



It's noon-time at West Campus.

## In This Issue

This issue of the BUD is devoted to the secondary schools — to the changes that have been made and to those being contemplated.

A fundamental look has been taken during the past year at the structure of the secondary schools and at the ways in which that structure accommodates the reason for its existence — the student.

Last month, representatives of the city's secondary student population and the teaching and administrative staff gathered together for five days to create recommendations for substantive changes in such pivotal areas as class grouping, grading, curriculum, student control and teacher attitude.

From this effort has come recommendations for action by the Berkeley Board of Education.

The students of this community have asked for this reappraisal of things as they are. Parents have asked for it. Staff has asked for it.

This issue of the BUD will touch on some of the many areas open to change.



Before the bell rings for the first class, King students gather in the "quad" with Principal Harold Treadwell, third from left, and Heinz Geywing, right, Dean of Boys. The students are, from left, Michael Ford, George Palmer, Terry Gist, Robert Hamilton and Kathy Bowen.

## "There's Got To Be Time For The Kids"

"Some of the subtle human things are lost in the professionalizing."

This is Milt Loney talking about counselors — about the process that turns a person into one and about the "many required functions" that tend to take him away from his prime interest — the student and his needs, concerns and future.

"The emphasis for the counselor must become one of relating to students.

"Our obligation to young people is not only to invite them to be involved in the decisions about their educational growth but to actively let them know that they can be involved. And we as adults should want them to be. The feeling of futility that so many kids have is a valid one. Opportunities for their real involvement in their day-to-day development have to be created.

"Administration is fearful. Parents are fearful. Students are fearful.

"Actually, we should be more uncertain than fearful and that uncertainty should become almost a way of life. We should use it as a spur to developing our resources as human beings."

Loney is head counselor for the school district. He concurs with the frequently expressed complaint that counselors are fragmented by "paper work" commitments and have such an overload of students that they can do little more than let them know what their schedule will be for the next semester.

Some changes are occurring, however. New personnel procedures are being developed for selection of staff and for in-service training, Loney noted. For the first time, students were members of the screening panel which selected the recent new additions to the secondary-schools counseling staff. Of the students on the panel, one was a member of the BHS Black Student Union and one represented the BHS student government.

"It is hoped that the counseling staff can once again assume its full responsibility as 'change agents' in the interest of improving the school experience of young people," Loney said.

Last month, two counselors were added to the high school staff, primarily in response to Black Student Union demands for an expansion in that function.

In addition, four intern counselors have been hired, on a half-time basis. Three are Black and one is

Spanish American. Two of them have been assigned to BHS and one each to King and Willard. All three are participants in the Masters program for counselors at San Francisco State College.

At the various secondary schools, this is the line-up of the counseling staff.

West Campus — One head counselor plus two part-time and three full-time counselors, one of whom is Black.

King — One head counselor and six full-time counselors, three of whom are Black. At King last year, there was one Black counselor. Four of the six counselors at King are new to the school.

Willard — One head counselor and three counselors, one of whom is Black. Prior to this year, there were no Black counselors at that school.

Berkeley High School — One head counselor and 12 counselors, one of whom is Black. The new additions bring this total to three.

## Recommendations For Change

Four years ago, on a late spring night on the stage of the Community Theatre, five people speaking for the parents and students of Berkeley agreed on a change that would bring in its wake many more.

The Berkeley Board of Education voted unanimously to integrate the secondary schools of this city. The method was this. Take one of the three junior high schools — the one in West Berkeley which was predominantly Black in racial composition — and turn it into a school for all city's ninth graders. Draw a boundary line straight down the city, from hills to flats, and divide all of the city's seventh and eighth graders between the two remaining secondary schools — Garfield (now King) and Willard.

Burbank School located on University Avenue at Bonar below Sacramento Street was renamed West Campus (an annex of Berkeley High School main campus). Its student body became naturally integrated because it drew from the whole city.

In drawing the line up the middle of Berkeley, the other two schools became naturally integrated also.

The system of grouping students in classes according to ability level based on tests, teacher evaluation and past performance continued to apply. This system is known as tracking. The number of tracks (ability groups formed into classes) had been greatly reduced — from a maximum of around 20 to four. But tracking continued.

Within the desegregated secondary schools, a majority of the students were separated racially — the Caucasians predominantly grouped in the higher tracks and the Black students mostly in the lower groups.

