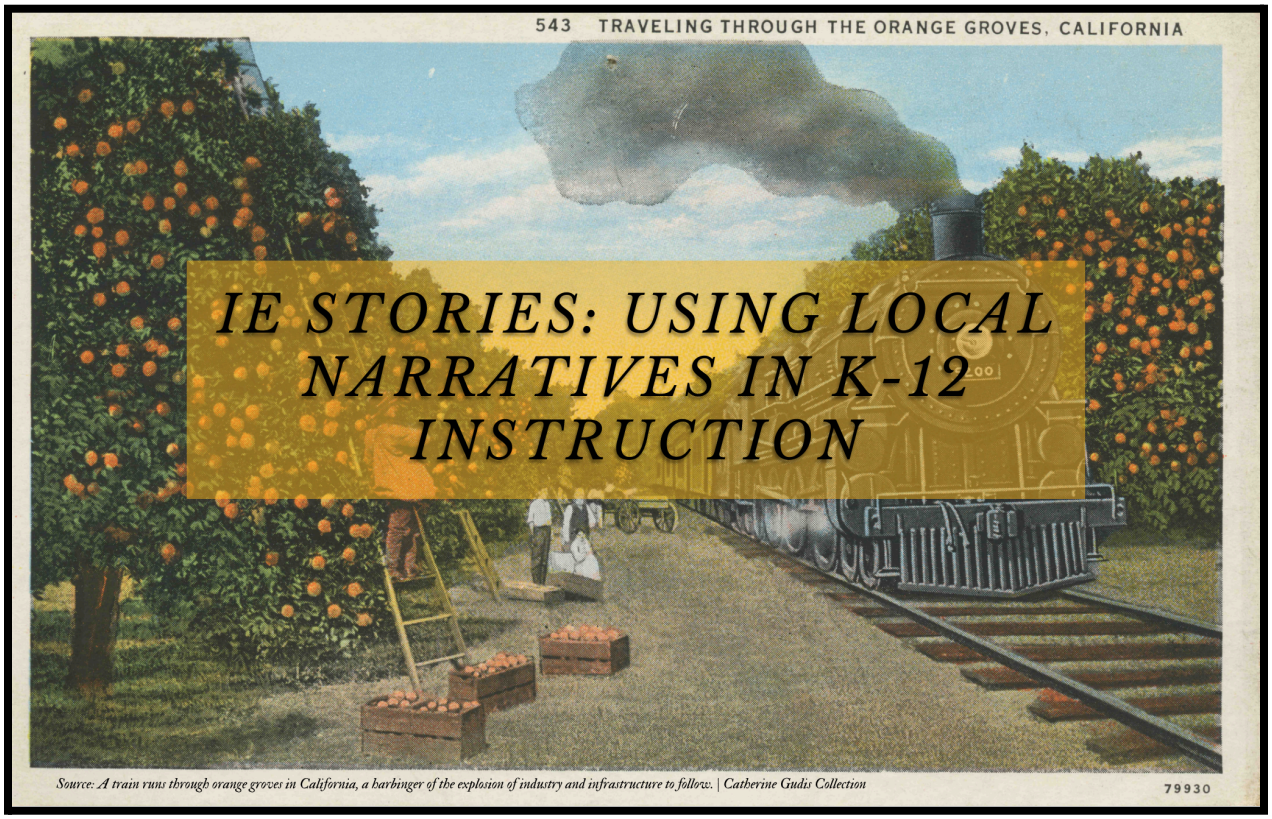

IE STORIES: USING LOCAL NARRATIVES IN K-12 INSTRUCTION

Source: A train runs through orange groves in California, a harbinger of the explosion of industry and infrastructure to follow. | Catherine Gudis Collection

Inquiry Question

How did communities in Riverside and San Bernardino challenge educational segregation, and what do their efforts reveal about the ongoing struggle for educational justice?

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How did communities in Riverside and San Bernardino challenge educational segregation, and what do their efforts reveal about the ongoing struggle for educational justice?

Author

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Content Standards

CCHSS 11.10: Students analyze the development of federal civil rights and voting rights.

CCHSS 11.10.2: Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.

CCHSS 11.10.5: Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

CCHSS 11.11: Students analyze the major social problems and domestic policy issues in contemporary American society.

CCHSS 11.11.2: Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

CCSS Standards

Reading, Grades 11–12

- RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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- RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing, Grades 11–12

- WHST 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking & Listening, Grades 11–12

- SL 4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Historical Thinking Concepts: "The Big Six" (Seixas & Morton, 2013)

Historical Perspectives: *How can we understand the motivations of students, parents, and activists within the context of their time?*

- Guidepost: To understand the past, we must avoid presentism and try to see events, actions, and decisions through the eyes of the people who lived at the time, using the knowledge and values available to them.

Ethnic Studies Guiding Values & Principles

- **CELEBRATE** and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
- **CENTER** and place high value on the pre-colonial, ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.
- **CRITIQUE** empire-building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
- **CHALLENGE** racist, bigoted, discriminatory, imperialist/colonial beliefs and practices on multiple levels.

