

Berkeley School Report--No. 12

ON THE WAY

Early Childhood Education



Fifth-graders at Bolin school-camp



Columbus pays a visit to Cragmont



Exchange Teacher June Ellison at Longfellow

RESIDENT
1315F DWIGHT WY
BERKELEY CALIF

94702

ON THE INSIDE: Maps showing the bus stops and the safe walking routes

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On The Way

"We believe in the worth, the dignity and the humanity of each individual—that we should do our utmost to challenge every person to develop to fullest fruition intellectually, emotionally and physically for his own sake as well as for his contribution to a democratic society." From Vol. I, Chapter 2, Board Policies, Administrative Rules and Procedures, Berkeley Unified School District.

In the Spring of 1967, the Berkeley Board of Education voted to desegregate the city's public elementary schools. In January of 1968, the Board chose the plan for desegregation, to become effective in September. Each move grew out of tremendous community and staff effort, and this effort has continued to grow at each step in the desegregation process.

Everyone involved with the schools, and everyone who wanted to be involved, had the opportunity to support Berkeley's drive for superior education in an integrated setting. Teachers, administrators, school staff members in a dozen different callings, PTA's, religious leaders and members of their congregations, city officials, housewives, businessmen, community figures, parents, grandparents and, perhaps most significant, the students themselves, have contributed and are still contributing as desegregation becomes a fact.

This Berkeley School Report presents a brief picture of a few of the many things thousands of Berkeleyans have done to build a solid foundation of community support and educational excellence for Berkeley's desegregated elementary schools.

The Students

The single activity involving the largest number of students in preparing for desegregation was the outdoor education school-camp program at the Bothin Youth Center in Marin County. Almost all of the district's 1100 fifth-graders went to Bothin for two days during the Spring.

Camp groups were selected from the four attendance zones that will be used for the integrated schools. The two-fold purpose of this program was to give the students first-hand instruction in natural science while, at the same time, bringing together the integrated groups that will exist in the Fall.

On a smaller scale, 50 fourth and fifth-graders joined with Superintendent of Schools Neil V. Sullivan in March for the first of several meetings of the city-wide Intergroup Youth Council. Each attendance zone has a zone-wide council, as well, and all of the groups have the same purpose: to give the students an active role in their integrated schools.

These projects were typical of the city-wide activities in progress during the Spring. There were also dozens of smaller projects, some involving a few students while others involved several schools. Typical among these:

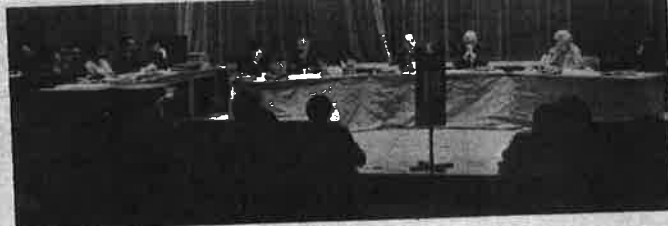
At Columbus, throughout the school year, Guidance Teachers met with small groups of fifth-graders to give the young people a chance to discuss the things that were bothering them about integration. The sessions allowed the students to put their feelings into words and to take a big step toward gaining self-confidence.

The Whittier Student Council sent nine-class representatives on a fact-finding trip to Longfellow (Zone C). The Whittier students wanted to know what games were played at Longfellow and to talk with that school's student leaders about favorite sports. That way, they reasoned, activities can be planned for the Fall that will be enjoyed by the students from both schools and there won't be segregated playgrounds at their integrated school.

Hillside and Longfellow (Zone C) first-graders shared a field trip to San Francisco's aquarium. LeConte and Lincoln (Zone D) kindergartners went to the zoo together.

Fifth-grade representatives from Thousand Oaks, Jefferson, Cragmont Primary and Franklin (Zone A) met at Franklin. The host students gave their guests a tour of the school and then the group talked about the future they will share.

(Continued on Page 3)



At the historic January 16 meeting, Board of Education members chose the K-3, 4-6 integration plan, thus completing the integration of all Berkeley public schools.



Franklin students visited Jefferson, the school they will attend this Fall, and got to know their future classmates.



The outdoor education school-camp at the Bothin Youth Center was attended by almost every fifth-grader in the district. Students learned natural science in an integrated setting and had a good time, too.



Hillside and Longfellow first-graders got acquainted during a trip to the San Francisco aquarium, an outing typical of the many intra-zonal activities conducted throughout the district during the Spring.

Following the teacher exchanges (see page 16) between the two schools, Cragmont and Columbus (Zone B) teachers went back to their own classes and told their students about the children they had met. Letter writing grew out of this, the children becoming pen pals before becoming classmates in September.

And, on a district-wide basis, the elementary summer school program was organized in line with the four attendance zones. Summer school students who will be in grades 4, 5 and 6 in the Fall attended classes at the same schools they will attend next month and got a preview of their new surroundings.

The Community

Churches and synagogues throughout Berkeley opened their doors to the discussion of Integration '68. Negro and white clergymen exchanged pulpits and views. School staff members joined them to present the case for integration and to explain the program.

"We recognize the urgent need to translate the ethical ideals of our respective faiths into practical and functional reality," the Berkeley Clergy Forum stated in a letter supporting the Board's integration plan. "Placing principle on the line and putting into practice the theory of integration is in keeping with the highest teachings of Christianity and Judaism."

St. John's Presbyterian Church, Phillips Temple CME, the Berkeley Unitarian Church, Temple Beth El, the Church by the Side of the Road and many other religious bodies had speakers, panels and meetings on integration.

As churches throughout the city responded to the challenge of integration, so did dozens of other community groups and individuals.

Operation Motivation was a feature of Lincoln School's desegregation efforts. Negro community leaders went into the classrooms to describe their backgrounds and achievements in an effort to enhance the student's self-image. It is important, school and community agree, that each child enters the integrated classroom with positive feelings about his own worth.

Scout and Camp Fire officials met to plan ways to adapt their activities to the reorganized school structure.

The University YWCA held summer day camps during July and August for 160 third and fourth-graders in the Columbus and Longfellow zones. Each camp session included an equal number of Caucasian and Negro children and was designed to give the youngsters a chance to know each other before the opening of the Fall semester.

Within each zone, meetings were arranged at the various schools so that parents could tour the classrooms their children would be using in the Fall. The meetings were highly successful and hundreds of mothers and fathers rode the buses up and down the hills.

The PTA was active on a variety of integration fronts and many units went across the city to get nominations for 1968-69 officers on a zone-wide basis.

The School Resource Volunteers (SRV), for seven years an essential part of Berkeley education, opened its biggest recruiting drive last Spring in anticipation of the increased educational requests that will come with integration. SRV's primary function is to answer teachers' requests for classroom assistance, although volunteers also lend a hand in school offices, libraries and similar areas when the need arises. Branching out a bit, and again with an eye toward integration, SRV has also established an informal speakers' bureau of men and women who make classroom presentations relating to better understanding among the races. (SRV's recruiting drive is still underway. For full information, call 524-7336.)

Each of the four zones held a zone-wide meeting in February at which the organizational program for Integration '68 was discussed before large audiences.

Several groups of parents got together and started newsletters for their zones. Other parents organized scores of house meetings.

One of the most successful community events was Public Schools Week, which drew crowds of well over a thousand visitors to each of several schools, a turnout unprecedented in district history. Every elementary school, in fact, reported that its open house was well attended, ample reward for the effort put forth by hundreds of parents and teachers.

