

DECLARATION OF JIM HAGAN

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2 I, JIM HAGAN, hereby declare:

3 1. I make this declaration based on my own personal knowledge, and if called to
4 testify I could and would do so competently as follows:

5 2. I teach American history at Watsonville High School in Watsonville. This year is
6 my fourth year teaching at Watsonville High.

7 3. The school issued me only approximately 40 textbooks that I must use for all my
8 five classes of American history students. Each of my classes has about 35 students, so I have
9 only one complete class set of textbooks and I cannot allow my students to take their books home
10 for homework every night.

11 4. Because I do not have enough textbooks for all the students, I copy the textbook
12 for the students so they can at least take home photocopied sheets for homework and review. But
13 photocopies of the book do not work as well as textbooks themselves would work for three
14 different reasons. First, I estimate that when I distribute photocopied packets, there is about a 5%
15 rate of missing pages or pages that were not copied correctly or fully. When kids do not receive
16 complete packets, kids do not have the opportunity to learn the information contained on missing
17 or incomplete pages.

18 5. Second, without textbooks, students do not have resource tools for history at
19 home and to use for expository writing assignments. For example, I would like to be able to
20 make this year's presidential election tally more historically relevant for my students by asking
21 them to look back at what happened with Alexander Hamilton and Aaron Burr. But because my
22 students do not have textbooks to take home, I can't ask them to look up information that we're
23 not currently studying. And the absence of textbooks at home means that I can ask my students
24 only to do limited expository writing because they do not have research tools to draw on.

25 6. Finally, students miss a fair bit by not having the clarity of a text itself. Black-
26 and-white photocopies do not reflect color graphs or drawings or cartoons, so graphs, drawings,
27 and cartoons are rendered virtually useless as teaching and learning tools in photocopied packets.
28 Students cannot see the ethnic breakdown in immigration, for example, if they only have black-

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1 and-white copies of color-coded charts. Without the color-coding, students can't see the
2 distinction the charts make between ethnic groups, and so history doesn't come fully alive for the
3 students. I find graphs and pie charts particularly useful in teaching history and, let's face it,
4 people put graphs and charts in textbooks because they're excellent methods of teaching. But my
5 students don't get the benefit at home of those teaching tools because my students don't have
6 textbooks and so must read from black-and-white photocopies when they do their homework

7 7. In addition to not having enough textbooks for all my students, I also do not have
8 the teacher's edition of the textbook I use and I do not have the whole batch of materials that go
9 with the teacher's edition. The teacher's edition and materials include colored overlays for
10 overhead projectors that match graphs in the textbook, sample tests and answers, lesson plans,
11 additional maps, and special materials for English language learners. I have none of those
12 materials for my class. I know the material I teach quite well, and I can teach without the
13 teacher's edition of my textbook, but it would be nice to have the materials to make the lessons
14 more alive for my students.

15 8. In particular, it would be nice to have the English language learner materials that
16 are missing from the curriculum I've received from the school. In one of my classes, all the
17 students in the class are certified as English language learners, and I do not have any teaching
18 aids that are geared toward that population of students. In addition, about a third of the students
19 in my other four classes have real difficulty with the English language, and I would like to be
20 able to reach those students better than I can without the additional English language learner
21 materials. The kids who are still learning the English language are under a great burden in
22 school, and that's a challenge this State needs to face.

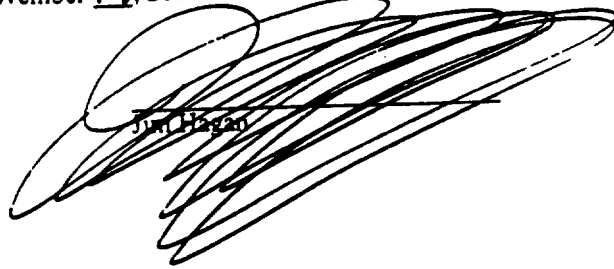
23 9. Part of the reason we have the textbook crisis we have at Watsonville High is that
24 the student body has increased so dramatically at the school. When I started teaching here four
25 years ago, we had about 2700 students at the school, but now we have about 3300 students at the
26 school. We aren't buying new books for all these students, so the school overcrowding means
27 that my students don't have enough textbooks.

28 10. The history department was supposed to replace the textbooks this year, but we

1 didn't have enough money to replace all the books. My understanding is that the science
2 department also needed new books this year and some of the money for social studies textbooks
3 went to purchase science textbooks instead. and now we don't have enough social studies
4 textbooks for all the students at Watsonville High.

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6 I declare under penalty of perjury under the laws of the State of California that the foregoing is
7 true and correct. Executed on November 19, 2000 at Watsonville, California.

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Jim Hagan