

TRANSCRIPT OF THE CHILDREN

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Presentation and Confrontation - 3 days

Instructor: I would like you to take a look around the room and in so doing place close attention to the physical trait of hair color. For this physical trait, above all others, carries great importance for it determines the person's qualities. Hair is the crowning top of a person, it reaches through the scalp and touches the brain which is the very essence of a person's characteristics. Therefore, we can tell what type of a person you are by the color of your hair. In the studies that I have done, I have come to the opinion that people with black hair are far better than those of any other color, for black-haired people have better leadership qualities and the quality of better intellectual thought than other persons with different colored hair.

Shade: If you had blond or brown hair and some of the other people had blond or brown, would you say that the blond or brown-haired people have the same rights over the black-haired people if you had blond hair?

Instructor: I would have to go with the current thought which is that the blond-haired people would not have equal rights with the black-haired people. I would be an unfortunate individual.

Shade: Why don't we have equal opportunities?

Instructor: For the simple reason that you are different; you were born different.

Shade: Are the black-haired people allowed to boss us around - let's say, they dropped a book and they say to pick it up, would you have to do it?

Instructor: You don't have to do it, but it would be in your best interest if you would do it. See what I mean? You do not know what is going to happen to you if you do not pick it up.

Shade: Nobody in the class is different from anybody else.

Instructor: I beg your pardon, you are very different, you are extremely different, you do not have black hair. That makes you exceptionally different.

Shade: You said we are different, but we are still all people.

Instructor: You are still all people, yes, but not all people are equal.

Shade: What does it matter if we're different? You're different than I am, and I don't care. I want to be me, I don't want to be you.

Instructor: Exactly right, but in the whole scheme of things, in the whole society that we are in, I am very glad that I'm me, not you.

Shade: Black-haired people still aren't the same, they are still different people.

Instructor: Right, but I would rather be one with black hair.

Shade: Who made the rule that people with black hair are superior?

Instructor: I never said superior.

Shade: Well, in a way you're giving the impression that they are.

Instructor: I am - I agree I am very much giving that impression. But I will never come out and say it. What do you think I am, a racist?

Shade: (saying together) Yes.

Instructor: That's for you to keep on talking about.

Shade: Both of my parents have black hair and so do my grandparents, and so do my great great grandparents, so what does it matter about my hair?

Instructor: I'm kind of sorry about what happened to you.

Shade: I'm not.

Instructor: I know you're not, but I would be.

Shade: Why?

Instructor: Because I am of the impression that black-haired people have a better background.

Shade: Nobody says that but you.

Instructor: Exactly. (Everyone begins to laugh)

Shade: Who cares, you can't prove it.

Instructor: I would like to make one more point about what I said before, that black-haired people have a better background and that they were a better quality of person. I would look at a black-haired person and I would immediately know, I would immediately think that I know, that they are a better person that I would like to associate with. Listen to all those words. Now, you give me some kind of a feeling back.

Shade: George Washington had a very good background and he didn't have black hair.

Instructor: That was one of yours-granted, but I could name thousands of people who had black hair who did wonders. Einstein.

Shade: Einstein had white hair.

Instructor: It doesn't matter what he had when he died, it is when you are born that counts.

Shade: When you're born, you have no hair. (Laughter)

Instructor: When it begins to grow, you know what I mean.

Shade: We are not really different, you're just making us feel like we are different.

Instructor: As far as I'm concerned, you are different.

Shade: No, we're not.

Instructor: You are very very different.

Shade: What makes a difference if we are different?

Instructor: Good statement. There is a very important fact, the fact is that the people with black hair are understood to be better, you have to prove yourself. The black-haired people do not have to prove themselves. It is already understood, that is what makes the difference. Think about what I said.

Shade: Are you calling President Jefferson a liar - his statement was, and I quote, all men are created equal, underline equal. (Everyone cheers.)

Instructor: All men are created equal, they have equal hands, equal noses, equal eyes, but they do not have equal hair.

(some vocal outbursts) It is the hair that makes the person.

Shade: They are equal inside.

