

NOTES ON IMPLEMENTATION OF THE STAATS COMMITTEE REPORT

On October 19, 1959, a Citizens Advisory Committee, under the chairmanship of Judge Redmond C. Staats Jr., reported to the Board of Education on INTERRACIAL PROBLEMS AND THEIR EFFECT ON EDUCATION IN THE PUBLIC SCHOOLS OF BERKELEY, CALIFORNIA. On April 5, 1960, after long, careful consideration and public discussion, the Board adopted the recommendations of this Staats Committee Report as official policy. The Board instructed the Superintendent and his staff to study the report and implement its recommendations.

There follows: A. Recommendations of Staats Committee in brief, as adopted by the Board, and B. Ways in which these recommendations have been, are being and will be implemented.

A. STAATS COMMITTEE RECOMMENDATIONS IN BRIEF.

1. The policy followed by Mr. Wennerberg shall be Board policy, namely the placing, promoting, dismissing of teachers purely in accordance with their qualifications, without regard for race, color or religion.
2. The Staats Committee Report was to be transmitted statewide to colleges and universities with the request that cognizance be taken of the findings in connection with their teacher training programs. It shall be transmitted to city groups, community and civic organizations for their study and implementation to improve the setting in which educational opportunities are offered.
3. Rather than establishing a standing citizens advisory committee on interracial problems as originally considered (the whole community will be that), the Board urged individuals and groups to communicate directly, freely and frankly, with the school staff on individual incidents and problems with recourse to the Board itself when discussions with staff proved unsatisfactory.
4. The Superintendent was directed to develop a program (for recommendation to the Board) to improve the achievement and social adjustment of minority group pupils with emphasis on counteracting the adverse effects of a deprived environment on their education.
5. The Superintendent was instructed to promote a program of inter-school activities to give opportunities for children of different races to become acquainted.
6. The Superintendent was directed to promote a program of in-service training for all teachers to give them a better understanding of students having special needs because of racial, social, or economic factors and thus to give such individual students greater assistance and guidance, with full recognition of the pitfalls of misguided sympathy and condescension.

7. The Board reaffirmed to all school personnel that each student be challenged to his full potential and encouraged to prepare for a career according to his own interests and abilities, without regard for supposed "job opportunities."
8. The Superintendent was directed to advise students, parents and teachers of their responsibilities in the learning process and that unfavorable environmental factors do not excuse mediocre performance but rather pose a challenge to be met by greater effort by all concerned.
9. The Superintendent was instructed to investigate the need for supplementary materials to be made available to all teachers and students at every grade level, enabling them to become more aware of the contributions of minority groups to the greatness of the United States, submitting findings to the Board for its review.

B. WAYS IN WHICH STAATS COMMITTEE RECOMMENDATIONS HAVE BEEN, ARE BEING AND WILL BE IMPLEMENTED.

Implementation of the Staats Committee Recommendations are truly a total undertaking aimed at a developing school-community attitude and way of life rather than a matter of programs and projects. Implementation in the areas of personnel policy, in-service training, educational program, counseling, community relations, all tend to overlap. Therefore, any classification is approximate, and particular undertakings have implications for every area of recommendation.

1. Personnel policies in general and employment policy in particular continue to be based solely on qualifications of individuals, regardless of race, color or religion, with full realization that recruitment, selection, placement of personnel are critical to the implementation of all other recommendations.
  - a. In 1959-60, there were, in the Berkeley Public Schools:
    - 1) 45 Negro teachers or 7.3% of the teaching staff.
    - 2) 15 teachers of Japanese descent or 2.4% of the teaching staff.
    - 3) 6 teachers of Chinese descent or 1.0% of the teaching staff.
  - b. In 1960-61, there are in the Berkeley Public Schools:
    - 1) 50 Negro teachers or 3.4% of the teaching staff.
    - 2) 16 teacher of Japanese descent or 2.7% of the teaching staff.
    - 3) 7 teachers of Chinese descent or 1.2% of the teaching staff.
  - c. Presently there are:
    - 1) Two Negro principals, one at Emerson and one at Longfellow Elementary Schools.
    - 2) A Negro vice-principal at Franklin Elementary School.

