

documentation & evaluation
of experimental projects in schools



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To the Reader:

In February 1972, the *Documentation & Evaluation of Experimental Projects in Schools (DEEPS)* directors contracted with Carol Sibley to write a history of the recent developments in the Berkeley Unified School District. They needed essential background information about that District whose new Experimental Schools program they had undertaken to evaluate. That document evolved into this book.

Because of its interest for the great number of people who have had a professional and personal involvement in the development of this vital integrated school system and its attempt to offer options in education to its highly diverse student population, this book is being privately published in a limited edition with the approval and encouragement of DEEPS.

DEEPS is in the process of depicting a considerable number of histories of the Berkeley community and the Berkeley Unified School District. This is being done because we believe that, especially in matters open to wide and various interpretation, where you sit and how you perceive the community largely determines the story you see or tell. We heard, and we think the community needs, to understand how different the "same" thing looks to different people.

Never a dull moment by Carol Sibley is an important part of the DEEPS process of developing "one multiple perspectives. We doubt that we will ever have a "definitive" history, for that probably cannot exist. So the view that we have taken is that this history written by a long-term Berkeley resident who served ten years as a liberal member of the School Board (and twice as its President during crucial decision-making periods) has important value. Mrs. Sibley had a tremendous file of information, the willingness and energy to interview many people, and the patience and skill to work through these files. She also has carefully questioned the many participants in the story she unfolds here. As such, this work is a rare contribution to the history of this community, as well as its public school system.

It is our hope that it provides for you what it has for us: one single, clear and useful point of view for looking at the recent past of the Berkeley Unified School District.

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For Jane Gladding - who loved through
the right part NEVER A DULL MOMENT of this "document"
and made the room very special
contribution

Attempting to Meet

The Challenge of Change

with affection,
Carol Sibley

BERKELEY, CALIFORNIA

1955 - 1972

by Carol Sibley

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Introduction

the decade from April 1961 through April 1971. My knowledge is first-hand and in depth, for I served on myriad committees, visited hundreds of classrooms, attended pertinent conferences and councils, knew the staff of the District both as colleagues and friends, and served in cooperation with three outstanding superintendents of schools. I even survived a fiercely fought recall election in October 1964.

I consider my service on this Board of Education to have been a privilege, a tremendous responsibility, and in many ways an act of faith - faith in democratic principles, faith in the possibility for creative change, faith that all children deserve equal opportunities for self-realization and development. I believe that education today must bear much of the responsibility for constructive social change, and that the opportunity to inquire (under sound leadership by good teachers) and to probe, test and experiment is more important than rote learning. Basic skills must be the foundation of learning, but the whole world must be the milieu for inquiry.

The years 1955-1961, with which this story begins, were prior to my service on the Board, and I have briefly recapped them with the help of friends then more closely involved than I, and from minutes, clippings and other printed documents. The events since 1961 I know from personal participation and describe from my

INTRODUCTION

The team working on Documentation and Evaluation of Experimental Projects in Schools (DEEPS), invited me to write an informal, recent history of the Berkeley Unified School District as background material for their effort. I was selected to perform this task because I was a member of the Berkeley Board of Education for the recent ten-year period, 1961-1971, the only member with such long and continuous service. I was asked to tell the story of how change came about, how complete desegregation was achieved, how alternatives in education were started, what forces were at work in the community, and who participated in initiating and accomplishing change.

This then is that story, the story of a school district which is not large (15,000 ADA) but which has within its experience most of the problems of urban America. It has a broadly diversified population, both racially and economically, and fortunately within it a large number of people who care about education, who accept the challenge of change and are willing and able to work so that change will be constructive and the education provided will prepare students to live creatively in the world of tomorrow, strengthened by a knowledge of the past, accepting diversity without fear.

Most of this story is in a very real sense my story, for I participated in the policy decisions and the searching questions that had to be answered during

Introduction

memory, bulging scrapbooks, and with the thoughtful cooperation of fellow workers in the district.

My hope is to live long enough to see the fruits of our experiment in total integration and our bold adventures into alternate ways of preparing Berkeley students for a better world which, hopefully, they will help to create.