The students were arriving at the desegregated secondary schools

voted unanimously to integrate the secondary schools populated predominantly by one race. Most of the Caucasians attended the community's six "hill" schools and most of the Black students attended the four schools of the "flats." Those in the middle of the city — Jefferson, Whittier, Washington and LeConte — contained a greater variety of racial difference.

In May of 1967, the school board voted to integrate the elementary schools by the fall of 1968 and to adopt by February of this year the specific plan that would implement it.

Although the focus of attention and effort was on the fundamental reorganization occurring on the elementary level, there was still much staff and community concern expressed over the status of the secondary schools.

Staff, parents and students were pressing for changes. In the spring of this year, an intense and daily consecutive series of public meetings were held. Some were conducted in the district center at 1414 Walnut Street and some in the schools of the flats. Day and night for a week, parents and teachers and students spoke out about such things as discipline, quality of education, attitude — both of the learner and the instructor — about feelings of isolation, separation and hostility.

The administration's response to frank expressions of concern was to immediately appoint a group of

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## Students Open-Enroll

Sign-ups by students and their parents have been completed for the "open enrollment" plan going into effect in the spring semester in the secondary schools.

The plan is being instituted as an interim measure until heterogeneous grouping in all classes can be achieved.

Intent is to give mobility to those students who feel constricted and "locked" into an ability level which they consider offers insufficient challenge.

The call went out to parents and students shortly after the semester started that sign-ups would be taken for transfer to other classes by those students wishing it. The decision was theirs and that of their parents. The school could advise only, not decide. Dr. Joseph Rodehaver, Director of Secondary Education, said.

Cut-off dates for sign-ups were set for mid-November for the junior high schools and December 8 for the high school to allow time for rearrangement of class groups to accommodate the change in number.

These are the figures (approximate) from the schools in response to open enrollment: West Campus — English classes, 60 students going from Track 3 to 2 and 75 from Track 2 to 1; History classes, 65 students going from Track 3 to Track 2 and 55 going from Track 2 to 1.

King — English, 40 students, not specified as to degree of movement, some of which has already occurred.

Willard — Approximately 30 students involved in open enrollment, all of whom have already been transferred.

Berkeley High School — English, 60 in Grade 10, 40 in Grade 11 and 20 in Grade 12.



The parking lot behind East Campus main building is the scene of an impromptu visit. From left are Tom Parker, principal; Ron Rohman, math teacher; Mike

Finnle, English teacher; Carmen Jones, student; Jim Hancock, Ombudsman; and Robert Frelow, assistant to the director of secondary education.

## Modifier of The Mainstream

About 30 percent of the 350 students at East Campus (formerly McKinley) chose to transfer into that school.

It's a statistic that tells the story of a change. McKinley bore a stigma of rejection from the mainstream.

The way that Principal Tom Parker is running East Campus, it is fast becoming a modifier of the mainstream.

Students — roughly 60 percent Black and 40 percent Caucasian — attend classes from 9:30 a.m. to 2 p.m. Approximately 100 graduate every year. Only a few of the student-body is over the age of 18. Many get jobs after going to East Campus.

The goal at East Campus, Curriculum Associate Laurence Silverman reports, is to try to provide varied situations in which each youth can achieve.

These "varied situations" include lab study involving individual work under contract, with a certain amount of achievement applied for a certain amount of credit. Class groups are informal and as tutorial in nature as possible. The seminar is another variation of the learning condition — with students from various classes involved in discussions of common topics.

Fifteen East Campus students work in the nursery school across the street as aides, gaining credit for it. They participate in weekly seminars relating to their observations.

Another 30 East Campus students go to Whittier and Washington Schools as tutors for two hours three times a week. Nine other students are working with two teachers on a tutorial program with pre-schoolers and scholarships to Laney College are hoped for. To be in the program, the students must commit themselves to obtain the skills to go on to college.

People outside the staff are brought in frequently at East Campus. A member of U.C.'s Afro-American Student Union comes in approximately three times a week to counsel and tutor, serving also as a "motivation model."

Three para-professionals, college students, work in the school daily. Once a week Psychologist Bill Woodson conducts meetings with the staff and students in encounter-type sessions encouraged by the East Campus teachers.

The East Campus staff meets often, continually discussing what is needed to make the school a meaningful place for its students. Any teacher can call a staff meeting at any time. "We're not afraid to question the direction in which we're going," Silverman said.

"The system must encourage people to think in different ways," he added.