(Continued on Page 16)

August, 1968

Berkeley Unified School District



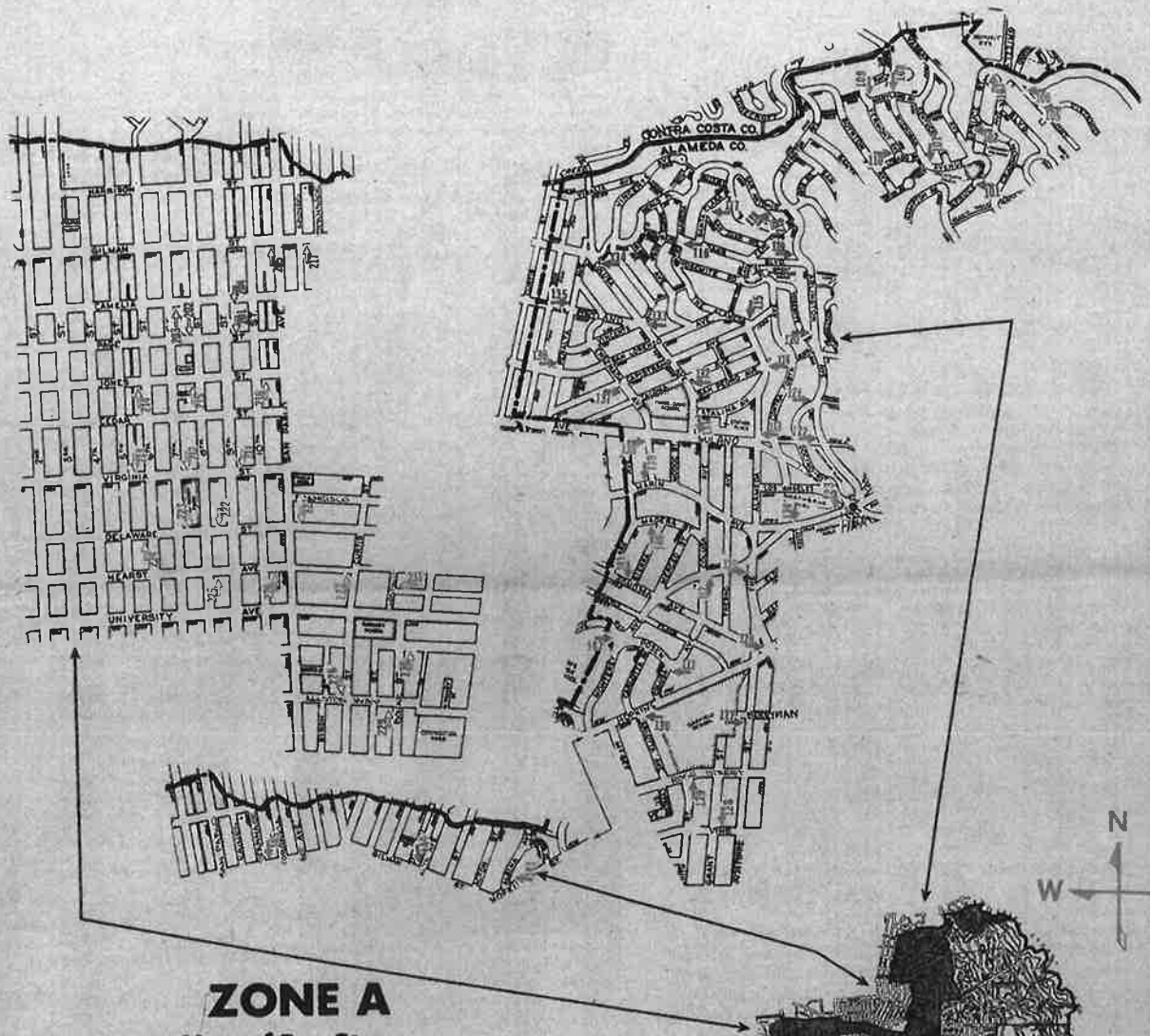
June Ellison, a member of the Whittier faculty, participated in the Teacher Exchange Program, as did all elementary teachers in the district. The program, designed to acquaint teachers with schools of differing racial compositions, took her to Cragmont (above) and to Jack Clifton's class at Longfellow (below). During her two days at each school Miss Ellison observed, taught and learned.



Cragmont families greeted Columbus families who came to tour Cragmont during one of several school-to-school visits in Zone B.



When help is needed, SRV responds. In classrooms and offices, School Resource Volunteers are a part of Berkeley education.



ZONE A

Map of Bus Stops

Cragmont Primary
 Spruce and Michigan
 Thousand Oaks School
 840 Colusa Avenue
 Jefferson School
 1400 Ada Street
 Franklin School
 1500 Virginia Street
 (all 4-6 children in Zone A
 will attend this school)

ZONE A

K - 3 →

4 - 6 →

ZONE A BUS STOPS – FALL, 1968

(To help you to read this schedule: The first column of the first schedule on this page gives the number of each bus stop that will be used by students in grades 4, 5 and 6. The second column shows the time the bus will arrive at each stop, and the third column gives the exact location of each stop. In the second schedule on this page, the first column gives the number of each bus stop that will be used by students in morning and afternoon kindergarten and grades 1, 2 and 3. The

second column shows the time the bus will arrive at each stop for children who are scheduled to arrive at school at 9 a.m. The third column shows the time the bus will arrive at each stop for children who are scheduled to arrive at school at 10:10 a.m. The fourth column shows the time the bus will arrive at each stop to take afternoon kindergarten children to school. The fifth column gives the exact location of each bus stop.)

Stops are not listed by bus route and therefore not in time sequence

TO FRANKLIN FROM CRAGMONT PRIMARY AREA

STOP #	TIME	LOCATION
101	8:00	573 Spruce St., E side at Acacia Path (AC bus stop)
102	8:03	485 Spruce, E side opposite Vassar (AC bus stop)
103	8:04	401 Spruce, S side of Cragmont and Grizzly Peak (AC bus stop)
105	8:05	Vismont, NW corner at Woodmont
106	8:06	Woodmont at Wildcat Canyon Road (Tilden Park sign)
107	8:08	449 Michigan, NE corner at Colorado
108	8:09	401 Michigan, NE corner at Maryland
109	8:10	11 Maryland, NE corner at Vermont (AC bus stop)
110	8:11	Vermont, NW corner at Colorado (AC bus stop)

TO FRANKLIN FROM THOUSAND OAKS AND JEFFERSON AREA

STOP #	TIME	LOCATION
111	8:00	Colusa, SE corner at Posen
112	8:02	Colusa, at Monterey
113	8:05	The Alameda, NE corner at Salano
114	8:06	753 Alameda, E side at Yosemite Steps
115	8:07	721 Alameda, NE corner at Capistrano
116	8:08	Thousand Oaks Blvd., S.E. corner at The Alameda
117	8:10	Santa Clara, NE corner at San Juan
118	8:12	1817 San Antonio at Circle Area
119	8:13	678 Arlington, NW corner Thousand Oaks Blvd. (AC bus stop)
120	8:05	Arlington, NW corner at Yosemite Road
121	8:07	Arlington, NW corner at Mendocino (AC bus stop)
122	8:08	900 Arlington at Indian Rock Path (AC bus stop)
123	8:10	1991 Marin, N side at The Circle (AC bus stop)
124	8:11	1939 Marin, N side at Lassen (AC bus stop)
125	8:12	Alameda, SW corner at Monterey (AC bus stop)
126	8:13	Alameda, NW corner at Hopkins (Library and AC bus stop)
127	8:14	1304 Josephine, SW corner at Berryman
128	8:15	1801 Vine, NW corner at Grant
129	8:17	Edith, NW corner at Rose (fire hydrant)
130	8:18	Carlotta at Hopkins SE corner (church)

TO FRANKLIN FROM THOUSAND OAKS AND JEFFERSON AREA (Con't.)