Carol Rhodes Sibley
Berkeley Board of Education, 1961-71
President, 1964-65, 1967-68

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Chapter I

"THE GOOD OLD DAYS"

Berkeley was, to most observers and many residents, a quiet university town with proud civic spirit and some excellent accomplishments. In the "good old days" (for our purposes, the decade 1950-60), the city census hovered around 112,000 people. In 1957 the mayor was Claude Hutchison, a former vice president of the University of California and dean of the agricultural programs. He was a highly respected conservative Republican. The City Council majority were also conservative Republicans and included at that time one university professor, George Pettitt, who was able to serve in the role of Council-University liaison. The Council seemed to be concerned with "running a tight ship", "rocking the boat as little as possible" and keeping taxes down. They seemed to be quite unaware of the changes taking place in the world and in their city and showed little evidence of broad social concern. One critic of their stance has said: "Several of us who had participated in Berkeley governmental affairs after the war had learned how slow, unimaginative and unaware these rulers who had ruled too long tended to be."

The School Board, like the Council, were mostly businessmen, with a woman occasionally elected - also generally Republican.

School board meetings were scantily attended except by staff members who had a project under discussion or who wished to speak for salary increases. An able, authoritarian superintendent, Dr. Thomas Nelson, ran the schools with a close-knit top staff and a closed door policy. Having hired a competent "professional", the Board mostly concerned itself with the conditions of buildings and keeping taxes low. It was an era of calm. Berkeley High School, the only public high school in the city, had an enviable reputation for academic excellence, as did Garfield Junior High (the name was changed to Martin Luther King, Jr. after King's tragic assassination). Both schools boasted excellent music and drama programs, had good faculties, few counselors and many a Negro on their staffs until 1956, although by 1958, 28.7% of the children in the schools were Negro. Forty percent were non-Caucasian. What minority teachers there were (5.9% of all staff), were in the elementary classrooms in the "flats" or Negro districts of the city.

Self-satisfaction about the city and its schools was the order of the day. A board member of that period recalls their only "Negro problem" was faced when Negro youths were granted use of the Berkeley High School swimming pool on Friday nights at certain hours. They protested, wanting it more often. That difficulty was soon resolved by the benevolent arbitration of Walter Gordon, a highly respected Negro, first chairman of the

California Adult Authority and later governor of the Virgin Islands. The pool was open to them Friday only. Occasional challenges to the complacency of the school and city fathers were soon to emerge. The high school theater, then the city's largest auditorium (managed by the schools but belonging to the total community) was booked for a concert by Paul Robeson, a Negro member of the Communist Party as well as one of the finest singers of his era. The School Board had the right to control the theater's use and voted 3 to 2 to proceed with the concert. But the community was aroused and asked each board member to explain publically his or her vote allowing a Communist to sing. Name-calling was carried on and invectives electrified the atmosphere. But the concert was held; Robeson sang to an orderly, standing-room-only crowd.

An article in the local newspaper, the Daily Gazette, of September 5, 1955 noted a serious situation at Berkeley High School. Unprovoked beatings, extortion attempts and knifings were reported in the halls. The Board took under consideration the employment of a plain clothes law officer to police trouble spots.

Although the number of Negroes in Berkeley in 1950 had risen to 11.7% of the population following World War II (many lured west by war-connected jobs) and the number of Negro students had reached over 12.8% of the school population by that date, there had not been a

comparable increase in the hiring of Negro teachers. The Negro children were primarily schooled in south and west Berkeley elementary schools and at Burbank Junior High (now West Campus) with a growing number coming up to Willard Junior High on Telegraph Avenue at Derby. Until they reached the one comprehensive high school, the Negro students were, to a large extent, "invisible" to the majority of the citizenry. It was more comfortable that way!

Some Emerson Elementary School parents (white, university oriented) were beginning to express concern that their children had never been exposed to any Negroes except those in menial positions. They feared their children would enter Willard with false notions about people with another skin color whom they would encounter there. Led by liberal co-presidents of the Emerson PTA, George and Doris Maslach, discussions were held centering around their conviction that this was not good. "It was felt that if our children could have a positive relationship derived from the presence of a Negro teacher at Emerson, they would be less apprehensive about their junior high experience at Willard." They recommended such an appointment both as a measure to alleviate the existing teacher shortage and to benefit their children.