Recently, a teacher took nine students for a week on a camping trip. Natural science and conservation were the subjects studied. "This is a legitimate activity," Silverman noted.

Studies are as task-oriented as

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possible. The photo lab at East Campus is one of the prides of the school administration. It combines application of almost all subjects, Silverman said — science, math, art. Subject areas should be treated as blocks, not isolated units.

When a student first comes to East Campus, he is told to visit classrooms and pick out the ones he wants to attend. The choice is his.

One teacher, Ronald Rohman, has more than 125 students at different times each day for the one subject of math. He has written a separate course of study for each student.

"We're making an honest attempt to tailor every student's program to his special talents and abilities," Silverman said.



Carol O'Gillvie, Ombudsman for King, talks over student needs with Gavia Kennedy, left, and Margaret Liniecki.

## A Group And Its Work

The assignment of the Committee on Secondary School Reorganization was to evaluate all past studies on the subject, to consider the views of its own membership, and to produce a set of recommendations for Berkeley Board of Education implementation.

There were five days in which to do this. With 50 members on the committee, it could well have taken five days just to define terms and become sufficiently "sensitized" to each other to get at all.

Committee recommendations to the board are in the areas of staff effectiveness, curriculum, grading, grouping, scheduling, school structure, student involvement and welfare, extra-curricular activities and community involvement.

Rather than making recommendations in the specific subject areas of the curriculum, the committee turned this matter over to the various departments of the respective schools. It was felt that those working in the subject areas should be the ones to recommend the changes. The departments will then make their recommendations to the school board.

Following is a list of the major recommendations to the Berkeley Board of Education from the Committee for Secondary School Reorganization. For reasons of space, many items have been deleted from this account. A copy of the report containing the complete set of recommendations can be obtained through the Director of Secondary Education office, 1414 Walnut Street.

### Recommendations

Implement immediately a mandatory in-service training program including a variety of choices and focusing on growth in self-awareness and understanding in human relations.

Require that each secondary principal meet regularly with both student and community groups.

Allow counselors to start with students in Grade 9 and stay with the same students through Grade 12.

Create the position of Ombudsman at Main Campus. (Another committee work-group wanted the position created for each of the secondary schools. An Ombudsman deals directly with students and funnels their complaints and concerns to the administration.

Re-define the role of Coordinator of Student Activities so that he becomes a representative of students rather than administration.

Actively encourage teachers who are not agreeable to the district's integration policy to seek other employment.

Support administrators, up to and including court action, in the dismissal of staff members who ignore district philosophy and policy.

Seek to employ adults from the community to relieve teachers of clerical and other non-teaching functions.

Seek transfer of classified personnel who display inability to relate positively to students and parents into positions which involve a minimum of public contact.

Make reading an integral part of all courses, especially in English, history, math and science.

Institute immediately changes in the present testing procedure in reading. The amount of formal testing required should be reduced to an absolute minimum.

Recruit para-professionals, tutors, SHV and student aides for all secondary reading programs.

Involve the students in decision-making in class situations.

Re-evaluate the function of the study hall.

Appoint a committee to study the matter of graduate requirements.

Issue written evaluations to all seventh and eighth grade students. These are to be discussed with the student and sent home.

Issue to all seventh grade students Pass-Not Pass or letter-grade in each subject. The parent and the student may choose between the methods of rating.

Issue to all eighth graders Pass-Not Pass in required subjects except physical education but the parent and the student will make the decision.

Require that teachers discuss grades and progress in general with students, grades seven through 12.

Widen the range of methods used in reporting grades to parents.

Group students heterogeneously in all subject, Grades 7 and 8.

Group ninth grade history and English courses heterogeneously. Such classes could meet on a Monday-Wednesday-Friday basis, with appropriate workshop or enrichment courses on Tuesday-Thursday.

Group heterogeneously all history and English classes that satisfy graduation requirements.

Initiate where possible heterogeneously grouped classes in all subject areas in the Spring of 1969.

Implement changes in scheduling and teaching techniques in order to move toward necessary individualized instruction.

Institute more flexibility in scheduling in all grades.

Provide for student use of the school plant at times other than during the regular school hours.

Program time for dialogue between students, students and teachers and teachers and teachers.

Re-evaluate the needs of the curriculum schedule. The length of the day, and variations daily within the week, should be considered.

Offer limited class attendance on a contractual basis to 12th graders.

