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ABSTRACT

This booklet presents revised minimum standards for Oregon public schools, as formally adopted by the Oregon State Board of Education in June 1976. Separate sections of the standards focus in turn on educational goals, accreditation, instructional planning, instructional programs, student services, staff and class load, media and materials, facilities, safety, and auxiliary services. In addition to presenting the complete text of the revised standards, the booklet also includes the required schedule for implementation of the new standards, and excerpts from various Oregon statutes and administrative rules related to minimum school standards. (JG)

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ELEMENTARY-SECONDARY GUIDE

for

OREGON SCHOOLS

Part I

MINIMUM STANDARDS

for

PUBLIC SCHOOLS



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EA 008 803

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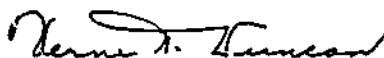
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FOREWORD

The State Board of Education in December 1974 adopted revised minimum standards for Oregon public schools. The 1974 adoption was a product of more than three years study and development. Twenty-nine public hearings and workshops were held throughout the state to obtain responses and suggestions from school administrators, teachers, board members, and other people interested in education. In addition, the revised standards were distributed widely for review by hundreds of interested individuals and groups. The State Board of Education considered various drafts of proposed minimum standards at eight official readings prior to adoption.

Following adoption, the revised standards were combined with instructional and support program guidelines and issued in a temporary document entitled *ELEMENTARY-SECONDARY GUIDE FOR OREGON SCHOOLS: Prepublication Draft, May 1975*.

The revised standards together with other materials in that publication were used as a field-test instrument for standardization and advice to seven school districts during the 1975-76 school year. The seven school districts which volunteered to pilot the standards and guidelines were Scio, Medford, Baker, South Lane, Detroit, Neah-Kah-Nie, and Gervais Union High School. As a result of those field tests and of a number of other activities—verbal and written responses to changes the Department of Education proposed; meetings throughout the state at which proposed changes were discussed; recommendations from an external review committee of educators; recommendations from the Oregon Education Association and other professional groups—the State Board of Education on 23 June 1976 adopted the standards which appear in this publication.



Verne A. Duncan
State Superintendent of
Public Instruction

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INTRODUCTION

This Part I of a two-part publication presents newly revised standards for public schools which the State Board of Education prescribes pursuant to requirements of ORS 326.051. The standards presented are legal requirements intended to insure that all Oregon students have access to a sound, comprehensive curriculum and to qualify school districts for state basic school support.

These revised standards continue to recognize the necessity of adequate resources, but they shift primary emphasis to expected learning outcomes of schooling and the processes by which those learning goals are identified and by which management, instructional and support services assure student achievement of the expected outcomes. In this goal-based planning system, curriculum experiences and resources needed are determined in relation to output expectations rather than by input formulas.

A companion Part II to this publication intends to help school districts interpret some of the new requirements, to describe instructional programs more fully than the standards do, to recommend more specific curriculum and program resources for districts to consider in developing and implementing local programs, and to provide guidelines for evaluating local instructional and support programs. *Part II will be advisory.* Local school districts should look upon it as *an assistance manual.*

IMPLEMENTATION SCHEDULE

Minimum Standards for Public Schools (Chapter 581, Division 22 Oregon Administrative Rules) are effective for the 1976-77 school year, and local school district accreditation will be based on those rules beginning with the 1976-77 school year, **WITH THE FOLLOWING EXCEPTIONS:**

ADMINISTRATIVE RULE	SCHOOL YEAR EFFECTIVE			
	1977-78	1978-79	1979-80	1980-81
Instructional Planning 581-22-208 2. Assessment 3. Needs Identification 4. Program Improvements			X	X X
Educational Program 581-22-218			X	
Elementary Instruction Applicable to Required Competencies 581-22-222	X			
Local District Responsibility for Implementation 581-22-236 2. Certify attainment of competencies necessary to read, write, speak, listen, analyze and compute 3. Certify attainment of all competencies	X			X

ALL 581-22 RULES (200-300)—EXCEPT AS ABOVE—EFFECTIVE 1976-77

NOTE: In (A), (C), (D) and (H) of 581-22-226 (Graduation Requirements), *local districts determine how students will earn the units of credit.* In (H), for example, a student could earn the unit by a full year of study in any one of the three, by a term in two of the three, or by any combination of the three.

MINIMUM STANDARDS
(Adopted 23 June 1976)

Definitions

Definitions

581-22-200 The following definitions apply to Oregon Administrative Rules 581-22-200 through 581-22-300, unless otherwise indicated by context:

(1) "Analyzing": mental processes by which individuals identify interrelationships within an entity and develop ability to make new applications;

(2) "Assessment": activities designed to secure and organize information describing student performance in specified subject matter at a given time;

(3) "Board": the State Board of Education;

(4) "Career Education": learning experiences enabling students to make career choices and develop attitudes, knowledge and skills needed for the producer (occupational) life role and for related aspects of other life roles. It includes awareness and exploration of work, preparation for occupations and specialization in a specific occupation;

(5) "Citizenship/Government Education": study of structures and functions of government and the human relations skills and understandings necessary for individuals to work productively with each other;

(6) "Competency(ies)": a statement(s) of desired student performance representing demonstrable ability to apply knowledge, understanding, and/or skills assumed to contribute to success in life role functions. (Each statement usually covers related tasks, contains a performance (action) verb and describes an outcome from which verifiable standards of achievement may be determined. The statement may relate to several goals);

(7) "Computing": manipulation of math symbols through fundamental processes of addition, subtraction, multiplication, and division;

(8) "Conditionally Standard School": a school having failed to meet provisions of the minimum standards but for which the local board has adopted and submitted a plan, subsequently approved by the Superintendent, for correcting deficiencies;

(9) "Consumer Education/Economics/Personal Finance": instructional activities to help students cope with consumer concerns in our economic system, including money management, credit, purchasing goods and services, and rights and responsibilities in the marketplace;

(10) "Course Goals": statements of desired learner outcomes for each course or unit of study in grades 9 through 12;

(11) "Credit by Examination": ascertaining student achievement for waiving course requirements and, if appropriate, granting credit;

(12) "Department": the Department of Education;

(13) "Diploma": the document a local unified or union high school district issues attesting to the holder's having:

(a) Demonstrated minimum competencies the local board has adopted for graduation,

(b) Completed requirements for earning the Board's 21 units of credit (OAR 581-22-226) and any additional units of credit the local board specifies,

(c) Completed 12 school years of educational experience, or the equivalent, as authorized by local board policies adopted in conformance with these rules;

(14) "District Goals": statements of broad, general learner outcomes a local district and its community see as desirable consequences of instruction and relevant to attaining Board Goals for Elementary and Secondary Education (OAR 581-22-201);

(15) "Elementary School": an organizational unit of any combination of grades kindergarten through 8;

(16) "Goals": statements of desired learner outcomes at various instructional levels (district, program, course);

(17) "High School": an organizational unit composed of any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized in a separate unit; grades 9 through 12 housed with grades kindergarten through 12; grades 7 or 8 through 12 if Department approved;

(18) "Junior High School": an organizational secondary school unit composed of any combination of grades 7, 8, and 9 organized separately from other grades in the system and Department approved;

(19) "Language Arts/English": communication disciplines contributing to skills in reading, writing, speaking and listening;

(20) "Middle School": an organizational elementary school unit composed of any combination of grades 5, 6, 7 and 8 organized separately from other elementary grades in the system and identi-

fied as a middle school with the Department;

(21) "Minimum Standards": rules for public elementary and secondary schools found in Division 22 of the Board's administrative rules;

(22) "Nonstandard School": a school having failed to meet provisions of the minimum standards and within ninety days of the Superintendent's notification of deficiencies not having submitted a plan of correction or adhered to the plan of correction the Superintendent received and approved. A nonstandard school is deficient for purposes of ORS 327.103;

(23) "Performance Indicator": an established measure to judge student competency achievement;

(24) "Planned Course Statement": a course title, a course overview, course goals and, where appropriate, minimum competencies;

(25) "Procedure": a specified routine method to be followed in complying with requirements of administrative rules and in implementing board-adopted policies;

(26) "Process": specified actions which insure validity of the results of a procedure;

(27) "Program": a planned series of interdependent activities or services contributing to the attainment of a common goal or set of goals;

(28) "Program Goals" (Instructional): statements of desired learner outcomes for each district instructional program in any combination of grades kindergarten through 12;

(29) "Program Goals" (Support): outcomes of a program in a school system to support the entire system or one or more of its components, usually stated in terms of service to be performed;

(30) "Program Improvement": using assessment and needs identification information in making program revisions that reduce needs identified;

(31) "Program Needs Identification": development and application of procedures for specifying and prioritizing differences between actual learner outcomes and desired outcomes of program instruction sufficient to warrant considering program revision;

(32) "Reading": purposeful thinking processes by which an individual interprets written symbols as meaningful words and ideas;

(33) "Required Courses of Study": instructional programs under OAR 581-22-218 through OAR 581-22-236 prescribed by ORS 326.051(d). Guides the Department develops and issues shall provide further definition of assistance for local program implementation;

(34) "Social Studies/History": systematic study of societies and their activities.

(35) "Standard School": a school having met provisions of the minimum standards.

(36) "Superintendent": the State Superintendent of Public Instruction;

(37) "Unit of Credit": successful completion of a minimum 130 clock hours of classroom or equivalent work identified as part of a planned course. Equivalent work may include independent study, work experience, and research time;

(38) "Writing": written representation of a language following a systematic order designed to clarify and express thought.

Goals

Goals for Elementary & Secondary Education

581-22-201 (1) The Board, in response to the changing needs of Oregon learners, sets forth six goals for the public schools.

(2) Conceived and endorsed by Oregon citizens, the statewide goals are designed to assure that every student in the elementary and secondary schools shall have the opportunity to learn to function effectively in six life roles: **INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER, and FAMILY MEMBER**. Each goal suggests the knowledge, skills, and attitudes needed to function in these life roles.

(3) The statewide goals shall be implemented through the district, program and course goals of each local school district. These local goals are set by schools and communities together to fulfill a mutual responsibility for the education of every student. Because most of the knowledge and skills needed to function effectively in the role of **LEARNER** are acquired in school, the school has primary responsibility for helping students achieve this goal.

(4) Each school and its community should establish priorities among the goals to meet local needs, and allocate their resources accordingly. This process should provide each student with the opportunity to achieve the requirements for graduation from high school, and as much additional schooling as school and community resources can provide.

(5) Each individual will have the opportunity to develop to the best of his or her ability the knowledge, skills, and attitudes necessary to function as a (an):

(a) "Individual": to develop the skills necessary for achieving fulfillment as a self-directed person; to acquire the knowledge necessary for achieving and maintaining physical and mental health and to develop the capacity for coping with change through an understanding of the arts, humanities, scientific processes, and the principles involved in making moral and ethical choices;

(b) "Learner": to develop the basic skills of reading, writing, computing, spelling, speaking, listening, and problem-solving; and to develop a positive attitude toward learning as a lifelong endeavor;

(c) "Producer": to learn of the variety of occupations; to learn to appreciate the dignity and value of work and the mutual responsibilities of employees and employers; and to learn to identify personal talents and interests, to make appropriate career choices, and to develop career skills;

(d) "Citizen": to learn to act in a responsible manner; to learn of the rights and responsibilities of citizens of the community, state, nation, and world; and to learn to understand, respect and interact with people of different cultures, generations and races;

(e) "Consumer": to acquire knowledge and to develop skills in the management of personal resources necessary for meeting obligations to self, family, and society;

(f) "Family Member": to learn of the rights and responsibilities of family members, and to acquire the skills and knowledge to strengthen and enjoy family life.

Accreditation

Administration of the Standardization Program

581-22-202 (1) The Board develops and issues minimum standards for Oregon public schools under authority of ORS 326.051. All public schools must comply with these minimum standards and Board administrative rules. These standards are not applicable to community colleges defined in ORS 341, except for program requirements for granting adult high school diplomas.

(2) The Superintendent initiates standardization visits to public elementary and secondary schools on a regularly scheduled basis and at other times as necessary. A public school during an official standardization appraisal at other than scheduled times shall present a written request to the Superintendent. The school will be classified after an official standardization visit.

Assignment of Standardization Classification

581-22-204 (1) An official standardization classification is assigned to each school in a district after Department personnel supervise an on-site appraisal.

(2) Classifications shall be:

- (a) Standard school;
- (b) Nonstandard school;
- (c) Conditionally standard school.

(3) A local district with one or more nonstan-

dard schools shall be found deficient and classified nonstandard and must submit a plan of correction to the Superintendent pursuant to ORS 327.103(3). The plan of correction shall provide specific steps to correct each deficiency, a completion date for correcting each deficiency and the date the local board approved the plan. When the Superintendent approves the plan of correction, the classification of the local district will become conditionally standard.

(4) A conditionally standard classification indicates a temporary status. Failure of the local district to meet terms of the correction plan shall cause the classification of the district to revert to nonstandard, until such time as it adheres to the plan or it amends and the Superintendent approves the plan.

(5) When a local district classified as conditionally standard has completed its plan of correction and district officials certify the district is meeting all provisions of these minimum standards, the Superintendent may change the classification of the district to standard.

Waiver Provisions

581-22-206 (1) In administering the standardization program, the Department shall encourage school districts to develop instructional programs exceeding minimum standards as well as carefully planned pilot or experimental programs. When a special program or independent textbook adoption necessitates deviation from the standards, a school district shall submit a description of its proposal and secure approval prior to implementing the change. Approval, if granted, will be for a specified time and may be followed by a Department evaluation of the program.

(2) When local district officials believe it not feasible to comply with a specific standard in a school or schools, they may petition the Superintendent for a waiver.

(3) The petition for waiver shall:

(a) Identify the specific standard for which the waiver is requested;

(b) Specify why the district cannot reasonably comply with the standard;

(c) Specify how the district is compensating to provide for the education, health and/or safety of the children affected;

(d) Identify a maximum time for which the waiver is requested.

(4) The Superintendent shall recommend to the Board approval of such waivers and deviations when the local superintendent provides satisfactory written assurance that district needs and intent of minimum standards are being met. The Superintendent shall specify the time any approval shall be in

effect.

(5) Petitions for waivers and deviations modifying requirements specified in the "Oregon Revised Statutes" shall not be approved.

Instructional Planning

Instructional Planning

581-22-208 Each local district shall adopt and implement a system of instructional program planning and assessment to provide for:

- (1) Sets of goals including:
 - (a) District goals, adopted by the local board, by 9-1-76;
 - (b) Program goals contributing to achievement of district goals by 9-1-76;
 - (c) Course goals contributing to achievement of program goals by 9-1-77;
- (2) Assessment in reading, writing and/or computing within three instructional programs by 9-1-79 and six by 9-1-81 and reporting results to the local community. Such assessment shall:
 - (a) Occur after determining if reading, writing and/or computing skills must be developed or applied for students to achieve program goals, and
 - (b) Use valid measurement procedures;
 - (c) Needs identification related at least to reading, writing and computing for programs assessed and setting priorities for addressing such needs by 9-1-80. This process shall include local board review of needs identified and priorities set;
 - (d) Policies and procedures for making program improvements by 9-1-80 at least in reading, writing and computing in programs selected for assessment.

Instructional Program

Educational Program

581-22-218 To provide all students opportunity to achieve district-adopted learner outcomes, requirements for graduation and personal goals through participation in educational programs relevant to their needs, interests and abilities, each local district shall by 9-1-79 adopt procedures to:

- (1) Identify individuals' learning strengths and weaknesses;
- (2) Provide learning opportunities for students responsive to their needs;
- (3) Determine progress students make in their educational program;
- (4) Maintain student progress records and report the information to parents and students.

Elementary Instructional Programs

581-22-221 Students in local districts having

any combination of grades kindergarten through eight shall by 9-1-76 receive instruction in language arts, mathematics, science, social studies, health education, physical education, music education and art education. Local boards may grant exemptions when required by students' religious or cultural beliefs, or for students with special physical, sensory, or other handicaps.

Elementary Instruction Applicable to Required Competencies

581-22-222 Local districts shall by 9-1-77 establish procedures to insure instruction in any combination of grades kindergarten through eight to provide students with opportunities to acquire knowledge and skills applicable to minimum competencies required for graduation adopted for receiving schools.

Graduation Requirements (Class of 1977)

581-22-224 Each local district enrolling students in grades 9 through 12 shall offer subjects to enable students to meet the following graduation requirements for the graduating class of 1977:

- (1) Three units (30 semester hours) in language arts/English;
- (2) Two units (20 semester hours) in social studies. The social studies series requires courses in United States history/government and modern problems, or equivalent Board-approved work;
- (3) Two units (20 semester hours) in health education and physical education;
- (4) One unit (10 semester hours) in science;
- (5) One unit (10 semester hours) in mathematics;
- (6) Ten units (100 semester hours) in elective subjects unless local board policy prescribes additional work in certain subjects.

Graduation Requirements

581-22-226 (1) Each local district enrolling students in grades 9 through 12 shall implement Board-adopted high school graduation requirements beginning with the graduating class of 1978.

(2) Credit Requirements for high school program completion:

- (a) Each student shall earn a minimum 21 units of credit in grades 9 through 12;
- (b) Units of credit shall be earned in the following areas of study:
 - (A) Language Arts/English—3
 - (B) Mathematics—1
 - (C) Social Studies/History—1
 - (D) Citizenship/Government—1
 - (E) Science—1
 - (F) Health Education—1
 - (G) Physical Education—1
 - (H) Consumer Education/Economics/Personal

Finance-1

(I) Career Education-1

(J) Electives-10

(c) Local boards may alter the number of units of elective credits;

(d) Local boards may establish additional credit requirements beyond the minimum number.

(3) Planned course statements shall be written for courses in grades 9 through 11 by 9-1-76 and in grades 12 by 9-1-77 and shall be available to students, staff, parents, local board, and interested citizens.

Diplomas and Certificates of Competency

581-22-228 (1) The local board shall award a diploma upon fulfillment of all state and local district credit, competency and attendance requirements.

(2) The local board may grant a certificate identifying acquired minimum competencies to students having met some but not all requirements for the diploma and having chosen to end their formal school experiences.

Performance Requirements for Program Completion

581-22-231 (1) Student transcripts shall record demonstration of minimum competencies necessary to:

(a) Read, write, speak, listen;

(b) Analyze;

(c) Compute;

(d) Use basic scientific and technological processes;

(e) Develop and maintain a healthy mind and body;

(f) Be an informed citizen in the community, state, and nation;

(g) Be an informed citizen in interaction with environment;

(h) Be an informed citizen on streets and highways;

(i) Be an informed consumer of goods and services;

(j) Function within an occupation or continue education leading to a career.

(2) The local board shall by 9-1-76 adopt and make available to the community minimum competencies it is willing to accept as evidence students are equipped to function in the society in which they live. Students need not develop all competencies within the formal schooling process. Schools shall provide necessary instruction for those who need it. The local district shall identify performance indicators used for competency verification.

(3) The local district may alter performance indicators for competencies or the local board may declare a policy for granting waivers to substitute

competencies appropriate to unique needs and abilities of individual students.

Attendance

581-22-232 (1) Twelve school years, beginning with grade one, of planned educational experience shall be required, except as local boards adopt policies providing early or delayed completion of all state and local program, credit and performance requirements.

(2) Local boards may adopt policies to allow credit by examination or allow credit for off-campus experiences.

(3) Local boards are encouraged to adopt policies allowing individual program completion in more or less than twelve school years.

(4) In any modification of the attendance requirements for graduation, the administrator shall consider age and maturity of students, access to alternative learning experiences, performance levels, desires of parents or guardians, and local board guidelines.

Developing Appropriate Electives and Additional Course Offerings Beyond State Minimums

581-22-234 Local districts are encouraged to develop elective offerings providing students opportunities to earn a minimum ten elective units of high school credit. As indicated in OAR 581-22-226(2), however, the minimum number of elective units of credit may be altered if the local district increases the number of required units of credit. These electives shall be structured in terms of identified student needs for diverse experiences in vocational, scientific, fine arts, modern language and humanities education.

Local District Responsibility for Implementation

581-22-236 Each local district enrolling students in grades 9 through 12 shall implement the competency component of its graduation requirements as follows:

(1) Establish minimum competencies and performance indicators beginning with the graduating class of 1978;

(2) Certify attainment of competencies necessary to read, write, speak, listen, analyze and compute beginning with the graduating class of 1978;

(3) Certify attainment of all competencies beginning not later than with the graduating class of 1981.

Administration

Operating Policies and Procedures

581-22-238 Each local district shall keep rules adopted pursuant to ORS 332.107 and operating

policies and procedures, and shall make such information available upon request.

Personnel Policies

581-22-241 (1) Each local district shall maintain personnel policies including, but not confined to, the following:

(a) An affirmative action plan assuring equal employment opportunities;

(b) Position descriptions, job requirements and evaluation procedures for all personnel;

(c) A liaison system between the local board and its employees.

(2) Personnel policies shall be provided to all school employees and made available to the public.

Equal Educational Opportunities

581-22-242 Each local district shall provide equal educational opportunities for all students under any educational program or activity the Board administers or authorizes. Students shall have equal opportunity to participate in programs and equal access to facilities:

(1) Regardless of national origin, race, religion, sex, marital status or family financial condition (this standard not intended to modify attendance boundaries nor to limit placement by race in legally approved programs of desegregation);

(2) Regardless of age or handicap, except when either age or handicap can be shown to conflict with legal limits or the requirements of a program;

(3) Regardless of primary or home language other than English.

Records and Reports

581-22-244 Each local district shall complete and forward promptly all reports the Department requires.

Ponded Employees

581-22-246 Each local district shall cause all employees responsible for funds, fees, or cash collections to be covered under a board-approved bond.

Accounting of Funds

581-22-248 (1) Student activity funds and other fee or cash collections shall be examined annually by a local board-approved, independent accountant.

(2) The local district shall adopt policies defining "student activity funds" and prescribe specific purposes for which each such fund may be used.

(3) "Student activity funds" shall be used only for purposes described by local district policies adopted in compliance with this rule.