STOP #	TIME	LOCATION
131	8:05	Solano, NE corner at Colusa (AC bus stop)
132	8:07	849 Colusa, SE corner at Tacoma
133	8:08	701 Colusa, SE corner at Vicente (AC bus stop)
134	8:11	605 Colusa, SE corner at Thousand Oaks Blvd. (AC bus stop)
135	8:13	Peralta, NW corner at Portland
136	8:14	Peralta, NW corner at San Lorenzo
137	8:05	826 Ensenada at Capistrano
138	8:07	Ensenada, SW corner at Salano
139	8:08	Ensenada, NW corner at Marin
140	8:11	Madera, SW corner at Sierra
141	8:12	Sierra, NW corner at Sonoma
142	8:13	Monterey at Posen (AC bus stop at Park)
143	8:15	1463 Hopkins NE corner at Albina (fire hydrant)
144	8:18	Gilman, NE corner at Tevlin (between Northside and Peralta)
145	8:20	1145 Gilman, NE corner at Stannage

TO CRAGMONT PRIMARY FROM FRANKLIN AREA

STOP #	TIME	TIME	TIME	LOCATION
201	8:35	9:45	12:20	1001 Page, NE corner at 9th (fire hydrant)
202	8:36	9:46	12:21	931 Page, NE corner at 8th (fire hydrant)
203	8:37	9:47	12:22	908 Camelia, S side between 7th and 8th (at driveway)
204	8:38	9:48	12:23	Camelia, SE corner at 9th (vacant lot)
205	8:39	9:49	12:24	Gilman, SW corner at San Pablo (AC bus stop by Standard Station)

TO THOUSAND OAKS FROM FRANKLIN AND JEFFERSON AREA

STOP #	TIME	TIME	TIME	LOCATION
211	8:35	9:45	12:15	Virginia, NE corner at 9th (fire hydrant)
212	8:37	9:47	12:17	Virginia, NE corner at 8th (fire hydrant)
213	8:38	9:48	12:18	Virginia, NE corner at 5th (Malott and Peterson Co. by fire hydrant)
214	8:40	9:50	12:20	Jones, SW corner at 6th
215	8:42	9:52	12:22	920 Jones, SW corner at 8th
216	8:44	9:54	12:24	1020 Jones, SW corner at 10th
217	8:46	9:56	12:26	Gilman, SE corner at Kains (at driveway)
221	8:30	9:40	12:17	Delaware, NE corner at San Pablo (Pup Hut)
222	8:31	9:41	12:18	941 Delaware, N side between 9th & 8th
223	8:33	9:43	12:20	Delaware, NE corner at 7th
224	8:34	9:44	12:21	6th, SE corner at Delaware (AC bus stop)
225	8:35	9:45	12:22	Hearst, SE corner at 8th (Westminster Church)
226	8:36	9:46	12:23	1022 B Hearst, SE corner (driveway)
227	8:37	9:47	12:24	1198 Hearst, SW corner at Curtis
228	8:38	9:48	12:25	2148 Curtis, NW corner at Allston (mailbox)
229	8:40	9:50	12:27	1236 Allston, S side between Browning and Bonar
230	8:41	9:51	12:28	Bonar, SE corner at Addison
231	8:43	9:53	12:30	Chestnut, NE corner at Berkeley Way (fire hydrant)

TO THOUSAND OAKS FROM THOUSAND OAKS AREA

STOP #	TIME	TIME	TIME	LOCATION
218	8:45	10:00	12:35	1817 San Antonio at Circle area

PARENTS, PLEASE NOTE

For the first two weeks of school, this will be the class schedule

Grade	School Hours	Board the bus for trip home
Morning kindergarten.....	9 a.m. to 11:35 a.m.	11:40 a.m.
Afternoon kindergarten.....	12:45 to 3:20 p.m.	3:25 p.m.
*Grade 1.....	9 a.m. to 2:10 p.m.	2:15 p.m.
*Grades 2 and 3.....	10:10 a.m. to 3:20 p.m.	3:25 p.m.
Grades 4, 5 and 6.....	8:30 a.m. to 2:50 p.m.	2:55 p.m.

*After the first two weeks of school, some changes will be made in this schedule

August, 1968

During the first two weeks of school, teachers of first, second and third grade will set up their reading groups. After that time, the following will be the class schedule:

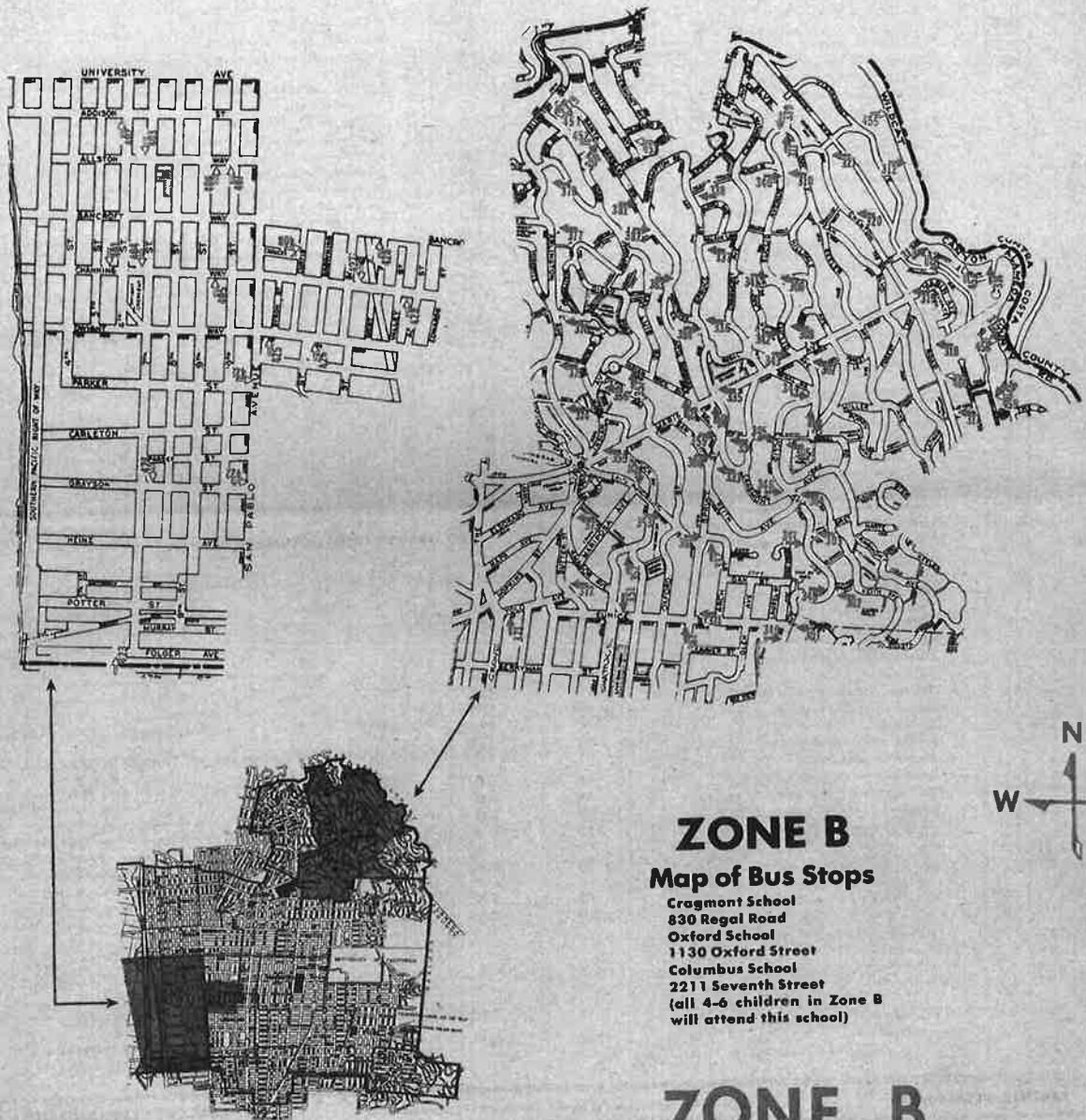
Grade	School Hours	Board bus for the trip home
Morning kindergarten.....	no change	no change
Afternoon kindergarten.....	no change	no change
*Grades 1, 2 and 3.....	9 a.m. to 2:10 p.m.	2:15 p.m.
*Grades 1, 2 and 3.....	10:10 a.m. to 3:20 p.m.	3:25 p.m.
Grades 4, 5 and 6.....	no change	no change