Instructor; I am not concerned what they look like inside. I am only interested in what they look like outside.

Shade: What does it matter?

Instructor: It matters tremendously.

Shade: Why?

Instructor: It is a known fact.

Shade: Only to you. You said that hair is the only thing that counts, but hair doesn't think for you.

Instructor: But hair makes you what you are. (more outbursts) People with brown and shades other than black are restricted to raising your hands. Black-haired people, whenever you wish to ask a question, you may interrupt anyone else.

Shade: How come people who have very dark brown hair can be considered black haired people?

Instructor: Because they are closest to us.

Shade: What do you mean closest to us?

Instructor: They have closer similarities to us than people with shades that are lighter. (someone heckles) You are talking out of turn, blondie, remember your station in life.

Shade: I think that if I were different from everyone in my family, I think I would be the greatest one in the family even if I had purple hair (all shades cheer). I would think

I would be great because I am who I am, and I'm not anybody else (another shades says you're unique) (a lot of clapping and cheering).

Instructor: Yes, you are what you are and you should be proud of what you are, however it is pathetic and sad that that is the way you look. (laughter).

Shade: Sad for other people, but happy for me.

Instructor: It may be happy for you but when you try to associate with us you will be automatically shunned by the way you look. So as proud as you may be, seek others, do not come to seek us. How do like them apples?

Shade: Not very good - they're rotten.

Shade: If you were born and had blond hair, you were saying that you would be proud of what you were, you wouldn't be saying that black-haired people were more superior, you would be saying that bond-haired people are more superior because you would have blond hair.

Instructor: If I was in that particular cultural group, (remember the words) I, however, am in a cultural group which I set up in which black haired people - I'm going to have to come out with it now - we are superior.

Shade: What? (Vocal dissatisfaction)

Instructor: If I was born with blond hair, I would be classified in a different kind of way, however I have been fortunate enough to be born with black hair which gives me

qualifications that make me superior over those with other shades.

Shade: Yea, but if you had blond hair.

Instructor: If I had blond hair, I would be unfortunate to begin with.

Shade: You're saying that right now, but if you had blond hair, you would be proud that you had blond hair.

Instructor: Feeling the way I do now, I couldn't possibly be happy with blond hair. Next question (continued heckling). You are talking out of turn, you know the rules and regulations.

Shade: Yea but.

Instructor: Yea, but what - you want to be expelled?

Shade: No sir.

Shade: What if you were the only person in the world with black hair? Do you think you would be better than President Nixon?

Instructor: It would be hard for me to fit into any category then, wouldn't it?

Shade: That is what you are doing to us.

Instructor: No, you fit into a category - you fit into a category of inferior people, for there are plenty of black-haired people, and I must remind you that your outbursts are not allowed. You do not - let me repeat - you do not have black hair, so don't act like one who does. Oh, excuse me, there is a person with black hair who takes precedence over anybody else with other shades.

Black: I want to get this straight, are you saying that black-haired people are more superior?

Instructor: Yes, very much so.

Shade: What does inferior mean?

Instructor: Not as good as something else that you compare it with. Like I can hold up this apple over here and let's say I had another apple that was brown which wouldn't look and taste as good. That would be the inferior one. It would not be as good as this one.

Black: If you guys had black hair, I bet you guys would feel pretty good too - you get certain rights and things.

Shade: But we don't, we're less fortunate.

Shade: You said black-haired people get all these privileges; why can't the blond and brown hair people get all the privileges?

Instructor: It is not their station in life, they are inferior to start with. Thank goodness they don't have these same privileges because they don't deserve them. How do you like these quotes, they were worse than the other ones?

Shade: We can't help it if we were born with different color hair.

Instructor: I realize that it's very very sad - what can I say?

Shade: I can come in with a black wig on for the first time you ever saw me, and you would think that I had black hair.

Instructor: I may be fooled and tricked at the time; however eventually I would find out what type of person you really are, you would be an impersonator.

Shade: How do we know that you are not wearing a tupee?

Instructor: I am truly of black-haired origin, I am quite proud of it. You can be proud of the way you were born. However, we are superior. Let us not forget that.