Evaluating Student Transcripts

581-22-251 In evaluating student transcripts,

the administrator shall:

(1) Accept satisfactory 9th grade attendance and satisfactorily completed units of 9th grade credit from a standard Oregon junior high school on the same basis as when completed in a four-year Oregon high school;

(2) Accept minimum competencies, credits and attendance completed in a standard Oregon school as if they had been earned in the administrator's own district;

(3) For out-of-state transfer students:

(a) Accept units of credit and attendance completed in standard secondary schools as if the requirements had been completed in this state;

(b) Determine which local district minimum competencies the student must demonstrate to meet the district requirements for graduation;

(4) For students from a private, alternative, or nonstandard public secondary school:

(a) Determine the value of credits;

(b) Determine which local district minimum competencies the student must demonstrate to meet the requirements for graduation;

(c) Determine the number of years of school attendance or equivalent;

(5) Determine grade placement for elementary students enrolled in grades kindergarten through 8;

(6) Determine the value of credits obtained through correspondence courses as applicable to meeting state and local requirements for graduation;

(7) Determine the value of credits obtained in an approved community college program as applicable toward meeting state and local requirements for graduation.

Required Days of Instruction

581-22-252 Each local district shall schedule and provide an annual school year consisting of a minimum 175 days of actual classroom instruction (time students are present for a major portion of a scheduled school day, engaged in learning experiences related to district goals and under guidance of teachers). Up to five days of temporary closure due to extraordinary conditions may be counted toward the 175 days, subject to the Superintendent's approval.

Student Services

District Guidance and Counseling

581-22-254 Each local board shall by 9-1-76 approve a district guidance and counseling program to support the educational development of each student by:

(1) Developing goals including but not limited to:

(a) Developing decision-making skills,

- (b) Obtaining information about self,
- (c) Understanding opportunities and alternatives available in educational programs;
- (d) Setting tentative career and education goals,
- (e) Accepting increasing responsibility for one's actions,
- (f) Developing skills in interpersonal relations,
- (g) Utilizing school and community resources;
- (2) Identifying individual guidance needs in relation to Goals in OAR 581-22-201 and goals in (1) of this rule;
- (3) Specifying instructional, guidance and counseling activities utilized in achieving guidance goals;
- (4) Assigning guidance responsibilities to each school;
- (5) Defining the rationale to be used for assigning teachers, counselors or other specialists;
- (6) Coordinating programs in grades kindergarten through 12;
- (7) Specifying methods for program evaluation.

School Guidance and Counseling

581-22-256 Each school guidance and counseling program shall by 9-1-76 be based on a written plan:

- (1) Specifying goals including but not limited to those assigned in the district program;
- (2) Specifying staff assignments in accordance with the rationale in the district program;
- (3) Providing counseling assignments consistent with certification rules;
- (4) Identifying instructional, guidance and counseling activities used to achieve guidance goals.

Student Records

581-22-258 Each local board shall adopt a policy which:

- (1) Conforms to statutes for access to and dissemination of information in student records;
- (2) Provides for maintaining permanent student records to include:
 - (a) Full name of student,
 - (b) Student birth date,
 - (c) Parents'/guardians' names,
 - (d) Date of entry into the school,
 - (e) Name of school previously attended,
 - (f) Subjects taken,
 - (g) Marks received and/or credits earned,
 - (h) Attendance,
 - (i) Date and reason for leaving school,
 - (j) Such additional information as the district may prescribe;
- (3) Provides for the permanent record to be retained in a minimum one-hour fire-safe place in the school, the local district or intermediate education district office, or for keeping duplicate

permanent records in a safe depository outside the building;

(4) Provides for transferring student progress records to another educational institution upon receipt of notice of enrollment;

(5) Provides for transferring behavioral records to another educational institution only upon request of the student's parents, guardian, or the student if 18 or over.

Health Services

581-22-261 Each local district shall by 9-1-76:

(1) Develop a plan identifying health services needed by and provided for students enrolled in its schools;

(2) When employing school nurses, assure qualifications include an Oregon nursing license to practice as a registered nurse.

Staff & Class Load

Certificated Personnel

581-22-262 Each local district shall employ teachers and administrators who hold valid Oregon certificates and shall assign them in accordance with each person's certificate.

Teacher Aides

581-22-264 A local district employing teacher aides shall follow Board rules relating to teacher aides.

Daily Class Size

581-22-266 Each local district shall establish class sizes at all grade levels and in all instructional areas considering curriculum content, instructional method, needs of students, and expected learning outcomes of a particular class.

Media & Materials

Media Centers

581-22-268 Each local district shall by 9-1-76 provide in each school a center offering organized media services and materials consistent with district program and course goals. This center shall be located appropriately to serve needs of the instructional program and staff shall be assigned consistent with certification rules.

Materials Selection and Purchase

581-22-271 Each local district shall by 9-1-76 establish procedures for selecting and purchasing instructional materials.

Equipment Purchase

581-22-272 Each local district shall by 9-1-76 establish procedures to coordinate evaluating and

purchasing instructional equipment to insure quality and compatibility of equipment with needs of teachers and students.

Facilities

Facilities

581-22-274 Each local district shall provide site and building environments appropriate for the district instructional and support program activities and for human physical needs.

Furniture, Equipment, Materials

581-22-276 Each local district shall provide equipment and materials to support programs and activities to implement district goals.

Building Program and Plans

581-22-278 (1) Each local district shall obtain Department approval of the district:

(a) Building program to include planned and projected school population, grade levels served, nature of immediate neighborhood and greater community, educational philosophy, policy regarding community involvement and use of school facilities, activities to be accommodated by both building and site, desirable relationships between various activities, the desired character of the school and its educational outcomes;

(b) Preliminary drawings—to scale, clear, accurate—describing proposed construction, or remodeling work by means of floor plans, elevation drawings, sectional drawings, and site plans describing project scope, size, shape, configuration, fenestration, and general interrelationships of building elements, and relationship of building mass to site and site development;

(c) Outline specifications indicating general scope of project and types of structural, mechanical and lighting systems, building materials, exterior and interior finishes, and site development particulars.

(2) Each local district shall subsequently obtain Department approval of working drawings and specifications (architectural contract documents) clearly, accurately and completely describing proposed construction.

Safety

Emergency Plans and Safety Programs

581-22-280 Each local district shall be responsible for management of a current comprehensive

employee-student emergency plan and safety program for all departments and programs under its jurisdiction.

Safety Inspection Practices

581-22-282 Each local district shall conduct and document regularly scheduled safety inspections of all property under its jurisdiction.

Accident Prevention In-Service

581-22-284 Each local district shall conduct an accident prevention in-service program for all employees.

Accident Reporting Systems

581-22-286 Each local district shall maintain an accident reporting system for accidents on district property, or involving employees, students or visiting public.

Safety Devices

581-22-288 All schools shall provide necessary safety devices and instruction for their use for students and adults.

Auxiliary Services

Pupil Transportation Services

581-22-292 Pupil transportation provided at local district expense shall comply with applicable statutes and Board rules.

Bus Inspection and Maintenance

581-22-294 Buses shall be constructed, equipped, maintained, and inspected in accordance with applicable statutes and Board rules.

School Bus Drivers

581-22-296 School bus drivers shall possess a valid Oregon School Bus Driver's License and shall comply with applicable statutes and Board rules.

School Food Services

581-22-298 Local districts operating reimbursed student food service programs shall comply with Board and State Health Division rules.

Custodial Services

581-22-300 Buildings and grounds shall be maintained to provide conditions conducive to health and safety of all persons.

SELECTED OREGON REVISED STATUTES & ADMINISTRATIVE RULES
RELATED TO MINIMUM STANDARDS

indirectly

ADMINISTRATION AND FINANCING

- ORS 326.051 Requires the State Board to establish state standards for public schools after having considered the goals of modern education and the requirements of a sound comprehensive curriculum. Requires the Board to adopt rules for the general governance of the schools to prescribe minimum or required courses of study; and to adopt rules regarding school and interschool activities, such rules to prohibit discrimination.
- ORS 327.006 Among other definitions, defines "standard" school" as a school meeting standards set by the rules of the State Board of Education.
- ORS 327.010 Requires that the Basic School Support Fund shall be used exclusively for the improvement and support of standard elementary and secondary schools and to equalize educational opportunity.
- ORS 327.103 Declares schools to be standard until found deficient; states conditions under which BSSF apportionments shall be withheld from a district; specifies actions to be taken by a district found deficient.
- ORS 327.125 Requires the Superintendent of Public Instruction to administer provisions of ORS 327.006 to 327.133 and authorizes the State Board of Education to adopt and promulgate necessary rules not inconsistent with the provisions.
- ORS 328.205 Authorizes school districts to contract bonded indebtedness for specified purposes. Bonded indebtedness in districts having nonstandard or conditionally standard schools shall additionally be subject to approval by the Superintendent of Public Instruction.

PROGRAMS

- ORS 336.015 Provides that the last Friday in April shall be known as Arbor Day and that district boards shall see that activities are conducted to encourage preservation and improvement of trees and the natural environment.
- ORS 336.025 Provides that the fourth Friday in October shall be known as Frances E. Willard Day and that time during school hours on that day shall be devoted to appropriate instruction and commemorative activities.
- ORS 336.035 Requires district boards to see that courses of study prescribed by law and rules of the State Board of Education are carried out, and provides for exceptions. Also authorizes district boards to establish courses of education concerning venereal disease, with certain stipulations.
- ORS 336.057 Provides that courses of instruction in the United States Constitution shall begin not later than the opening of grade 8 and continue through grade 12.

- ORS 336.067 Requires public schools to give special emphasis to instruction in honesty, morality, courtesy, obedience to law; respect for all humans; humane treatment of animals; effects of tobacco, alcohol and narcotics upon the human system, and other specified moral and ethical lessons. Also requires the Superintendent of Public Instruction to prepare an outline with suggestions and to incorporate it in the courses of study for all public schools.
- ORS 336.072 Requires instruction and drill for emergency situations (at least 30 minutes in each school month in grades 1 through 8 on fire dangers and drills). Also requires the Superintendent of Public Instruction to prepare a course of instruction on fire dangers and drills.
- ORS 336.074 Requires all instruction to be conducted primarily in English except for foreign languages and for non-English speaking pupils for specified purposes.
- ORS 336.079 Requires that specific courses to teach speaking, reading and writing shall be provided for children unable to profit from classes conducted in English.
- ORS 336.175 Authorizes district boards to utilize educational experiences offered through public and private community agencies, to include work experience programs conducted on a contractual basis with employers.
- ORS 343.221 Requires district boards to provide special education for children who require such education or to make certain other arrangements for their education when more feasible to do so.

STUDENT RECORDS

- ORS 336.195 Requires that all student records maintained by a school shall be confidential, and specifies persons and agencies that may have access to such records and under what conditions.
- ORS 336.205 Provides that any category of student records specifically designated as confidential pursuant to ORS 336.195 shall not be deemed a public record for the purposes of ORS 192.005.
- ORS 336.215 Authorizes schools to transfer all of a student's progress records to another school or educational institution upon notice of the student's enrollment in the other school or institution.
- ORS 339.240 Requires the State Board to prepare and promulgate minimum standards for student conduct and discipline and for rights and procedures pertaining thereto; requires district boards to adopt and distribute rules to comply with those minimum standards.
- ORS 339.250 Requires pupils to comply with school rules, pursue required studies, etc.; authorizes district boards to discipline, suspend or expel refractory pupils and states sufficient causes for such actions; specifies the maximum period of time for an expulsion.
- ORS 339.410 Provides that pupils under eight years of age may be dismissed after school attendance of four hours; also, that these pupils shall be allowed recesses so that classroom time does not exceed three and one-half hours daily.

TEACHERS AND TEACHER AIDES

- ORS 342.120 Defines "teacher aide" as a noncertificated person employed by a school district or intermediate education district whose assignment consists of and is limited to assisting a certificated teacher in accordance with rules of the State Board.
- ORS 342.155 Authorizes school districts to employ teacher aides and intern teachers subject to rules of the State Board.
- ORS 342.173 Provides for forfeiture of state basic school support funds due any district in the amount paid as salary to any noncertificated or improperly assigned teacher or administrator, unless such assignments are made with justification satisfactory to the Teacher Standards and Practices Commission.
- ORS 342.608 Requires school boards to fix working hours including provision for a 30-minute duty-free lunch period; provides for noncompliance penalty; exempts one- and two-teacher schools from the requirement.
- ORS 342.850 Requires an annual evaluation of performance for each teacher; prescribes procedures; specifies nature and use of personnel files and the teacher's rights related thereto.

TEXTBOOKS

- ORS 337.120 Provides that, with exceptions given by ORS 337.141, district boards with assistance of teachers and administrators shall select textbooks and other instructional materials from the state multiple choice approved list; specifies a two-year compliance routine and provides for authorized postponements.

The State Textbook Commission six-year adoption cycle (ORS 337.050) upcoming:

STATE ADOPTION MADE	LOCAL DISTRICTS IMPLEMENT	SUBJECTS	EFFECTIVE DATES
November 1976	1977-78 and 1978-79 school years	Business Education Driver Education Foreign Languages Health Mathematics Science	7/1/77 to 7/1/83
November 1978	1979-80 and 1980-81 school years	Homemaking Music Social Studies	7/1/79 to 7/1/85
November 1980	1981-82 and 1982-83 school years	Language Arts <i>(Dictionary, Handwriting, Language, Literature, Reading, Spelling, English Handbook, Journalism, Mass Media, Speech, Theater Arts, and Correlated Language Arts)</i>	7/1/81 to 7/1/87
November 1982	1983-84 and 1984-85 school years	Business Education Driver Education Foreign Languages Health Mathematics Science	7/1/83 to 7/1/89

- ORS 337.141 Permits local districts to adopt and use textbooks in place of or in addition to those adopted by the State Board of Education provided they meet the guidelines and criteria established by the State Board. Districts under 20,000 average daily membership, however, must first get approval of the State Board.
- ORS 337.150 Requires district boards to provide prescribed or authorized textbooks for free use by pupils in grades one through eight and permits free use of such textbooks for students in grades nine through twelve. Where textbooks are not provided in 9-12, district boards shall require parents to provide textbooks as a condition of attendance, except the board shall loan books to indigent pupils.
- ORS 337.260 Requires selection of textbooks on American history and government which adequately stress the services rendered by those who achieved our national independence, who established our constitutional form of government and who preserved our federal union. Also requires respect for all people be reflected in the textbooks adopted by the State Board.

MISCELLANEOUS

- ORS 332.190 Authorizes district boards to request the Commissioner of Labor to inspect any buildings under their jurisdiction and specifies procedures.
- ORS 336.630 Requires each district board to cause United States and Oregon flags to be displayed upon or near each school building during school hours, subject to weather.
- ORS 339.420 Provides that upon application of a parent or guardian (or the pupil if he or she has reached the age of majority) a pupil may be excused for periods of not more than 120 minutes in any week to attend weekday schools giving instruction in religion.
- ORS 343.125 Authorizes school districts, on or before July 1, 1977, to make a child
.135 development specialist available to pupils enrolled in elementary schools;
.145 provides for state reimbursement for costs; and requires the State Board of Education to establish guidelines for implementation.
- ORS 433.255 Provides for excluding from school persons with or exposed to communicable
.260 disease and conditions for returning to school; requires every child between five
.263 and 14 years of age to show proof of immunization against communicable
.267 diseases pursuant to rules of the Health Division, with certain exceptions;
.269 requires local health departments to provide immunizations free of charge to
.273 children unable otherwise to acquire them; and requires the school administrator
.275 of any school to refuse to enroll any pupil until immunization requirements are met.

directly

SAFETY

ORS 326.051 336.072 654.	Emergency Plans and Safety Programs 581-22-280
ORS 336.072- 479. 654.	Safety Inspection Practices 581-22-282
ORS 336.072 654.	Accident Prevention In-Service 581-22-284
ORS 654. 655. 656.	Accident Reporting Systems 581-22-286
ORS 654.	Safety Devices 581-22-288

AUXILIARY SERVICES

ORS 326.051 327.035 328.470 330.780 332.107 .405 .415 .425 .427 .435 .437 .445 335.090 339.030 485.010 .025 .030 .050 .060	Pupil Transportation Services 581-22-292
OAR 581-23-040 -53-010	
ORS 326.051 481. 483.	Bus Inspection and Maintenance 581-22-294
OAR 581-53-008 -505 -510 -515 -520 -525 -530	

ORS 326.051
482.
484.
487.
OAR 581-53-005
-015

School Bus Drivers
581-22-296

ORS 326.051
327.520
.525
431.110
.130
433.255
447.020
624.100

School Food Services
581-22-298

OAR 581-51-040
-045
-050
-055
-060
-065
-070
-075
333-36-030
-032
-034
-036
-038
-040
-042
-044
-046
-048
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-058
-060
-062
-064

PL 79-396, as amended
PL 89-642, as amended
Section 32, Agricultural Act, August 24, 1935; Section 416, Agricultural Act, 1949

ORS 431.
654.

Custodial Services
581-22-300

21

We carefully went through all of Mr. Walton's documented public statements until the date this CEE material was presented. We can find only two statements that might apply.

"To: Members of the Palo Alto Unified School District Community
From: Sid Walton, Coordinator, Multicultural Activities
Subj.: Perspectives on Multicultural Activities
Date: September 3, 1968.

(only quote applicable to "social change or die. . .")

Some people do not understand why so many of us say 'Free Huey.' In closing, let me quote the words of my friend Huey P. Newton who said of the long-haired white youths who represent the European cavemen and the kinky headed Black youths who represent the African bushman joining together in brotherhood: 'They won't let it (a racist inhuman world) happen again!' Remember, when Malcolm X preached hatred of whites, he was popular; when he preached brotherhood among the poor of all races, he was assassinated. Must we crucify all of our humanists before we heed their words? Must a man die before he becomes relevant to other human beings and human values? Would people be dying in Vietnam today if we had implemented a multicultural activities program 400 years ago? Would Jesus have been crucified if a few people had stood up and said, 'Free Jesus'?"

Reprinted in Multicultural Activities Progress Report, January, 1969, p. 8

Ohlones P.T.A. board meeting. . . November 12, 1968. Speech by Sid Walton "In closing let me remind you that it is you, the parents, who must determine the commitment that you are going to make to implement a meaningful multicultural program. Minority people are willing to die to implement change from the racist status quo; are you willing to die to perpetuate racist oppression of minorities?"

"Remember, you must undergo subtle attitudinal changes before you can implement behavioral changes. The degree of honesty and commitment to implement a meaningful multicultural activities program to end racism will serve as a barometer to determine whether white Americans die perpetuating racism, whether minority people die fighting for liberation from racism, OR whether we can all live in harmony respecting each other as human beings."

Reprinted in Multicultural Activities Progress Report, January, 1969, p. 14

A letter to the Editor, Palo Alto Times, November 28, 1968, by Mr. Delbert Larson, CEE spokesman:

"Editor of the Times:

My acceptance of membership in the Citizen's Advisory Committee on Multicultural Activities was conditioned upon Supt. Harold Santee's

written and verbal assurance that the committee would be advised of Mr. Walton's qualifications.

"Specifically, my wife wrote to Dr. Santee on Nov. 4 asking, among many other questions, 'What were Mr. Walton's credentials (past positions, books written, classes taught, degrees, etc.) which determined his being chosen?'

"Dr. Santee's reply of Nov. 5 refused answers to all questions, stating, 'from this point on, therefore, I will devote my time to working through the committee and I will provide them with any and all information at my disposal.' "

— Palo Alto Times, November 28, 1968

Mr. Walton's qualifications were already outlined in the following article:

"Walton currently in on the faculty at Merritt College in Oakland. Walton organized in Oakland a local of the American Federation of Teachers, a union affiliated with the AFL-CIO.

"He is a member of the National Association of Afro-American Educators; the Bay Area Black Educators, a group open only to blacks; and the California Junior College Association.

"He was graduated in 1959 from San Francisco State College and received a masters degree in 1964 from California State College at Hayward. Walton has taught in a San Francisco junior high school and special classes at Washington High School, Fremont."

— Palo Alto Times, September 4, 1968

Mr. Larson continues:

"Again, upon direct questioning at the Nov. 18 Palo Alto Unified School District Board Meeting, Dr. Santee replied, 'You're placing me in the position of evading your question. I can't legally, divulge that information but I will discuss it with the committee.'

"Immediately before convening the organizational meeting of the committee Nov. 21, Dr. Santee told me he had the complete file with him and Mr. Walton's permission to review it. With these assurances, I took my seat on his committee fully confident that the citizens of Palo Alto would be given the opportunity to independently judge Walton's qualifications as a policy-setting member of Dr. Santee's staff."

— Palo Alto Times, November 28, 1968

The board is the sole policy-setting body of the district. Individuals may make suggestions to the Board but no single person is in a policy-setting position.

Dr. Santee may not open anyone's files except to selected school personnel, as indicated by Government Code 6254 Subdivision C, and by the PAUSD Board policy on availability of personnel records which states:

"Palo Alto School District Board policy on availability of personnel records:

Board Policy 5020.6 limits to Director of personnel, immediate supervisor, Supt. and Cabinet, persons themselves, and (in the case of applicants) those interviewing candidates."

— Policies of the Board of Education and Administrative Regulations of the Palo Alto Unified School District

Mr. Larson concludes:

"Dr. Santee's subsequent refusal to present all the facts, or to insist that Walton do so, left me with the obvious conclusion that dissenting opinion on his committee would be futile since control of the committee was being arbitrarily exercised.

"Contrary to any suggestion that I am a 'poor loser,' my resignation was submitted to allow me to devote full energy to the solution of a community crisis which mirrors, to a large extent, a national one. I believe a solution to this crisis, which threatens not only the education and well being of our children but the very foundations of our society, must be achieved here in Palo Alto or our community, and the nation, will be the real loser."

D. G. Larson
2459 Greer Road
Palo Alto
— Palo Alto Times, November 28, 1968

The Citizens Advisory Committee on Multicultural Activities was composed of over 60 teachers, students, and resident citizens. There were nine committees and countless sub-committees who worked for almost a year to formulate suggestions relating to the multicultural program.

Persons opposed to as well as those in favor of the program were asked to serve on the committee. Mr. Larson, Mr. Klein, and Mr. Meadows accepted the invitation but resigned shortly after the first meeting, forming an organization opposed to the multicultural program. Thus the Citizens for Excellent in Education was born.

Throughout the CEE material we find implications that the Multicultural Program is costly, and much mention is made about a rise in taxes as a result of the program. CEE never mentions figures. The Multiculture program was budgeted at \$31,350 out of a total budget of over \$18 million dollars for the 68-69 school year.