*The school will notify parents of students in grades 1, 2 and 3 of the time their children should report for school.

Berkeley Unified School District

PARENTS ARE ALSO REMINDED THAT:

- Students should be at their bus stop 5 minutes before they are scheduled to board the bus.
- Students will arrive home approximately half an hour after their class is dismissed.
- Special late buses will be provided for children who wish to participate in after-school activities. Each school will advise parents of the times at which these special late buses will leave. This service will start September 10, the first day of school.
- Further information about bus stops, routes and schedules may be obtained by calling the school district's Office of Transportation at 841-1422, Ext. 227, or 841-1880.



ZONE B
Map of Bus Stops
 Cragmont School
 830 Regal Road
 Oxford School
 1130 Oxford Street
 Columbus School
 2211 Seventh Street
 (all 4-6 children in Zone B
 will attend this school)

ZONE B
 K-3 →
 4-6 →

ZONE B BUS STOPS—FALL, 1968

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Stops are not listed by bus route and therefore not in time sequence

TO COLUMBUS FROM CRAGMONT AREA		
STOP #	TIME	LOCATION
301	8:00	1197 Euclid, E side at Eunice (AC bus stop)
302	8:01	1151 Euclid (AC bus stop)
303	8:02	1087 Euclid (AC bus stop)
304	8:04	1049 Euclid, S side at Cragmont (AC bus stop)
305	8:05	975 Euclid at Easter Way (AC bus stop)
306	8:09	Euclid, SE corner at Regal Road (AC bus stop)
307	8:10	Euclid, SE corner at Marin (AC bus stop)
308	8:11	787 Euclid at Rock Walk (AC bus stop)
309	8:12	Euclid, NE corner at Poplar
310	8:13	601 Euclid (AC bus stop)
311	8:14	565 Euclid at Grizzly Peak (AC bus stop)
312	8:00	632 Wildcat Canyon Road, West side
313	8:02	724 Wildcat Canyon Road, SE corner at Sunset Lane
314	8:04	730 Wildcat Canyon Road, South side (mailbox)
315	8:05	980 Wildcat Canyon Road at the Spiral
316	8:07	1001 Middlefield at Crossways
317	8:09	1047 Creston, NE corner at Latham Lane
318	8:10	989 Creston, (at driveway)
319	8:12	Creston, NE corner across Marin
320	8:13	699 Creston
321	8:14	Creston, SE corner at Rosemont (mailbox)
331	8:00	1199 Spruce, NE corner at Eunice (AC bus stop)
332	8:01	1121 Spruce at Los Angeles (AC bus stop)
333	8:02	987 Spruce at San Benito (AC bus stop)
334	8:04	941 Spruce at Santa Barbara, NE corner (AC bus stop)
335	8:06	Spruce, NE corner at Marin (AC bus stop)
336	8:08	775 Spruce, E side at Montrose (AC bus stop)
337	8:09	701 Spruce, SE corner at Malkin Lane (AC bus stop)
338	8:11	619 Spruce at Acacia Walk (AC bus stop)
339	8:12	560 Euclid, NE corner at Grizzly Peak (AC bus stop)
340	8:13	612 Euclid, SW corner at Acacia (AC bus stop)
341	8:00	Euclid, SW corner at Poplar (AC bus stop)
342	8:01	800 Euclid at Rock Walk (AC bus stop)
343	8:02	806 Euclid, NW corner at Marin
344	8:03	Euclid, SW corner at Regal Road
345	8:04	78 Euclid at Easter Way (AC bus stop)
346	8:05	Euclid, NW corner at Cragmont (AC bus stop)
347	8:06	1094 Euclid, W side (AC bus stop)
348	8:07	1152 Euclid, W side (AC bus stop)
349	8:08	Euclid, SE corner past Eunice (AC bus stop)

TO COLUMBUS FROM CRAGMONT AND OXFORD AREA		
STOP #	TIME	LOCATION
351	8:09	Eunice, NE corner at Shattuck
352	8:00	1040 Shattuck, NE corner at Walnut
353	8:01	Shattuck, SE corner at Los Angeles
354	8:02	2047 Los Angeles at Mariposa
355	8:03	981 Indian Rock, NE corner at Arlington
356	8:04	927 Indian Rock, SE corner at Oxford
357	8:05	887 Indian Rock at San Diego Road
358	8:06	Indian Rock at Santa Barbara
359	8:08	Santa Barbara, SW corner at Spruce
360	8:09	984 Spruce, NW corner at San Benito (fire hydrant)
361	8:10	1104 Spruce, NW corner at Los Angeles (AC bus stop)
362	8:12	1202 Spruce at Eunice, SW corner (AC bus stop)

TO COLUMBUS FROM OXFORD AND CRAGMONT AREA		
STOP #	TIME	LOCATION
371	8:05	The Alameda, SE corner at Yolo
372	8:07	1167 Sutter at Yolo (AC bus stop)
373	8:10	1107 Sutter, E side between Amador and Del Norte
374	8:05	849 Arlington at Indian Rock Path (AC bus stop)
375	8:06	853 Arlington at Mendocino Path
376	8:07	817 Arlington at Southampton (AC bus stop)
377	8:08	705 Arlington at Thousand Oaks Blvd.
378	8:09	627 Arlington at San Fernando
379	8:10	Arlington, NE corner at San Luis
380	8:11	576 Santa Barbara (near path)
381	8:12	650 Santa Barbara, SW corner at Northampton
382	8:13	Santa Barbara at Southampton (AC bus stop)
383	8:14	Santa Barbara at Montrose (AC bus stop)
384	8:15	Montrose, SW corner at Spruce (AC bus stop)
385	8:16	Spruce, SW corner at Marin