- 3) Qualified Negro teachers have been placed at Berkeley Public Schools as follows: Columbus, 2; Emerson, 2; Franklin, 5; Franklin Primary, 1; Hillside, 1; Jefferson, 1; Le Conte, 1; Lincoln, 3; Longfellow, 7; Thousand Oaks, 1; Washington, 3; Furbank Junior High, 12; Garfield Junior High, 2; Willard Junior High, 2; and Berkeley High, 2.
  - d. The Board of Education's Advisory Committee on Personnel Policy will undoubtedly write into its recommendations specific policies and procedures calculated to give equal employment opportunity the "full force of law." That Committee continues to solicit the suggestions of interested citizens and staff alike.
  - e. By invitation, Mr. Arthur Fletcher, expert in community relations, presented the film, "The New Girl," to all administrators and supervisors at their regular meeting of January 17, 1961. The impact of this film, done by the Howard University drama group, was powerful. Here was a realistic portrayal of the necessity, rewards and price of equal employment opportunity in a single industrial concern that offered inspiration for the full fruition of Berkeley Public School employment policies keyed to qualifications without reservations.
2. Dissemination of the report has been wide.
    - a. To teacher training institutions statewide for their consideration in relation to training needs.
    - b. Copies have been sent to Berkeley city, community and civic agencies and organizations at interest.
    - c. The report has been published (at its own expense) by the California Association of School Administrators for dissemination among all school systems throughout California.
    - d. There has been broad nationwide distribution at the request of interested universities, colleges and schools.
3. Problems and grievances of parents and children.
    - a. The Superintendent has instructed his staff to cultivate the attitudes and develop the machinery whereby individual problems can be handled as they occur, objectively and on the merits. This is a long-run undertaking and is constantly repeated at staff meetings, faculty meetings, workshops, in casual conversations, with the aim of creating a philosophy and atmosphere of mutual trust, appreciation and confidence between school staff and its entire community.
    - b. The Superintendent and his staff continuously urge parents and public to communicate with school personnel directly, freely and without fear, but with full appreciation of the difficulties of teachers as they teach children of great diversity (especially in motivation), in overcrowded and often makeshift classrooms and with minimal instructional materials and consultive resources.

- c. It is administrative policy that the individual with a problem or grievance first seeks out the teacher or staff member directly involved; then, if necessary goes to the principal or department head "in charge"; his next step is to Mr. A. B. Campbell, Assistant Superintendent for Certificated Personnel and Special School Services. The public and the parents must be sure that the Superintendent's door is always open as a final administrative step in the solution of individual problems and the settling of grievances and misunderstandings. Should differences persist, your Board of Education is the final arbitrator. Board and staff alike are public servants and must be perceptive to the needs and desires of each citizen, every parent and the individual child.
4. A developing program to improve the achievement and social adjustment of minority group pupils with emphasis on counteracting the adverse environmental effects on their education.
    - a. Mr. Larry Wells, presently Vice Principal of Franklin Elementary School and Mr. Roy Takeuchi, Sixth Grade Teacher at Longfellow Elementary School, undertook a "Comparative Study of the Cultural Family Patterns and Racial Values Between Japanese and Negro Elementary School Children" as part of the Masters Program of San Francisco State College and under the sponsorship of the Berkeley Public Schools.
      - 1) They investigated the tendency of Japanese-American children to achieve in school and the tendency of many Negro youngsters to be "under-achievers" or "non-achievers."
      - 2) They sought the truth in historical and in current economic and social factors.
      - 3) Together with Mrs. Kathryn T. Favors, Fifth Grade Teacher at Hillside Elementary School, they put their findings to work by:
        - a) Developing curriculum materials and units of study and employing them in predominantly Negro sixth grade classes at Longfellow and in a fifth grade class at Hillside.
        - b) So encouraging has their success been both among the Negro, Oriental and Caucasian pupils involved that Mr. Wells, Mrs. Favors and Mr. Takeuchi have shared their experiences, demonstrated their techniques and exhibited their materials before (1) meetings of administrators and supervisors; (2) faculty meetings involving the teachers of Le Conte, Lincoln, Longfellow, Washington, Columbus, Whittier elementary schools and Burbank Junior High School. They are scheduled to appear before Oxford and Cragmont faculties on March 1 and all of Berkeley's school faculties by the end of the semester. In addition, they will undertake a workshop at the statewide convention of all of California's elementary school administrators.
        - c) From these meetings with school staffs will come an evaluation of materials and techniques presently in use, particularly by the demonstration group and suggestions calculated to improve the achievement of many Negro pupils by enhancing their self-images.