Program weekly, small-group sessions between counselors and counselees.

Make more time available for parent conferences, in-service training and for teacher classroom visitations.

Retain the present BOC (or student body government) as the primary student political body in the school but change it to allow for broader representation of students and for more positive staff-student inter-relationship.

Create a student-staff committee with membership comprised of equal numbers from each group to deal with such matters as dress, decorum and rules and regulations governing the school except those required by the state and district.

Encourage formation on the secondary campuses of student union groups.

Appoint a district staff-student-parent committee immediately to completely examine the rules and regulations operating within the Berkeley Unified School District.

Organize meetings for parents in each school community with teachers, counselors, deans and administrators to hear parental concerns.

Appoint a Citizens' Education Commission representing the community racially, economically and socially to confer with the superintendent on community involvement in school affairs.



West Campus teachers and students talk over concerns during a noon-time break. Carole Friedman, second from left, is director of student activities and Marcia Montgomery, second from right, is special

education teacher and staff representative on the Student-Faculty Advisory Committee. The students are, from left, Cheryl Galphin, Wayne Luk and Bebe Harris.

### "It's Our Whole Hope"

"If teachers are not doing their job, they'll just tell you you're not learning right."

This is a student talking. Seated with her around a large circle in an upstairs classroom at West Campus are five other students and six teachers.

Another student said: "There's no right way to learn. Why do kids come late to class? The reason is the class. Something is not stimulating them."

"Hold tight," a teacher retorted. "Wait a minute. I think that's ridiculous."

The student went on: "You have to, in a very pleasant way, keep coming at them (teachers). The best way is to try to help the teacher, not to irritate her. If the teacher is going to keep taking it as an insulting situation, then you'll just have to go to the counselor or principal."

The discussion was part of a regular, bi-weekly meeting of the Faculty-Student Steering Committee, initiated this year at West Campus to increase the decision-making influence of the students and to give both groups an "ear-full" of each other's views and concerns.

Recommendations from the committee — which meets on school time — go directly to the administration. The group is now devising policy statements on the practices dealing with tardiness and "cutting" and on the prohibition of playing cards on campus.

Committee members were selected in this way. The entire

faculty voted in three of its number, as did the students. These six selected six more.

The meetings are "chaired" by Student LaSalle Johnson, and coordinated by Special Education Teacher Marcia Montgomery, who is dedicated in her insistence that the exchanges between teacher and student be open and frank. There are no taboo areas and teachers are not given preferential treatment.

"We can no longer have the idea that the teacher is above and the student is below," Carl Dwight, West Campus principal, said. "We need a significant kind of dialogue between students and teachers. That's the whole hope we have here. If it doesn't work, it's because we as adults have failed."

"It's awkward at first. As adults, we're not very good at it."

At a recent steering committee meeting, a teacher proposed a non-punitive cut system for the school. "Throw out the whole structure," he said. "Just say to the student, 'Your education is your responsibility. Go to class if you want to.'"

"If he doesn't go to class, the teacher will wonder, 'How can I do better?' The student will wonder, 'Will I get an F?'"



Black Student Union officers at West campus confer with their faculty advisor, Bill Dorsey. The students are, from left, Izola Dyson, Addean Benham and Jeff Seales.

## Berkeley High Round-Up

Here's a round-up of some recent developments at Berkeley High School.

**Student - Faculty Curriculum Committee** — This group was just organized and represents the first time students have had a say in curriculum content. There is a sub-committee on Black studies, also containing students. Formation of such a group was sought by the Black Student Union, although its request was for a full committee on Black curriculum.

**Break-Through Days** — Two have been held during the past two and are the first of their kind, initiated by the three-year-old Student Concerns Committee. They are for the purpose of stimulating the kind of dialogue that leads to heightened understanding.

**Curriculum Associate in Black Studies** — This position was created after demand for it by the Black Student Union. The role is filled by Clarence Hampton, formerly on the high school history staff. His job is to devise additions to the curriculum, starting in February, which promote knowledge and understanding of African and Afro-American history and culture. Other purposes of the new courses are to improve self-concepts of the students and make school more relevant to the needs of Black people.

**Course Offerings in Black Studies** — Initially, the Black Studies Program will include Afro-American Literature, Swahili, African dance, Afro-American journalism (if student-interest warrants it), Afro-American economics, history and civilization (separate courses).

**Faculty Senate** — A change here is being contemplated. It would be to add students to the senate, to serve as full participants.