TO CRAGMONT FROM COLUMBUS AREA				
STOP #	TIME	TIME	TIME	LOCATION
401	8:35	9:45	12:15	5th, NE corner at Channing (fire hydrant)
402	8:36	9:46	12:17	Addison, SW corner at 6th
403	8:38	9:48	12:19	2138 7th, NW corner at Allston Way (red zone)
404	8:40	9:45	12:21	7th, NW corner at Channing Way
405	8:42	9:47	12:23	9th, SE corner at Channing Way
406	8:40	9:45	12:25	9th, SE corner at Allston Way
407	8:42	9:46	12:26	Allston, SW corner at 10th
408	8:44	9:48	12:28	2324 Curtis, NW corner at Chaucer

TO OXFORD FROM COLUMBUS AREA				
STOP #	TIME	TIME	TIME	LOCATION
421	8:30	9:40	12:15	San Pablo, NW corner at Parker (AC bus stop)
422	8:31	9:41	12:16	San Pablo, NW corner at Grayson (AC bus stop)
423	8:35	9:45	12:20	834 Folger, S side (AC bus stop)
424	8:37	9:47	12:22	7th, NE corner at Grayson (AC bus stop)
425	8:38	9:48	12:23	Dwight Way, SE corner at San Pablo (AC bus stop)
426	8:40	9:50	12:25	1204 Dwight Way, SE corner at Mathews (AC bus stop)
427	8:41	9:51	12:26	Bonar, NE corner at Channing Way
428	8:43	9:53	12:28	1314 Bancroft, SW corner at West
429	8:45	9:55	12:30	Channing Way, SE corner at Valley

TO CRAGMONT FROM CRAGMONT AREA				
STOP #	TIME	TIME	TIME	LOCATION
451	8:40	9:50	12:25	Arlington, NE corner at San Luis Road (AC bus stop)
452	8:41	9:51	12:26	576 Santa Barbara, S side at Pathway
453	8:42	9:52	12:27	511 Boynton, 2nd driveway from Florida
455	8:46	9:55	12:30	632 Wildcat Canyon Road, W side
456	8:47	9:56	12:31	724 Wildcat Canyon Road, SE corner at Sunset Lane
457	8:48	9:57	12:32	730 Wildcat Canyon Road, W side (mailbox)
458	8:49	9:58	12:33	Wildcat Canyon Road at the Spiral
459	8:50	9:59	12:34	101 Middlefield at Crossways
460	8:51	10:00	12:35	1047 Creston

PARENTS, PLEASE NOTE

For the first two weeks of school, this will be the class schedule:

Grade	School Hours	Board the bus for trip home
Morning kindergarten	9 a.m. to 11:35 a.m.	11:40 a.m.
Afternoon kindergarten	12:45 to 3:20 p.m.	3:25 p.m.
*Grade 1	9 a.m. to 2:10 p.m.	2:15 p.m.
*Grades 2 and 3	10:10 a.m. to 3:20 p.m.	3:25 p.m.
Grades 4, 5 and 6	8:30 a.m. to 2:50 p.m.	2:55 p.m.

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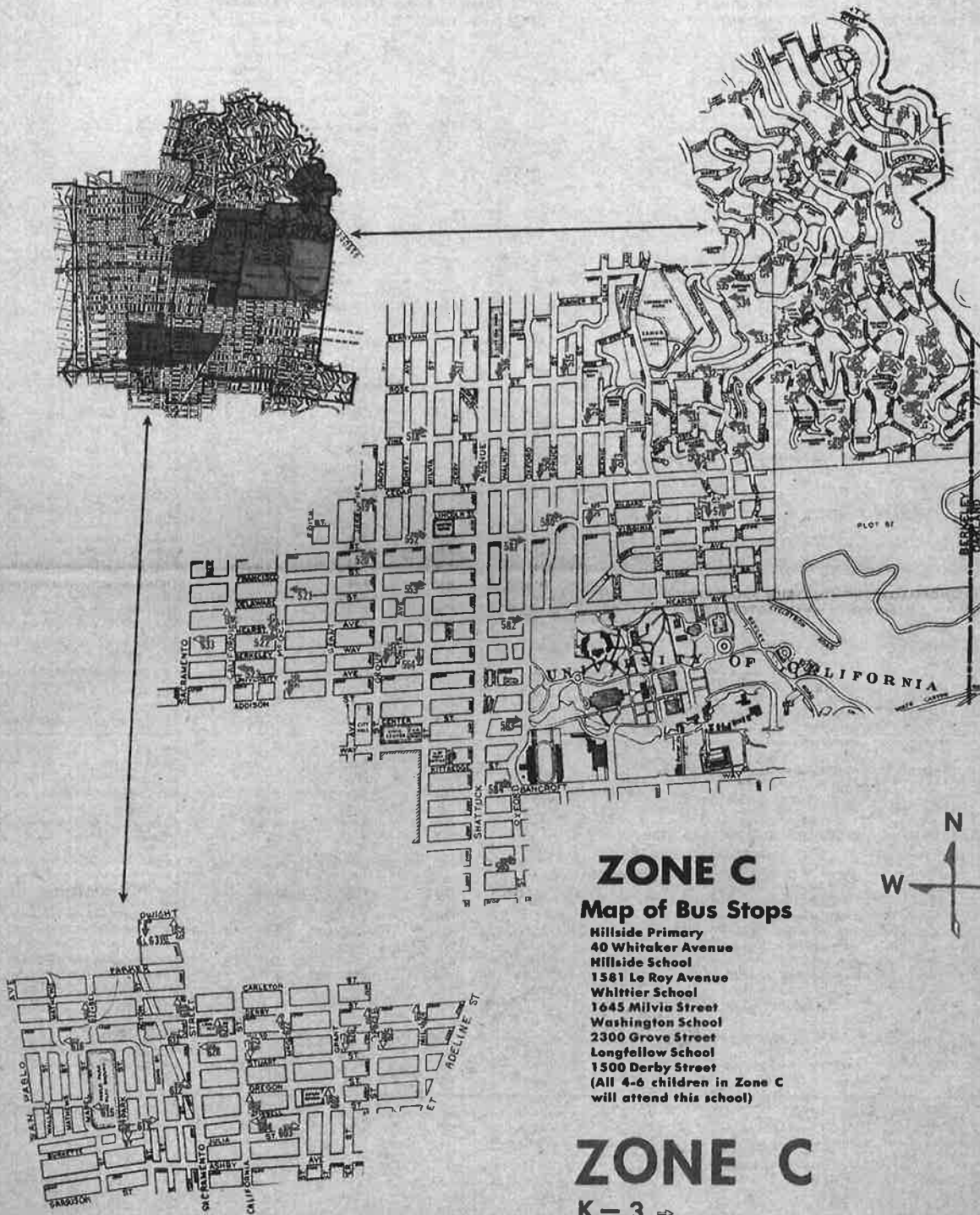
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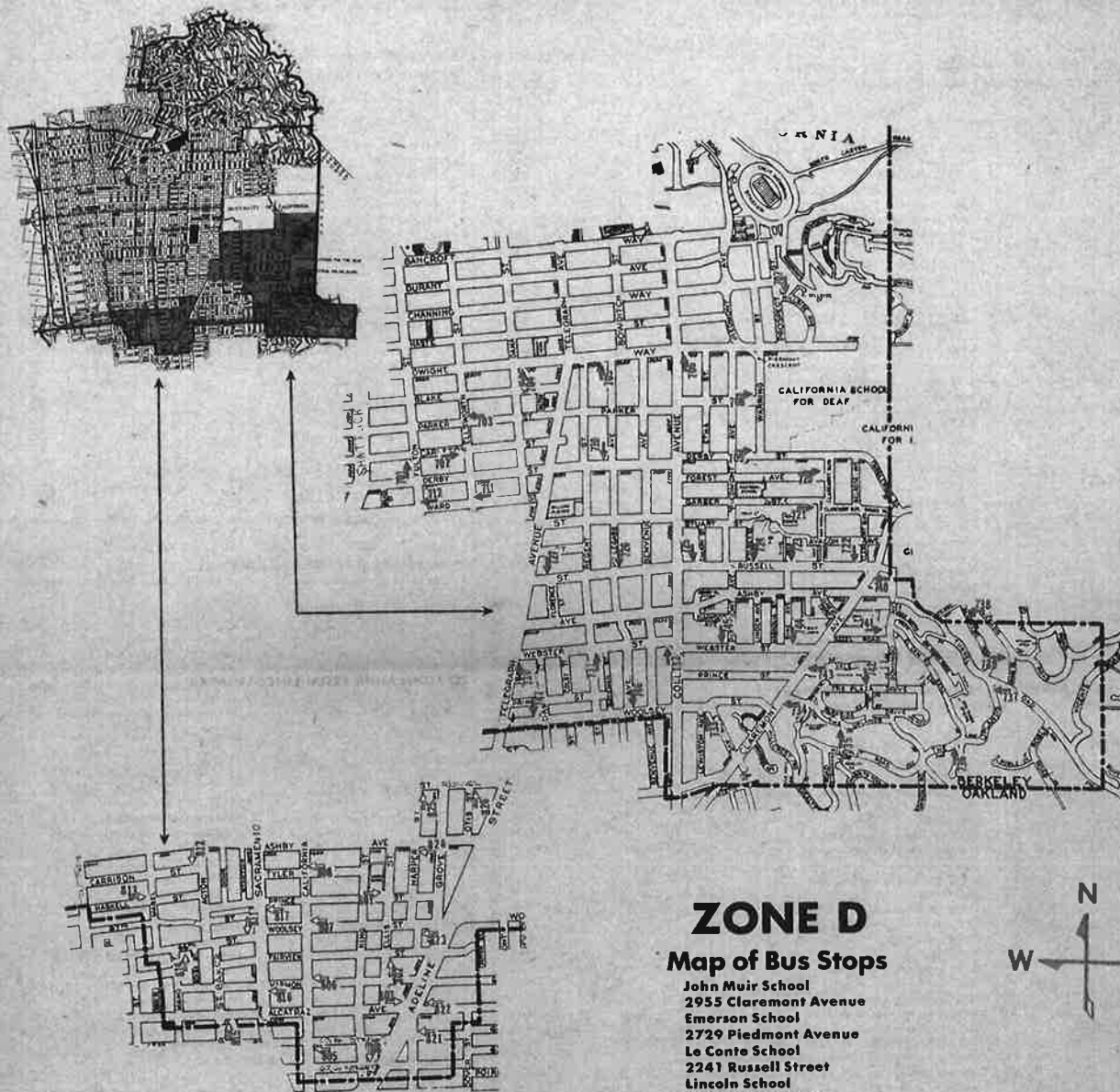
Grade	School Hours	Board bus for the trip home
Morning kindergarten	no change	no change
Afternoon kindergarten	no change	no change
*Grades 1, 2 and 3	9 a.m. to 2:10 p.m.	2:15 p.m.
*Grades 4, 5 and 6	10:10 a.m. to 3:20 p.m.	3:25 p.m.
Grades 4, 5 and 6	no change	no change
*The school will notify parents of students in grades 1, 2 and 3 of the time their children should report for school.		