On December 9, 1954 they agreed to send the School Board a message that "they would welcome a full time Negro teacher at Emerson", but with more parents

present at a later PTA meeting on February 10, 1955 they toned down their position to read: "We would have no objection to a Negro teacher at Emerson". Some still reluctant PTA members felt that they could neither endorse nor oppose such a rash notion without further study (a familiar ploy). Hence a group was formed to study "problems arising in the transition from Emerson to Willard". The School Board was eventually petitioned. The Superintendent stated that only the administration could decide where to place teachers. Two and a half years later in February 1957, Miss June Long, an outstanding Negro teacher, was assigned to Emerson:

In a slightly later period (1958) when Emery Curtice became the principal at Burbank Junior High (then 65% Negro, 35% Caucasian and "other") he decided it was extremely important to motivate his largely Negro student body to take more active leadership in the school. He suggested forming a student council. One of his counselors retorted: "You're crazy! Give them an inch and they'll take a mile." But Emery went ahead and decided to test the newly elected council's leadership. He offered: "If the disgustingly littered corridors of this school are decently clean on any Thursday afternoon, I will dismiss school ten minutes early the following Friday." The council came through, got the word out and policed the halls, and from then on Burbank's Thursday corridors were in great condition!

Another attempt at improving conditions at Burbank was not as successful. Mr. Curtice saw the need for building better self-images for his Negro kids. He wanted them to know something of the lives and achievements of Negro people. So he personally bought ten books of Negro biographies or books by Negro authors and donated them to the school library. Several days later the school librarian brought them back to him. She refused to put them on her shelves as "not up to National Library Association standards"! And that was that!

Another fighter for justice in handling black and white kids was Mrs. Frances Wilson who in 1946 was the third Negro teacher to be hired in the district, joining Ruth Acty (now at King) and Frances Franz (now in Oakland). All three of them taught kindergarten in Lincoln or Longfellow (primarily Negro schools). Kindergarten was voluntary in those days, so it was felt safe to dare to put these qualified Negro teachers in those schools, because if parents objected they could just withdraw their children without penalty.

Frances thought it was wrong to restrict well-qualified Negro teachers to kindergarten and continually called on Dr. Nelson, the Superintendent, to place Negro teachers both in secondary schools and in predominantly Caucasian schools. He always replied that he couldn't find qualified Negro teachers, so she took the initiative and got a bright Negro math teacher to go back to college

and qualify for a California teaching credential. With this satisfactorily obtained, the teacher applied in Berkeley and to Frances' great chagrin was turned down, even though teachers were in short supply at that time.

When she suggested that she herself might like to leave Longfellow for a "white school", Dr. Nelson countered with: "If I were to move you out of Longfellow the whole Longfellow community would rise against me!" Too good, so she couldn't be moved!

In 1954, as Frances persisted in her pursuit of fairness, Nelson stated that he would never put a Negro teacher at Berkeley High school as long as he was Superintendent. But in the fall of 1956, Palmer Whitted, a Negro and an experienced teacher from Texas (where he earned \$150 a month for the same teaching load for which a white teacher got \$100 more) was assigned there as a probationary teacher of an educable mentally retarded class. (Much later he was to become a counselor and eventually Coordinator of 11th Grade at Berkeley High.)

Finally, when all of her personal efforts to move Negro teachers to "white" schools had failed, Mrs. Wilson suggested to Mr. Campbell, Assistant Superintendent in charge of personnel, that it might be possible to move some of the Negro children from their crowded classrooms of 35 or 36 students into far less crowded classrooms in the predominantly white hill schools, "No" was the adamant answer!

It is interesting to note that after the elementary schools were desegregated in 1968, Mrs. Wilson was assigned to teach at Thousand Oaks School in the foothill area in the heart of what had been Berkeley's most ultra-conservative voting district. And in 1971 she was awarded an honorary PTA membership because of her many contributions to the good of the school.

But the School District was seeing the beginning of the end to complacency about the racial content of the school population, and there were also money problems looming on the horizon. Back in 1955 the teachers all over the district were dissatisfied with Berkeley's salary scale, high rate of teacher turnover, their over-large class size and lack of first quality teaching tools.

At this time there was a very tangible tie-in of the city public schools with city government. The Mayor (then Dr. Laurance Cross) was a voting member of the Board of Education until June 1955. Part of the money for the school budget came from a 35¢ city tax and part (\$1.65 per \$100 assessed valuation) from the County. The City Attorney came up with the bad news for the schools that the 35¢ levied by the City for school support was in conflict with City Charter regulations. The City, therefore, held up payment of the anticipated \$30,000 the schools had counted on for their operating budget. The Board threatened to sue the City for back payment of this sum and asked for a court decision.