In January of 1969 the CEE circulated a flyer in Palo Alto. Again we find a reference to a lack of knowledge about the multicultural program and an expression of distrust concerning the role of Mr. Walton:

"Fellow Palo Altans
Do You Feel As We Do?

"We feel let down. We are Palo Altans: that is to say, we are Caucasian, Black and Oriental -- we are Protestant, Catholic, Jewish, Buddhist, Moslem, and agnostic. Our parents came from Europe, from Asia, from Africa, from the West Indies. Do we want a multi-cultural program? Of course we do!

"But we want to build, not to destroy: We want to improve curriculum when the desired change will enhance the Excellence in Education for our children. We feel that 'the powers that be' are building a house we do not know anything about, but in which we and our children shall have to live. And we much question the choice of the architect."

— CEE Fellow Palo Altans, January, 1969

School board meetings are open to the public; there have been numerous press releases about the multicultural program; three of CEE's officers were asked to serve on the Citizen's Advisory Committee in which case they not only would have every opportunity to have all their questions answered but would be actively involved in formulating the program. They all resigned a short time after the committee was formed.

CEE continues:

"A Director of multicultural education was appointed: we were not informed of his qualifications. His methods are not always those of a professional and impartial educator, as witnessed by his statements at Asilomar and at public meetings: they seem designed to elicit from us a wave of self accusation."

— CEE Fellow Palo Altans, January, 1969

We have already referred to the newspaper article in which Mr. Walton's qualifications were discussed. CEE's concerns about Mr. Walton's methods not being those of a professional and impartial educator are explained by the following statement from Dr. Bernard Oliver:

"We hired Mr. Walton because the selection committee, the superintendent, and the board agreed that to have a meaningful multicultural program we needed a coordinator sensitive to intercultural problem areas as seen from the minority viewpoint, not ours. Who is more qualified to tell us what's wrong than one so sensitive to injustice that he 'is willing to die for the opportunity to lead a better life?'"

— Palo Alto Times, December 6, 1968

In a January 1969 Fact Sheet the CEE again questions Mr. Walton's qualifications, this time referring to a recommendation for dismissal.

"Other Sources.

Members of the CEE have obtained additional information from many other different sources over the past nine months. We have attended School Board Meetings, special PTA meetings on the Multicultural Program, Citizen's Advisory Committee meetings, the La Honda Retreat last September, and numerous other meetings. We have researched many news magazines and newspapers, including the paper published by the Black Panthers.

We have personally talked with Administrators at Merritt College, Oakland, and learned that Mr. Walton was recommended for dismissal there because — to use Mr. Walton's own words from a San Jose Mercury article 12/13/68 — he raised a lot of 'hell' at Merritt."

— CEE Fact Sheet, January, 1969

We can not find out if he was recommended for dismissal because it is illegal for an administrator to discuss personnel matters, California Govt. Code 6254, Subdivision (c). Mr. Walton was still employed by Merritt College at the time PAUSD hired him. (See article on page 20.)

Finally, in a presentation to the Faculty Forum, we find the CEE accusing Mr. Walton of exhorting others to violence:

"Our concern for the Administrations's direction of the Multicultural program heightened greatly when it was announced that a militant, Black Panther Party supporter had been chosen as its Coordinator. Each of you carries the burden of setting a good example in character

and social conduct for the children in your charge. It is inimical to the principles of good education to have, as a policy-setting administrator of our school district, a man who publicly espouses revolutionary dedication and exhorts others to violence. I agree with Eric Hoffer, who is quoted in the October 24, 1968 issue of the S.F. Examiner as saying, 'I have always said it is harder to write a good paragraph than to start a revolution.' Certainly I do not believe in Mr. Walton's ideas which I find are totally opposed to my interests."

- CEE Faculty Forum Presentation, January 13, 1969

We can find no record of Mr. Walton's advocating violence or the Black Panther Party, but only its platform, which nowhere advocates a violent revolution.

In a speech on November 21, 1968, Mr. Walton presented the following text:

Citizen's Advisory Committee Meeting, November 21, 1968
Sidney Walton

"The foregoing expressions of my honest feelings are by no means a 'program' merely exposure of me to you on a human level. This is no apology for my being, but rather the rationale for by being. I have been honest with the Palo Alto community. I am a black human being partly self made, partly society made, and to quote Dr. Maria Fielder, 'I'm not giving two speeches. . .one to white and one to black.'

"Thus, if you ask me if the Black community can achieve in this society, I must answer 'no,' not without drastic changes in the structure which affects the essential social relationship between people. What you do here in Palo Alto will signal to the world that a person such as me can work harmoniously with the white community; or else it will signal that very ominous days are ahead for the development of human relationships. Thus, I end my formal introductory comments with a statement and a question. I am willing to sit down at the table with you to build a better world. Are you just as willing to sit down to the table with me to begin building a better world with me?"

Reprinted in Multicultural Activities Progress Report, January, 1968, p. 17

Mr. Larson, CEE spokesman, in his Faculty Forum Presentation, referring to a previous CEE presentation continues:

"So, we question Mr. Walton's background and at the November 18, 1968 Board Meeting presented an 'Open Letter to the Palo Alto School

Board', criticizing their 'inept choice of an administrator espousing such radical philosophy'. Most of the questions in this letter have gone unanswered or have not been answered forthrightly. For that reason I have included a copy of this letter in the packet available for distribution with a copy of this address. You may be interested to note that Mr. Walton's affiliation with the Black Panther Party is attested to by virtue of the fact that this copy of the letter is reproduced from the December 7, 1968 issue of the Black Panther Weekly, a publication in which Mr. Walton's name regularly appears."

— CEE Faculty Forum Presentation,
January 12, 1969

In the December 7, 1968 issue of the Black Panther Newspaper there is a copy of the CEE open letter to the PAUSD, printed with no commentary at all. There was an article about Mr. Walton concerning a conference held at Merritt College where he introduced his Black Curriculum concept to the student panel. Harold Klein, CEE spokesman, in a letter to the Palo Alto Times states the following:

"Board should correct error.
Editor of the Times:

"I did not realize, when the Palo Alto School Board and Superintendent Santee brought Mr. Sidney Walton to our district as coordinator of the multicultural program, that our lives were to be so deeply enhanced and enriched. This became evident at the January 20 board meeting 'Walton - Get off my back'. We were not given a progress report on the program for our children, but we adults will have the opportunity to develop the Black Panther philosophy, that is of course, if our school board wishes to jump at the chance offered by Mr. Walton to adopt the Black Panther platform."

— Palo Alto Times, February 1, 1969

In investigating all of Mr. Walton's speeches and written communications we found that Mr. Walton had not at any time urged Palo Altans to "adopt the Black Panther Party platform." Nothing has been said about giving anyone the opportunity to adopt the Black Panther platform. A logical extension of this rather silly attack would lead one to assume that Republican or Democratic party supporters who are employed by the PAUSD are attempting to force their party's platform down others' throats.

Mr. Klein continues:

"In view of the situation of the schools across this nation, I keep thinking I must be dreaming when, week after week, this outspoken militant is encouraged by our school board. I believe we are all learning the importance of selecting responsible people to represent us. At present, some of them seem to represent a 'never-never land' philosophy rather than the 'down-to-earth' common-sense approach to the needs and desires of the majority of the members of this community. I do not think we can take a chance on this type of thinking where our children's future is concerned or take one of those 'way-out' trips."

— Palo Alto Times, February 1, 1969

In our opinion, Dr. Santee's statement on the necessity for a multicultural program is about as "down-to-earth" as one could get. In a memo to the PAUSD Board Dr. Santee says this:

"I believe we all recognize that in order to continue to fulfill its role, the public school must bring about significant changes in curriculum based upon current needs in today's society. These needs have been developing and will continue to develop at an extremely rapid rate. The usual procedures for changing the institution are not designed for such swift acceleration in societal changes and the resultant new requirements. Because our present efforts to develop relevant knowledge and understanding of the various minority groups are uneven, uncoordinated, and fall far short of what we can and must achieve, a new approach must be taken. This approach must have instructional, employment, in-service, and financial components."

— Memo to PAUSD Board, May 20, 1968

CEE appoints itself spokesman for the majority of Palo Alto residents, and implies that the majority of the community is opposed to the Multicultural Program.

This is the group offering opposition to the Multicultural Program:

The Citizens for Excellence in Education

These are the groups who have expressed support for the Multicultural Program:

Palo Alto Educators Association
Addison P.T.A.
Terman P.T.A.
Fairmeadow P.T.A. Board
Stanford Campus Homeowners Association
(executive committee)
Board Members Parents Nursery School

These are the groups who have expressed support for the Multicultural Program:
(continued from previous page)

Gunn P.T.A.
League of Women Voters
Green Gables P.T.A.
Parents for Enlightened Curriculum
(later CMP)
Stanford Palo Alto Democratic Club
Palo Alto Unitarian Church Social Concerns
Committee
Cubberly student group
Palo Alto Federation of Teachers
Palo Alto Ministerial Association
Palo Alto Civic League
The Wisman School District
Church and Society Committee of the
First Presbyterian Church
The National Education Association, at a
meeting in Washington, passed a resolu-
tion complementing the PAUSD for its
efforts and courage as evidenced by its
Multicultural Program (Palo Alto
Times, January 31, 1969)
A large majority of Cubberly students
offer support of program
Palo Alto Junior Chamber of Commerce
Teachers of PAUSD
Intergroup Fellowship of St. Marks Church
1,000 students of Jordan Junior High
(supportive petition)

Mr. Klein concludes:

"Political parties strive to get people involved and working for their beliefs: this issue is certainly achieving this end. I would urge the people of Palo Alto to take a look at what is going on, study the facts, become informed of the issue (and possible results to their children) - they will become thoroughly outraged. Mr. Walton tells the citizens of Palo Alto to 'get off my back'. If Mr. Walton expects to represent the people of Palo Alto they have every right to 'get on his back' if they are not satisfied with the way he is handling the situation. It is his views, his philosophy and his past performance which is being echoed back to him. Mr. Walton said it, not us.

"I would hope that Mr. Walton can remember his own words when at a speech at the College of San Mateo last year, and while bragging that he had forced a former school administrator to resign, he proudly retorted, 'If you can't stand the heat, get out of the kitchen'. Now it is Mr. Walton's kitchen that is getting a little too hot!

"If Mr. Walton wishes to criticize anyone in this district his attack should be directed to the school board and Superintendent Santee; they should have known that his racist and vindictive views would never be acceptable to the community they purport to serve.

"I sincerely hope that our school board acts to correct this grievous error before it is too late.

H. Klein
86 Erstwild Court
Palo Alto"

— Palo Alto Times, February 1, 1969

The citizens of Palo Alto have every right to object to anything any school district employee is doing. No one has the right to inflict the kind of abuse on anyone that Mr. Walton was subjected to, as outlined in the material below. See pages 18 and 20 of this material for examples of Mr. Walton's supposedly "racist views".

In order to give a complete picture of what Mr. Walton had to contend with and what was actually said by Mr. Walton at the January 20, 1969 board meeting, we feel we must reproduce a large portion of the board minutes.

"Dr. Santee introduced Mr. Walton who asked the Board President if he might make some statements of a personal nature. Dr. Oliver agreed that he could.

"Mr. Walton said that the core of the criticism of the opponents to the Multicultural Program centered upon personal character attacks, accusations relative to his qualifications, and the venting of feelings based upon fear and ignorance of the program and the person. He said that the anonymous telephone calls which he had received before meetings, the half-truths printed in paid advertisements, and the unsigned, unauthorized leaflets such as the one distributed at this meeting under the guise of an 'Information Brief' and headed 'Palo Alto Unified School District' were cowardly tactics. Mr. Walton said that these statements and those that were to follow were a part of his progress report because he had come to Palo Alto as a human being interested in helping to create a program that would engender multicultural understanding and humanistic appreciation for racial differences and similarities, and his progress to date included such things as being called 'dirty' and being subjected to abusive language and threats. He said that his family did not consider him dirty. People who did should read the report and they would discover that the language he uses is the language that he and other black people encounter every day. Mr. Walton said that if others have been

offended by his comments, they too have offended him by the personal attacks. He said that if the community does not want him as the coordinator of the multicultural program, it should have the opportunity to say so in a positive and democratic way, and if it does not want the program, it should say so. He asked the Board to place the question of the Multicultural Activities Program on the ballot, along with the question of his being the coordinator of such a program. He said he would abide by the results of such an election. At least, it would then be decided one way or the other, and he could either leave or get on with the job for which he was hired. Mr. Walton said that he did not feel he could or should take any more time defending himself in this community, and that if he must continue to allot a disproportionate amount of his time to attending meetings to defend his beliefs and his past associations, then it would be impossible for him to meet his commitment to the Board to present a program to them by June.

"Mr. Walton said that for the last time, he was going to publicly answer some of the accusations and then the members of the community who have been harassing him were to 'get off my back'. He said that he would tolerate no more insults or character assassinations, or anonymous phone calls to himself and to his family.

"With reference to his statement to the students and faculty of Cubberly High School in which he encouraged each person to become 'my kind of revolutionary', he said this meant a person who is dissatisfied with a society which is insensitive to injustice, violence, and inhuman treatment of his fellow man, and who is determined to do something to alleviate the situation. Mr. Walton referred to such incidents of sealing men up in a burning mine rather than risk the loss of money; the lack of proper medical care for the indigent; the fear of involvement that permits people to look the other way when a human being is being murdered; the inequality of the justice of the courts, etc. He also referred to what he called the 'teachable moment', that golden opportunity to reach another person which occurs by opportune set of circumstances when two people might communicate and see each other's point of view. He said that too often this moment is ignored because it might rock the boat of society's accepted values. He said that white people tend to write off the wrong doings of whites as isolated incidents -- a case of insanity, but the same people will take an isolated black man's wrongdoing and then condemn all black people. He agreed that it was not always only the black man; it often is any minority group, but he felt the black man seemed to get a larger portion of the reaction. Mr. Walton told the audience 'before you attack me or the program, read my report and be sure you know what I believe and what the program plans to accomplish, if it can'.

"Mr. Walton discussed a question raised at an earlier meeting concerning his association with Merritt College. He said that he had served as a faculty advisor/counselor to a group of students on that campus. He concluded his personal comments by stating that

contrary to the propoganda spread by his opponents, the district's teachers were involved from the very beginning in the planning of the multicultural assessment process and the formulation of the proposed program outline. They had been apprised from the beginning of the over -all intent and purpose of the Multicultural Activities Program. He said that the death of Mr. Ray Fleming, who had been a member of the Search Committee, was a great loss^d to the community and the program. The emphasis of the program is humanistic interaction. He said that black parents were just as opposed to bus-ins as were many white people. He said that black parents did not particularly want nor like their children to live away from home, but they did want the best education possible for their children and to this end would continue to avail themselves of the legal right to permit their children to be affidavit students until such time as the same quality education could be made available to them in their neighborhood schools. He added that human interaction — humanistic interaction — is a two-way street and that white children gained just as much by association with black children as vice versa."

— PAUSD Board Meeting Minutes,
January 20, 1969

The viciousness of its personal attacks on Mr. Walton casts serious doubts on CEE's motives. Most of Mr. Walton's comments emphasized the need for racial harmony and justice. Mr. Klein ignores all such statements, choosing instead anything that could possibly be interpreted as injurious to Mr. Walton or provocative of fearful and angry reactions from parents.

"MILITANT" MINORITIES

Throughout the CEE criticism of the multicultural program, we found strong CEE opposition to the hiring of black teachers in the schools, to black studies in the schools, and to the possibility of black militant influence in our schools.

Much of the same negative feelings are expressed in the CEE Open Letter to the PAUSD Board which asks:

"Why do you totally ignore the disruptive influences to the educational excellence of our schools exerted by the irresponsible activities of such listed subversive organizations as the Students for a Democratic Society, and other student groups disrupting our schools such as the Black Students Union and the United Students Movement?"

— CEE Open Letter to the PAUSD Board,
November 18, 1968

CEE states that the Students for a Democratic Society is a "listed subversive organization". Through carefully contrived juxtaposition, they imply the same for the Black Students Union and The United Students Movement.

The Students for a Democratic Society has never been recognized as a PAUSD School organization. SDS meetings are held off campus. They do not have a faculty advisor, nor does the PAUSD have any legal way to control the activities of any such unrecognized student organizations or to prevent their formation.

The United Students Movement, was, for a brief time, a recognized student organization until it broke the rules governing student activities at that time. From then on it was not recognized and lost the privilege of holding meetings on campus. Again, the PAUSD has no control over any off-campus organizations or activities.

The Black Students Union was and is a recognized student organization. In talking to Mr. Tony Trujillo, the BSU faculty advisor at Palo Alto High School, 1968-69, he advised us that the BSU:

"...did not make any unreasonable demands or create any trouble. They were very helpful in settling racial problems; they set up discussion groups with white students to iron out racial problems; they met with the faculty to explain their point of view (their desire to be called Black instead of colored, etc.). They contributed a great deal to racial understanding of both black and white students and faculty. They were great!"

The CEE continues in the same Open Letter to the PAUSD Board:

"Why, instead, do you address your efforts to placate militant elements, totally alien to Palo Alto, with a bi-racial program calculatedly mis-named the Multicultural Project?"

"If there is any doubt about the bi-racial aspects of the so-called Multicultural Project, may I first quote from Dr. Oliver, 'The ability to win the cooperation in some of the more militant areas of East Palo Alto¹ will be strongly impaired by not having a Negro filling this position.'"

— CEE Open Letter to the PAUSD Board,
November 18, 1968

Dr. Oliver's statement also included these words:

"It seems obvious that this is an area which, if any light can be shed on both sides and cooperation established, it will be to the advantage of all. However, we would expect the Coordinator of Multicultural Activities to attend to minority group problems other than Negro problems, just as we would expect any employee to embrace a broad range of interest."

— PAUSD School Board minutes,
August 5, 1968, p. 4, 8

The CEE continues in the Open Letter to the PAUSD Board:

"Secondly, may I exhibit the advertisement you are currently circulating which is captioned, 'PALO ALTO WANTS BLACK TEACHERS FOR MULTI-CULTURAL PROJECT' and 'THE OPPORTUNITY FOR BLACK TEACHERS IN PALO ALTO IS REAL'. The text goes on to read, 'This multicultural program is not a "token" attempt to employ blacks, but a unique voluntary effort to bring about significant changes in curriculum and humanistic attitudes among 70,000 children and adults in the Palo Alto community'."

— CEE Open Letter to the PAUSD Board,
November 18, 1968

¹emphasis CEE's

Again CEE fails to finish the quotation as stated in the circular:

"To this end we need the help of the best black and other ethnic minority personnel¹ we can employ.

"Because of the unique opportunity available to Palo Alto Unified School District through such things as the location of our school district and the cultural, economic, educational and attitudinal components of the community, Palo Alto schools invite you to investigate the opportunities for ethnic minorities¹ to contribute in a substantial way to the achievement of maximum multicultural understanding."

— PAUSD Circular, Published October, 1968

CEE appears to believe that Palo Alto recruitment of minority teachers, or in fact black teachers, is in some way unusual. School districts throughout the land are involved in similar hiring practices. There is intense competition to obtain the services of good black teachers. CEE implies that the district is interested in hiring only black teachers when the circular clearly states the PAUSD interest in all minority teachers.

Other school districts in California are following the suggestions outlined in this letter from Sacramento:

Personnel

Assessment

"I believe that the school staffs composed of personnel who represent the multiracial ethnic diversity of the nation provide an added positive dimension to children's learning experiences. The State Board of Education has established policies in keeping with this fundamental principle. The Board has also directed that the Department of Education offer its resources to assist school districts in recruiting minority personnel and in developing placement and promotional practices that will assure the employment and assignment of minority personnel in our schools.

"It is my hope that this publication will assist district and county superintendents and their personnel staffs in locating and recruiting teachers of minority racial and ethnic backgrounds."

— Max Rafferty, Superintendent of Public Instruction. Recruiting Minority Teachers, an Equal Opportunity Guide, Sacramento, 1967 (Reprinted in Multicultural Activities Progress Report, p. 53.)

Emphasis ours

CEE continues:

"We recall the statement which your chosen Coordinator for Multicultural Activities put forward at the Asilomar Conference to the effect that, once the Multicultural Program is underway, there will be a moratorium on the hiring of white teachers until sufficient black teachers have been hired to achieve an ethnic balance. Is such a moratorium planned? Or, is it in force at this time? What means of judging the necessary ethnic balance will be employed? Will militant negroes, or whites, be sought to provide our underprivileged children the educational experiences this school board and its administration appear to feel are so desperately needed?"

— CEE Open Letter to the PAUSD Board,
November 18, 1968

The Asilomar Conference was not open to the public. Several speakers, including Mr. Walton, did not have their remarks recorded. CEE representatives were not invited to the conference, but it appears that they have sources of information which we do not have. Assuming that their information is correct and that they reported it accurately, we can only look at the statement they attribute to Mr. Walton in the light of subsequent events. It seems that no "moratorium on the hiring of white teachers" was in effect for the 1968-69 school year. 111 new teachers were hired, but only five were black and six were Oriental.

Why does CEE ask if PAUSD is going to hire militant black or white teachers? We can find no record of such a thing being proposed. CEE, by asking such a question, implies it is true.

From the Multicultural Activities Report, January, 1969:

"To: Harold Santee, Superintendent Date: September 20, 1968
From: Sid Walton, Coordinator Multicultural Activities

"Subject: Employ ethnic minority persons for all upcoming job vacancies until the staffing of representatives of all ethnic minorities reflects the percentage of those minorities in the general population of the United States.

"A. Reasoning: The multicultural visibility that this will provide is the most important source of multicultural understanding. Books, films, etc., are secondary sources.

"B. Implementation: Nixon school provides the vacancies. Hire all ethnic minorities to fill all positions there with the understanding that they would be dispersed throughout the district to provide ethnic visibility throughout the district."

— Multicultural Activities Progress Report,
January, 1969

CEE chooses to interpret the phrase "ethnic minorities" as meaning black.

In a presentation to the Faculty Forum, January 12, 1969, Delbert Larson, of the CEE, raises objections to the hiring of black teachers. At that time he cited several source materials. One of the articles he suggested reading was "Will Black History Really be Brain Washing" by George S. Schuyler, printed in the August 24, 1968 issue of Human Events. In a visit to the American Opinion Bookstore, several of our researchers found Mr. Schuyler's articles prominently displayed. Mr. Schuyler is mentioned in a book called The Radical Right:

"While waging war against the civil rights movement, the John Birch Society has, at the same time, diligently sought to create a public image of itself as friendly to Negroes. A mainstay of the Birch Speakers Bureau has been Mrs. Julia Brown, a Negro lady who had once been a Communist and later an informant for the government. Others have been the aforementioned Lola Belle Holms, Leonard Patterson, and George Schuyler, the Negro newspaperman."