Shade: Remember when you said that black-haired people had different rights than blond hair, superior rights that blond-haired people couldn't have - who is going to stop us from having them?

Instructor: The majority at the moment. Thank goodness there are more black-haired people with the power and authority than blond-haired people. I am an executive force, I can use certain powers that I have to make sure that you do not do any kind of rebellion against me. Next I have a force here of people with black hair who will be ready to tell on any of you if you do anything wrong. To keep you in your proper place.

Shade: How can you say that we are inferior? How can you say that you have a better background?

Instructor: We do. It is an understood fact. It has been passed down through generations.

Shade: That is just your opinion.

Instructor: It is more than opinion; it has been passed down for generations to generations. It is an established fact as far as I'm concerned. How do you know that two and two is four? How do you know that that's true?

Shade: Just add it up.

Instructor: Maybe our system of counting is all wrong. It is understood from generation to generation that that is the way it is. It is the exact same way that I have come to the conclusion along with many others of my ancestors that black-haired people are better.

Shade: You have the right to do what you want to do with this class because you are the teacher of it. If you were one of us you couldn't say black-haired people have more rights. The reason why you can do it is because you're the teacher.

Instructor: Yes, but if I was the teacher with blond hair and we would be using black-haired people the way we are doing now, I would still have to be subservient to them; I would still be able to tell them what is right and what is wrong, but I would have to be more lenient toward them. In case they did anything wrong I wouldn't scold them as much as I would a person with blond hair.

Shade: You're just saying that because you have black hair.

Instructor: I'm saying it because this is the interpretation this is how it is. Not what I think how it is. This is the way it will always be unless something changes. I don't know what it would be that would change it.

Shade: Who made it such a bad thing that black-haired people are superior?

Instructor: Tradition, established ways of many many years ago.

Instructor: What would be a definition of prejudice?

Shade: Jealousy; one person, like you say, is better than the others, and they have some arguments that they are better than others; you're talking with one kid and then somebody who is not your type will come over.

Shade: Let's say all your parents had black hair and you came out with blond hair. I'm that way and I'm not strange, I'm glad.

Instructor: O.K. Now fight back. How do you shades feel?

Shade: I feel awful; sick; upset; angry.

Instructor: If this would be the way I would conduct class for the rest of the year, how would you people feel?

Shades: Fed up, mad, upset.

Instructor: How many people would not be upset? (some remain apathetic) You would go idly by with all the restrictions that I would put on you? While the people with black hair are happy (all of them are), you're supposed to be.

How many people with shades hair are upset? (clear majority)

What do you think you would do?

Shade: I'd probably skip class;

I would feel left out.

I'd go to the principal and complain.

I'd just walk out of here - say'bye and get my books.

I'd tear down the school.

(Before the students left for the day, I issued the final restriction: On the next day, the black-haired-students were to enter the classroom first and occupy the front row seats, the shades were to go to the back of the room and remain standing until all black-haired people were seated.)

Riot and Beginning of Reconciliation - 1 day

Instructor: You know what the restriction was, you do not sit until all the black-haired people are seated; now enter quietly.

Shade: Who said majority rules? (Shades have a clear majority.)

Instructor: Who said the majority rules? I said the black-haired people are superior, that is what I said. (Black-haired children are seated facing the shades who are standing in the back of the room waiting quietly for the command to be seated.) You may now take your seats. (No one moved.) If you are not seated now, I will take you in to the principal's office. I said, sit in your seats! (Shades proceed to sit on the floor.)

Black: Look, they are inferior, they're sitting on the floor instead of their seats.

(Shades all get up as a group and proceeded to walk around the room waving posters and chanting slogans (Blonds are better, blonds have more fun.) Some fighting erupts, pushing and ripping each other's signs. Anarchy takes over for about thirty-five seconds.