After many delays, though it appeared that the court would rule in favor of the schools, the School Board decided to try to raise all of its taxes through the County. It suggested that the 35¢ tax formerly levied by the City be added to the prevailing \$1.65 county tax ceiling, or a \$2.00 total tax. The Board planned to put this on the ballot as Proposition N in June 1956. The Board stated that if this measure did not gain citizen approval, it would then continue its battle to secure those funds raised by the City for school purposes.

But the teachers, after considerable wrangling over a percentage raise granted them by the Board and a difference of opinion as to whether or not it should be retroactive, pressed the Board to go for a county tax limit of \$2.50 in order to meet the financial needs they considered to be imperative (salary increases, smaller class size, better teaching materials). The Board was lukewarm in its response and afraid to go for more than the 35¢ changeover from City to County rolls.

After several futile meetings with the Board of Education, the two teacher organizations took the matter into their own hands. They organized and went door-to-door with petitions to put Proposition O, asking for a \$2.50 county school tax ceiling for five years, on the same ballot as Proposition N. They got 10,595 signatures, way beyond the qualifying number necessary, and

raised funds to support their campaign. They invited parents to join them in their efforts to win the necessary votes. Widespread, enthusiastic parent support was engendered. An excellent citizens committee headed by architect Robert Ratcliff and Emerson parent Doris Maslach and supported by the Daily Cal (University of California student newspaper), labor, and most of the PTAs in the city, went to work under the slogan "N and O spell Yes!" They won their victory by what the Gazette called "an overwhelming majority". Both measures passed, N winning 25,020 to 10,961 and O winning 20,408 to 15,000.

An interesting commentary relative to the community's feeling about the teachers and the Board of Education appeared as a contribution in the Kacy Ward column in the Gazette of April 27, 1956. It started by saying it was the writer's opinion that the Board of Education was supposed to take care of the District's financial problems and the teachers were supposed to teach. Then the writer continued:

Teachers have been tramping the streets with petitions and the Board impressively maintains that the present revenue is adequate.

It is overwhelmingly apparent that the present status of the school system here in Berkeley is not only inadequate but plainly substandard.

This is not a simple question of teachers wanting only a raise in salary and a Board being cautious with public funds. Teachers and parents are well aware that the shifting population of teachers here is causing a lack of stability in the system and is having a demoralizing effect upon the faculty and students of the schools. The Board of Education

could have learned a good deal from the findings of the recent White House Conference, but it chose to lend a deaf ear.

. . . A teacher is very often the very last contact many young people have with healthful society before taking that fateful step on their own to active combat with society. . . Alameda County has a notoriously high percentage of juvenile delinquency which is increasing with cancerous speed. It is imperative that we attract and hold a high caliber of teacher to our community. I do not recoil with horror when listening to ever increasing mutterings of a blanket recall.

The passing of N and O doubtless gladdened that writer's heart, but much more importantly the new funds made available by their passage meant teachers' salaries could be raised to a more competitive level. (Teacher turnover at that time was 16 to 20 percent and half of the teaching staff had been in Berkeley less than three years.) Entering teachers' salaries were upped from \$3,887 to \$4,180, and teachers at the top of the salary scale were to receive \$7,450 rather than \$6,929.

A less immediately evident result of the campaign was the beginning of people from all over the city getting together in the interest of the total school district. Previously, each had demonstrated interest primarily in his own child's school. And of utmost importance also was the beginning of a bond between teachers and lay citizens forged by their working together - a bond that would grow and serve the District well in the more difficult years ahead.

THE WINDS OF CHANGE

By 1957 the winds of change began to blow throughout the city. According to Professor T. J. Kent, Jr., a professor of city planning at the University of California and elected member of the City Council (1957-65), the domination of Berkeley political affairs had been consolidated for decades in the hands of conservatives. He felt the time had come for a real change.

Both the City Council and the Board of Education needed to be opened up to liberals. The Democratic Party took the lead in a concerted, city-wide effort to change the Council majority from Republican-conservative to Liberal-Democrat. They had already elected two Liberal Democrats, Jeffery Cohelan (former secretary-treasurer of Milk Drivers' Local 302) and Arthur Harris, a young lawyer. In 1957 they dedicated their efforts to the successful election of Jack Kent, prominent Democrat quoted above. But even with his seat on the Council secured, the liberals were powerless to move ahead as quickly as they wished with aggressive, progressive attention to the social problems that were becoming evermore evident in the city. They needed at least a 5 to 4 majority.