— Epstein and Forster, The Radical Right
p. 100

We read George S. Schuyler's "Will Black 'History' Really be Brain-Washing?" The editor describes Mr. Schuyler:

"George S. Schuyler, the outspoken Negro conservative, has been a newspaperman and editor for over half a century. He is the author of 'Black No More' and 'Black and Conservative'. In this article Mr. Schuyler warns against undue emphasis on Negro 'history' in the public school system."

— Human Events, August 24, 1968

The article contains some of the following thoughts. We have purposely not presented the most offensive parts, but have attempted to pick statements that illustrate Mr. Schuyler's philosophy.

1 emphasis ours

"Will Black 'History' Really be Brain-Washing?
By George S. Schuyler

"As a by-product of this indoctrination in black racial mythology and largely apocryphal folklore is doubtless the goal of ultimately establishing as national heroes such agitators as the late Martin Luther King, Jr. and Malcolm X. Apparently we are having open housing in the Pantheon.

"There is no question that people of color have exercised wide influence on the course of American and world history, and this influence has been reported in general history books. But the place to teach Negro history as such is in the home or in Negro church and other community groups. The taxpayer should not have to support it, especially since any resemblance between the Negro mythology that will be taught and the actual facts will be coincidental. For the whole purpose behind teaching Negro 'history' is to make the Negro look good."

— Human Events, August 24, 1968

In referring to books and newspapers dealing with the Negro past, Schuyler has this to say:

"With a few bright exceptions most of the black chronicle has been sad because these people began low on the totem pole and have not yet worked themselves very high. Thus there is little for the young to boast about or to use to inflate their egos, encouraging new fantasies and dreams. Perhaps the less said the better."

— Human Events, August 24, 1968

CONSORTIUM

In Palo Alto last year a great deal of CEE concern was focused on the idea of a Consortium. The members of CEE attempted to involve in the discussions of the consortium such issues as outside funding from state and federal sources, busing, annexation of East Palo Alto to Palo Alto, and increased taxes. The Consortium issue is documented in the following pages.

The Consortium was first suggested at the PAUSD Board meeting of May 20, 1968:

"Consortium. Through joint action of the Palo Alto Unified School District and the Ravenswood City School District, create a consortium composed primarily of representatives of these two districts. The primary purpose of the consortium would be to address itself to the solution of the problems surrounding multicultural education. Other groups able to contribute to our goals would be invited. San Francisco State and Rand Corporation have indicated an interest in such involvement. Each, because of special interests and talents, could make a major contribution to the achievement of the goals of the consortium: San Francisco State in the area of teacher inservice education, and Rand Corporation in the field of computer-assisted instruction. The value of such a consortium would be that all institutions operate on an equal basis."

- Dr. Santee, PAUSD Board Meeting,
May 20, 1968. Reprinted in Multi-
cultural Activities Progress Report,
January, 1969, p. 1

The issues of busing and annexation are first tied in with the consortium in the CEE January, 1969 advertisement in the Palo Alto Times:

"Q. What is the eventual aim of the so-called Multicultural Program?
A. On September 21, 1968 at the Asilomar Conference, Mr. Walton stated, 'What you have to do is adopt, annex, or absorb East Palo Alto into Palo Alto. I don't care how you do it, and I don't care about breaking laws'. . . In his audience was our School Board. Some of them have expressed similar views. On April 15, 1968, Mr. Cutler said, 'Lets kick over the traces . . . and look for a way to merge with East Palo Alto'. On January 6, 1969, a meeting will be held at

La Entrada School to discuss ways to merge five south San Mateo County Elementary School Districts, including Ravenswood, into the Palo Alto School District."

— Palo Alto Times, advertisement by the CEE, January 6, 1969

The Board minutes covering Mr. Cutler's remarks on the subject of a merger with East Palo Alto include the following:

"Mr. Cutler said that his reaction is that the district must 'kick over the traces'. He said it would be appropriate for the Superintendent to consider the possibility of consolidation with East Palo Alto. He said he did not know if anything of this magnitude could be accomplished but an imaginative approach could perhaps accomplish something along these lines. Mr. Cutler said he felt something should be done right away. Also, Mr. Cutler said, he supports the idea of more low-cost housing. Mr. Cutler said these ideas should be studied."¹

— PAUSD School Board minutes,
April 15, 1968

The above ideas were studied and rejected later as indicated by the following board action:

"Mr. Cutler moved that the Board adopt as its position the stated intention to not engage in any action that would result in unification with the schools in San Mateo County without approval of the voters in this district.

"Mrs. Robinson suggested amending the motion to delete 'schools in San Mateo County' and to insert 'school areas that cross county lines'. Mr. Cutler accepted this amendment.

"Mr. Fletcher seconded the amended motion which carried unanimously."

— PAUSD School Board minutes,
January 6, 1969, p. 6

The question of busing was answered as early as May, 1968:

"Dr. Santee explained that the district had a policy whereby no child may be removed from the school he attends without parent's permission."

— PAUSD School Board minutes,
May 20, 1968

¹emphasis ours

Again, Dr. Santee spoke to the busing issue:

"Dr. Santee: To say that our teachers and students would never participate in activities with neighboring schools and institutions is to restrict in an intolerable fashion our ability to offer the broad experience necessary for our students. Palo Alto has long engaged in activities of this sort and there is no reason, in my view, to restrict these kinds of educational opportunities today. There is no implication here that a major program of busing is intended. I do not see annexation or the constant busing of large numbers of students as either possible or desirable."

— PAUSD School Board minutes,
October 21, 1968, p. 8

CEE continues in the January advertisement:

"Q. What does the existing consortium with East Palo Alto bring about?

A. Palo Alto and East Palo Alto children could be bused back and forth every day to achieve the racial balance our School Board feels is necessary."

— Palo Alto Times, advertisement by
the CEE, January, 1969

Busing of children and the consortium are two completely unrelated topics that have been cleverly juxtaposed to heighten the reader's alarm.

Later, in the same advertisement:

"Q. How could the Consortium with East Palo Alto affect all Citizens of Palo Alto?

A. One basic factor in families choosing Palo Alto has been the excellence of our schools. As academic standards decline Palo Alto will become less desirable and people will look elsewhere.

"Q. What does CEE oppose?

A. We oppose the acceptance of outside advice and funding leading to control of the Multicultural Program by a Consortium organized by Superintendent Santee. . ."

— Palo Alto Times, advertisement by
the CEE, January, 1969

All of these CEE issues are presented as facts or immediate probabilities.

This advertisement had wide circulation in the local news media.

In a Fact Sheet also published in January, 1969, the CEE renews the issue of the consortium and its concerns about federal funding:

"Instead of formulating a Multicultural Program within our own District, Superintendent Santee has organized a Consortium with the Ravenswood Elementary School District, the Rand Corporation and representatives of San Francisco State College. A letter from Mr. Walton to other prospective participants in the Consortium on November 19, 1968, stated that, 'Institutionally, the Consortium would include public and private elementary and secondary schools, Federally financed basic education programs, four year colleges, junior colleges, associations of minority educators, psychiatrists and encounter group specialists (sensitivity training groups).'

"The letter also stated that geographically, the scope of the Consortium would cover the five Bay Area counties. The funding for all this is to come from the National Foundation of the Arts and Humanities.

"Asked about the Consortium at the January 6, 1969 Board Meeting, Superintendent Santee again had a convenient lapse of memory. On further questioning, he indicated the Consortium wasn't organized until reminded that he had advised the Board of its existence in a Memorandum October 18, 1968. Asked what control would be relinquished in exchange for outside funding,¹ Superintendent Santee overlooked his suggestion in the same correspondence that the Consortium begin by supervising the 'Community Counselors' to be employed as a part of the Multicultural Program. He claimed to be equally uninformed about the National Foundation for the Arts and Humanities whom he had indicated would fund the Consortium's activities."

— CEE Fact Sheet, January, 1969

The following is a large portion of the January 6, 1969 Board minutes to which the CEE refers:

"Mr. Larson referred to a letter dated November 19, 1968 written by Mr. Walton and which was apparently addressed to 'prospective participants' outlining the organization of the Consortium and reiterating Dr. Santee's comment . . . ' . . . the value of the Consortium would be that all institutions would operate on an equal basis'. Mr. Larson asked what this statement meant.

"Dr. Santee responded that one must realize first that the Consortium would have no control over any school district.¹ It would offer services that a school district would like. 'I indicated,' Dr. Santee said, 'when I first talked about the Consortium that I was not sure if it would ever become a reality because it would take foundation or U.S. Office of Education funding'. Dr. Santee pointed out that

emphasis ours

the Consortium had been composed of the Rand Corporation of Santa Monica (an ethical and outstanding Management Consultant firm), the Ravenswood Elementary School District, the Palo Alto Unified School District, and representatives of the faculty of San Francisco State College. These were the participants in the discussing and assessing whether or not some effort on the part of a broad and interested cosmopolitan group could be of service to a school district. 'We have since that time talked to the State Department of Education in Sacramento and with other school districts in an effort to bring... together a wide variety of people,' Dr. Santee continued. 'A Consortium could be defined as a group attempting to determine how change can be brought about in an educational enterprise in order to effect goals that a school district might wish to achieve. A Consortium has nothing to do with busing youngsters from Ravenswood or with annexation.¹ It involves people who are not even in the same geographical area. You have to think of it as a "superstructure" or, more correctly, as a resource to a school district.'

— PAUSD School Board minutes,
January 6, 1969, p. 10-14

Mr. Fletcher made a comment about similar organizations throughout the state, concluding with these comments:

"... it would be an agency composed of different members interested in some fairly complex and broad social problems that cut across more than one district. There is no reason why people who are interested cannot share ideas and help on these problems to the benefit of all participants.'

'Mr. Larson said he certainly agreed with Mr. Fletcher, but he 'did not believe that the tax money of this District should be spent in large measure' in constructing such a Consortium and 'there is no question in my mind that a good deal of time and effort is being spent by the administrative staff of the PAUSD along this line.'

'Mr. Larson asked what degree of control would be exercised by the Consortium or by the Foundation of Arts and Humanities which, apparently, will be doing the funding according to the information in Mr. Walton's letter. Mr. Larson also asked what was the Foundation of Arts and Humanities?'

'Mr. Cutler answered this question by telling Mr. Larson that the National Foundation of the Arts and Humanities is a national agency, quasi-governmental, which operates for the humanities and the arts, as the National Science Foundation operates for the sciences without, however, the same degree of funding. Mr. Cutler said it was his understanding that, currently, the Arts and Humanities Foundation was rather short of funds.'

¹emphasis ours

"Mr. Larson asked Dr. Santee what he meant in his letter of October 18th in which he suggested that the Consortium might supervise the community counselors who would be employed as a part of the Multicultural Activities Program. Mr. Larson referred also to the minutes of October 21, 1968 on page 7, paragraph 5, in connection with this subject.

"Dr. Oliver read from this portion of the minutes which included several suggestions to implement goals of the proposed Multicultural Activities Program. One item referred to community counselors to work in the community, possibly under the supervision of the Consortium. Dr. Oliver pointed out that these counselors would be working in the community, not the schools. He asked Dr. Santee to amplify this.

"Dr. Santee said that community counselors would not be certificated teachers, but, under this suggested concept, would be individuals who would be working across district lines. The payment of their salaries would have to come from whatever Consortium funds are available.

"(Dr. Oliver interjected here that Mr. Larson could be assured that the Consortium funds, if any, are not being provided by school district money)."¹¹

- PAUSD School Board minutes,
January 6, 1969, p. 10-14

Additional comments later on in the meeting regarding the Consortium. . . :

"Dr. Santee said, he felt that Mr. Larson was confusing specific recommendations with the exploration of alternatives, and he was sure that Mr. Larson would agree that 'it would be a very restrictive thing if one could not deal with ideas in the development of recommendations'.¹

"Dr. Oliver: '. . . the ultimate authority of what transpires in any school district resides with the governing board of that school district, and all programs and recommendations that might be produced by any such Consortium would have to come before this Board for approval before being made a part of our program.' "

- PAUSD School Board minutes,
January 6, 1969, p. 10-14

The following is a portion of a letter from Ted Neff, Chief, Bureau of Intergroup Relations, Office of Compensatory Education, State of California Department of Education:

"With regard to planning for a Bay Area Consortium of schools and institutions of higher education, as described in Mr. Walton's letter

emphasis ours

dated November 19, 1968, the Bureau definitely wishes to become involved and will send a representative to next week's planning session.

"The regional impact of such a consortium is most desirable, and in fact is one of the goals of our own recent efforts through meetings with county superintendents and others. Here again there is great potential for an exemplary program, emphasizing, as Mr. Walton says, the relevance of the various disciplines of the social sciences in understanding and improving the quality of public and private life.

"In behalf of the Bureau staff and myself, I wish to commend you for exercising educational leadership in this forwardlooking project, which places Palo Alto at the forefront of current efforts to overcome racial and ethnic disharmony and help to create a better social environment for all American people."

— As reprinted in Multicultural Activities Progress Report, January, 1969

CEE continues asking the same questions in their Fact Sheet, although their questions asked in the advertisement had been answered at the January 6, 1969 School Board meeting:

"Why, we ask, are the people of Palo Alto not consulted before our School Administration involves our District and our children with outside Districts, Corporations, Institutions, Sensitivity Training Groups and outside Funding Agencies, which can lead to outside control of the curriculum in our schools? Our problems and their solutions lie with our School Board. To work toward solving them, we are planning to incorporate as a non-profit organization. We are forming permanent committees and are asking members to serve on them. There is much going on behind the scenes that we would like to look into further."

— CEE Fact Sheet, January, 1969

CEE implies that the people of Palo Alto were not consulted about the Multicultural Program. Every effort was made by the district to involve a variety of citizens in helping to formulate the program by serving on the Citizens Advisory Committee. CEE was also given a chance to express their views in a Faculty Forum presentation. The Faculty Forum is a District-sponsored event with representatives from the staffs in all Palo Alto Schools. CEE people were invited to the PAUSD Multicultural Retreat at LaHonda. CEE has taken up an inordinate amount of time at PAUSD board meetings expressing their views. CEE was featured in an article in the February 20,

1970, "What's Happening", published by the PAUSD, in which they were given the opportunity to explain their reasons for organizing and their stand on current educational issues. In our opinion, CEE is living proof that the District is anxious to hear the views and suggestions of all interested parties.

CEE's assumption that outside funding leads to outside control was answered at the May 20, 1968 board meeting:

"Speaking to the question as to whether the district would lose control if outside funding is accepted, Dr. Santee said no. The district now receives over one hundred thousand dollars a year from outside sources, such as the U.S. Office of Education and the Ford Foundation, and there has been no loss of control."

- PAUSD Board Minutes, May 20, 1968

All school districts in California have outside funding of one sort or another. PAUSD has always had programs with outside funding. At the present time PAUSD is receiving outside funding on the following:

Driver Training
Transportation, Handicapped
Transportation, Regular
T.V. Allowance
Special Education for:
 Educationally Handicapped
 Mentally Gifted
 Mentally Retarded
 Physically Handicapped

They also receive funding for Guidance and for the Instructional Materials Center. This is only a partial list of the programs for which PAUSD is receiving outside funding.

In the CEE Fact Sheet (which came out after the January 6, 1969 Board Action) the question of merging with or annexation of East Palo Alto reappears despite the PAUSD Board Action of January 6, 1969 which would make such a move impossible without a vote of the citizens of Palo Alto:

"MERGING WITH OTHER SCHOOL DISTRICTS

On 1/8/69 the Palo Alto Times wrote that Palo Alto could not be merged with the Ravenswood Elementary School District for legal

reasons. We could, however, be merged with another unified School District. The San Jose Mercury has learned that a group in East Palo Alto is exploring ways to set up a unified School District thereby combining Ravenswood High with the Elementary School District."

— CEE Fact Sheet, January, 1969

This is the Palo Alto Times article to which CEE refers:

"There is no way under present laws that an elementary school district like Ravenswood could join a unified district like Palo Alto, the San Mateo County District Attorney's office has found.

". . . there is no provision in state law for unlike districts to join. The Palo Alto Unified School District includes grades kindergarten through 12th under one administration. The Ravenswood district and Los Lomitas district include only kindergarten through eighth grade."

— Palo Alto Times, January 8, 1969

Mrs. Larson, wife of the vice-president of CEE, raises the issue of merging with East Palo Alto in the following letter to the Palo Alto Times:

"Editor of the Times:

"There are occasions when the Palo Alto Times, like our school superintendent, does not give all the facts of what is going on behind the scenes in our community. The article, 'No law found for school merger' (Times, January 8, 1969) stated that Ravenswood School District could not merge with Palo Alto's district because we are unified and they are not.

"However, two new articles have come out in the San Jose Mercury (Nov. 15 and Dec. 5, 1968) stating that Mrs. Wilks and Mr. Organ are working to create a unified school district in East Palo Alto by combining Ravenswood High School with the Ravenswood Elementary School District. The article also said the (sic) Mr. Organ wants to reorganize present boundary lines of the Ravenswood District to include only the area east of Bayshore.

"Of course, Superintendent Santee may have eliminated the need to merge districts through use of the consortium, which he set up with the Ravenswood district. Why didn't the Times reporter mention the discussion about the consortium at the January 6 School Board meeting? Superintendent Santee was unable or unwilling to present all the facts about it, especially the proposed source of the funds.

Mrs. D. G. Larson
2459 Greer Road
Palo Alto

"(The discussion between Delbert G. Larson and Dr. Santee on the consortium matter was very brief and produced no new concrete

developments. The viewpoints of the school administration and its critics on this subject were reported in detail previously, and will be again if something new develops. . . The Editor)"

— Palo Alto Times, January 18, 1969

Mrs. Larson's letter is a transparent attempt to mislead the public. On January 6, 1969, the Board made its position on merging very clear (see page 38). Since that date CEE has made two public statements with all sorts of "proof" that the district is, by very devious methods, working toward a merger with East Palo Alto. CEE ignores all District and Board statements, and presents its case as if these statements had never been made.

Again CEE brings up the consortium issue at the November 3, 1969 Board meeting. The following are Mr. Delbert Larson's and Dr. Santee's comments:

Mr. Larson, CEE spokesman:

"The Superintendent and this Board are well aware, I believe, of the concern in this community regarding the multicultural program. It takes many forms and one known concern which was the subject of our petition last Winter and has involved Board discussion and has been the subject of many letters was the possibility that local control of the program would be lost to federal or quasi-federal funding obtained through a consortium. I thought my concern on this matter had been laid to rest in April when Dr. Oliver wrote to me indicating that Mr. Walton was the man to have worked out the details and since he had resigned Dr. Santee was right in saying that as of this time the consortium does not exist. So far as I was concerned there the matter lay and no further mention of it was made until it was revived this Fall, not by me, but by the administration.

"If the consortium does not exist, why was a discussion of it listed as suggested matter for the Master Calendar? If Superintendent Santee contends this is some other consortium simply to work with people outside of our district on a problem solving basis, he could settle the matter permanently tonight with a statement, for the record, that this district does not now and will not in the future, participate in any group organized to solicit or to bring outside funding into the district in connection with the multicultural activities program."

5
Dr. Santee:

"The consortium was placed on the Master Calendar by Mr. Cutler in order that we could ensure everyone's understanding that there is no consortium; a consortium does not exist. It continually is referred to by some individuals in the community as though there is something, somewhere, that just isn't visible but is going on. There is no consortium."

Mr. Larson:

"And there is no intention to request federal funding now or in the future?"

Dr. Santee:

"I'm not going to make a statement that there is no intention but I cannot, at the same time, say that if the federal government were to provide funds that would augment the efforts of this school district that I would not bring it to the Board for their consideration."

Mr. Larson:

"Well, we've made a step in the right direction."

Dr. Santee:

"Well, I hope so!"

Mr. Larson:

"Next, Superintendent Santee takes great pleasure in attempting to point out that the CEE should support a multicultural program if there is no consortium, nor any federal funding. Believe me, the CEE continues to have misgivings about this particular multicultural program, which appears to have culture involved only in its title."

— PAUSD School Board minutes,
November 3, 1969

The rest of Mr. Larson's remarks appear in the appendix.

The District abandoned the consortium idea after Mr. Walton's resignation. At this point one must ask whether the CEE's repeated linking the consortium with busing, annexation, and outside funding (i.e. outside control) did not create so many doubts in the minds of the public that the District felt pressured to drop the plan.

BUDGET

The following is Dr. Santee's Aug. 4, 1969, statement quoted in its entirety concerning charges by the Citizens for Excellence in Education that "the Palo Alto Unified School District Board appears to have abdicated complete authority in all matters of the budget to the school administration." (See appendix for complete text of statement made by Mr. Delbert Larson in behalf of the Citizens for Excellence in Education at the July 14, 1969 PAUSD Board meeting.)

"The operating budget as presented tonight reflects the latest instructions from the Board of Education and includes the most current income figures and estimates. It requires an operating tax rate of \$100 of assessed valuation and when combined with all special and permissive taxes, a total school tax rate of \$6.253 is established. This is \$.062 below the \$6.315 approved by the Board on July 21, 1969.

"The reduction from the \$5.35 tax rate to \$5.258 has been achieved by reducing or eliminating items amounting to \$186,710, and by reducing the amount originally allocated to reserves. Our Business Manager's enclosures and his presentation later this evening will clarify this further.

"During the past few weeks of budget discussion, you and I have been criticized in a variety of ways by some members of the community.

"I believe it is time for us to recognize and identify the fact that we have in Palo Alto an organized group of individuals whose intent it is to change the character of the educational program that has been developed in Palo Alto over a long period of time. This program is a result of continuing and careful study by the professional staff, the Board of Education and citizen committees appointed to study aspects of the total program. To the best of my knowledge, this organization came into existence after my May 20, 1968 proposal to the Board concerning multicultural education and while it first

appeared to be concerned with the multicultural educational program, it has since broadened its scope to education in general. Its leaders appear at every Board meeting, frequently with misinformation, and because their remarks receive disproportionate coverage in the press, the great majority of individuals in our community tend to accept their statements as fact.