Berkeley Unified School District

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ZONE D

Map of Bus Stops

John Muir School
2955 Claremont Avenue
Emerson School
2729 Piedmont Avenue
Le Conte School
2241 Russell Street
Lincoln School
1731 Prince Street
(All 4-6 children in Zone D
will attend this school)

ZONE D

K-3 →

4-6 →

GOING FROM HOME TO BUS STOP

ALWAYS WALK
FACING THE
TRAFFIC



USE SIDEWALKS WHENEVER POSSIBLE

These cartoons, by Morrie Turner, are reprinted from the Berkeley Unified School District's new Pupil Bus Safety Manual, which will be distributed to students during the first week of school. Turner is the creator of "Wee Pals" and "Classified Chuckles."

NEVER ACCEPT
A RIDE FROM
A STRANGER,
EVEN IF YOU
MISS THE BUS



OBSERVE THE
RULES AND
FOLLOW THE
BUS DRIVER'S
INSTRUCTIONS
AT ALL TIMES



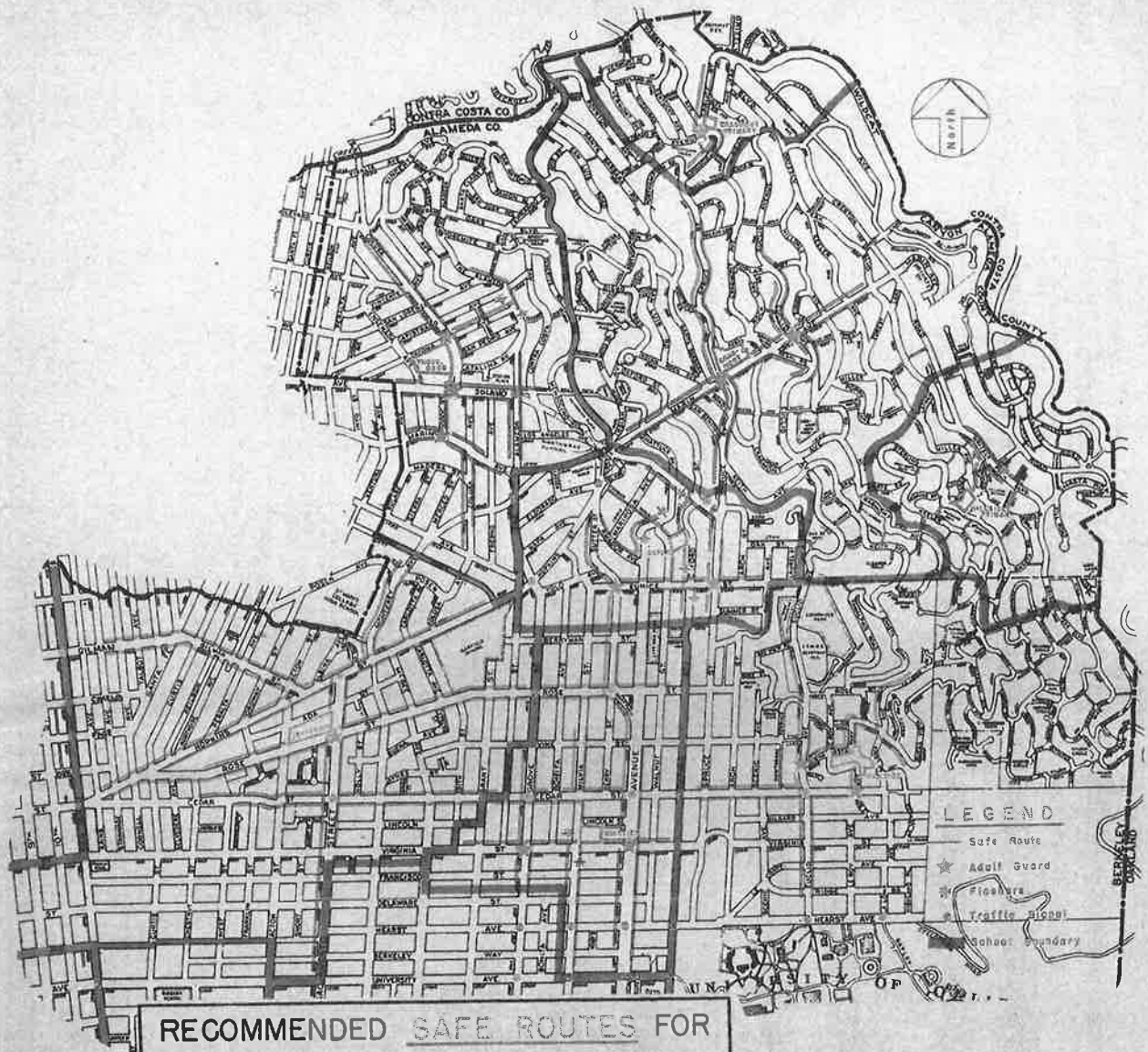
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AC TRANSIT NOTICE

Parents whose children ride to Garfield, Willard, Berkeley High School or the high school's East and West campuses on AC Transit buses should make sure their youngsters have 15 cents in cash for each trip or a student ticket.