**Choice in Study Hall** — New this semester is a choice for those who don't want to go to study hall. The cafeteria has been turned into a student union. The 40-minute daily study period can be spent there. It operates nine periods a day.

**Student-Faculty Relations Committee** — This group is used mainly for the hearing of grievances. The five students on it were selected by the BOC and the five teachers by the Faculty Senate.

## Things Will Be Different When The Spring Term Comes

Education will not be "as usual" in the history department of Berkeley High when the spring semester comes.

The "usual" is tracked classes containing students required to take two years of the subject, taught by instructors who carry a load of five classes daily. Grading in each track is associated with specific standards.

When the spring semester opens, all history classes will be non-tracked. Under Senate Bill #1, students will be required to take only one year of U.S. History-Government. Per last month's action by the Berkeley Board of Education, they will also be required to take one year of electives, one each semester. Their choices among electives are economics, sociology, Latin American History, Black History, African Civilization, Oriental History and United States History III (an elective only for the spring semester).

The history teachers, who now total 18 at Berkeley High and whose number may increase to accommodate the new program, will teach four classes daily instead of five. The rest of the time will be spent in developing instructional program and materials for use in heterogeneous classes. New courses of study are also to be produced.

Method of grading under the new system has not as yet been determined. Jeff Tudisco, history department chairman, said, "We need to re-examine our grading policies and standards so that the student's experience can be 'success-oriented,' rather than 'failure-oriented.' If the department were to maintain its current standards of grading, then standards, rather than students, would be our concern."

"For this reason, we are exploring the possibilities of multiple standards for the heterogeneously-grouped class. Quite often in the past, in our tracked classes, the standard has assumed primary im-

## Performing Arts Group Creates Model School

"Big city schools make for fragmented human beings. There's too little sharing of feelings, concerns and knowledge. It's not a condition that nourishes tolerance and appreciation for difference."

These are the views of a group of teachers at Berkeley High School who are about to breathe life into a model of the sort of learning condition they think should prevail.

The project has been approved by the school board and, through district funding, will go into effect at the start of the spring semester. The site will be a portion of the BHS campus — the Community Theatre and all the rooms around it.

Into this setting will go 108 tenth grade students, seven teachers and a lot of hope, advance effort, emanating primarily from the Performing Arts department of BHS. The proposal for the "Community High School" was written by Drama Teachers Jay Manley and Peter Kleinbard. They and their associate, Robert Pearson, will be on the teaching staff of the model school.

The students, selected as a representative cross-section after parent interviews, will study the regular courses — English, history, science, drama, art, music and physical education — as the core of their curriculum. But scheduling of the learning program will be flexible — open-end. The setting for the learning will be wherever students and teachers agree it should be. Using the community theatre environs as home base, the classes will fan out into the community. "That will be our real classroom," Pearson said.

"We in education have been forgetting the feeling side of learning and of human development. Through this model school, we

portance. Students were expected to meet the standards of the course, rather than adjusting the standard to meet the needs of the students."

The program for school-wide heterogeneity in history was initiated by the history teachers and presented to the Board of Education, which approved it for implementation in February. Class size will average 25 pupils and is not to exceed 27. Enrollment figures to be completed by mid-December will determine whether or not additional teachers will have to be hired on a semester basis. Presently, 2,495 of Berkeley High's 3,200 students are enrolled in history. The figure remains approximately the same from semester to semester.

The history department decided to experiment with heterogeneity rather than participate in the "open enrollment" plan, Tudisco said. "If the standards are not made flexible in open enrollment classes, the experience could be damaging to students. Teachers in open enrollment classes must be willing to accommodate a wider range of needs and achievement levels if 'open enrollment' is to succeed. The history department believes that if standards are not to be adjusted in open enrollment classes, then students will fail. It appears to history teachers that the standards, rather than the students, are the important element in 'open enrollment' classes."

By initiating their new program, the history teachers negate the need for open enrollment. They go all the way, without the use of transition steps, from tracked to non-tracked classes.

Students will choose their electives and will also have a hand in creating the contents of the core curricula.

Learning will be through doing — termed by educators as "task-oriented." Students will work together on concrete projects, such as creating a microcosmic model of the city around them.

Students will receive academic credit for such activities as community work, tutoring of peers and of younger pupils, and assisting teachers in the classroom. The students will be the ones to make the speeches to community groups about the workings and purpose of the school.