"Now, let me pause at this point to indicate that we have made mistakes. I, and members of my staff are not infallible. We do not wish to appear to be other than human as we go about our respective responsibilities. We do, however, as professional educators, believe we have a right to objective criticism. Further, we expect the Board of Education to assist us in defending an educational program that has received national recognition. We are an outstanding school district. Additionally, real estate values and the desirability of Palo Alto as a residential community are directly related to the quality of its schools.

"There are many illustrations of the inaccuracies of statements of individuals representing themselves and/or organizations. In order to illustrate, I will cite Mr. Larson's remarks at a recent Board meeting, wherein he was critical of financial commitments made by the Superintendent prior to Board approval. I believe he indicated that I had committed 79% of the budget prior to talking with the Board. What Mr. Larson apparently does not know is that I did not, in fact, commit any part of the budget without the Board's consent. The Board and the school district were already committed to a major portion of the budget.

"In the spring of 1968, after several meetings with the Negotiating Council, the Board adopted a salary schedule for all teachers and a ratio system for nearly all administrators, all consultants, coordinators, and other professional staff members. The Board also committed itself to a cost-of-living increase to be applied to the 1968-69 salaries for 1969-70. Increases in rates of pay were established at that time for the 1969-70 school year.

"Another item Mr. Larson did not mention is that every school district in the state of California is required by law to notify its employees if it does not

intend to employ them for the following fiscal year. These dates vary according to status, but they occur in March and April. All employees not notified of dismissal are, by state law, automatically employed for the ensuing year. When we combine state law with the Board's action approximately fourteen months ago, we find that I did not, as Mr. Larson suggested, commit 79% of this budget on my own, but did, in fact, follow precisely the regulations imposed by the state of California and the Board of Education of this school district.

"Another illustration has to do with the cost of the Lucille Nixon School and the so-called "bungling" of this school district's building program. This time, Mr. Harold Klein, president of Citizens' for Excellence in Education (CEE) wrote a letter to Dr. Royce Cole, dated June 30, 1969, in which he cited some research he had done that indicated the cost of the Lucille Nixon School was excessive. I have for your perusal an analysis of the cost of this school and comparisons with the State Building Aid Program. (See Attachment.)

"Mr. Klein's information appears to be quite inaccurate.

"Before we leave the building program, several important points should be recalled:

1. This was projected as a five-year building program. Financial approval was given by the voters in October 1967. Our commitment was to plan construction in such a way that bonds could be sold and projects paid for, in amounts that would not require a tax rate of more than 65¢. Completion of all projects could then be anticipated in the fall of 1972.
2. In the twenty-two months since the school district was authorized to proceed with construction; the following projects have been completed or are under way:

El Carmelo Elementary School (completed)
Addison Elementary School
Crescent Park Elementary School
Fremont Hills Elementary School (completed)
Green Gables Elementary School
Walter Hays Elementary School
Lucille Nixon Elementary School
Ohlones Elementary School
Cubberley Senior High School
Palo Alto Senior High School (repair completed)

Preliminary and/or master planning has also been accomplished in the following locations:

Barron Park Elementary School
Loma Vista Elementary School
Palo Verde Elementary School
Ventura Elementary School
Terman Junior High School
Gunn Senior High School

3. Constrictions placed upon the Administration and the Board of Education by the community include:
 - a. Operation of Palo Alto High School while remodeling and new construction is carried out.
 - b. Total replanning of the Lucille Nixon Elementary School.
 - c. Self-appointed committees made up of interested parents at most schools where projects were anticipated were formed in addition to a school district appointed building construction advisory committee.

"It has been necessary for this Administration to meet with each of these committees in order that agreement could be reached and plans proceed.

"With specific reference to Palo Alto High School, please note that after the Bond Authorization in October, 1967, a complete reversal of plans was required. A change from a totally new school to a partially remodeled and partially new school was necessary. Preliminary plans for the totally new school were complete and if we could have proceeded, we would have occupied the new school perhaps in September 1969. The voters decision in 1967 required six months of study by engineers and architects to determine what portions of the old structure could be salvaged. It was then necessary for the architect to develop preliminary plans, gain approval, and proceed with the working drawings. Under normal circumstances, this would require, in total, approximately two years. The additional requirement of holding school on the site during construction has placed additional problems upon the architect and, of course, will delay final completion, as construction must be done in stages.

"Under these circumstances, the fact that any satisfactory solution could have been reached within the financial capabilities of this school district is,

in itself, an achievement. In addition, it should be noted that the rehabilitation and structural strengthening of the two-storied building, the boys' gymnasium, and the auditorium, is accomplished; the girls' gymnasium is under construction; and we are moving forward rapidly on the final plans for the remaining new construction.

"There is one other matter I feel compelled to speak to you about tonight. It has to do with the delegation of my time, in order that I can function as the educational leader in this school district. In the past year or so, I have found it increasingly difficult to find the time to adequately relate to my school staff and our students. There are several reasons for this, but two are particularly important for me to mention.

"First, there is an unwillingness on the part of many individuals to consult with teachers, principals, and central office staff about problems in the schools. It is not possible for me to devote sufficient time to consult on all these matters. I have found myself scheduled almost continuously in my office with no opportunity to visit schools, to talk with staff, or to exert the kind of leadership central to my position. I am extremely anxious to maintain and enhance the academic portions of our school program. I want also to be sure we offer a broad education, including the arts, vocationally oriented programs and other opportunities for students to pursue their special interests and talents. To pursue these and other objectives, I must guard my time carefully.

"I hope future Board meetings will afford opportunities for me and members of my staff to bring informative reports to the Board about the school program including our successes and our problems.

"Second, during the past year, my office has been subjected to what can only be termed harrassment. Sometimes forty or fifty phone calls are received in one day on one subject. Some are anonymous. Some are abusive. Non-existent or incorrect phone numbers are left for me to return.

"All this wastes time and money. More secretarial time is needed. None of us can function as effectively as we otherwise would.

"I have instructed my secretaries to be polite but firm in handling these calls, and to terminate the call when it is apparent that the caller comes under this classification.

"I believe the community will understand these matters and will cooperate in helping us to maintain our effectiveness."

— PAUSD Board Meeting, Aug. 4, 1969

The following letter from Ron D. Young, Architect, should further clarify the budget issue raised by CEE.

July 31, 1969

"Dr. Harold T. Santee, Superintendent
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306

Dear Dr. Santee:

In response to your request for information about the Lucille M. Nixon School and cost summary, please be advised I have compared the actual bid price against what the State Aid Allowance would have been on this project in two categories and they are as follows:

A. New Building Construction

$\frac{\$1,283,903}{\$1,274,739}$	100.72%
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B. General Site Development

$\frac{\$104,763}{\$101,979}$	102.73%
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As you can see we are less than 1% above the allowable on the building costs and less than 3% above the allowable on the site development costs.

Very truly yours

RON D. YOUNG, Architect & Associates"

Ron D. Young, Architect

RDY:fc

SENSITIVITY TRAINING

The PAUSD has never had sensitivity training as defined in Dr. Santee's memo of Feb. 3, 1969, in any of its programs. Throughout the discussions of the multicultural program, the CEE made frequent references to sensitivity training in the district. These frequent references to such a controversial issue puzzled us. Many reputable people have justifiable concerns about sensitivity training. CEE seemed, in our opinion, to be attempting to discredit district programs by linking them with sensitivity training.

We will explore the resources we found the CEE used and then explore the stand of the PAUSD on sensitivity training.

Written materials called "Series on Sensitivity" were passed out to district personnel by CEE spokesman Delbert Larson at the CEE presentation to the Faculty Forum on January 13, 1969. This same SOS material was available at one of CEE's two public meetings. SOS (Series on Sensitivity) is material from a Long Beach group which is not listed in any directories of organizations or associations. We could find no information about the group at the San Jose State Library, the Stanford library or the Palo Alto city library. Mr. Cleon Skousen was quoted extensively in this material. One source asserts that Mr. Skousen is an "ally" of the John Birch Society:

"The American Opinion Speakers Bureau was started in 1962 and now offers Birch Society speakers such as Rousselot, Tom Anderson, Revilo Oliver, Reed Benson, and allies on the Far Right such as Harold Lord Varney, Willis Stone of the Liberty Amendment Committee, W. Cleon Skousen and George Schuyler, the conservative Negro newspaper columnist, and former Sheriff Jim Clark of Selma, Alabama."

— Epstein and Forster, *The Radical Right*,
p. 213

The same SOS material was for sale at the American Opinion Bookstore in San Jose and was purchased at that store by Barbara Leichter.

At the February 3, 1969 PAUSD Board meeting, Mr. Larson, spokesman for the CEE, spoke on sensitivity training. Several sections of the talk are very similar to SOS material. Mr. Larson's remarks (taken from a tape of the February 3rd meeting and available to any member of the public who wishes to listen to it at the board office) are quoted in the left column below. Similar SOS material is quoted in the right-hand column.

Mr. Larson:

"I think it's perhaps as important to introduce some of this into the record because certainly sensitivity training programs do incorporate the use of criticism. They undermine authority and encourage permissiveness. These programs downgrade rather than uplift the individual and they dwell on the negative instead of the positive. They discourage individual responsibility and promote fellowship instead of leadership.

"Undoubtedly most people presenting or participating in such programs are convinced that they serve a needed and worthwhile purpose in helping individuals to adjust to society's problems. However, many specialists in the field of psychiatry recognize criticism to be an integral part of the brainwashing technique used so destructively on our military men in Korea and today being used on captured American servicemen in Vietnam.

"It should be recognized that the purpose of sensitivity training is focused in the opposite direction from group therapy, and I would think that the lady's discussion of her encounter group might properly be in the form of group therapy, for group therapy takes a person

From SOS Material

"After reading this material we hope you will share our concern with the fact that these SENSITIVITY TRAINING programs incorporate the use of SELF-CRITICISM, discourage individual responsibility, undermine authority and encourage permissiveness. The programs downgrade, rather than uplift, the individual and dwell on the negative, instead of the positive. In spite of the claimed goals of SENSITIVITY TRAINING, which are leadership, love, trust and openness of communication, these programs have been proven to cause distrust and the breakdown of communication between participants and to promote 'fellowship' instead of leadership.

"Undoubtedly, most people presenting or participating in such programs are convinced that they serve a needed and worthwhile purpose in helping to adjust to society's problems. However, many specialists in the field of psychiatry recognize SELF-CRITICISM to be an integral part of the brainwashing technique used so destructively by the Chinese Communists on our military men in Korea and even now being used by the Viet Cong on captured American servicemen.

"It should be clearly understood that group-criticism is not the same as group therapy. The latter takes a person with an acute problem such as drugs, alcohol or some other problem and utilizes the strength of group interaction to help the individual to rise above his weakness.

Mr. Larson (continued)

with an acute problem, such as alcohol, drugs, or a criminal-prone personality, and utilizes the strength of the group, the group interaction, to fortify the individual seeking to rise above his problems, to find definitely a positive program.

Sensitivity training, on the other hand, focuses the scrutiny of the group on the personal convictions established by an individual and seeks to undermine them if possible, definitely a negative program. To put it a little differently, group therapy emphasizes strengthening convictions and attitudes. Sensitivity training is an attempt to manipulate, alter, or destroy attitudes. At the base of this sensitivity training technique is an ideological war against the entire warp and woof of American Society.

Our concern stems largely from the fact that sensitivity training techniques can be incorporated into almost any class of instruction. Teachers trained in their procedures often use them in the classroom without the knowledge or the consent of principals or other school officials and needless to say I have a great deal of material here that I could go on all night reading about sensitivity training. It isn't a new light. Sensitivity training does exist in the manner in which Dr. Santee described it, as not being preferable to exist in Palo Alto and many other places in the Bay Area."

— D. G. Larson, PAUSD Board Meeting
February 8, 1969

From SOS Material (continued)

"Group criticism, on the other hand, focuses the scrutiny of the group on the personal convictions of the individual and seeks to undermine them if possible.

"Since Sensitivity Training techniques can be incorporated into almost any class of instruction, teachers trained in these procedures often use them in the classroom without the knowledge or consent of principals or other school officials."

— Series on Sensitivity

Mr. Larson, as CEE spokesman, continued his presentation to the Feb. 3, 1969 Board meeting with a letter, "To whom it May Concern" by Dr. Michael Singer of Los Angeles. Parts of the same letter are also quoted in the Birch

pamphlet "Hate Therapy, Sensitivity Training for Planned Change" by Gary Allen.

Mr. Larson continues:

"I would just like to quote from one letter, a letter 'To Whom it May Concern' by Dr. Michael J. Singer, a Long Beach psychiatrist who has this to say of T-Group or sensitivity training group sessions:

'They should be conducted by a group leader who is either a physician, preferably a psychiatrist, or a doctor of clinical psychology licensed to do psychotherapy, or a psychiatric social worker, licensed by the state, or a person with a master's degree in psychology, licensed by the state for psychotherapy work. Any other individual assuming the role of group leader is not fully trained or qualified to handle the problems that might arise if there were emotionally disturbed youngsters in a group "airing their feelings and problems." There is a danger of serious psychological damage rather than benefit from this type of group-therapy meetings, particularly if an emotionally disturbed person in this group is not being treated by a fully qualified and trained psychotherapist.' "

— Mr. Delbert Larson Remarks
PAUSD School Board Meeting
February 3, 1969

Mr. Larson concluded his presentation to the Board with these remarks concerning Sidney Walton:

"It might be observed that this community and its students have been for the past few months, in my opinion, subjected to a large scale experiment in the criticism aspects of sensitivity training. A non-professional change agent, Mr. Walton has repeatedly attempted to cause us as members of the white community to demean ourselves by declaring publicly that we are white racists. I'm sure this approach by Mr. Walton, perhaps more than any other, accounts for the reaction of the community to his very negative, unacceptable approach to the multicultural education. His expressed intention to employ sensitivity training in the implementation of the multicultural program is a matter of serious concern to the Citizens for Excellence in Education and I hope it will be taken into account by the board."

— Mr. Delbert Larson Remarks
PAUSD School Board Meeting
February 3, 1969

We found frequent use of the unfamiliar expression "change agent" in connection with sensitivity training in the SOS material:

"Origin, Extent and Purpose. Behavioral scientists and educators, by merging science and democracy, have developed a planned change* potential for the total personality system and the total social system. One of the methods in widespread use is SENSITIVITY TRAINING. This program was developed in 1946 at the National Training Laboratory. In 1952, the Lab became an official arm of the National Education Association (NEA). The National Training Lab and its affiliates across the nation recruit for training those who were already leaders,* those who are in a position to encourage change* in their back-home organizations or communities. Upon completion of training, these persons may become "CHANGE AGENTS," who persuade persons or organizations to put into practice new ideas or behavior patterns not naturally developed. Some might work for constructive purposes, for increasing production or efficiency in management; however, many attempts to bring about social change in political, moral and religious values when working in churches, universities, schools, volunteer organizations, youth groups, etc."

— Series on Sensitivity
(material available at CEE meeting)

From an article by the aforementioned Gary Allen, a writer for Birch publications:

"The interest of the behavioral scientist at the National Training Laboratories lay in promoting 'human change.' In 1956, N.T.L. began holding workshops for industrial administrators and national church executives, and in 1958 it sponsored its first laboratory for educational administrators, and key executives of volunteer service organizations. The workshops have continued to train leaders to carry the gospel of Sensitivity Training back to their organizations where they act as 'change agents.'"

— Hate Therapy, Sensitivity Training
for Planned Change
American Opinion Magazine, Jan. 1968
Reprint, p. 78

The following is a review of the district position on sensitivity training. The CEE used as a basis for its allegations of sensitivity training in the PAUSD a statement by Mr. Sidney Walton at Asilomar. The first reference appears in the January, 1969 "Fact Sheet."

*emphasis ours

"A letter from Mr. Walton to other prospective participants in the Consortium on November 19, 1968, stated that, 'Institutionally, the Consortium would include public and private elementary and secondary schools, Federally financed basic education programs, and vocational education programs, four year colleges, junior colleges, associations of minority educators, psychiatrists and encounter group specialists (sensitivity training groups).'"

— CEE Fact Sheet, January, 1969

Mr. Walton made a suggestion about encounter groups (not sensitivity training groups as CEE labelled them). It was a suggestion. Dr. Santee and the Board had made it very clear that they are not interested in having any such activity as part of the school program.

"Mr. Larson expressed his opposition to such things as: sensitivity training, encounter group specialists, and any association between 'your administration and such activities being brought into Palo Alto.'"

"Dr. Santee stated that he, too, was against sensitivity training as a school district program."

— PAUSD School Board Minutes,
January 6, 1969, p. 14

In the CEE Faculty Forum presentation on January 13, 1969 CEE again accuses the district of the use of sensitivity training:

"At the January 6, 1969 Board meeting, Superintendent Santee publicly stated his opposition to Sensitivity Training, yet we are told (1) that a faculty 'Encounter Group' (another name for sensitivity training) exists at Palo Alto High School, (2) that there is enough student interest to form at least three such groups; (3) that Sensitivity Training is part of the school's existing activities in beginning training of guidance personnel."

— CEE Faculty Forum Presentation
January 13, 1969

We talked to Dr. Gelatt in the District Guidance Department about charges that "Sensitivity Training is part of the existing activities in beginning training of guidance personnel." We learned that:

Group guidance and group counseling has been for years an integral part of the guidance activities.

The department is not in favor of and will not sponsor groups which are without boundaries or which require participants to "give up everything they believe" or which "strip individuals of all their differences" or which encourage or permit behavior that is immoral or inappropriate to a public institution such as a school.

Guidance staff are now being educated in the history, development, research, dangers, and values of these groups.

In an effort to "prove" their charges, CEE would pin an erroneous label, the scare-word "sensitivity training," on guidance activities which are commonly used in today's schools.

CEE continues their sensitivity training charges in the "Fact Sheet" distributed late in January of 1969:

"SENSITIVITY TRAINING:

Superintendent Santee stated at the 1/6/69 School Board Meeting that he was opposed to Sensitivity Training. Just three days later on 1/9/69 the following information appeared in the Palo Alto High School's publication, Student Body Review. 'Paly may have encounter groups. (Another name for Sensitivity Training.) The faculty has started one. Both psychologist Fred Chapman and English teacher Mrs. Dorothea Hamilton have expressed interest in these experiences.' Obviously, Superintendent Santee cannot be depended on to see that the policies he espouses are known to and carried out by his own personnel."

— CEE Fact Sheet, January, 1969

We talked to school personnel. Any faculty encounter group that may be taking place is after school hours and is not part of school activities. There is no student encounter or sensitivity group connected with Palo Alto High School. Some Palo Alto students may be involved in encounter or sensitivity groups with the Mid-Peninsula Free University, parent and professional groups. These groups are not sponsored or supervised by the School District. The District has no control over the outside activities of students, faculty or other members of the staff.

Dr. Santee's statement to the School Board of February 3, 1969, we felt, should settle once and for all the question of sensitivity training being part of the PAUSD program:

"Dr. Santee read his statement to the Board of Education, dated February 3, 1969, with reference to the concerns expressed about

sensitivity training and encounter groups. Dr. Santee said that if sensitivity training and encounter groups are defined as activities without boundaries, which require participants to give up what they believe in, which lower or eliminate the defenses of an individual, or which encourage or permit behavior that is immoral or inappropriate in a public school setting, then such activities do not exist in the PAUSD. He reminded the Board that the administration has followed the direction of the Board of Education and the community in recognizing that today's education must be broad and go beyond learning the basic skills and knowledge. Learning to apply knowledge, to think for oneself and to learn how to live and work with other people, Dr. Santee said, are essential ingredients in an individual's education. He said that in accomplishing these goals, teachers use a variety of ways and that the guidance and counseling staff contribute to the total effect by individual and group counseling. He concluded his statement by assuring the Board and the citizens of the school district that sensitivity training and group encounters, as defined earlier in his written statement, do not and should not exist as a part of the PAUSD program. In answer to Dr. Oliver's question, Dr. Santee said that he had discovered no program in the school district that would have a damaging effect upon students. He said that references made by some members of the public were based upon misunderstandings and, in one case, had mis-named the individual supposedly involved."

— PAUSD School Board Minutes
February 3, 1969, p. 8

In the April 1969 CEE bulletin, however, we find another CEE charge that classes in sensitivity training are being offered at Gunn High School and De Anza Elementary School:

"SENSITIVITY TRAINING:

In December, an experimental studies program called "Extension" was undertaken at Gunn High School. Included in the subjects offered was Sensitivity Training. According to an article in the Palo Alto Times, 12/19/68, 'The sensitivity sessions attracted many on both Wednesdays. Students were encouraged to express their deepest feelings about a topic being discussed. The atmosphere was casual, the exercises simple, and yet the experience was tense and revealing. Eric Uddenberg reported that psychological karate also revealed a new sense of self.' "

"At De Anza Elementary school, it appears that Mr. Spencer is continuing to employ the techniques of sensitivity training in his 5th grade class, while refusing the request of some of the children for more instruction in math and other 'academic' studies. At least two concerned parents have removed their child from this class to prevent

further exposure to this type of 'training.' Miss Shepard, also of De Anza, is using the 'magic circle' group criticism technique in her 3rd grade class. One little girl became so emotionally upset from this that her parents sought medical aid for her. Superintendent Santee has publicly opposed the use of sensitivity training in our schools, yet its use continues. This sort of 'progressive experimentation' with our children must stop. It is time the school board established a firm disciplinary policy which the Administration is required to enforce when the directive against the use of sensitivity training continues to be ignored."

— CEE Bulletin, April, 1969

We obtained the following information from the staff at Gunn High School. There was a school-sponsored "extension" or "mini" course. Attendance was voluntary. Sessions were for a half an hour a day. The course dealt with a variety of subjects such as mountain climbing, auto painting, a talk by Police Chief Hydie. District guidance personnel also conducted a two-day course in what sensitivity training means. It was geared to explaining the harmful and positive effects of sensitivity training. No sensitivity training was practiced.

We talked to Mr. Eugene Johnson, Principal of De Anza, about the CEE charges of sensitivity training occurring at that school. The incident in Mr. Spencer's class was related to a class in creative writing in which the children took turns leading each other around the playground blindfolded, touching grass, playground equipment, etc. (not each other) and returning to the class to write about the experience of using senses other than sight. The incident in Miss Shepard's room was the result of a child misbehaving on the playground and the teacher holding a classroom discussion about this sort of behavior. Unfortunately, the discussion got out of hand and the class concentrated on the one child's disregard of rules rather than on a discussion of disruptive behavior in general as the teacher intended. The children were sitting in a circle throughout this discussion. District personnel — Dr. Stevens and Dr. Lyman — investigated the charges at Mr. Johnson's request and found no relation to sensitivity training as defined in Dr. Santee's memorandum to the Board on February 3, 1969. CEE made this charge without consulting De Anza school personnel.