Instructor: (I stood in the middle of the room and shouted loudly.) All right, quiet now! I'm warning you to get into your seats quietly before I have to use force to do what I have to do, now get into your seats! (Class began to quiet down.) Now get moving and today's lesson will begin without further interruption from any of you. (In a composed voice, teacher said;) O.K., now before we begin, I want you to express your feelings as you have them now. You have excellent feelings now that I don't want you to keep any longer. I want you to say them as best you can, because you are doing very very well. Let's begin with the shades.

Shades: Down with Hitler and his black-haired friends.

Brown is beautiful and blond is, too.

I'm very aggravated, I feel like taking all the black-haired people and cutting all their hair off and doing everything to them.

Black-haired people stink.

You're trashy because you have black hair.

I'm very sick and tired of this and I think black hair is filth and trash and that's what I think about black-haired people.

I feel like tearing down the whole school plus the people with black hair.

I don't think that black-haired people are bad; I think that you are putting ideas into our heads that are wrong and stupid.

You should not have judged us by our physical traits because we didn't judge you by yours.

I feel that everybody is proud of what they look like but you black-haired people are too proud.

I think black-haired people pollute.

I think I was wrong when I thought I would like you throughout the whole year.

Blacks: We don't need any dill pickles in this room.
Blond hair people are trash.
Black-haired people pollute.

Reconciliation and Resolution - 3 days

Instructor: Let me ask you this question, Whom do you feel closer with? Do you feel that you are closer with the people of your own hair type now? I'm just talking about this classroom.

Shade: Yes, because you have been closing us out, and we've been able to know more people of our own kind, and the black-haired people have been away from us, and we have been associating with our kind of people, not your kind.

Instructor: Notice, he said, Our kind and your kind. Notice the words; I want you to think very hard.

Shade: I think you spoiled the black-haired people in making them think that they're great and can put us down and do anything that they want. They better not put down anybody outside of this class. This better be the only class you let it happen to.

Shade: Mr. Widoff, I got news for you, you think you're great because you have black hair, but you're not.

Shade: I think just a couple of minutes ago when we were marching around the room that I felt that we were superior over the black-haired people because they were copying us, the

posters and everything.

Instructor: O.K., but get back to the question, Do you feel closer with people of your own kind?

Shade: We are not different from them, their hair isn't like his, her hair isn't like his, they're not the same, they just have the same type like her's and it doesn't matter.

Instructor: You're exactly right, but I want you to say that latter, you're hitting upon the answer to the entire thing that we are doing. But I want more of your emotions - your emotions are what is ruling your mind. I want you to think very hard as to why you dislike me and get at the core as to what I have done.

Shade: Like now, I don't feel any closer to anyone in this room, except maybe a little less with the black-haired people because you have been keeping me away from them.

Liz, like I usually talk to her a lot, but now it hasn't been that way for a while, but now I like Liz better than I did before. [Liz (having black hair) says: I missed you.] See, for a while there, I didn't like you at all, now I think I like you, but still I thought you were the best teacher, now I do again, but while we were doing it, I really didn't like you and, like Liz, I kind of was a good friend with her before, but during the week I didn't talk to her much, but now I like her more than I did then.

Instructor: And there'll be some good reasons as to that. She said something that had to do with your emotions. Let me ask you another question, I noticed you were beginning

to band together into groups. You began closing out the black-haired people from your group because you felt that they were outsiders. Why did you feel this way?

Shade: Because of the way you put it, they had different color hair.

Instructor: But what else do you think they had to match their hair?

Shade: They valued their superiority more than their pride and friendship with others that had different color hair. They started getting a little snobby.

Instructor: How did you feel about your situation? Did you feel that it was very good?

Black: I think it played a good part in trying to make them mad and everything. Except the way I felt is that they should't of been hurt as much as they were and crying and all that. When we were doing it, I didn't think we needed all the cry babies.

Instructor: Not exactly, they were in a different situation. You were put into a different class, you were put into what kind of class? (They answer, A superior class.) Which gives you a different outlook. If you were put into the other situation, I do not know how you would have felt but you could have taken it very deeply. This in itself was doing one thing over anything else, it was using your physical traits to lable your values.

Black: If I was put in their place I wouldn't care if they called me names because you can't do anything about it.

Instructor: What were the shades trying to do when they came into the room?