District bus drivers no longer carry money and cannot make change. This means if a student gives a bus driver any amount more than the regular 15-cent fare, he will receive a refund coupon instead of cash change.

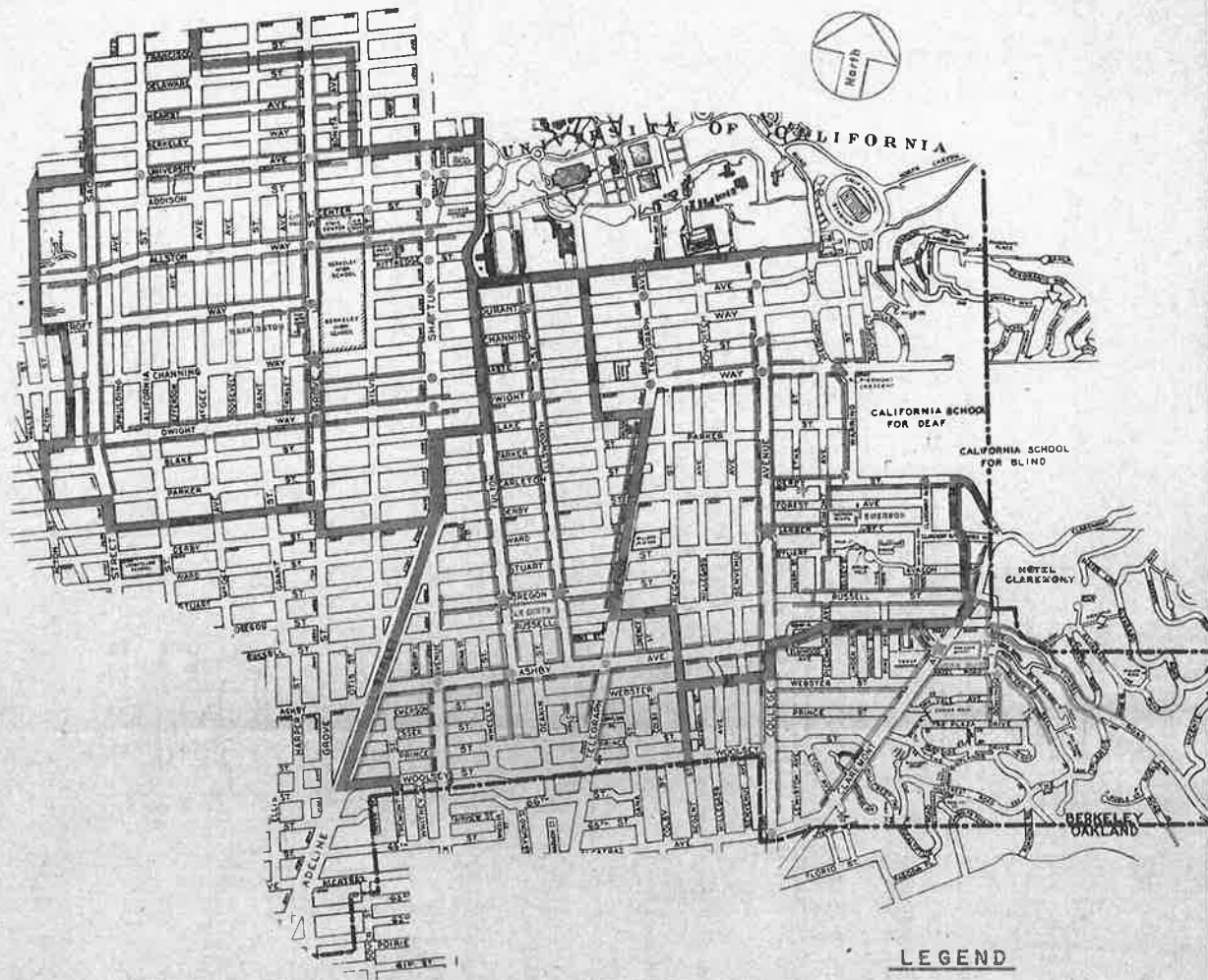
It will save a lot of trouble and delay if students have the exact 15-cent fare ready when traveling to and from school or if student tickets are purchased ahead of time. Tickets are available at secondary-school offices in units of 10 representing five round-trip rides. The price is \$1.50.



**RECOMMENDED SAFE ROUTES FOR
K-3 WALKERS TO WHITTIER,
THOUSAND OAKS, JEFFERSON,
HILLSIDE, HILLSIDE PRIMARY,
OXFORD, CRAGMONT, CRAG-
MONT PRIMARY SCHOOLS**

Recommended safe routes are shown for the areas that pupils will use as a common route. Each student should acquaint himself with the best streets to use between his home and the recommended safe route. It would be helpful for the new student to have a parent walk with him along the school walk route between his home and the school. Crossing guards will be on duty approximately 20 minutes before school starting times and 20 minutes after dismissal times.

The safe walking route maps were prepared by the City of Berkeley Public Works Department in cooperation with the Berkeley Unified School District, the Berkeley Police Department and the city-school Pupil Safety Committee.