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- **CONNECT** ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society; and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

Overview of Lesson

This lesson introduces students to the underrepresented history of educational segregation and resistance in the Inland Empire, particularly San Bernardino and Riverside. Students will analyze primary sources, hear community voices, and interview elders to construct a more inclusive narrative of civil rights history. They will apply historical thinking concepts to assess the causes, consequences, and varied community responses to segregation and integration. Students will demonstrate their learning by selecting a method that best suits their learning style.

Assessment

Students will respond to the lesson's inquiry question using one of the assessment items in the UDL Assessment Menu **(Handout 1)**. The recommended strategy is the 11-Sentence Paragraph. These options support multimodal learning by allowing students to demonstrate their understanding in ways that align with their strengths, whether through writing, speaking, visual design, or creative expression. Offering a range of formats (written reflections, visual art, audio/video, or graphic storytelling) helps students engage more deeply with content, process information in varied ways, and build confidence in communication. This approach also supports equity by providing multiple entry points for learners with different language backgrounds, skill levels, and learning preferences. Teachers can scaffold each option with sentence frames, templates, and examples to ensure clarity, access, and meaningful learning for all students.

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Sources

- A: How are Freedom Schools Working Out? The San Bernardino County Sun, Al Burton, 1 Sept 1965
- B: Frances Grice Oral History Selections
- C: SB High School Boundaries Shift, The San Bernardino County Sun (San Bernardino, California). January 22, 1969.
- D: *Mixed reaction to desegregation plan*, Sun-Telegram, By Craig Staats. 1977
- E: Study finds S.B. integration plan has not had dramatic results, Sun-Telegram Staff Write, San Bernardino, CA 1977
- F: Patterson, Tom. Riverside school board, NAACP discuss 'virtually segregated' schools. Press-Enterprise, 1977
- G: "Robert Bland." Homegrown Heroes: Oral History Project, Civil Rights Institute of Inland Southern California, 2023
- H: Arthur Littleworth, No Easy Way: Integrating Riverside Schools - A Victory for Community. Inlandia Press, 2014

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Procedures

Note: A Background Essay is included to provide historical context for this lesson. We recommend that teachers who are unfamiliar with this local history read the essay before teaching the lesson. Teachers may also consider creating a student-friendly version of the background essay or a slide deck to support and deepen student understanding. Attached is a slide show to compliment the background essay.

School Desegregation Slides.Community Built: The Movement toward Educational in the Inland Empire

1. **Quickwrite**: Reflecting on School and Community
    a. Purpose: To activate prior knowledge and prompt personal reflection on how schools reflect or differ from the communities they serve. Ask students to respond to the following prompt in writing:
        i. ***"Who goes to our school? Who teaches here? What programs or resources are available? In what ways does our school reflect the community around it—and in what ways might it feel different?***
    b. Strategies for Differentiation:
        i. Students may respond in their primary language and translate key ideas with a partner.
        ii. Sentence starters can be provided, such as: "One way my school reflects my neighborhood is..."
        iii. Students who prefer drawing may sketch their response, labeling key ideas.
    c. **Think-Pair-Share or Four Corners**: allow students to share ideas with varying levels of comfort. Students may also post ideas on sticky notes.
2. **Building Background: Guided Notes on Mendez v. Westminster and Brown v. Board of Education** **School Desegregation Slides.Civil Rights in the Classroom: Mendez v. Westminster & Brown v. Board**
    a. Purpose: To provide students with historical context and vocabulary related to two landmark school desegregation cases and prepare them to compare national and local efforts for educational justice.
    b. As students view the slide presentation, they will complete a guided notes organizer with the following structure:

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c. **Inquiry Questions:** Students will copy the four inquiry questions from the first slide.
d. They will then choose one question that stands out to them and explain why.
    i. Mendez v. Westminster: Students will summarize who the Mendez family was, the main argument used in court, the outcome of the case, and why it was significant for California and the nation.
    ii. Brown v. Board of Education: Students will describe Linda Brown's experience, the role of the NAACP and Thurgood Marshall, the Supreme Court's ruling, and how the case challenged the idea of "separate but equal."
    iii. Connection & Legacy: Students will explain how Mendez influenced Brown, how both cases contributed to the fight against segregation, and what lessons these cases still offer for schools today.
e. **Vocabulary**:
    i. Segregation
    ii. Desegregation
    iii. Equal Protection (14th Amendment)
    iv. "Separate but equal."
    v. Unconstitutional
    vi. Legacy
f. **Debrief**: After completing their notes, students will discuss in small groups:
    i. One insight they gained from the cases
    ii. One question or connection they can make to their own community
g. **Facilitate** a whole-class debrief to chart national themes (e.g., family activism, legal strategy, youth voices) and compare them later with local Inland Empire stories. Supports for Access:
    i. Sentence frames provided in the handout, e.g.,
    ii. Provide visuals and simplified summaries for students who need additional support
    iii. Offer bilingual glossaries or allow responses in students' home languages during the first draft of note-taking
h. GIS Walkthrough

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i. Teacher provides students with the link: Housing Segregation: Explore patterns of housing segregation in the IE and how they shaped school segregation
    1. Map Analysis 1940
        a. Where were communities of color located in 1940? What spaces are multiracial?
        b. What neighborhoods are all white?
    2. Map Analysis 1960
        a. How do you think this geography affected the segregation of IE schools?