There will be a heavy emphasis on after-school activities which bring about real and direct involvement of students with each other. Kids will learn together in the settings, and with the materials, that are most sympathetic to their preferences.

All study groups will be heterogeneous. The racial content of the student-body will be that of the community in which it functions.

The community school meets the need, its creators feel, of making integration into something more meaningful than "the sharing of the same building by Black and white students. Education must include development of attitudes of tolerance and appreciation for difference," Manley states. "An educational structure must be developed which gives the student and teacher a means to achieve change without the use of force."



Milt Loney, right, Coordinator of Counseling for the Berkeley schools, visits in his West Campus office with Students Frank Godfrey and Del Carter.

## Recommendations for Change

(Cont. from Pg. 1)

educators to investigate the secondary schools and to make recommendations for change.

This committee was headed by Jeff Tudisco of the history department at Berkeley High School and contained one psychologist, one counselor, two vice-principals, one principal, one coordinator and five teachers representing the subjects of history, science, business administration, physical education and industrial arts. The group was called the Committee on Staff-Student Relations.

Among its recommendations were these: End tracking. Give students more decision-making power in such areas as discipline, school rules, content of programs and activities and decorum (including dress). Require mandatory confrontation groups for all personnel. Provide the community with a model school. Hire counselor-type human relations people to respond directly to student's concerns and to serve as their agent in effecting changes they want.

Put more adults in the classroom. Let students help in devising the curriculum. Make the class schedule more flexible. Make room within the school day for extra curricular events and student activities. Provide time for student-staff and student-student dialogue. Make study halls voluntary.

Set class-size according to the subject taught. In Grades Seven and Eight, abandon the traditional grading system but retain it in high school. Bring parents into the school in ways that really involve them in the educational process.

These were just some of the 82 recommendations made by the Tudisco group.

The school board had already begun to act on steps to restructure the secondary schools. The number of tracks was reduced from four to three. Tracking in social studies in the junior high schools had been eliminated entirely, effective with the Fall, 1968 semester.

Clusters of teachers throughout the system had been creating innovative ways of regrouping their students. The district announced its encouragement of this and declared that heterogeneous classes (non-tracked) in all subjects was the goal. It would be implemented in the remaining ability-grouped subjects of English, science and math "as soon as feasible," district policy states.

As an interim step, a system known as "open enrollment" would go into effect in the spring semester of 1969 (See separate story). This program allows any student to move from one track to another on his, and his parents', decision.

Aspects of this were already being practiced in some of the schools.

In the meantime, teachers working with others in their area of specialty were devising plans involving team teaching, re-grouping of students and restructuring of subject matter. The English department at West Campus and the history group at Berkeley High School are cases in point (See separate stories.)

Within the past year, two schools on the secondary level had been renamed to connote new direction. McKinley Continuation School — a name that once was almost synonymous with failure — is now known as East Campus and has become a leader in the individualizing of instruction and in creative innovations nourishing closer human interaction.

Garfield — the school which witnessed the most painful examples of the wages of racial separation — was renamed Martin Luther King Junior High School in response to student petitions.

More and more, students were attending school board meetings and making presentations in their own behalf rather than using adult spokesmen. The Black Student Union's appearance before the board resulted in the addition of two counselors and four interns to the secondary schools and expansion of the curriculum, starting in February, to include Black history and culture.

The Tudisco report resulted in creation of a Summer Task Force of educators to give the board guidelines for reorganization of the secondary schools. The report of the summer group was circulated to all staff of the secondary schools. Time during the school day was given to allow teachers to react to the Summer Report. The reactions were chronicled onto charts for consideration by the group that would make specific recommendations to the school board.

Last month that group was created. Each secondary school staff selected three teachers, two students, one counselor and one administrator to be its representatives on the Committee for Secondary School Reorganization. The group totaled 51 persons. In five days of work and assembly sessions, the large committee produced a 37-page document containing its recommendations for reorganization of the secondary schools.

First Board of Education workshop on the committee's report was held December 10. The next one will be held January 14, starting at 7:45 p.m. in the board room of the administration offices at 1414 Walnut Street.

The last of many studies has been made. The final committee meetings have been held. The recommendations are now before the Board of Education for action.

## More Than Surface Newness Teachers Revamp Program

The new name on the front of the junior high school on Rose Street near Grove is symbolic of a newness that has many levels and takes many forms.