OPPOSITION TO CHANGE

It appears that the CEE is opposed to any innovative educational measures. Over and over again in referring to the District and in particular to Dr. Santee, CEE uses such phrases as:

"Santee's educational experiences vs. academic excellence"
CEE presentation to the Faculty Forum
January 13, 1969

(district emphasis on) "humanistic values"
CEE Bulletin
September 1969

"classroom experimentation of Superintendent Santee"
CEE presentation to the Faculty Forum
January 13, 1969

"permissive policies of the district" vs. "basic academic education"
CEE April Bulletin

(our schools becoming) "laboratories for social experimentation"
CEE April Bulletin

The repeated emphasis on such words as "experimentation" and "experience" would lead one to believe our District has a very poor record of academic excellence. The following facts demonstrate that the academic excellence of our students has increased since the arrival of Dr. Santee.

Between 1961-62 and 1967-68 the number of merit scholarships awarded to district students rose from 8 to 27 per year.

25% of the PAUSD students from the class of '61 enrolled at Stanford maintained grade averages of A and B. In the class of '66 the percentage was 50%. At U.C. Berkeley, the equivalent figures are 18% and 52%.

PAUSD students of the 10th grade rate first in the San Francisco Bay Area in state-wide reading achievement tests.

Systems developed in the PAUSD were used as a model by the Armed Forces for developing a computer-assisted teaching program in Japan.

Visitors to the district to study teaching methods rose from 679 in 1965-66 to 1519 in 1967-68; many were referred to the district by the U.S. State Department.

In the 1969 St. Mary's Mathematics Contest in which forty junior high schools in California participated, out of a list of 46 winners 33 were from Palo Alto Junior High Schools.

The CEE suspicion of anything new in education is revealed in the CEE bulletin of September, 1969:

"WORDS OF WISDOM

"Quote taken from Dr. Bernard Oliver's speech - Asilomar Conference - 9/68.

'Over the last decades the schools have assumed more and more of the responsibilities that once totally devolved upon the family - responsibilities for the sex education of young people, for their moral and ethical development, and so on. The schools have been justifiably critical of the home - at least of many homes - for not doing these jobs properly.'

'I hope today's problem youth, the hippies, the addicts, the scholastic and social dropouts are not the result of the school's increased efforts to instill values. Such a charge would be unfair, and yet if those problems had disappeared, if today's youth were better adjusted and more mature instead of less, I'm sure we in the schools would be claiming credit. For the extension of the school's role and the rise in juvenile problems have occurred simultaneously. But then so has the advent of T.V.'

- CEE Bulletin, September, 1969

By cutting off Dr. Oliver's speech right in the middle, CEE distorted his meaning and made it appear that Dr. Oliver was speaking for the CEE point of view. Dr. Oliver actually went on to say:

"The very least we can do is to study critically what we are doing... to listen to the criticisms of us by our students... and then change for the better.

"Are we teaching vital knowledge as our board policy enjoins us to do? Today's word is relevant. O.K., are we teaching relevant knowledge?"

"Are we doing it in an exciting or humdrum way?"

"Are we making the fully conscious life so exciting and learning so rewarding that no youngster would seek to escape it for a minute?"

"Or are we guilty of making drug-induced fantasies seem more pleasant than reality?"

"The greatest 'kick' in life is the ability to create that which comes from understanding. Let's make sure our kids know this and experience it."

— Dr. Oliver, Asilomar Conference, 1968

A transcript of Dr. Oliver's remarks is available at the District Office.

CEE continues in their Bulletin of September, 1969:

"FROM AWARENESS TO INVOLVEMENT"

"Looking back over the January 1969 Multicultural Progress Report, we find that the district has passed through the stormy 'Awareness Phase' of the M.C. Program (Phase I: October 1968 to June 1969) and we are now moving into 'Phase II: Involvement' (July 1969-June 1970).

"The plans for 'involvement' include voluntary pilot programs within the district and the Consortium, as well as development of policies, procedures and guidelines relevant to Multicultural Activities.

"The Awareness Phase proved even more successful than its proponents had planned. Parents began to realize what Superintendent Santee meant by his frequent references to 'educational experience' and 'humanistic values.'

"If you are still wondering — 'What is a Multicultural Program?' — you haven't been doing your homework. Read the Final Report of the MC Program put out by the Citizens' Advisory Committee, especially the Minority Report on Pages 189 and 190. (See suggested Reading List.)

"In Superintendent Santee's 10/18/68 memo on the M.C. Activities, he states: 'we must swiftly bring about change in the understanding between races and the attitudes toward members of other races. . . ' 'It is my belief we can design a curriculum which will provide the broad range of educational experiences so necessary in today's world. These will include the same high level of academic emphasis, a strong program in the arts, and the recognition of humanistic values which will result in appropriate attitudes and understandings

being developed. . . ' This administration is committed to constant improvement of the quality of the educational experience provided our students.' (Emphasis added.)"

— CEE Bulletin, September 1969

CEE tries to frighten people with words which they believe are heavily freighted with sinister meaning. Why doesn't CEE underline phrases such as "the same high level of academic emphasis" or "understanding between races"? The term "educational experiences" as used by educators means all learning experiences — math, science, et al.

CEE continues:

"At the school board meeting 1/20/69, Mr. Walton, then Multicultural Coordinator, stated, 'schools must begin to emphasize the humanistic values.' In the S.F. Chronicle, 8/29/69, Mr. Walton (now in Sausalito) is quoted as saying, 'I want to develop a school where children are taught to be human beings. I want to develop a generation of socially responsible humans who go one step beyond integration — that is, Humanism.' "*"

Why didn't CEE underline "I want to develop a generation of socially responsible humans"? What is so sinister about humanistic values?

CEE continues:

"In the August, 1969 issue of Cross Currents, Mr. Blow, the District's new Multicultural Director, is quoted as wanting a 'humanistic society.' * In the same article, he also stated that he thinks the schools are in the best position to accomplish an attitude and socialization change,* since the adults in this country are too caught up in materialistic survival to do the job at home. Mr. Blow is quoted in the 9/4/69 issue of the Paly High Campanile as saying, 'I'm a Humanist' "* (Emphasis added.)

— CEE Bulletin, September, 1969

We read the articles in Cross Currents and The Campanile. We found that Mr. Blow had proclaimed himself a humanist — humanist with a little "h."

*Emphasis Cee's

This point of capitalization is important in all CEE's references to terminology. Are we to think that if a Republican says he believes in democracy, he is really a Democrat?

CEE continues:

"HUMANISM:

What is Humanism? In a fact sheet from the San Francisco Humanist Association, it is stated, 'The American Humanist Association is not primarily a social action organization; however, the humanist desire for the full development of each human being often requires involvement in social reform.'

"The AHA Division of Humanist Involvement provides a structure through which humanist concern can be translated into meaningful activity. The Division is involved in education, separation of church and state, human population control, conservation, and other aspects of society' (Emphasis added). Their recent activities have evolved around abortion law reform and counseling of 'draft dodgers.'

"Among the well-known Humanists who are listed on the AHA Fact Sheet are: John Dewey, Dr. Benjamin Spock,* Abraham Maslow, Erich Fromm, Carl Rogers, Julian Huxley and Brock Chisholm.

"The use of sensitivity training and encounter groups is well-known to the Humanists. In copies of the Humanist Newsletter from San Jose for the past five months, they offered programs in experimental encounter and 'Sensitivity and Awareness.' The AHA Fact Sheet mentions that their service programs include encounter groups.

"Humanists deny the existence of God as a universal deity, believing instead that man alone is the ultimate being and authority. People who believe in Humanism have a right to their opinions. However, since Humanism* is legally* classified as a religion,* it is presumably illegal to advocate its philosophy in tax-supported, public schools or to indoctrinate public school students in subject (sic) taught only from the Humanist point of view. 'Separation of church and state' is one of their above-mentioned causes. According to the Moral Guidelines for California Schools, sections 9001 and 9002 of the State Education Code prohibit the teaching of sectarian religious preferences in the public schools."

— CEE Bulletin, September, 1969

Here again CEE has zeroed in on one word — humanist. The long description of the American Humanist Association and its beliefs would lead the reader to believe that Mr. Blow is a member of that organization.

*Emphasis CEE's

In an article in the Palo Alto Times:

"Sunday Blow was asked at a public meeting if he was a member of the American Humanist Society.

"'I'm not a Humanist, a Socialist, Communist, a revolutionary, O.K?'"
Blow answered. 'Let's settle that one. I do like to talk about the individual worth of every human being.' "

— Palo Alto Times, September 30, 1969

CEE continues:

"An in depth report on Humanism and its current use in the public schools is presented in the 'Guidelines for Moral Instruction in California Schools.' The Guidelines are recommended reading for all parents. (See Reading List for address.) Of particular interest in the report is the 15 Point Humanist Manifesto presented on pages 37-40. The fourteenth tenet (see enclosed article on Humanism) expresses the Humanist's socialistic philosophy. In the California Un-American Activities Report for 1948 eight of the signers of the Humanist Manifesto are listed a total of 41 times as being involved with Communist Front Organizations.

"The goal of the Humanists, as stated in their speeches and writings, is to form a One World Government through the United Nations. Obviously their emphasis on 'CHANGE' is an attempt to force acceptance of their negative* ideas about Nationalism* and their rejection* of basic moral values.*

"A.C.L.U.

"Since Corliss Lamont, a member of the American Humanist Association and a Director of the ACLU for 20 years, and other Humanist authors express their concern over the 'violation' in the United States of people's 'civil liberties,' it is appropriate to mention the following statement taken from the California Un-American Activities Report for 1948 on the Communist Front Organizations:

"'The American Civil Liberties* Union may be definitely classed as a Communist Front or "transmission belt" organization. At least 90% of its efforts are expended on behalf of Communists who came into contact with the law. While it professes to stand for free speech, a free press and free assembly, it is quite obvious that its main function is to protect Communists in their activities of force and violence in their program to overthrow the government.'

"Current Un-American Activities Reports present the same picture.

*Emphasis CEE's

"PROGRESSIVE OR REGRESSIVE:

"John Dewey, one of the founders of 'progressive education' was one of the signers of the Humanist Manifesto. In Dr. Max Rafferty's book 'What They Are Doing to Your Children,' he states, 'When Dewey and his 'instrumentalism' said there were no eternal truths, he was saying no particular subject matter was vital to the educated man...' 'When the progressive educationalists asked the rhetorical question, 'Dare the schools build a new social order?' The order they were talking about was always some sort of state socialism.' "

— CEE Bulletin, September, 1969

An article, "Today's Education," appearing in the NEA Journal, reviewed ideas from over 400 books to present a speculative view of the future of education. CEE presents the material as reality with appropriate distortion, neglecting to note the speculative nature of the article.

"According to an article in the National Education Association (NEA) Journal 'Today's Education,' January 1969, we can look forward to the following 'progressive innovations' in the 1970's.

'Learning experiences' will vie strongly with the utilitarian and academic dimensions of education.

'New drama will play on the educational stage as drugs are introduced experimentally — (and) — children become the objects of (such) experimentation.'

'Mandatory foster homes will be introduced for children between the ages of 2 and 3 whose home environment is felt malignant.'

— CEE Bulletin, September, 1969

This is what we found in the same NEA article about "mandatory foster homes."

"Enrichment of the school environment in the seventies — especially in the ghetto — to 'create' what we now measure as intelligence by improving input also will become more accepted. Few are likely to make an issue of efforts to improve educational opportunities for the deprived child.

"However, there could be a tinderbox quality to the introduction of mandatory foster homes and 'boarding schools' for children between the ages of two and three whose home environment was felt to have a malignant influence. Decisions of the 1970's in these areas could have far-reaching social consequences. Although it is repugnant to permit a child's surroundings to harm him, there is no clear social

precedent for removing a child from his home because it lacks the sensory input needed to build normal intelligence and, therefore, in effect condemns him to a lifetime of unskilled labor."

— "Today's Education", NEA Journal,
January, 1969

CEE continues:

"Ten years hence, teachers will be more accurately termed 'learning clinicians' and the schools, 'clinics', whose purpose is to provide individualized psychosocial 'treatment' for the students.

"Is this what you, the parents and taxpayers, want taught in Palo Alto's public schools to your children? If not, now is the time to back Dr. Max Rafferty, the California Supt. of Schools, in his alternative proposals which he calls 'Education in Depth'."¹

— CEE Bulletin, September, 1969

After presenting its discussion of "Education in Depth", the CEE Bulletin continues as follows:

"Your children deserve an 'Education in Depth'. You are urged to join the CEE in its efforts to supplant the PAUSD Administration's preoccupation with 'attitudinal change' and humanistic 'educational experiences' by demanding more emphasis on basic academic subjects."

— CEE Bulletin, September, 1969

Members of CEE feel that the PAUSD is preoccupied with "attitudinal change" and "humanistic educational experiences." In their efforts to prove something that they fear might be happening, they have used an article that is in no way connected with the District, distorted it and then implied that the District is using the techniques they have described in the article. CEE continues:

"Parents: DO YOU KNOW THIS LAW? We suggest that your child put the following in his classroom notebook.

'Senate Bill No. 669, Article 9, Tests

'10901. No test, questionnaire, survey or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality and religion, or any questions about his parent's or guardian's beliefs and practices in sex, family life, morality and religion, shall be administered to any pupil in Kindergarten or Grade 1 through Grade 12, inclusive, unless the parent or guardian of the pupil is notified in writing that such test, questionnaire, survey or examination is to be administered and the parent or guardian of the pupil gives

¹See Appendix

written permission for the pupil to take such test, questionnaire, survey or examination.'"

— CEE Bulletin, September, 1969

This law has been followed by the PAUSD. CEE, in mentioning such a law, implies that the District does not obey it. The following is PAUSD Board policy 4010.22:

'No individual or group psychological or sociometric test nor any test not directly concerned with measuring pupil ability or pupil achievement in the educational program shall be administered by or with the knowledge of any employee of this district without first advising the parents or guardians of the children concerned and obtaining their consent. Failure of the parents or guardians to object, having been given the opportunity to inspect the test or equivalent sample items shall be deemed consent."

— Policies of the Board of Education and
Administrative Regulations of the Palo
Alto Unified School District

DEMOCRACY

At a Palo Alto Unified School District Board meeting, the CEE read a letter they had sent to the State Board of Education protesting the adoption of the Guidelines for the Education of Responsible Citizens. Many of the points made in this letter are very similar to points made in a speech by the John Birch Society Founder, Robert Welch. Welch's speech is printed in the American Opinion Magazine, the official publication of the John Birch Society.

CEE presentation to PAUSD School Board, Jan. 5, 1970
By Mr. Delbert Larson

Speech by Robert Welch, Founder of the John Birch Society, printed in American Opinion Magazine, a Birch publication, October, 1961

"On behalf of the members of the Palo Alto Citizens for Excellence in Education, Inc., we are writing to express the opposition of our organization to the adoption by the State Board of Education of the 'Guidelines for the Education of Responsible Citizens in The Schools of Calif.' written by Reverend D. Moomaw and his committee.

"We have read the document and would like to point out that although Rev. Moomaw's committee quotes from the Declaration of Independence and the Constitution of the United States, they continually refer to our 'democratic society' while not once mentioning that our country is a REPUBLIC and was carefully established as such by our Founding Fathers.

"The word democracy does not appear in the Constitution, the Declaration of Independence or in the constitution of any of the fifty states, yet it is used freely in the guidelines along with the term - 'community.'

"Madison and Hamilton and Jay and their compatriots of the Convention prepared and adopted a Constitution in which they nowhere even mentioned the word democracy, not because they were not familiar with such a form of government, but because they were. The word democracy had not occurred in the Declaration of Independence, and does not appear in the constitution of a single one of our fifty states-- which constitutions are derived mainly from the thinking of the Founding Fathers of the Republic-- for the same reason.

"The meaning of the term 'Republic' was well understood by our Founding Fathers and they laid out an elaborate system of checks and balances to solidify the rule not of men but of laws. All these steps were taken deliberately to avoid and prevent a Democracy in the U.S. Democracies have a history of becoming welfare states and are prone to wars which consume them.

"An excellent definition of democracy appeared in the 1928 U.S. Army Training Manual. It reads as follows: 'Democracy is "a government of the masses. Authority derived through mass meeting or any form of 'direct' expression. Results in mobocracy. Attitude toward property is communistic--negating property rights. Attitude toward law is that the will of the majority shall regulate, whether it be based upon deliberation or govern by passion, prejudice, and impulse, without restraint or regard for consequences. Results in demagogisms, license, agitation, discontent, anarchy.'"

"The Moomaw Guidelines appear to promote the idea of participatory democracy as advocated by the New Left anarchists in our society today.

"It is very evident, to those who read extensively, that there are very active individuals and groups operating in our state and country today, who would like to utilize our public schools in their effort to 'CHANGE' our Republic into a Socialistic Democracy. This being a key step in their ultimate goal of a One World government. All of their publications emphasize 'Community,' (Community action, community control, communes, etc. and one Humanist Group operating in this area and throughout California calls itself 'the Community.') So seeing this term used nine times in the guidelines does not seem entirely accidental.

"Look at all the elaborate system of checks and balances which they established; at the carefully worked-out protective clauses of the Constitution itself, and especially of the first ten amendments known as the Bill of Rights; at the effort, as Jefferson put it, to "bind men down from mischief by the chains of the Constitution," and thus to solidify the rule not of men but of laws.

"W. H. Seward pointed out that 'Democracies are prone to war, and war consumes them.

"In 1928 the U.S. Army Training Manual, used for all of our men in army uniform, gave them the following quite accurate definition of a democracy: "A government of the masses. Authority derived through mass meeting or any form of 'direct' expression. Results in mobocracy. Attitude toward property is communistic--negating property rights. Attitude toward law is that the will of the majority shall regulate, whether it be based upon deliberation or governed by passion, prejudice, and impulse, without restraint or regard to consequences. Results in demagogism, license, agitation, discontent, anarchy."

"We challenge the statement on page 2 that the public schools must teach the fundamental constitutional affirmations of 'human and civil rights.' It is the United Nations and the Humanists who are pushing for the teaching of human rights -- from their viewpoint, of course -- in the schools, and they have no jurisdiction over our government or its institutions including the public schools.

"As for civil rights, the Moomaw Committee must know that the Declaration of Independence clearly states that man has certain 'unalienable rights' which do not derive from the government at all, therefore they are not 'civil', and cannot be given or taken away by a government or abrogated by the vote of the majority of the people (as in a Democracy). The schools should teach the children, and perhaps some of the adults who seem to have forgotten, that man's unalienable rights are guaranteed by permanent and lasting laws of nature based on the decalogue. Under a republican form of government, the leaders and the followers are subject to the same laws.

"Perhaps it is not 'morality guidelines' that we need, but 'truth in packaging' laws for educators to eliminate their semantic doubletalk about what is REALLY going on in education today. As members of the State Board of Education, you hold the future of our great Republic in your hands through determining what our country's greatest asset--its youth--will be taught. Will it be a Republic or a Democracy--free enterprise or socialism? It is in your hands.

Sincerely, Delbert Larson
Vice President, CEE"

-- PAUSD School Board Meeting,
January 5, 1970

"Then both of these basic theories of government, the eastern and the western, were really amended for all time by certain principles enunciated in the American Declaration of Independence. Those principles became a part of the very foundation of our republic. And they said that man has certain unalienable rights which do not derive from government at all. Under this theory not only the Sovereign Conqueror but the Sovereign People, are restricted in their power and authority by man's natural rights, or by the divine rights of the individual man. And those certain unalienable and divine rights cannot be abrogated by the vote of a majority any more than they can by the decree of a conqueror....Just as the early Greeks learned to try to have their rulers and themselves abide by the laws they had themselves established, so man has now been painfully learning that there are more permanent and lasting laws which cannot be changed by either sovereign kings or sovereign people, but which must be observed by both."

-- Reprint, Republics and Democracies
by Robert Welch, October, 1961, p. 20,
22, 27, 33.

The "Moral Guidelines" referred to in the CEE letter were drawn up by a committee appointed by Howard Day, President, California State Board of Education. Reverend Moomaw is Governor Reagan's personal minister.

CHRONOLOGICAL LIST OF MATERIALS
PRESENTED BY CEE AND CEE SPOKESMEN
INCLUDED IN THIS REPORT

- Open Letter to the Palo Alto School Board, Nov. 18, 1968 ¹
- D. G. Larson, letter to the Palo Alto Times, Nov. 28, 1968 (re: S. Walton)
- Advertisement in the Palo Alto Times, Jan. 6, 1969 ¹
- Fellow Palo Altans (flyer), undated (sometime in January, 1969) ¹
- D. G. Larson, presentation to the Faculty Forum, Jan. 13, 1969 ¹
- Fact Sheet, undated (about Jan. 16, 1969) ¹
- Mrs. D. G. Larson, letter to the Palo Alto Times, Jan. 18, 1969 (re: Consortium)
- H. Klein, letter to the Palo Alto Times, Feb. 1, 1969 (re: S. Walton)
- D. G. Larson, presentation to PAUSD Board, Feb. 3, 1969 (re: Sensitivity Training)
- CEE Bulletin, April, 1969 ¹
- D. G. Larson, presentation to PAUSD Board, April 21, 1969 (re: Transfer Students) ¹
- D. G. Larson, presentation to PAUSD Board, July 14, 1969 (re: Budget) ¹
- CEE Bulletin, Sept., 1969 (with attachments on Sensitivity Training and Socialist Humanism) ¹
- D. G. Larson, presentation to PAUSD Board, Nov. 3, 1969 (re: Consortium) ¹
- D. G. Larson, presentation to PAUSD Board, Jan. 5, 1970 (re: Moral Guidelines and Democracy)

¹Materials not fully reproduced in the text may be found in the Appendix. See Table of Contents for a list of these materials

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APPENDIX

OPEN LETTER TO THE PALO ALTO SCHOOL BOARD

Open Letter to the Palo Alto School Board: November 18, 1968

It is time that this School Board answered questions repeatedly being asked in public and private meetings by responsible representatives of the community.