Shades: We protested as a group.

Instuctor: I thought that was excellent, somehow you must have gotten to each other and you came in and you marched around. Now what stopped you from continuing to march around?

Shades: You, You! (Shouting) You threatened us!

Instructor: Yes, exactly. (Turning to a black-haired student) Now what did you say about you wouldn't care?

Black: I wouldn't care because if your hair is not black you can't do anything about it except dye it.

Instructor: No, they chose to do something about it. They chose to protest instead. Notice again how a physical trait when put with values can make you very close, and you need to seek each other's help.

Shade: When you were trying to threaten us, we should have continued to walk around. Stomping around, marching, showing our signs. We should have just marched right on out.

Instuctor: No, you chose to sit down and talk about it which I also gave you a lot of credit for.

Shade: Well, what Shelley said about us being cry babies (Shelley has black hair.) We're not really cry babies, we are sensitive and we can't help it. I think a lot of these people were hurt because of being shut out and told that the others were superior and they are better than us and that they have a better background.

Instructor: Shelley, can you see that? Being shut out from a group is one of the worst things that can ever happen to anyone. Being cast away because of what kind of reason (Everyone says - prejudice, hair color, physical trait.) because of a stupid trait is a horrible thing to do and is an injustice. (They reply, And you did it!) Exactly, so that it would never happen again. It better not.

Shade You're putting ideas into people's heads especially theirs. But why don't you start showing them? (Shades all agree.)

Instructor: They are going to see how silly they acted as well. Show them, as you just started right now, how silly it is. Remember one thing, we started off with a class that studied culture and physical traits and we all spoke about this and came to the common statement that we are more alike than different, and some wars start mainly because of cultural traits. And one person, namely me, can divide the class and turn you back to start with prejudice and how physical traits make people different. I wanted to see if I could do it when you started off with the understanding, so it is you yourselves that still need training in it. (Oh, God!)

Shade: Yesterday, you said that the people with black hair are better because of their background and you said that it was tradition that they were better. Well, Jesus had brown hair and that is a tradition too. If yours is a tradition and you got that far, then so did he.

Black: It says in our Bible that they are not sure how Jesus looked, no one knows for sure exactly how he looked.

Shade: Yes, but no one knows here that black-haired people are better, not one. (Other shades: That's right - but you're saying that.)

Instructor: But we are not saying that any more.

Shade: We are just trying to get back.

Instructor: I realize that, but let me explain something to you, never judge a person or associate ~~or~~ a person with a physical trait. As Shelly stated, and the fact is, nobody knows what color hair Christ had, but all that you can be sure of is his values. If you are using him for his values as well, then all these people have the same values as He did which makes you more equal than not. I want you to use your intelligence in realizing how foolish both sides were to think that a group can be elevated to a higher level for just having black hair.

Shade: I'd like to ask the black-haired people if they honestly and truthfully feel that you were superior over us.

Black: No, Mr. Widoff was putting things in our heads. (This agreed upon by most of the black-haired people.)

Shade: But you believed him.

Black: But why did you guys start rioting?

Shade: We had to, to put you guys down. (Another) You didn't have to believe him, you have opinions. (Another) Can't you use your own heads? (Everyone begins to argue.) It was his opinion, not yours.

Instructor: I put ideas in both of your heads. Always remember that. (Shades say, Mostly theirs.) No, not mostly theirs. (Vocal disagreement.) Wait, there is a difference. I put ideas that made the black-haired people feel good, and I put ideas that made you become frustrated. I want you not to think further than what is fact.

Shade: We are just putting out our feelings like you said.

Instructor: Exactly, but I don't want you to get carried away without seeing the exact truth of it. There is a lot of truth here, because I am going to be reading you something which happened in the entire world which was one man who took this idea to the n'th degree. But I want you to understand what we did so you can better understand what he did and make sure that none of this happens again. But don't get emotional now, try to think very clearly.

Black: What you guys didn't know that after class some of the black-haired people spoke to Mr. Widoff for none of us probably felt superior, and we agreed to go along with it.