- d) This Spring an action research program is planned under the leadership of Mr. John McCollum, Director of Elementary Instruction, wherein interested teachers and administrators will search for additional materials and techniques in the area of inter-cultural relations. It will be an exploratory and evaluative follow-up of the Wells-Takeuchi-Favors demonstrations. The first call for systemwide volunteers in this enterprise was made on February 15, 1961.
  - e) An in-service workshop will be inaugurated in 1961-62 built from this year's demonstrations and explorations. It will involve teachers systemwide on a voluntary basis.
- b. On January, 1961, The Alameda County Board of Education agreed to finance a field survey of Berkeley school-community inter-cultural relations under the leadership of Dr. Marie Fielder which will serve as a pilot project for the whole county. The original proposal for the survey was made on May 23, 1960 by a sub-committee of The Berkeley Public Schools' In-Service Training Committee. A broad action-research project is envisaged keyed to:
- 1) Diagnosing the intergroup perceptions, concerns and needs of teachers and administrators.
  - 2) Diagnosing the intergroup perceptions, concerns and needs of children and parents.
  - 3) Determining the goals and aspirations of parents and children.
  - 4) Involving all these members of the school community in developing their own evaluations of present conditions and needs, and together developing their own goals and plans.
  - 5) Thus evolving a continuous Berkeley plan out of Berkeley experience and Berkeley consensus with ultimate opportunity for strong financial support by a foundation.
  - 6) Finally, Berkeley would have the opportunity to lead the way countywide, if not statewide and nationwide, in developing an educational program cognizant of human relations needs, a professional staff skilled in human relations techniques and a community willing to make the most of human relations opportunities.
- c. During this school year Mrs. Esmer Clark has engaged in day to day work with slow readers at Berkeley High School to instill in them a prideful self-image and achievement to the maximum of their individual potentials.
- d. During the school year 1959-60, the following were carried out under the leadership of Mr. Stanley Friese, Supervisor of Health and Physical Education:
- 1) A series of girls sport days between Burbank and Willard Junior High Schools during 1960.
  - 2) Junior High Intra-School Athletic Events among the three junior highs in touch football, basketball, baseball, physical fitness and track and field during the 1959-60 and 1960-61 school years.

- 3) A Le Conte-Lincoln play day at Le Conte, March, 1960, involving sixth grade classes from both schools.
  - 4) A Hillside-Thousand Oaks sixth grade playday at Thousand Oaks, February, 1960.
  - 5) A square dance clinic involving pupils of Thousand Oaks, Oxford, Columbus, and Emerson at Columbus, February, 1960. Dances were called by Ed Durlacher, nationally famous square dance instructor.
- f. Day to day efforts as follows:
- 1) A two day "Do It Yourself" Workshop on Communications at Cazadero, September, 1960 to improve communications among staff members to enhance the education of all children.
  - 2) Visits of deprived Longfellow youngsters to libraries, museums, community events.
  - 3) Year long activities of Mr. Alan McGregor and Mr. Melvin Gartenberg at Longfellow teaching a class a week, giving guidance to individual pupils and demonstrations to teachers while keeping an active interest in and awareness of what goes on in the classrooms.
5. Increasing efforts to meet the community at all schools and bring parents and public into closer communication with the schools.
- a. Activities of Mr. Emery Curtice at Burbank Junior High in 1959-60 and presently at Berkeley High School.
  - b. Longfellow School's continuing efforts to meet the parents and listen to their needs.
  - c. Efforts of Mrs. Harriet Wood to constantly interpret needs and actions of the schools to parents and teachers alike and involve them in the work of the schools.
  - d. The Board's most recent action to appoint the most representative Citizens for Bonds Committee in Berkeley history, and a continuing bona-fide attempt to tailor the bond proposals and promises to the needs and desires of every segment of the Berkeley population, with an emphasis on letting the widely disseminated facts speak for themselves.
6. Cooperation with the Berkeley Area Community Chest and Council as follows:
- a. Sponsorship of and participation in the Workshop of 1960 on Neighborhood Councils.
  - b. Sponsorship of and participation in the scheduled March, 1961 Conference on Implementation of the Staats Committee Report.
7. The Berkeley Public Schools are committed to a future wherein:
- a. Each child is the focus of our best educational effort.
  - b. There is a way of life in the school community whereby the premium is placed upon the teacher and administrator excellent in skill, particularly in the inter-cultural relations area.