For the School Board many thoughtful, hard-working, intelligent parents wanted to elect a scholar who cared about curriculum improvement and more teacher

participation in educational decision-making. They had tried with the appointment of a liberal Republican, David Smith, and again with the then liberal Alex Sherriffs. David had lost his try for election to the Board in 1953 because, while an appointee on the Board, he had cast the "swing vote" to allow Paul Robeson the right to sing in the Community Theater, having consulted both the FBI and Mr. Nixon before reaching his decision. The victor was a former Cal "football great", Victor Bottari, who won under the slogan: "It takes an all-American to beat an un-American."

The almost perfect candidate, Dr. Paul Sanazaro (a product of Berkeley schools, Phi Beta Kappa at the University of California and graduate of its medical school, a father with four children in the schools) agreed to run and was elected in 1957 on his carefully developed platform:

A Master Plan for school construction that will meet our population needs, equitable teacher hiring and placement policies and a sound personnel policy; a curriculum which meets the highest standards; richer educational opportunities to enable children of all abilities and backgrounds to reach their full potential; strong counseling and guidance programs at all schools and prudent expenditure of school funds.

Kent's election to the City Council and Sanazaro's election to the School Board were vital steps toward the eventual liberalizing of both governing bodies, strengthened two years later by the election of Bernice Hubbard May, recent state president of the League of Women Voters,

to the Council and Spurgeon (Sparky) Avakian, a talented tax lawyer with ideals for education similar to those of Dr. Sanazaro, to the School Board. Council members were still not in a position to insist on broader minority representation on the various city commissions, because the nominating chairman for seats on the commissions was by tradition a member of the majority party. Cohelan had gone to Congress, leaving Harris, Kent and May to carry the liberal banner. They were preparing constantly for the day when the majority would shift. That day came on April 4, 1961 when the election of Wilmont Sweeney and Zack Brown finally provided the liberals with a shaky 5-4 Council majority.

Meanwhile, the long-time Superintendent of Schools had resigned and the School Board, while still four conservatives to one liberal, was fortunate in finding and successfully employing C. H. Wennerberg to be the new and totally different "head man" in the school district in 1958.

Just nine months prior to Mr. Wennerberg's appointment, the Reverend Roy Nichols (a Negro who in 1959 ran a good but unsuccessful race for City Council at the same time Charles Wilson, a Negro, ran unsuccessfully for School Board) appeared before the School Board in his role of vice president of the Berkeley Branch of NAACP. He came with some well-defined, carefully thought-out positions about education of Berkeley's Negro children.

He did not weakly ask the Board to look into the problems of equal educational opportunity. He said:

We, the NAACP, come to you with eight areas of concern. Can we help you or can you help us? These areas of concern are:

1. How can we help in dealing with behavior problems in and around our schools?
2. How can we help to insure that 'identical' educational opportunities will be presented to all of the children in Berkeley?
3. How can we help with an inservice training program for teachers to help them in promoting the highest standards of education and the highest standard of race relations in our schools?
4. How can we help provide and appraise an extracurricular program to include all children at all levels of readiness?
5. How can we help insure 'Incentive Counseling' that will challenge a child to improve and overcome rather than to 'accommodate' his outlook to present opportunities?
6. How can we help to make student government a greater force in the fulfillment of the highest and best in all students, and insure the participation and cooperation of all?
7. How can we help in the process of distributing minority group teachers into all of our schools as a means of aiding faculties and students in racial understanding in the racially exclusive school situation?
8. How can we help the administrative leadership of our schools in presenting and executing a program involving integration techniques and procedures?

How can we help?

When Dr. Nichols finished his statement and his offer of help from the NAACP, Mrs. Alice Sackett, Board

President, quietly thanked him for his interest and said in dismissing him that he "would be welcome to come back at any time."

The Board's usual procedure then would have been to join in the thanks, receive the statement and "shelve it". But Dr. Sanazaro had caught the seriousness of the conditions and decided they really must be answered. He proposed that each member of the Board study the report and come back two weeks later with suggestions as to the next necessary step.