- 1) Why do you totally ignore the moral deterioration to which our children are daily exposed by the continued existence in our community of the Midpeninsula Free University?¹ Are you not even aware that at least one member of your faculty demeans the excellence of your educational system by personally contributing to this degrading activity which represents itself as an educational institution?
- 2) Why do you totally ignore the disruptive influences to the educational excellence of our schools exerted by the irresponsible activities of such listed subversive organizations as the Students for Democratic Society, and other student groups disrupting our schools such as the Black Student Union and the United Student Movement?
- 3) Why, instead, do you address your efforts to placate militant elements, totally alien to Palo Alto, with a bi-racial program calculatedly misnamed the Multicultural Project?

If there is doubt in the community about the bi-racial aspects of the so-called Multicultural Project, may I first quote from Dr. Oliver, "The ability to win the cooperation in some of the more militant areas of East Palo Alto will be strongly impaired by not having a Negro filling this position." Secondly, may I exhibit the advertisement you are currently circulating which is captioned, "PALO ALTO WANTS BLACK TEACHERS FOR MULTICULTURAL PROJECT," and, "THE OPPORTUNITY FOR BLACK TEACHERS IN PALO ALTO IS REAL." The text goes on to read, "This multicultural program is not a 'token' attempt to employ blacks, but a unique voluntary effort to bring about significant changes in curriculum and humanistic attitudes among 70,000 children and adults in the Palo Alto community." We recall the statement which your chosen Coordinator for Multicultural Activities put forward at the Asilomar Conference to the effect that, once the Multicultural Program is underway, there will be a moratorium on the hiring of white teachers until sufficient black teachers have been hired to achieve an ethnic balance. Is such a moratorium planned? Or, is it in force at this time? What means of judging the necessary ethnic balance will be employed? Will militant negroes, or whites, be sought to provide our underprivileged children the educational experiences this school board and its administration appear to feel are so desperately needed?

Those of us who have seen our children benefit from the educational program of this district know that ours is not, and never has been, a racist

¹Editor's note: The Palo Alto Unified School District has no connection with or control over the activities of the Mid-Peninsula Free University.

community. We've seen our children's education broadened by beneficial exposure to the many ethnic minorities existing within our community. We find it incredible when we hear Dr. Oliver quoted as saying we need this bi-racial program "To cleanse our District of any traces of racial bias or bigotry, conscious or unconscious."

Even if we were so gullible as to agree with your chosen Coordinator of Multicultural Activities that Palo Alto is racist simply because it is predominantly white, we would have to ask you, "How is the importation of this militant negro, openly advocating a racist philosophy, supposed to benefit our children?" By similar logic, do you intend to hire an active dope peddler to alleviate the drug addiction problem on our school campuses?

Now, it is time to ask the \$64 question. Is it your intention to pursue the stated objective, at Asilomar, of your chosen Coordinator of Multicultural Activities, that "What you have to do then is to adopt, annex or to absorb East Palo Alto into Palo Alto. I don't care how you do it, and I don't care about breaking laws ----." Many of us do not share his, and, apparently, your pre-occupation with the problems of San Mateo County -- at our expense and to the detriment of our children's education. Many of us do not relish having, as an administrative officer of our school district, a militant negro who unhesitatingly acknowledges his close association and warm relationship with other militant racists who are disrupting our nation's schools, coast-to-coast. For instance, Black Panther George Murray, lately associated with San Francisco State, was quoted in a Fresno speech as saying that the American flag was a "piece of toilet paper" deserving of being "flushed down the toilet." He also stated "All political power comes from the barrel of a gun." It is not a coincidence that this is a verbatim quotation from the Chinese communist doctrinaire, "Thoughts of Mao Tse-Tung". Another friend and Black Panther, Mrs. Kathleen Cleaver, stated that society must change OR DIE. Not surprisingly, this is also a direct quotation from each of Mr. Walton's public utterances, and from his single written pamphlet "Excerpts from the book, The Black Curriculum". Sincere attempts have been made to obtain any other publications he is supposed to have written. Where are they? Why does his office not make them available? Did the Search Committee request them or is it possible they do not exist?

In this same pamphlet, he writes, "the present Afro-American Studies program was built into the framework of the white school structure as an expedient measure only. Ideally black schools, black school districts and black universities are needed." Surprisingly, we agree on something. He, and those of his militant views, should have the segregated schools he desires. But, NOT IN PALO ALTO! It would appear that you have been singularly successful in provoking serious community conflict by virtue of your inept choice of an administrator espousing such radical philosophy. What do you -- the school board and administration of the Palo Alto Unified School District -- hope this project, in general, and this man, in particular, can contribute to our school system?

Citizens for Excellence in Education

ADVERTISEMENT PUBLISHED IN PALO ALTO TIMES, JANUARY 6, 1969

A Challenge to all Palo Altans . . .
from the Citizens for Excellence in Education

Has Our School Board Told All the Facts About the So-called Multicultural Program And Merging With East Palo Alto?

Read how this will affect you, your children, your taxes and Palo Alto's Future

- Q. Do Palo Alto Schools have a program to give our children an understanding of other cultures, peoples, races, countries and religions?
- A. Yes. The intercultural program, designed by our teachers for our children, has been working well for years. The Citizens for Excellence in Education support this program.
- Q. Why the sudden switch from Intercultural to Multicultural?
- A. Yielding to vocal, well-organized pressure groups from both Palo Alto and East Palo Alto, our School Board agreed to bypass our existing intercultural program and set up a brand-new, expensive Multicultural program.
- Q. Why was Mr. Sidney Walton, a militant Black Panther Party supporter, chosen as the Multicultural Program Coordinator?
- A. Dr. Bernard Oliver, President of the Palo Alto School Board, stated on August 5, 1968, "The ability to win co-operation in some of the more militant areas of East Palo Alto will be strongly impaired by not having a Negro filling this position."
- Q. Did any Negro teacher from Palo Alto apply for this position?
- A. Yes, a highly qualified Junior High School teacher. A petition supporting him was signed and submitted by many teachers.
- Q. Why did the President of Merritt College, where Mr. Walton was previously employed, recommend that Mr. Walton be dismissed on June 28, 1968?
- A. Our School Board has never bothered to inquire.
- Q. Why do we question the forthrightness of our School Board and Superintendent Santee?
- A. They have repeatedly failed to answer direct written and oral questions. They excuse inconsistencies in public statements relating to the so-called Multicultural Program on the grounds that a program does not yet exist. It is inconceivable, in view of the financial commitment already made, that the long term goals of the program have not been established.
- Q. What is the eventual aim of the so-called Multicultural Program?
- A. On September 21, 1968, at the Asilomar Conference, Mr. Walton stated, "What you have to do then is adopt, annex or absorb East Palo Alto into Palo Alto. I don't care how you do it, and I don't care about breaking laws. . ." In his audience was our School Board. Some of them have expressed similar views. On April 15, 1968, Mr. Cutler said, "Let's kick over the traces . . . and look for ways to merge with East Palo Alto." On January 6, 1969, a meeting will be held at La Entrada School to discuss ways to merge five South San Mateo County Elementary School Districts, including Ravenswood, into the Palo Alto School District.
- Q. What could the existing consortium with East Palo Alto bring about?
- A. Palo Alto and East Palo Alto children could be bussed back and forth every day to achieve the racial balance our School Board feels is necessary. Mr. Walton is currently pressing the School Board and Supt. Santee to hire teachers on the basis of race - even if they do not have credentials. The Job Descriptions for new community counselors for our schools have already been prepared by Mrs. Gertrude Wilks of East Palo Alto.
- Q. Who will pay for all this?
- A. You will pay through increased taxes. Your children will pay through decreased emphasis on academic excellence.

- Q. What disciplinary problems can we expect?
- A. Look what the good intentions of well-meaning idealists have led to at San Francisco State College, College of San Mateo, Menlo-Atherton High School, and other colleges and high schools throughout California and the country.
- Q. How could the Consortium with East Palo Alto affect all Citizens of Palo Alto?
- A. One basic factor in families choosing Palo Alto has been the excellence of our schools. As academic standards decline Palo Alto will become less desirable and people will look elsewhere.
- Q. Who are the Citizens for Excellence in Education?
- A. People like you. Concerned parents, residents and home owners of the Palo Alto Unified School District. We welcome members of any race, religion, creed or color who are residents or taxpayers of the Palo Alto Unified School District.
- Q. What does CEE oppose?
- A. We oppose the acceptance of outside advice and funding leading to outside control of the Multicultural Program by a Consortium organized by Supt. Santee.
 We are against hiring outside militants to tell us we are "racists."
 We are opposed to any school curriculum which emphasizes "racism", whether it is anti-black or anti-white.
 We are against lowering our academic standards, hiring non-credentialed teachers, merging with other school districts without a vote of residents of the Palo Alto Unified School District being taken, and lowering our property values. ALL AT OUR EXPENSE!
- Q. What is CEE for?
- A. We are for a School Board which concentrates its policies on the academic training of our youngsters.
 We are for a School Board which is responsive to the majority views of the Palo Alto Unified School District residents rather than vocal minorities and outside militants.
 We are for solid academic excellence rather than for Supt. Santee's experiments which are leading to such radical programs as "sensitivity training".
 We are for hiring the most qualified teachers on the basis of their academic credentials, regardless of their color.
- Q. Can we document our statements?
- A. They are a matter of record. Use the coupon below to send for a fully documented fact sheet. Don't take our word for everything. Find out the facts for yourself. Talk to your friends, school teachers and principals. Write a letter expressing your views to Dr. Dr. Bernard Oliver,¹ President of the Palo Alto School Board, 13310 La Paloma, Los Altos Hills, California. Attend School Board meetings at 25 Churchill Avenue, Palo Alto, California. Ask questions.

¹The "Dr. Dr. Bernard Oliver" in the last Answer, above, is as it was printed in the ad.

AN INVITATION TO JOIN THE CITIZENS FOR EXCELLENCE IN EDUCATION

I am interested in learning more about our School District's involvement with East Palo Alto. Please send me your fully documented Fact Sheet. I enclose \$. as a donation to help pay for the cost of this advertisement and other CEE expenses. Please keep me informed of further developments.

Name _____ Telephone _____
Address _____
City _____ State _____ Zip _____

MAIL COUPON TO:
Citizens for Excellence in Education
P. O. Box 11776
Palo Alto, California

CEE (FLYER) FELLOW PALO ALTANS, JANUARY, 1969

FELLOW PALO ALTANS
DO YOU FEEL AS WE DO?

We feel let down. We are Palo Altans: that is to say, we are Caucasian, Black and Oriental - we are Protestant, Catholic, Jewish, Buddhist, Moslem and agnostic. Our parents came from Europe, from Asia, from Africa, from the West Indies.

Do we want a multicultural program? Of course we do!

But we want to build, not to destroy: We want to improve curriculum when the desired change will enhance the Excellence in Education for our children. We feel that "the powers that be" are building a house we do not know anything about, but in which we and our children shall have to live. And we much question the choice of the architect.

A Director of multicultural education was appointed: we were not informed of his qualifications. His methods are not always those of a professional and impartial educator, as witnessed by his statements at Asilomar and at public meetings: they seem designed to elicit from us a wave of self accusation.

If we have been remiss, it is because we have ignored that several of our classrooms are crowded, that Dr. Santee prefers "Educational Experience" to solid learning, that in some schools there are not enough basic textbooks to go around, and our school buses are sadly in need of replacement.

We, the citizens of Palo Alto, are consulted in the matter of sewage plants and civic buildings, but not in what touches us most deeply: the education of the young. Sneak-ins and transfers were instituted without giving a thought to a serious possibility: that our schools would become a haven for troublemakers other school districts could not cope with. For the first time in the history of our community signs with "this bathroom for blacks only" have appeared in our schools.

We feel that the time has come to restore policy-making powers to the people to whom they belong: to us, the citizens.

WHAT CAN YOU DO?

1. Become personally informed about local issues concerning the Palo Alto Unified School District (PAUSD).
2. Attend PAUSD Board meetings (1st & 3rd Mondays at 7:30 P.M. -- see page 2 Gov't Calendar of Mondays Palo Alto Times) and other special school meetings; i.e. Multicultural Program (Thursdays), Drug Program, PTA, etc.
3. Write your specific complaints about local school situations and/or your support of CEE positions to the Palo Alto Times Forum Letters Editor and to Dr. Bernard Oliver, President of the Palo Alto School Board, 13310 La Paloma, Los Altos Hills, California. Send copies of all letters to CEE.
4. Inform friends and neighbors about current school problems.
5. Organize neighborhood groups of concerned citizens within your local school boundary. Form telephone calling committees for instant action. Inform CEE of telephone numbers for group chairman and alternate contact.

CITIZENS for EXCELLENCE in EDUCATION

CEE FACULTY FORUM PRESENTATION BY DFLBERT LARSON, JANUARY 13, 1969

Citizens for Excellence in Education Presentation to Palo Alto District Faculty Forum, January 13, 1969

When Mr. Phillips called to advise me of the existence of the Forum and its purpose to inform concerned teachers on important issues relating to their educational activities, I was very pleased to speak on behalf of the Citizens for Excellence in Education regarding the Multicultural Program.

In last Monday's (1-6-69) Palo Alto Times, we published a full page ad briefly stating our position. I understand, because of the metropolitan nature of our community, that many PAUSD teachers live outside the District and do not take the Times. For this reason, let me repeat a few of the points made in this advertisement.

Citizens for Excellence in Education consists of concerned parents, residents and homeowners of PAUSD. We welcome members of any race, religion, creed or color who share our interests in maintaining and improving the excellence of Palo Alto's educational system. We are incorporating and intend to become a permanent lay organization dedicated to supporting those of you who are equally dedicated to providing academic excellence in the education of our young people. We believe that we represent the majority view of the community, by opposing the classroom experimentation of Supt. Santee who wrote, on October 18, 1968, that "This school administration is committed to the constant improvement of the quality of the educational experiences provided our students". Some of this experimentation seems, to many of us, aimed at political indoctrination of the student body in accordance with the tenets of the Black Panther Party and other subversive organizations.

With this statement, I believe the line is drawn and the choice is between the relevance of solid academic content versus educational experience to success in our society. Our concern in this regard is mirrored in Dr. Oliver's Asilomar speech when he observed, "Over the last decades the schools have assumed more

and more of the responsibilities that once totally devolved upon the family --- responsibilities for the sex education of young people, for their moral and ethical development, and so on. The schools have been justifiably critical of the home -- at least of many homes -- for not doing these jobs properly.

"I hope today's problem youth, the hippies, the addicts, the scholastic and social dropouts are not the result of the school's increased efforts to instill values. Such a charge would be unfair, and yet if these problems had disappeared, if today's youth were better adjusted and more mature instead of less. I'm sure we in the schools would be claiming credit"

This introduction, intended to rapidly reflect the philosophy of our group, has been presented to provide some background before which our concern over the administration's direction of the Multicultural Program may be contrasted. Our initial concern was occasioned in the Spring of 1968 by the manner in which the Program was introduced. In private meetings at that time, the busing of children between Palo Alto and East Palo Alto was openly discussed and the obvious question was raised as to whether or not the administration's Multicultural Program was designed to benefit the young people of our school district. As taxpayers, as well as concerned parents, we felt we had the right to ask this question in view of Dr. Cutler's remark at the April 15th PAUSD Board Meeting, "Let's kick over the traces. . . and look for ways to merge with East Palo Alto". We do not believe a merger of the PAUSD with East Palo Alto, or other South San Mateo County schools is practical. We do not believe such a merger would provide educational benefits to our children. On the contrary, we are now more convinced than we were last spring that such a merger could only result in (1) greatly increased disciplinary problems for you, and (2) reduced academic standards for our young people. I am certain too, that the majority of East Palo Alto residents resent "do-gooder" attempts to interfere with the orderly solution to their educational problems. It is quite obvious that Mrs. Wilks, Mr. Walton and other vocal, militant residents of East Palo Alto influence our school boards and the "do-gooders" of our communities much more greatly than the responsible Afro-American majority of East Palo Alto.

This, perhaps, is the point at which it should be reiterated that CEE is fully in accord with the policy that the Palo Alto schools should have a program to give our children an understanding of other cultures, people, races, countries and religions. We believe that your Intercultural program, designed by you for our children, has contributed greatly to their education. Our concern for the Administration's direction of the Multicultural Program heightened greatly when it was announced that a militant, Black Panther Party supporter had been chosen as its Coordinator. Each of you carries the burden of setting a good example in character and social conduct for the children in your charge. It is inimical to the principles of good education to have, as a policy-setting administrator of our school district, a man who publicly espouses revolutionary dedication and exhorts others to violence. I agree with Eric Hoffer, who is quoted in the October 24, 1968 issue of the S.F. Examiner as saying, "I have always said it is harder to write a good paragraph than to start a revolution". Certainly I do not believe in Mr. Walton's ideas which I find are totally opposed to my interests.

So, we questioned Mr. Walton's background and at the November 18, 1968 Board Meeting presented an "Open Letter to the Palo Alto School Board", criticizing their "inept choice of an administrator espousing such radical philosophy". Most of the questions in this letter have gone unanswered or have not been answered forthrightly. For that reason I have included a copy of this letter

in the packet available for distribution with a copy of this address. You may be interested to note that Mr. Walton's affiliation with the Black Panther Party is attested to by virtue of the fact that this copy of the letter is reproduced from the December 7, 1968 issue of the Black Panther Weekly, a publication in which Mr. Walton's name regularly appears.

Of course, Mr. Walton is a forthright man. His philosophy is no secret. Excerpts from the San Jose Mercury interview of November 19, 1968 are included in the packet which may be useful to you in determining whether or not you support "the Administration as being capable of making a wise choice of a Coordinator." To counter Supt. Santee's observation that Mr. Walton's views have changed since joining our School District, another article from the San Jose Mercury, dated December 13, 1968, is included stating, "If this program depends on Sid Walton changing, it's not worth a hill of beans. Society needs to change, not Sid Walton."

Earlier in this discourse, I noted that Mr. Walton's ideas are opposed to my interests. Perhaps you would like to know to what extent they are opposed to yours. At the Asilomar conference, Mr. Walton made a statement to the effect that, once the Multicultural Program is underway, there will be a moratorium on the hiring of white teachers until sufficient black teachers have been hired to achieve an ethnic balance. Since then he has elaborated on this and pointed out, in a letter dated Sept. 20, 1968, to Supt. Santee that we should "Employ ethnic minority persons for all upcoming job vacancies until the staffing of representatives of all ethnic minorities reflects the percentage of those minorities in the general population of the United States". He proceeds to indicate the manner in which this can be implemented, "Nixon school provides the vacancies. Hire all ethnic minorities to fill all positions there with the understanding that they would be dispersed throughout the district". Now, before I am assailed as a bigot for opposing this suggestion, let me state that my primary interest is that we maintain, and improve, our academic standards. CEE proposes hiring the most qualified teachers on the basis of their academic credentials, regardless of their color. Mr. Walton says, "credentialing is a myth", and proposes hiring non-credentialed teachers for Palo Alto, using a rather tricky subterfuge. In a letter to Supt. Santee, dated November 18, 1968, he states, "The seemingly vexing problem of finding "qualified" minority teachers and administrators will readily be solved if this district will adopt a policy wherein greater use be made of the provisions of Sect. 6375 Title 5 of the Educational Code". The letter is lengthy because the reasoning is devious but the heart of it says, "the implementation of such a policy would strike a just compromise wherein we follow State Dept. of Education rules for qualification and minority definition of qualification" I leave to you the decision whether or not your interests coincide with Mr. Walton's.

There is not sufficient time to present the many erudite articles published by noted educators, journalists and scholars on the pros and cons of the Negro fight for better education. The problem is immensely complex and much excellent material is available. For your reference I suggest 1) the November 1968 issue of the "Economic Letter" published by the School of Business at The University of Santa Clara which consists of an article by Dr. Lawrence C. Lockley entitled, "Black Power in One Nation Indivisible," 2) "Black History-As Schools Teach It" from the Nov. 4, 1968 U.S. News and World Report and 3) "Will Black History really be Brain-washing?" by George E. Schyler (sic), printed in the August 24, 1968 issue of Human Events. Because it is so timely and appropriate, your packet contains a copy of "Don't flunk the Middle-Class Teacher" by Marie Syrkin,

published in the December 15, 1968 issue of the New York Times Magazine. Regarding Mr. Walton's preoccupation with changing the definition of "qualified" teachers, the latter article states, "No rich imagination is required to foresee to what excesses caprice and bigotry, white and black, may lead. Once uniform standards for curricula, for promotion, and for teacher hiring can be superseded by local obscurantism or self-interest, the public-school system as a progressive and unifying force has been effectively destroyed." You might note, that the principle of arbitrary selection is one which could be potentially dangerous to the minorities themselves.

Having become embroiled in the controversy regarding the Multicultural Program, CEE now recognizes it as but the top of the iceberg which is readily visible. We now see that a trend has existed for some time which would substitute Supt. Santee's "educational experiences" for academic excellence. This trend is evidenced by the administration's unconcern over the lack of basic textbooks in the classroom; by their ignoring that our classrooms are already crowded when 150 additional students from outside our district are encouraged to attend our schools; by Supt. Santee's preoccupation with details of the Multicultural Program when he should be concerning himself with the administrative functions. And while all this is happening, a type of education in permissiveness - SENSITIVITY TRAINING - is appearing in our schools. Sensitivity training programs incorporate the use of self-criticism, discourage individual responsibility, undermine authority, and encourage permissiveness.

At the January 6, 1968, Board meeting, Supt. Santee publicly stated his opposition to Sensitivity Training, yet we are told 1) that a faculty "Encounter Group" (another name for Sensitivity Training) exists at Palo Alto High School; 2) that there is enough student interest to form at least three such groups; 3) that Sensitivity Training is part of the school's existing activities in beginning training of guidance personnel. Obviously Mr. Walton has an interest in incorporating these techniques into the Multicultural Program. On November 19, 1968, he wrote to prospective participants in a Consortium organized to address itself to the solution of problems surrounding the development of multicultural understanding. This letter includes psychiatrists and encounter group specialists in the Consortium, indicating that their special interests and talents could contribute to the program.