The old Garfield is now the new King. The place has been painted and it has rugs in some of the rooms, more phones, renovated bathrooms and improved drainage gutters and heat ducts.

And more. The man in charge of the school is new to it and with him have come changes that go beneath the surface.

The quad — that square of grass most students cross on their way to class in the morning — is peopled now each morning by school administrators, assigned there by Principal Harold Treadwell on a rotating basis as part of a program that says to the student — "You're here. We know it and we're glad you are. And we care about you."

The administration's door is always open. Students understand that it's open for them too.

The events that go on in the daily life of a King student are now part of a story that is being taken out into the community by the school staff, which unanimously agreed to undertake the voluntary project involving extra time and effort. A Faculty Parent Advisory Council has been created which sends teams of two counselors, one administrator and eight teachers out into the community whenever a call comes from any parent — individual or in a group. The teams go into homes, churches, any kind of setting for any kind of gathering where people have questions or concerns about the school.

Inside the school itself, a system of increased supervision has been instituted. Teachers are used for hall duty — in and around rooms, covering all main areas, up and down, including bike pen and cafeteria.

All the secondary schools are now staffed by one special officer each plus student control supervisors.

In addition to supervision, at King there is a teacher, Carol O'Gilvie, freed from classroom duties for three to four periods daily in which to directly relate to students — to find out their concerns, to be readily available at the time they need to express them, and to also serve as an expeditor of the concerns of teachers. Her function is similar to that of an Ombudsman. The warm and responsive manner in which she relates to the students serves as a model for the type of role many educators are asking for in all of the secondary schools.

As to his first two months on the job, Treadwell's assessment is: "We're like a small town, you know. There are 1,400 youngsters here at King. I think we are growing in a sense of unity."

"Before, at King, the key word was 'power.' Now, it's 'power, with dignity.'"

A number of things need to be different in the way English is taught, Howard Hughes of West Campus concluded some time ago.

After years of work and planning, a revamped English program went into effect at that school last month. The whole department and all the students in the school are involved.

English is a sociological instrument, Hughes feels. Just reading and writing isn't enough. The concept needs to be broadened. "Since West Campus was an experimental school, we got experimental people. I'm proud of them and pleased to be among them."

After twice trying and failing to get special funding for their program, the teachers went ahead on their own. Hughes began devising the project while at Willard. He worked with Elmer Sitkin and the two purchased needed materials out of their own pockets.

The entire English curriculum has been shaped around three major themes: Birth of man, meaning any type of birth — customs, myths, religion, nations; Man in society, covering such basic concerns as war, poverty, racial conflict; and Man in search of unity, taking in his relationship to God and the universe.

All media are involved — poetry, short story, the play, essay and novel.

Four teachers spent last summer devising the curriculum. Working with them were 10 students representing four racial groups. "We wouldn't have written the program without the kids. After all, it's for them," Hughes said.

The new program is this: Three days a week the student continues with his standard English course. The other two days, he takes English but he elects the course. Before, he had five days of standard English. The three days of standard English now contain a very heavy emphasis in essay and literature and it is tied, along with the electives, to the three-theme approach.

The electives were chosen by the students. They came up with 35 areas of study and, through a school-wide poll, narrowed it down to 14.

They are: Black literature, science fiction and fantasy, psychology of language, comics and other cartoons, lyrics and poetry and creative writing workshop, production drama and creative multi-media, debate and oratory, you and the law, independent research, grammar and spelling, be-a-tutor project and movie making.

Equipment for the program includes cameras, books and a printing press.

Teachers were urged to teach the electives most closely matching their special interests. "They teach better that way," Hughes said. "Teachers, consciously or unconsciously, teach to their strengths."

The teaching of English now at West Campus has become a social instrument. Students are segregated into learning groups on the basis of interest. The pressure to obtain a certain grade has been reduced. Rating will be Pass with Honors, Pass and Fail (simply not trying at all).

Approximately 25 college students serve the program as para-professionals.

At semester break, students will be allowed to change electives. Once again, the choice will be theirs.



Palmer Whitted, Berkeley High School counselor, talks with Darrell Crowder about choice of electives for next semester.



Members of the Student-Faculty Curriculum Committee, new to Berkeley High, talk about their recommendations for additions in course offerings.



Berkeley High students discuss new courses with Clarence Hampton, second from right, the district's new Curriculum Associate in Black Studies. The youths are, from left, Dale Christian, Maurice Harris and Leslie Stone.