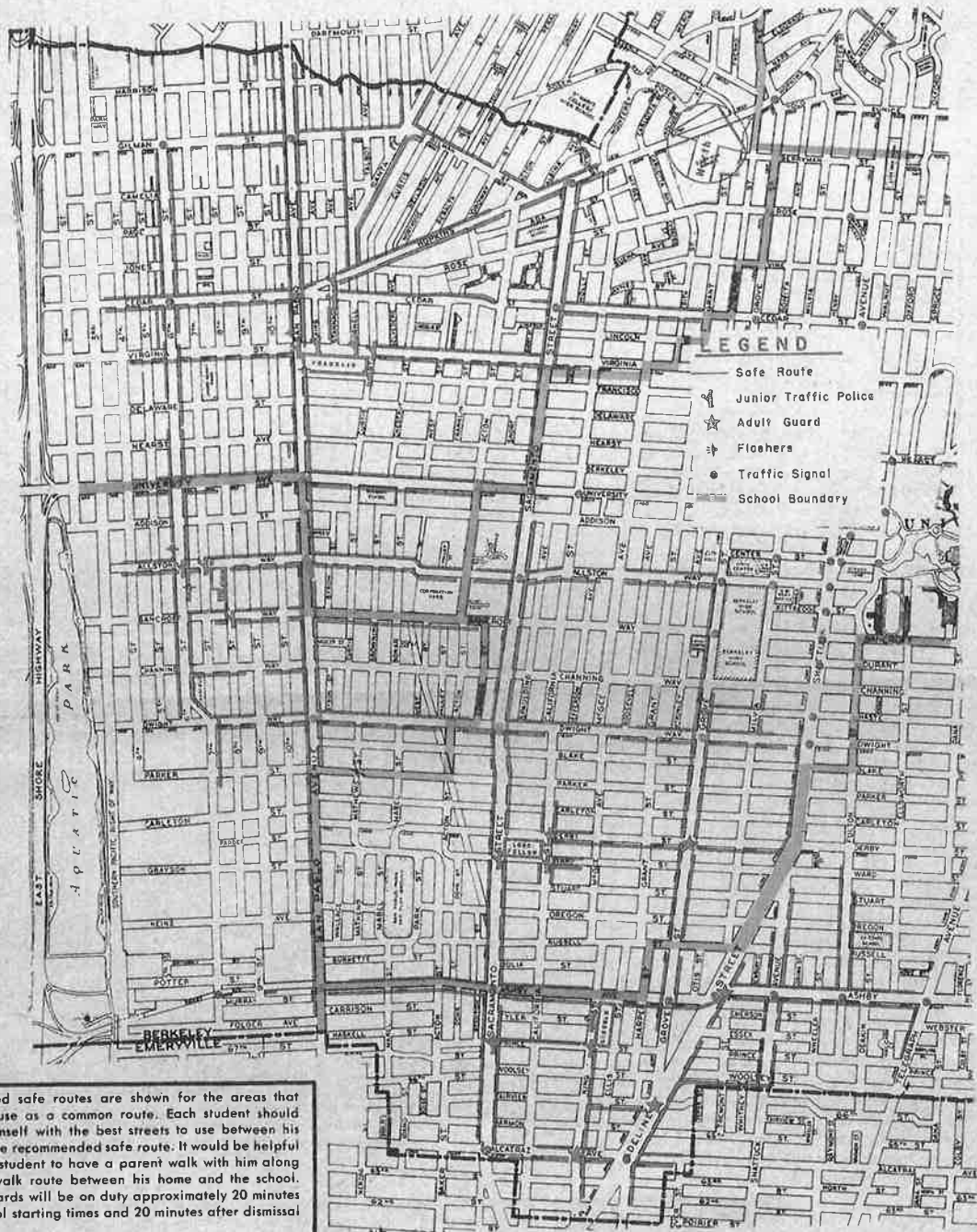


**RECOMMENDED SAFE ROUTES FOR
K-3 WALKERS TO EMERSON,
WASHINGTON, LE CONTE AND
JOHN MUIR SCHOOLS**

- LEGEND**
- Safe Route
 - ★ Adult Guard
 - ⦿ Flashers
 - ⊙ Traffic Signal
 - ▬ School Boundary

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SAFE ROUTES

RECOMMENDED
WALKERS TO FRANKLIN, LONGFELLOW,
LINCOLN, AND COLUMBUS SCHOOLS

FOR 4-6

The Educators (Continued from Page 3)

Great planning and care has gone into developing balanced classroom groups for the Fall and each youngster has already received his classroom and school assignment. He has also been notified if he is eligible for bus transportation and, if he is, where his bus stop is located. (For maps of the bus stops and the bus schedule lists, see pages 4 through 11. For maps of the safe walking routes, see pages 12 through 15.)

With their new classes uppermost in their minds, many elementary teachers have been deeply involved in curriculum development, especially the "how" of teaching reading and math to heterogeneous classes. In a series of seminars, for example, teachers examined many of the reading programs used in the district and, following this study, developed a teaching guide.

In addition, teachers have taught their fellow teachers ways to integrate. Through the district's Intergroup Education Project (now known as the Office of Human Relations), 39 demonstrations have been offered ranging from "Science as Related to Race" to "How to Handle Name-Calling."

The Intergroup project, a guiding force throughout the preparation year, has involved staff members and citizens from every area in the city in such activities as house meetings, a forum series devoted to the report of the President's Commission on Civil Disorders and implementation of the Intergroup pledge:

"I have a personal commitment to integration. I am willing to involve two or three others or more in some meaningful way."

The district's non-teaching personnel—custodial, food service and clerical employees—also joined in preparing for integration through a series of four meetings held in late April. Dr. Sullivan and other staff members spoke with each group, answered questions and outlined the important role these men and women will play in the integration program.

Perhaps the broadest program for educators was the Teacher Exchange, involving every elementary school teacher in the district. Under this program, each teacher left his own school to teach in two other schools of differing racial compositions. It was a first-hand introduction to the varying conditions throughout the city and was assessed by some of the participants as the most valuable training program they had yet experienced. Following the exchange visits, these same teachers participated in a wide variety of training courses in such areas as learning styles, teacher expectations, pupil performance, teacher-pupil relations and discipline.

In contrast to this district-wide effort involving over 450 teachers, there were dozens of projects sponsored by individual teachers and small groups. Usually organized among the schools in one zone, these projects were aimed at helping teachers, students and parents become familiar with the changes they will find in the Fall.

One area of the educational community, however, is already familiar with the challenges and rewards of integrated learning. Berkeley's Early Childhood Education program—embracing the district's Children's Centers and Parent Nurseries—has been an integration pioneer. The very young children in this program, most of them of pre-school age, have long been grouped on a desegregated basis.

Guiding the entire integration program is, of course, the Board of Education and the school district's administrative staff. In addition to the tremendous effort devoted to curriculum development and the logistical aspects of integration, both groups are deeply concerned with keeping open the lines of communication between the city and its schools. The establishment of the Office of Elementary Integration is one example of this concern and the BUD newspaper and these Berkeley School Reports are others. The Board has also encouraged community participation in the integration process through a far-reaching series of workshop sessions and open discussion of all key issues involved in Integration '68.



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Meet the men and women who will serve as Principals of the newly integrated elementary schools: From left (back row), Theodore Blitz, Hillside; Jack McFarland, Thousand Oaks and Cragmont Primary; Dr. Jerome Gilbert, Whittier; Lawrence Wells, Lincoln; Dr. John Matlin, Longfellow; Mel Gartenberg, Oxford, and Elmer Venter, John Muir. In the front row, from the left, are Kenneth Finlayson, Franklin; Dr. Herbert Wong, Washington; Mary Walton, LeConte; Glenna Crumal, Columbus; Alan McGregor, Cragmont, and Dr. Benton Ng, Emerson. Shown in the side photo is Frank Wylde of Jefferson.



In seminars held last Spring, teachers studied many of the reading programs used by the district (such as the i.t.a. system being discussed by Principal Mel Gartenberg, above), with special emphasis on the 'how' of teaching reading.



Education — and integration — can begin in a sandbox. Berkeley's Early Childhood Education program, embracing the Children's Centers and Parent Nurseries, has been desegregated for many years.

This Berkeley School Report documents one simple fact: Behind Berkeley's distinction as the first U.S. city of its size and racial composition to integrate its schools lies a pattern of hard work and dedication. Everyone concerned has been a trail-blazer.

The process has been deeply educational, warmly social and personally enriching. Teachers have learned as they exchanged schools, taught a wider variety of children, and re-examined means and methods. Parents and children have gained interracial understanding as they gathered in homes and schools. But perhaps the most significant step forward has been taken in the privacy of the individual conscience. This, as much as anything, has brought us to Integration '68.

Mel V. Sullivan

Superintendent of Schools

August, 1968