Despite Dr. Sanazaro's concern, the Board had little to offer when next it met. He then suggested a study committee be set up to inquire into Dr. Nichols' criticisms and requests. But it was not until six months later, in June 1957, that a 16-member lay committee to be chaired by Judge Redmond Staats was appointed. The conservative board members were afraid the committee's findings might shake the status quo. The Superintendent and some of his staff felt that there were no racial problems in the schools serious enough to warrant investigation and that the schools had little influence on conditions or responsibility for them. Both Board and Superintendent wondered about the amount of significant influence the NAACP could exert. A whole year earlier, Anne Deirup, chairman of an ad hoc committee of the Garfield Junior High School PTA, had presented similar requests and had received absolutely no response.

Despite the evident disinterest of the Superintendent and many of his staff, the appointed committee went to work, charged by the Board to study:

- How to establish a better liaison between the schools, the home, and the community
- Best ways of solving behavior problems that may exist within and outside the school situation; best ways of securing school-community cooperation on these problems
- Kinds of inservice programs that might be useful in helping teachers to understand better the psychology and culture of various minority groups.

After one and a half years of in-depth study, not only of conditions in Berkeley schools but delving "into Caucasian-Negro relations in general, including specific practices and conditions in Berkeley, and the cultural and historical background of the races and their relations to each other in the entire United States," the committee, now called the Staats Committee, gave its report to the Board in October 1959.

Mr. Wennerberg, the new Superintendent, joined the two liberal members of the Board in pressing for broad community discussion of the report which included an Information Gathering Conference on Interracial Relations at Berkeley High School, held at Stiles Hall on April 18, 1959 in which 90 students (50 white, 30 Negro, and 10 Oriental) participated. The conference urged implementation of the committee recommendations, particularly those in regard to minority hiring and placement, student counseling and inservice training for teachers.

Amongst the more positive results of the Staats Report was the trend toward the increase in the employment of minority teachers, from 36 in 1958 to 75 in 1962. Thirty Oriental-Americans also served on the District's staff by that latter date. But the Assistant Superintendent in charge of personnel did not move as quickly as the Board desired and placed minority teachers primarily in the flats, stating that only west Berkeley principals were willing to interview minority applicants. Howard Jeter, a Negro teacher in Oakland, gave a strong paper at this time before the Seventh District Democratic Club castigating the School District for its slowness in hiring and district-wide assignment of minority teachers. He attributed failure of school bond and tax elections to the dissatisfaction of large sections of the minority population, which persuaded them not to support school requests. However, a few success stories encouraged some satisfaction. Harriett Wood, a Negro administrator and formerly vice principal at Lincoln Elementary School (mostly Negro), was appointed that year as principal of Emerson (mostly Caucasian) and Kathrynne Favors, a Negro teacher, was assigned to teach fifth grade at all-white Hillside Elementary School.

Two other significant by-products of this report were the awakening on the part of a much larger number of citizens to the unequal conditions in the schools and the beginning of an intensive program in intergroup

education which served as a strong influence in preparing the whole community for the controversial attempts toward school integration to be started four years later.

The new Superintendent gave his District critical appraisal and sorted out priorities. He was appalled at the conditions of many schools and started laying the groundwork for a desperately needed school bond campaign to correct their conditions. But he was even more uneasy about his predecessor's closed-door policy. He wanted to open up the District to the various communities within Berkeley which had heretofore had no avenue of input into the schools. He wanted his staff and faculty to feel free to bring innovative ideas to him for discussion. He wanted to establish procedures for the wise handling of grievances.

He encouraged the Board to lead in creating a set of educational policies for the Berkeley schools. His earliest instruction to his administrative assistant, Burnell (Barney) Johnson, was: "I want you to open up every area of communication possible in this city. I want to know the various communities and I want to be sure they know I will listen to them." He also felt that he had inherited a divided staff and he set about to try to unify it.

One of the "opening up" techniques he used was establishment of an interracial team of three teachers: Kathrynne Favors, a Negro; Roy Takeuchi, an American of

Japanese descent; and Larry Wells, also a Negro. These three experienced, charismatic minority teachers, with first-hand understanding of the problems of minorities in "white America", were soon in constant demand as speakers. They made their debut as a team before all of the assembled administrators of the District and were warmly applauded. There followed a deluge of invitations to speak all over Berkeley, to all but one PTA and in many churches as well as in other school districts. Fellow teachers, formerly prejudiced or just plain unknowing began to say: "If we could get minority teachers like these three in our schools, we would surely welcome them!"