Shades: Lies; that's unfair; you weren't letting them have their own ideas.

Black: But you were having secret meetings.

(Arguments between both groups erupt.)

Instructor: Why isn't there any peace now?

Shade: Because you put it into our heads and we still feel it. You started it.

Instructor: Let's try to understand something before we leave the class. If you still have these feelings with the

knowledge that you shouldn't have these feelings because they are wrong to start with, then something still is misunderstood. Now, go again, Tim (Shade), and ask these people if any of them feel superior. Now, these five said, No, so begin with Liz.

Black: In a way, I do, and in a way I don't.

Shade: What is the way you do?

Black: Well, he gave us certain values and I enjoyed having certain privileges.

Shade: What's the way you don't?

Black: Like that day you gave them homework and you didn't give us homework. That wasn't fair to you guys.

Instructor: Do you feel a superior way to these people now after hearing everything? Would you like to have it go back to where the black-haired people had the privileges and everything?

Black: Yes, because I feel good, I enjoyed it.

(Small flare-up)

Instructor: Don't interrupt every word that you hear is so valuable, I want you to understand without getting excited. She just said that she enjoyed it. Now tell me why you think that she enjoyed it. Answer her question.

Shade: Because you made her feel better, you made her feel that she had the right to do things that we did not have the right to do.

Instructor: Exactly, now don't jump, or you will never get an understanding. She said something, don't make it emotional, make it intellectual, now explain to her why.

Repeat what you said.

Shade: You made her feel good and made us feel rotten and because you let her think that she was superior and that she had better rights than we did which is absolutely untrue and ridiculous.

Instructor: Exactly, I just made a situation and she was fortunate to be in the better half of the situation. I could have come in here with a thousand dollars in my pocket and I could have walked over here and given all my money away and by the time I would have gotten to this row, I would have been cleaned out, so I put people over here into the situation of being rich and over there poor. You would have felt the same way. It's a better feeling to be rich than to be poor. You begin to see the similarity? I gave you certain understandings, I also gave you very deep emotional feelings. I made you hate, I made you feel upset and angry, but you have a mind, I want you to put down your emotions and elevate your intellectual understanding.

Shade: I don't have anything against them, it's just that you got everybody so mad. It happens you know and we just had to say something. You put things in both of our heads and made us so mad and them feel good and mad. We felt so rotten that we felt hate against them and all this other stuff, because of you.

Instructor: But more because of me, because you felt that what I was saying (Everyone responds)...was true! And there

is an old tale in the world that if you tell a lie long enough and loud enough, people will begin to believe that it is true.

Shades: Some of us had friends that had black hair and now that you put these ideas into our heads, we might not like them anymore. It's true and it's your fault. And your breaking us up - and I think that that is very unfair.

Instructor: I'm trying to break you up so that you can come together again on a stronger basis. It's up to you now to repair what happened. It was not only wrong but dangerous. You could have lost a dear friend if it was kept up.

You people with different shades of hair, what were you doing by the bleachers? (Shades respond, Organizing signs.) If she had come over to your group, what would you have done? (Shades respond, We would have kicked her out, she wasn't our kind - she was a stranger.) You may have wanted to be friends, but you couldn't any more because you had to meet in certain areas and times when she couldn't if you wanted to remain close with your group. You may even have had to meet secretly. I'm not saying that what you did was wrong or right; I'm saying that what you did you had to do. You needed each other for different reasons.

Shade: I feel more superior than them, do you know why I feel that way? Because God makes me feel that way. Because I got my own color hair and that makes me feel superior.

Instructor: What do you feel about her statement?

Shade: I think that no one is superior because of hair color, but she has a right to feel superior because they were acting superior. She had to stay down here with the less normal or inferior people and now she feels that you consider her normal and up there with everybody else. She feels that she is superior because they were superior and now she is equal to them.

Black: When they were walking around carrying signs, I feel that was the time when they really felt superior.

Shade: (Becomes indignant.) No, we didn't, we were trying to cut you down. Because you weren't superior, you just felt that you were.

Instructor: How did all this become a misunderstanding in the first place?