- c. Policies, programs and procedures will be continuously scrutinized and amended to meet the rigorous requirements of curriculum development toward:
  - 1) Educational excellence in the electronic age.
  - 2) The demanding needs of our own heterogeneous community.
- d. Increased Remedial Reading Instruction at all schools in 1961-62 with newly available funds, and thereafter as funds are available.
- e. Re-establishment of special trips, play days, classroom and teacher visitations in 1961-62 with newly available funds, and thereafter as funds are available.
- f. A reappraisal of attendance district structure and procedure to determine whether they facilitate or inhibit full fruition of the Staats Committee recommendations. Changes in structure and procedures as the findings of the study may indicate.

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TABLE 1  
ESTIMATED ENROLLMENT OF MINORITY GROUP PUPILS, K-12, BERKELEY PUBLIC DAY SCHOOLS, 1947-48, 1960-61  
ENROLLMENT, BY SELECTED YEAR

	1947-48		1960-61				Pupils from "other" Ethnic Groups ** 1960-61		
	Total	Negro	% Negro of Total	Total	Negro	% Negro of Total		Other Non-Caucasian Enrollment *	
								Number	% Tot. Enroll.
Columbus	586	44	7.5	805	503	62.5	31	3.9	93
Cragmont	459	0	0.0	574	5	.9	29	5.1	2
Cragmont Primary	274	0	0.0	132	0	0.0	5	3.7	1
Emerson	630	30	4.8	354	3	.8	6	1.7	3
Franklin	341	0	0.0	819	413	50.4	136	16.6	59
Franklin Primary				143	98	68.5	7	4.9	21
Hillside	547	1	.2	422	0	0.0	13	3.1	6
Hillside Primary	366	0	0.0	215	0	0.0	6	2.8	3
Jefferson	401	0	0.0	681	78	11.5	152	22.3	13
John Muir	453	414	91.4	449	4	.9	4	.9	1
LeConte	667	302	40.5	546	166	30.4	57	10.4	17
Lincoln	265	0	0.0	757	718	94.8	29	3.8	6
Longfellow	541	0	0.0	914	823	90.0	44	4.8	3
Oxford	536	0	0.0	312	0	0.0	8	2.6	1
Thousand Oaks	478	0	0.0	583	4	.7	6	1.0	2
Washington	6,544	791	12.1	674	121	18.0	144	21.4	34
Whittier-U.E.	827	223	27.0	438	8	1.8	42	9.6	12
TOTALS, K-6	940	0	0.0	8,818	2,944	33.4	719	8.2	277
Burbank Jr. High	620	119	19.2	1,074	686	63.9	99	9.3	72
Garfield Jr. High	2,387	342	14.3	1,666	57	3.4	110	6.6	6
Willard Jr. High	2,435	279	11.5	1,002	415	41.4	78	7.8	20
TOTALS, 7-9	110	54	49.1	3,742	1,158	30.9	287	7.7	98
Berkeley High				3,068	874	28.5	196	6.4	121
McKinley Contin.				119	66	55.5	3	2.7	10
Home Teaching	11,476	1,466	12.8	14	7	50.0	1	7.1	0
TOTALS, K-12 DAY				15,761	5,049	32.0	1,206	7.7	506

\*Other Non-Caucasian enrollment comprises primarily pupils of Oriental descent, namely, Chinese and Japanese.  
 \*\*Pupils from "other" ethnic groups, 1960-61, are made up mostly of pupils of Mexican-American descent, but do include a scattering throughout the school system of pupils of Iranian, Filipino, Pakistani, East Indian, Hawaiian, American Indian, Israeli, and Turkish descent. These comprise for the most part a "Caucasian Group" but usually represent "national" or "ethnic" minorities, even though they have not been counted separately from the total enrollment.