The other constantly expanding and evermore influential program begun as a result of the Staats Report was the intensive activity in the district to acquaint teachers, parents and citizens-at-large with the need for intercultural exchange and understanding. Dr. Marie Fielder, a Negro expert in group dynamics from the Teacher Intern Program at the University of California, directed this effort. She brought parents from white schools in the hills to meetings with parents from Negro schools in the flats to share questions regarding student motivation, the validity of IQ testing and their children's school experience. She got Negro parents to speak out on their grievances about schools by letting them talk together alone, but she had their talk recorded on tape and played back for later discussion. She set up inservice

seminars on other cultures and trained her first seminar group to lead similar seminars for their peers in ensuing years.

The second year of these experiments was funded in January 1961 by the Alameda County Superintendent of Schools, with funds received from the State Department of Education. It took the form of a field survey of Berkeley school-community intercultural relations, which he planned would be a pilot project for the entire county. Charlotte Treutlein of Berkeley served on the County Board at that time and helped persuade her co-workers and the County Superintendent of the value of this investment. Dr. Fielder instituted a "Community Enlightenment Series" of programs to which she invited outstanding leaders and able minority speakers to come into Berkeley's Little Theater to share their knowledge, their hopes and problems and their possible solutions.

The district and the community-at-large were saturated with opportunities for correcting their knowledge and understanding regarding the educational priority needs for minority students. Many teachers gave generously and creatively of their time and their talents. A new spirit was abroad and was constantly refreshed by new and hitherto unexplored avenues of study and expertise. An assembly on "Creating Intelligence" was held at Garfield auditorium using all the tricks and innovative possibilities of the multimedia. In spring 1964,

an intercultural exhibit was staged in the gymnasium and throughout the grounds of the high school. Three thousand people attended on a Saturday and five thousand more came on Sunday. An original play, produced by Jay Manley, teacher of drama at Berkeley High, and called "Walking Like a Man on Earth: Vignettes of the Black Experience" was presented to crowded houses and taken "on the road". Over 13,000 persons saw this remarkable entertainment and there were few dry eyes or unmoved hearts in the audiences.

The community YWCA - long a champion of Negro rights - put on a dramatic presentation based on Langston Hughes' "The Glory of Negro History", and its Public Affairs Committee presented a discussion series of six topics based on the recommendations of the Staats Report.

The Council of Social Planning, a vital community organization supported by the United Crusade, initiated four workshops on "Interracial Gains and Goals" with the wholehearted cooperation of Mr. Wennerberg and his staff. The League of Women Voters did a comprehensive study of the interracial situation in the Berkeley schools.

On the same night (April 4, 1961) that the Democrats had won their 5-4 majority on the City Council, the School Board had come into its full five-member strength. The seat which had become available by the resignation of Vic Bottari had remained unfilled for nearly two years because of disagreement between the

remaining members - two liberals and two conservatives. Two liberals were elected that night, giving a membership of four liberals to one conservative. Rev. Roy Nichols, the remarkably gifted minister of Downs Memorial Methodist Church (now Methodist Bishop of Western Pennsylvania) and long active in the NAACP, became the first Negro to serve Berkeley on its Board of Education. Carol Sibley, a long time in-depth community volunteer, known as a warm friend of both the youth and Negro communities, was chosen to serve in that same election. Many people, deeply aware of the need for representation of the Negro communities, "single shot" for Roy, giving him a heart-warming vote of confidence with 21,799 people joining to establish his lead out of 35,364 votes cast.

The City Council liberal majority now turned its attention to long-evident community needs, appointed minority members to all city commissions, and started to work for a Fair Housing Ordinance. They also rezoned the flatlands to protect private homes in that half of the city from ruthless real estate speculation, and proceeded with plans for total community recreation facilities, including a cooperative plan with the school district to build a swimming pool at each junior high school site - the land to be provided by the school district, the cost to be born by the city and the after-school activities to be directed by the city's recreation staff.

A Fair Housing Act was proposed in April 1962 as appropriate legislation for the City Council to enact after its citizens Committee on Discrimination in Housing had determined that racial discrimination in housing did exist and that the whole community was involved in the problem. On that election date, following a vigorous campaign, Berkeley citizens reelected Bernice May and Arthur Harris as Council members. But defeated were Fred Stripp, a speech professor at the University of California, who ran for mayor, and Dan Dewey, the headmaster of Anna Head private prep school for girls. Both had tried for a seat on the Council. Both ran courageously on platforms strongly supportive of the Fair Housing Initiative. The initiative itself lost by the narrow margin of 20,000 to 22,000 votes.