Shades: When we all started getting mad.

When you started classifying us into physical traits.

The punishments.

When you separated us from our friends.

When you put them into a higher level than us.

Black: One thing I haven't gotten straight, they said that when they marched around that they were trying to mess us up. I'm not against them or anything, but how were they going to mess us up?

Shade: We were just trying to get back at them, trying to cut them low.

I want to get this straight - when we were marching around, we weren't really trying to cut them low, we were

showing them that they aren't superior but we are. We were trying to prove a point.

Instructor: What kind of point were you really trying to prove? Let's see if you really know.

Shade: That we were all equal.

Instructor: That isn't true, otherwise you wouldn't have praised yourself so much. Example, your signs and slogans.

Shades: We just wanted to get them aggravated at us.

Trying to show that even though you gave them all those privileges we could go against your rules.

We were trying to prove to them that we were just the same as they were. (In what way?)

In feelings just the same in feelings.

Instructor: Good, you were trying to show that you had feelings too, that's very important.

Shade: Mr. Widoff, I'd like you to answer this truly, would you really of thrown us out if we kept marching around the room?

Instructor: Truthfully, you were a majority and we a clear minority. I was hoping that I would be able to get at your intelligence before your emotions would have carried you away. As it was, I would not have used force or hit anyone, but I had to present a threat and use the next emotion of fear to keep you from rebelling against me. I was in a situation that I would not want to be in again. You know what chaos is - it is everyone jumping all over

the place with no rules or regulations for anybody to follow. We had that in the classroom, but it was understood because of the fact that you did not want to follow the rules and regulations that were forced upon you, and I had to force it on you even more to show that I could carry out my threat as well. I was able to stop your emotions and then we had a good discussion. I did not know that you were that organized. I was quite pleased, though I was quite shocked.

Shade: Say, everyone in the room had different color hair and you have purple hair, would you think purple was better?

Instructor: The question presents the problem of where one stands when categories are being formed. In this situation, I fit into a category as well as you did. I couldn't remain impartial, that is something which you are going to have to live with. Once categories or classifications are set, you automatically fall into one or the other. If we are going to classify the world, then everyone is classified one way or the other. If I classify you as boy or girl, then you must fall into that category. If I classify you as to all the people in the room that have sneakers and all the people that have shoes, then you must form two separate sections, and fall into one category. When I made the rules and categories, I classified myself as well. Does that help answer your question about the purple hair? We had black-haired people who didn't want to take a side. They did not feel superior, but I told them that

they had black hair and that they fell into a category. Then they said, Well, I must stick with the black-haired people, the same way as you went outside and formed your separate groups. Let's say a black-haired person came over to ask a question about the homework. Realizing that she has black hair, she may feel uneasy because she has been classified. That is the danger of the whole situation. Once you classify into groups, you become aware of the differences and you may have clashes because of it.

Shade: This is not a question, but it's like everyone in phase one (name of this high group). We are all working on the same level. We are put in a higher level than phase four.

Instructor: That's exactly true, there may be a lot of clashes and probably a lot of grumbling from the people in phase four.

You see, this idea of discrimination is based on what you think. I was discriminating against the shades. What do you think it means?

Shade: Prejudice. Putting other people down and raising up the others. Separating us, making one group better and the other not so good.

Like boys in the younger grades felt that girls are crummy and not very good and the boys are superior, but, like now in the higher grades, boys are wising up.

When the discrimination was going on in the classroom, you wouldn't joke around any more with the people

with different hair because you were afraid that they would take you seriously.

Shade: How come they (pointing to some black-haired people) never answer questions?

Instructor: Maybe they are not as smart as you thought they were supposed to be, maybe they are just equal to him and those people and they don't always have their hands up. Maybe they are just equal.

Boy: The girls talk more than anybody.

Girl: Well, thanks a lot, Jeff.

Instructor: Now, you're starting a classification between girls and boys (Start laughing).

Let me ask this question, What would have happened if after that incident you took over the class and there were no more black-haired people? What would you have done?

Shades: We would have gotten rid of all their memories.

We would have conquered your desk.

