hispanic community?

Henry: What are some of my goals for the Hispanic community?

Jade, Rocio, Natalie: Yeah.

Henry: To not lose their unique flavor, their culture, but at the same time to break down barriers and feel like they're part of the total community in Hillsboro. I think it's wonderful to see the businesses popping up around the city. We didn't use to have very many Hispanic businesses and we have a lot of them now. And so we're getting better educated Hispanic citizens and that's a very good thing. We're encouraging our kids to continue their education cause' they're key to opening up opportunities and to maximize potential. So I hope that our successful and high achieving people give back to the community and stick around.

Jade, Rocio, Natalie: Yeah.

Henry: And I hope some of them become educators and some of them have. Olga Kunya who's our first director of the Hispanic outreach program, it's a new program, was a student of mine.

Jade: Oh really.

Henry: And when I first met her she didn't speak English. And if you interview her...

Jade: Yeah, I believe we have someone interviewing her.

Henry: Tell her that I commented on what kind of student she was and watch her reaction.

Jade, Rocio, Natalie: Laugh.

Henry: She was a fiery young lady and now she's an administrator and she's a great role model. I'm hoping that we see more and more successful Hispanic role models sticking around and not heading for LA or Seattle, the big cosmopolitan areas.

Jade, Rocio, Natalie: Yeah.

Henry: But help show others what they can do. And I think we're doing... I think that that's developing, it's not fast enough, but. I'm not so naïve to think that we'll ever be color blind or that we'll never be so homogenous that everybody is just the same and it's not necessary. My Greek and German relatives

have lost it, we don't celebrate our culture, my family. I'm first generation. There's a lot of Hispanic families that have been here longer than me. Yeah, my family came over from Russia and Canada. My dad was born in Canada and my mother grew up in Greece. So, yeah you can't tell us Europeans, we're pretty tricky.

Jade, Rocio, Natalie: Laugh.

Jade: Well you've pretty much answered all our questions, is there anything else you want to add into our project?

Henry: Well, I'm just really hopeful that we are going the right direction cause' I see student leaders who are Hispanic, kids taking AP classes, and being encouraged in that direction. Breaking a stereotype that's not only held by sometimes themselves and their parents but by teachers have without thinking held down by low expectations, not encouraged Hispanic kids to take the same courses and have the same aspirations as Anglo-kids and I know that's changing, I see it's changing. That's a real positive thing. I'm real hopeful about the future.

Jade: Yeah, well thank you very much.

Henry: OK.