In review, then, let me repeat the CEE positions presented in the December 6, 1968 advertisement:

- 1) We oppose the acceptance of outside advice and funding leading to outside control of the Multicultural Program by a Consortium organized by Supt. Santee.
- 2) We are against hiring outside militants to tell us we are racists.
- 3) We are opposed to any school curriculum which emphasizes "racism", whether it is anti-black or anti-white.
- 4) We are against lowering our academic standards, hiring non-credentialed teachers, merging with other school districts without a vote of residents of the PAUSD being taken, and lowering our property values --- ALL AT OUR EXPENSE
- 5) We are for a School Board which concentrates its policies on the academic training of our young people.
- 6) We are for a School Board which is responsive to the majority views of the PAUSD residents, rather than to vocal minorities and outside militants.

- 7) We are for solid academic excellence rather than for Supt. Santee's experiments which are leading to such radical programs as "Sensitivity Training".
- 8) We are for hiring the most qualified teachers on the basis of their academic credentials, regardless of their color.¹

CEE FACT SHEET, JANUARY 16, 1969

CITIZENS FOR EXCELLENCE IN EDUCATION

Thank you for your interest and contributions in replying to our advertisement of January 6, 1969. The CEE basically exists to supply information to all Palo Altans. Information we believe that our School Board should--but is not--giving all of us about its programs.

The Palo Alto School Board and Superintendent Santee seem to feel that the citizens of Palo Alto should trust their judgment without question in determining the policies for our District. In the December 6, 1968, Palo Alto Times, Dr. Oliver states, "...your Board takes very seriously its democratic responsibility to provide (insofar as the means you make available to us allow) the kind of schools and programs that this community wants and needs. To date all the evidence suggests we are doing this."

Let's look at the evidence. Reports of threats and actual assaults upon students of the PAUSD, both black and white, have been numerous since our Board so rashly implemented the "Transfer Program". Why do we say the program was rashly implemented? The night the program was adopted (see Board Minutes of 9/3/68), Board Member Fletcher said he favored delaying action on it until such time as teachers and parents in the District were given an opportunity to react and the Board could give the matter more consideration. Mr. Fletcher and Dr. Oliver, both, indicated they favored limiting the maximum combined number of Transfer and Sneak-Ins to 75. The unrestrained enthusiasm of Mrs. Robinson and Mr. Cutler prevailed over common sense, however, and no limits were imposed on the "Sneak-Ins" in Mrs. Robinson's motion to accept the Transfers. Superintendent Santee noted that sometimes immediate action is necessary-- as in this case. Once the Transfer Program was agreed to did Superintendent Santee give careful consideration to the type of student he was bringing into Palo Alto? What was the criterion established for participation in the Transfer Program? Superintendent Santee indicated this clearly once the Board's action was imminent by advising that, "Mrs. Wilks is providing a list of these students to the Sequoia District."

In an attempt to indicate some degree of responsibility on the part of the Board, Mr. Fletcher then indicated that he felt all students should be subject to the same standards of behavior that are set for Palo Alto students. Was this done? No, somewhere beyond the knowledge of the citizenry it was decided that a double standard would be employed whereby the Transfer students from Ravenswood High School were to be disciplined under a more lenient policy than applied to our children. How do we know this? Teachers and administrators have told us. Dr. Oliver alludes to it in the December 6 position statement after

¹Editor's note: Attached to this copy of the CEE Faculty Forum Presentation was a reprint of the CEE "Open Letter to the PAUSD Board" as it appeared in the Dec. 7, 1968 issue of the Black Panther Weekly; a condensed article concerning Mr. Walton printed in the San Jose Mercury on Nov. 19, 1968; and material from the Series on Sensitivity (S.O.S.) Packet.

Superintendent Santee admitted in a December 5 San Jose Mercury interview that the District would return to its standard policy: All students must conform to the same rules and receive the same punishment for infractions. Has the Administration returned to its standard policy? Judge for yourself--the black girl (Transfer student) who repeatedly attacked other classmates at Jordan was severely punished by being moved to Terman! Negro residents in the PAUSD continue to report that their children are daily threatened and intimidated by the Transfer students who came to our District to enhance our Palo Alto students with better human relations. Somehow the evidence seems less than overwhelming that the Board and its Administration are providing the kind of schools and programs that this community wants and needs!

Mrs. Robinson, Mrs. Wilks, Superintendent Santee, and Mr. Kuhns (an attorney representing the East Palo Alto Mothers for Equal Education at the 9/3/68 Palo Alto Board Meeting) insisted that by our District adopting the Transfer Program, the Sneak-In (or Affidavit) students would all but be eliminated. Has this been the case? No. When questioned on this at the 1/6/69 Board Meeting, Superintendent Santee conveniently could not remember numbers; however, in a San Jose Mercury article (1/12/69) he was quoted as stating, ". . . there are now about 100 "Sneak-Ins," plus the 75 Transfer students." According to Superintendent Santee's figures, it costs the District \$1200 per student per year. The Sequoia District pays our District (including state aid) \$906 per Transfer student, and our District receives only \$125 per year state aid for Sneak-In students. This means that the taxpayers of Palo Alto are subsidizing students from other Districts to the tune of over \$100,000! At the same time, some of the parents have complained that there are not always sufficient text books to go around in the classrooms. Teachers tell us their classes are oversized, and they can not provide the individual attention some of the children need. Our School Board says we can not afford to purchase the new buses we need and must continue to rent at least one. Again we ask -- is our Board really basically concerning itself with providing the best education and facilities possible for our children?

Did the majority of parents and taxpayers in Palo Alto request the action by the School Board and Superintendent Santee to make a major change in our school curriculum from the existing Intercultural Program to Multicultural? No, only a small group of people requested this action by the Board at the April 16, 1968 meeting. Did Superintendent Santee turn the suggested curriculum change over to the Palo Alto teaching staff to implement within our own District? No, the May 13, 1968 letter from our teachers to Superintendent Santee and the Board asking that they be allowed to help in formulating the program was ignored. On November 25, 1968, at a District Meeting of all credentialed staff, the teachers stated that they had still not been allowed to participate, and requested that they be allowed to do so.

Instead of using our teachers to implement this program of ideas which will be taught to our children, our Administrators hired a man with a militant background, militant affiliations and espousing militant views. The President of Merritt College, prior to his resigning, recommended Mr. Walton's dismissal, based on his unprofessional conduct and militant actions at Merritt. Unfortunately, no one from the Palo Alto District bothered to check this important phase of Mr. Walton's background before hiring him.

Instead of formulating a Multicultural Program within our own District, Superintendent Santee has organized a Consortium with the Ravenswood Elementary

School District, the Rand Corporation and representatives of San Francisco State College. A letter from Mr. Walton to other prospective participants in the Consortium on November 19, 1968, stated that, "Institutionally, the Consortium would include public and private elementary and secondary schools, Federally financed basic education programs and vocational education programs, four year colleges, junior colleges, associations of minority educators, psychiatrists and encounter group specialists (sensitivity training groups)."

The letter also stated that geographically, the scope of the Consortium would cover the five Bay Area counties. The funding for all this is to come from the National Foundation on the Arts and Humanities.

Asked about the Consortium at the January 6, 1968, Board Meeting, Superintendent Santee again had a convenient lapse of memory. On further questioning, he indicated the Consortium wasn't organized until reminded that he had advised the Board of its existence in a Memorandum October 18, 1968. Asked what control would be relinquished in exchange for outside funding, Superintendent Santee overlooked his suggestion in the same correspondence that the Consortium begin by supervising the "Community Counselors" to be employed as part of the Multi-cultural Program. He claimed to be equally uninformed about the National Foundation for the Arts and Humanities whom he had indicated would fund the Consortium's activities.

At a meeting with Superintendent Santee, he refused to answer our questions about his long range plans for busing children in and out of the District and other matters relating to the MC Program. Is it any wonder we have questioned the actions of the Board and Superintendent Santee?

Why, we ask, are the people of Palo Alto not consulted before our School Administration involves our District and our children with outside Districts, Corporations, Institutions, Sensitivity Training Groups and outside Funding Agencies, which can lead to outside control of the curriculum in our schools? Our problems and their solutions lie with our School Board. To work toward solving them, we are planning to incorporate as a non-profit organization. We are forming permanent committees and are asking members to serve on them. There is much going on behind the scenes that we would like to look into further.

We of the CEE welcome your interest, your support and your viewpoint. If you have any information you feel would be of interest, please write to us. As further events take place we will try to keep you informed. We urge you to attend all School Board Meetings and ask questions.

In our advertisement we promised that every point we made can be documented--and it can. However, to mail you every document we have read would be to send you about two pounds of paper. What we can do is to give you our original sources so that you can judge the facts for yourself.

SCHOOL BOARD MINUTES

For example, minutes of School Board Meetings are available, upon request, from their offices at 25 Churchill (near El Camino) in Palo Alto. Minutes of all meetings from 4/15/68 to date present the whole picture of the direction our present School Board is taking. The minutes that are particularly relevant to our ad are as follows:

4/15/68 Page 11, Paragraphs 2 and 6; Page 12, Paragraph 5; Page 13, Paragraphs 2, 3 and 5; Page 15, Paragraph 5.

8/5/68 Page 8, Paragraph 5.

9/3/68 Page 3, Paragraphs 1 and 2; Pages 5 thru 8; Page 11 (Search Committee names from which the names of Mr. Chang, Mrs. Rosalie Clark and Mrs. Barbara Lampkin were omitted); Page 12.

10/21/68 Page 5 (Multicultural Activities); Page 6; Page 7, (especially Item 5 and reference to "educational experiences" in Paragraph 8); Page 8, Paragraph 8; Page 9, Paragraphs 1 thru 4; Page 13, Paragraphs 1 and 3.

11/18/68 Page 7 and 8; Page 9, Paragraph 1.

Other school sources include the materials given out to the Citizens Advisory Committee and numerous Inter-Office Memos.

NEWSPAPER ARTICLES

Over the past few months, many articles have appeared in both the Palo Alto Times and the San Jose Mercury News that you will find particularly interesting. Back copies of both newspapers can be obtained from their respective offices. Or, you may visit the Palo Alto Main Library in the Civic Center on Newell near Embarcadero and ask for the following back issues from their files:

San Jose Mercury News 11/15/68 "Ravenswood High School District Pullout Seen", 11/19/68 "Panther Backer Shakes Palo Alto School District", 12/13/68 "Walton Backs Panther Goals", 12/5/68 "Organ Fights For Schools Relevant To Black Needs", 9/28/68 "Multiracial Meet Opens", 12/5/68 "P.A. School Chief Says Single Behavior Code Will Apply", 11/5/68 "Multicultural Program For Schools Outlined".

Palo Alto Times 10/8/68 "Constructive Multicultural Program In School Urged", 10/15/68 "Palo Alto Multicultural Coordinator Tells Aims", 9/17/68 "School Sneakouts Going Strong", 9/28/68 "Mrs. Cleaver Charges Racism Infects Society", 11/18/68 "Parents Assail Black Programs", 11/26/68 "Custer of Aide Pressed", 11/30/68 "Blacks Demand Support of Walton", 12/23/68 "Schools Demands-Militants Using Racism".

OTHER SOURCES

Members of the CEE have obtained additional information from many other different sources over the past nine months. We have attended School Board Meetings, special PTA Meetings on the Multicultural Program, Citizens Advisory Committee Meetings, the La Honda Retreat last September, and numerous other meetings. We have researched many news magazines and newspapers, including the paper published by the Black Panthers.

We have personally talked with Administrators at Merritt College, Oakland, and learned that Mr. Walton was recommended for dismissal there because-- to use Mr. Walton's own words from a San Jose Mercury article 12/13/68-- he raised a lot of "hell" at Merritt.

We have also researched information by talking to officials at the Los Llamitos School District, State Superintendent of Schools Dr. Rafferty, Santa Clara County Asst. Superintendent of Schools Mr. Russel and a member of his staff, Mr. Gillat; numerous teachers, parents and businessmen of Palo Alto, teachers in the Ravenswood Elementary School District and at Ravenswood High School, the local office of the FBI, State Senator Clark Bradley and others.

HIRING UNCREDENTIALLED TEACHERS

Mr. Walton has sent several Inter-Office Memos recommending this to Superintendent Santee. The hiring of non-certificated personnel was discussed at some length by the School Board and Superintendent Santee at the 10/21/68 School Board Meeting. They agreed that this could be tried.

JOB DESCRIPTION OF COUNSELORS

We are attaching copy of a Job Description for Counselors for our Palo Alto Schools drawn up by Mrs. Gertrude Wilks of Mothers for Equal Education of East Palo Alto. Note her signature on the back.

SENSITIVITY TRAINING

Superintendent Santee stated at the 1/6/69 School Board Meeting that he was opposed to Sensitivity Training. Just three days later on 1/9/69 the following information appeared in the Palo Alto High School's publication Student Body Review. "Paly may have encounter groups. (Another name for sensitivity training.) The faculty has started one. Both psychologist Fred Chapman and English teacher Mrs. Dorothea Hamilton have expressed interest in these experiences". Obviously, Superintendent Santee cannot be depended on to see that the policies he espouses are known to and carried out by his own personnel.

MERGING WITH OTHER SCHOOL DISTRICTS

On 1/8/69 the Palo Alto Times wrote that Palo Alto could not be merged with the Ravenswood Elementary School District for legal reasons. We could, however, be merged with another unified School District. The San Jose Mercury has learned that a group in East Palo Alto is exploring ways to set up a unified School District there by combining Ravenswood High with the Elementary School District.

WHO PROPOSED THE MULTICULTURAL PROGRAM?

Mrs. Rosalie Clark headed up a group which suggested the Multicultural Program to our School Board 4/15/68. Some of this same group of names also appeared as members of the Search Committee which selected Mr. Walton. And once again they appeared as members of the Citizens Advisory Committee which was set up to plan the Multicultural Program.

WHAT DO YOU THINK?

Take the time to go over the School Board Minutes and newspaper articles we have listed for your guidance. If you feel we have not fully documented our statements, please write again with specific questions.

Finally, we apologize for the delay in getting this Fact Sheet to you. The interest stirred up by our newspaper advertisement was gratifying. We are more convinced than ever that many Palo Altans were unaware of the activities of our School Board and Superintendent Santee and are opposed to them. When you are finished with this Fact Sheet, please pass it on to a friend, or ask them to write to us for their own copy. Write to Dr. Oliver. Express your views. Thank you.

Citizens For Excellence in Education, P. O. Box 11776, Palo Alto, Calif.

CEE BULLETIN, APRIL, 1969

THE C.E.E. BULLETIN, Published by the Citizens for Excellence in Education, Palo Alto, California, April 1969

AN APPEAL TO REASON

The petition recently circulated by the CEE has had a sobering influence on our School Board. It has provided concrete evidence that a significant number of taxpaying residents are not sympathetic with the School Board's hasty introduction of "THE" Multicultural Activity, the Superintendent's bad judgment in selecting the coordinator, and the School Administration's demonstrated laxity in implementing the student "Transfer" and "Affidavit" programs. As a medium for public expression the petition provided a counter influence to the vocal minority who have largely dominated Board meetings.

UNFINISHED BUSINESS

Credit for the success of the petition goes to those who circulated it and to the many who signed it. 3,400 signatures were secured primarily during a single

weekend. It would be nice if we could now relax with the assurance that the desires of so many, as expressed in the petition, would return sanity to our schools. Unfortunately, this is wishful thinking. Already, the chairman of the Citizen's advisory Committee echoes Mr. Walton's belief that we're all white racists. In the days ahead we can expect more diatribes on "white racism in Palo Alto", the "hypocrisy of the tokenism practices in our schools" and, inevitably, "school, or county, boundaries are no longer valid in perpetuating de facto segregation." And all of us who do not go along with such fuzzy philosophies will be labeled "paranoids," "Birchers," "authoritarian," etc. in the "scurrilous" statements put out by the proponents of "Instant Multiculture."

UNANSWERED QUESTIONS

Sidney Walton is gone but "THE" Multicultural Activity lingers on. From his militant philosophies we have inherited a legacy of dissidence. From this welter of discord there must be generated a positive direction and content to "THE" Multicultural Activity. We must not allow the beating and intimidation of our students, the threat and harassment of concerned parents filing complaints, to continue. Neither can we tolerate the political activism, planned to follow in the wake of this discord, nor allow the open distribution, on campus, of subversive, even seditious, literature approved by the Administration with a vague explanation that "we have confidence that our youngsters will make the right decisions." Our lack of confidence is not with our youngsters but with this Administration whose permissive policies discourage those students seeking basic academic education, while encouraging school disruption in the name of "humanism".

PRESCRIPTION FOR OUR PROBLEMS

The key to these problems is the School Board — an autonomous power that can do precisely as it wishes as long as it lives within the state code. It establishes the policies and formulates the programs which determine whether Palo Alto will retain its renowned schools or permit them to be further turned into laboratories for social experimentation. On April 15th you will vote for one member of this school board. It appears that Mrs. Hopper and Mrs. Begle follow the philosophy of social reform above all other considerations. Dr. Royce Cole, however, has clearly stated that providing a solid academic education, not permissive "humanism" with its busing, sensitivity training, and student activism, must be the fundamental purpose of our schools. You have a clear voice. We urge you to vote for emphasis on academic Excellence! Vote! Vote! April 15!

INTERESTING NEWS NOTES

Peninsula Observer — Jan. 27 - Feb. 3, 1969:

"The Peace and Freedom community action drive to get an ordinance passed that will put the question of Palo Alto land development into the hands of people is well under way. Individual members of various civic groups — such as Citizens for a Multi-Cultural Program, the Palo Alto Stanford Democratic Clubs, the Resistance, Concerned Citizens, the Free University and the Women's International League for Peace and Freedom are carrying petitions. --- Keep in mind who put it on the ballot, if it comes up for a vote!

At the March 13, 1969, meeting of the Citizens For a Multicultural Program, Betsy Koester announced they (CMP) intended to copy off all the names of the people who signed the CEE petition and contact them. The P.T.A.'s indicated their intention of doing the same. Our reaction — have fun!

SENSITIVITY TRAINING

In December, an experimental studies program called "Extension" was undertaken at Gunn High School. Included in the subjects offered was Sensitivity

Training. According to an article in the Palo Alto Times, 12/19/68, "The sensitivity sessions attracted many on both Wednesdays. Students were encouraged to express their deepest feelings about a topic being discussed. The atmosphere was casual, the exercises simple, and yet the experience was tense and revealing. Eric Uddenberg reported that psychological karate also revealed a new sense of self."

At De Anza Elementary School, it appears that Mr. Spencer is continuing to employ the techniques of sensitivity training in his 5th grade class, while refusing the request of some of the children for more instruction in math and other "academic" studies. At least two concerned parents have removed their child from this class to prevent further exposure to this type of "training". Miss Shepard, also of De Anza, is using the "magic circle" group criticism technique in her 3rd grade class. One little girl became so emotionally upset from this that her parents sought medical aid for her. Supt. Santee has publically (sic) opposed the use of sensitivity training in our schools, yet its use continues. This sort of "progressive experimentation" with our children must stop. It is time the school board established a firm disciplinary policy which the Administration is required to enforce when the directive against the use of sensitivity training continues to be ignored.

MORE NEWS NOTES

The "Citizens For a Multicultural Program" Newsletter, March 1969 recommends "That immediate discussions be opened with both Sequoia and Ravenswood School Districts with the view towards increasing the number of transfer positions available." They "support the inclusion of the MC Program as a separately identified budget item, if necessary to the exclusion of certain other educational items." They "are prepared to assign this a high priority in the scale of educational needs, and are willing to consider an increase in the tax rate to accomplish the ends they have in mind." When questioned about what ends they have in mind and what educational items they would select to eliminate, they could not be pinned down to specifics. However, including the Ravenswood elementary schools in the "Transfer" program would certainly be one way to increase taxes.

A check with the P.A.U.S.D. attendance office revealed that the number of "Affidavit" students attending Palo Alto schools is now up to 200. At the same time, an article in the March issue of the "NAACP Freedom Journal" attempts (sic) to recruit more Palo Alto "Affidavit Parents" for East Palo Alto students. Since our district receives only \$125 state aid per affidavit to compensate for the \$1200 cost per student, it would seem an appropriate time for the Palo Alto School Board to close some misused loop-holes. How can our School District justify bringing in even one student when they are required to place priorities on the building program because they do not have enough money to provide adequate classroom space for our own children?

WHAT YOU CAN DO —

It is now felt that this organization's work must continue to bring a balance of public opinion before the School Board by keeping the community informed of actions taking place in our schools that could affect all of us. The only way to accomplish this is through an incorporated organization with paid-in membership. Annual dues will be in the amount of \$2.00 per person and our membership will be a matter of public record. We will publish a quarterly newsletter along with holding regular meetings for the purpose of informing our membership

of current developments and formulating policy matters. If you feel our work is consistent with your views, we urge you to join and support CEE in its goals to maintain the Excellence in Education that the Palo Alto school system has been noted for in the past.

I enclose \$_____ to become a paid member of the Citizens for Excellence in Education. My membership will entitle me to receive all newsletters and notice.

Name _____ Tel. _____

Address _____

City _____ State _____ Zip _____

Make checks payable to:

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CEE PRESENTATION BY D. G. LARSON TO PAUSD BOARD, APRIL 21, 1969

Mr. Delbert Larson's remarks at Board of Education meeting held April 21, 1969

"The hasty introduction of the transfer program into our schools last year has subjected this Board to much criticism. The CEE petition was a sincere expression by many parents of their concern over the disruption to the learning process in our schools caused by the participants in this program. This community's concern has been firmly reiterated by the recent election of Dr. Cole whose campaign called for an atmosphere of stability and tranquility in our schools that allows and promotes learning. In this regard, I would like to comment on Mrs. McAllister's performance at Paly. I think she's done an excellent job there and perhaps if we had counsellors of equal stature at the other schools, selected with equal care, we might not have had the problems we've had. "Is the Board aware of the continuing conflict in our schools which this program is causing? Has the administration kept you advised of such explosive situations as exist at Jordan Jr. High now? Has the administration advised you that the principal of Jordan deemed it advisable to seek police protection most of last week? Did the administration advise you that many parents have been so concerned for the physical safety of their children that they called the school frequently to ask for reassurance before allowing their children to attend classes? Has the administration advised you that a major confrontation was narrowly avoided that could easily have resulted in gunfire on the Jordan campus between the police and outside, dissident elements incited by members of the transfer program?"

"In view of all this, is it possible that the Board lacks sufficient empathy to appreciate the students' daily fear of physical violence and the serious harms such an atmosphere renders to the learning process? Academic learning, "