Instructor: What did my desk represent to you?

Shade: Your people, your hair color, your values.

Instructor: But wouldn't you have wanted to keep it intact and you use it?

Shades: (Majority say, No.) Because it was yours and you may come back and take it back over, and you would have just as much power as you had last time and maybe while you were gone, you made more discoveries and you can make the desk even more powerful.

We wanted to bring in all our own values 100%.

Instructor: Someone wanted to destroy the whole school teachers with black hair, and all the kids with black hair whom he didn't even know. That is a statement which is called a generality. What would a generality of prejudice be?

Replies: Like one guy like you that he really didn't care about because you were doing all this stuff to him and he wanted to do it back to everyone else that had black hair.

Like one kid here and one kid there and they were fighting against each other and it doesn't matter if you were trying to help that team but belonged to another team, they would still get you because you were with them.

You start getting people that weren't even involved.

Judging all of them just by some of them.

Say, all the red-haired people, let's say that Vicky having red hair has lied to me about ten times, then I would think that other red-haired people would lie and that would be stupid.

Don't judge a book by its cover.

Black: Kathy just asked who won and Richard said that they won. (Children begin to question.)

Instructor: What are your reactions to this?

Response: We all did.

Neither.

Tied.

Shades did, because we got our rights back.

Nobody.

Equal.

Shade: They thought that they were higher so we felt we were lower, and we got our rights back. (Minor upset.)

Instructor: See how easy it is for you to become excited and start it all over again. Watch yourself. That is why when people wage war on other people and then peace is settled on paper, true peace is rarely settled until the next generation is born. Differences, hate, anger are very hard to lose.

Shade: We weren't ever lower, you just wanted us to think we were.

Responses: But you said we were, you said we were inferior and that they were superior.

He just put that in your minds.

Nobody can make you believe anything.

You didn't make us mad at anybody, you were just telling us things and we got mad at them and ourselves. You were telling us things that weren't really true and we got into our heads that it was their fault and it was really yours.

Instructor: I must admit that I was sly and tricky, but I did not turn you away from your friends. When the black-haired people asked me what they should do, I told them it was entirely up to them to make their own decision. I may have put ideas in your heads, but I never caused you to give up your friends. This you did by yourselves. This is where you as an individual become dangerous. You must always try to use intellect above emotion, using knowledge of your thinking above your emotions.

Shade: We did it ourselves, but you lighted our fuse.

Instructor: But those coals were already in there waiting to be lit.

Shade: When we were talking about who won, all of us won in two ways. We will probably now appreciate our friends more and we all got some more knowledge about how it was in World War II.

Instructor: I would like to read you something that happened not so long ago. It's from the Diary of Anne Frank, about a Jewish girl during World War II. If you wish, you can read this book or one of the many others, such as Black Like Me which has to do about prejudice against black-skinned people. This book has to do with prejudice against Jews.

Now, I don't want to associate myself with Hitler, but the ideas and speeches that Hitler gave can happen again, they can split countries the same as it split our classroom, and the damage could be far greater than we had here. The world is full of problems, problems of the very nature that we are talking about today. However, I am trying to help you solve the problem rather than add to it.

Like what we were saying here, will you people of different shades ever become a part of the classroom? (All say, Yes.) But you don't want to give up the type of hair that you have, you want to be accepted for the way you are (Right on!) That's the question, whether you can still be a part and not have to mimic. To be your own self. I don't want anybody to be as fast-talking as Hitler. I want you to have the intelligence and the

respect for humankind, the same that you should have for yourself.

Shade: Everybody is blaming you, they say it's your fault. But you were trying to show us something.

Instructor: Can we just blame Hitler? (Some shout, No.) Who then do you have to blame (The people) because they agreed with him. Like I started lighting your fuse. In other words, you had a fuse to light. (Everybody has one.) Yes, but I'm trying to educate you so that your fuse never goes off.

Shade: Mr. Widoff, honestly, did you like teaching this to us?

Instructor: I felt that it was the only way that you could truly experience other people's discrimination if you had the chance to experience it yourselves.