Community education in problems of minority housing, unemployment and schooling was deepened because of the intensity and intelligent conduct of the Fair Housing try and the schools' intercultural program. But school bond campaigns were fought and lost four times in four years before eventual success on June 5, 1962.

Even more detrimental to the schools' improvement under its progressive new Superintendent was the defeat in June 1960 of Proposition E (for Excellence) which proposed to raise the tax ceiling by another \$2.00, making a \$4.50 limit. This proposition was put on the ballot along with five city bond issues. An excellent

total city campaign was mounted, vigorously supported by a new civic group called VOICE (Voters Organized In Citizen Education) and by the seasoned school campaigners who had won their spurs in the N and O campaign of 1955 and in the successful campaigns for Sanazero and Avakian. But the opposition, led by a taxpayers' association and many who later formed themselves into the ultra-conservative Berkeley Citizens United, staged a very strong counter-campaign. The voter turnout engendered was 61% the registered voters, but all of the city bonds and the school tax increase failed.

This failure had one remarkable and enduring result for all of the city's school children, for it resulted in the birth of the School Resource Volunteers (SRV).

Following the unsuccessful conclusion of the E campaign, many parents of hill children who had participated, became increasingly aware of the crowded classrooms, inadequate or non-existent libraries, and general lack of essential services in many of the south and west Berkeley schools. They asked themselves: "What can we do to help these teachers who need help so much?"

When Charlotte Treutlein, a dedicated worker in the campaign, asked this of Esmer Clark, Coordinator of Secondary Education, Mrs. Clark immediately responded by consulting Carl Dwight, principal of Burbank Junior High. With his consent she put Charlotte in touch with one of

his teachers who was attempting to teach English to 35 slow learners in the 7th and 8th grades. Charlotte, a Cragmont parent, got in there and really went to work. She began to help in the classroom but was amazed by the lack of books available to the children either at home or at school. Remembering a storeroom stuffed with no longer needed books at Cragmont (a hill school), she asked and was granted permission to remove them to Burbank for immediate use.

Charlotte's enthusiasm for her new volunteer job was contagious. Soon five other volunteers, gratefully welcomed by Mr. Dwight, were recruited and became the cornerstone of the new volunteer organization. Everyone wanted to get into the act. The Dad's Club gave \$100 for a paperback bookstore open daily in the lobby off the auditorium. Volunteers and teachers chose the books and worked in the increasingly popular bookshop every day. Teachers, pleased with their new corps of workers - some recruited through the University YWCA and Stiles Hall, the University YMCA - had a white elephant sale and raised \$100 for bus tokens for these student recruits.

In November 1961, SRV was incorporated, with the encouragement of the Superintendent and several board members, and shortly received a Rosenberg Foundation grant to pay salaries for a director and secretary, and office space for the director and secretary was furnished by the school district. By then about 100 volunteers

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were serving. Much of their success and earned gratitude of the teaching staff was due to the succinct and wise statement of SRV purpose:

1. To supplement with community resources the work of the classroom teacher and other Berkeley public school personnel, upon their request, under their supervision and with the approval of the school administrators, in order to:
 - a. Extend the professional effectiveness of the teachers by relieving them of some of their time-consuming, non-teaching tasks
 - b. Meet emergency and provisional school needs
 - c. Supplement and enrich the educational program by providing services beyond the scope of the school or for which school personnel are not available
2. To enhance community understanding of school needs and promote better school-community relations
3. To expose capable people interested in community service to the career possibilities of the teaching profession.

Imaginative people began to see a variety of needs that volunteers could fill. One volunteer started reading aloud to attention-hungry children in the Lincoln library. Others brought in rock bands, art exhibits, reptile demonstrations, slide shows of foreign lands, and always delighting puppet shows. Classroom enrichment, particularly in the flats schools which had very little of it, became a new department of SRV as the Community Resource Volunteers. By 1970, 312 community volunteers and 309 student volunteers from the University of California, Merritt Junior College, and even as far away as

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San Francisco State College - over 600 in all - were performing vital and deeply appreciated services in classrooms throughout the district. And in addition to these activities, committees of volunteers put on annual workshops to train their participants in the skills needed to increase their competency with students.