3. **Group Document Analysis Using the 7 Cs (35–40 minutes)**
    a. Divide students into small, heterogeneous groups. Assign each group a primary or secondary source related to school desegregation efforts in Riverside or San Bernardino. Provide each group with the 7Cs School Desegregation IE Stories, which includes:
        i. Definitions of each "C"
        ii. Guiding questions
        iii. Sentence frames for writing and discussion
    b. Choose one of the following approaches to using the 7 Cs:
        i. Assign a specific "C" to each group (e.g., Group A works on Contextualize, Group B on Criticality).
        ii. Allow students to choose the "C" they feel best helps them engage with the source or answer the essential question.
        iii. Assign a specific C to a specific resource - ->you know your students, so you can focus on the skill they need to improve or create an opportunity to practice something they have already shown competence at.
    c. Scaffold the reading as needed:
        i. Simplified or chunked versions of the source
        ii. Audio versions for oral histories or reading support
        iii. Bolded key terms and definitions within the text
    d. **Students read, annotate, and discuss their document using their assigned/chosen C. Group discussion prompts:**
        i. What part of the essential question does this source help us answer?
        ii. What were the goals of desegregation?

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iii. How did communities react?
iv. To what extent were those goals achieved?
v. What evidence supports our conclusions

4. **Visual Summary Creation (25 minutes)**
    a. Each group creates a visual summary (poster or digital slide) including:
        i. A direct quote from the source
        ii. A visual element (symbol, image, or timeline)
        iii. A label indicating which part of the inquiry the source addresses
5. **Gallery Walk (20–25 minutes)**
    Groups display their visual summaries around the classroom. Students participate in a Gallery Walk, visiting each source. During the walk, students take notes on:
    a. What goals different communities had
    b. How they reacted to desegregation efforts
    c. Whether their goals were achieved
    d. Use sticky notes or written comment slips for silent feedback
    e. Optional: Allow students to engage in an interactive walk with brief group presentations or Q&A.
6. **GIS Revisited**
    a. Map Analysis 1970-1990: Return the Housing Segregation: Explore patterns of housing segregation in the IE and how they shaped school segregation
        i. Slide the map to see changes from 1970 to 1990 in patterns of racial segregation in the I.E.
        ii. How did housing segregation change in the decades after the school desegregation battles and the passage of the Fair Housing Laws (in 1968)?
            1. What patterns have changed and which have persisted?
7. **Debrief (5 minutes)**
    a. Students return to their seats and answer:
    "Which source helped you understand community goals, reactions, or results the most—and why?"

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Handout 1: Universal Design for Learning Assessment Menu

Recommended Strategy: 11 Sentence Paragraph (See Handout 2) Purpose: Helps students condense a 5-paragraph essay into one structured paragraph while still practicing argumentation.	
Podcast Episode Students write and record a 5–8-minute podcast. Must: • include a summary of the injustice and how a community responded. • Use at least two primary sources from class (quoted or paraphrased). • Incorporate a community interview or a personal connection. • End with a reflection on why this story matters today. End with a response to the lesson's inquiry question and reflect on why this story matters today	**Digital Archive** Students use Google Slides, Google Sites, or Padlet to curate 5–7 historical items. Be sure to use sources from this lesson. Each item must include a title, a visual (document, photo, etc.), and 2–3 sentence captions explaining its significance. At least one slide or page must connect to a community interview or personal reflection. Conclude with a short reflection on the theme of community resistance or power. Conclude with a short response to the lesson's inquiry question.
Monument Proposal Students create a written and/or visual proposal for a monument honoring local education activists. • Include a one-page explanation of who or what is being honored and why. Use your response to the lesson's inquiry question as your argument. • Include a sketch or mockup of the monument. • Reference at least two class sources. • Feature a quote or insight from the interview as part of the monument (e.g., engraved statement or plaque text).	**Comic Page or Illustrated Narrative** Students create a one-page comic (6+ panels) that tells a true story of resistance. • May focus on figures such as Frances Grice, student protestors, or family/community members. • Include captions or speech bubbles and visual details that show setting and emotion. • Use at least two factual references from class sources. • The final panel should reflect on change over time or what work remains. The final panel should be a response to the inquiry question and what work remains to be done.

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Handout 2: The 11-sentence Paragraph Format

This strategy condenses the traditional 5-paragraph essay into eleven sentences but still provides you with the framework to practice making a historical argument.

1	Thesis: state the topic of your paragraph and the main point you want to make about the topic.	
2	Main Point: Introduce the first reason or example that supports your main point (concrete detail).	
3	Evidence: Provide a quote or specific example as evidence or support.	
4	Commentary: Explain how the quote or example supports your main point (commentary).	
5	Main Point: Transition to another reason or example that supports your main point (concrete detail).	
6	Evidence: Provide a quote or specific example as evidence or support.	
7	Commentary: Explain how the quote or	

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	example supports your main point (commentary).	
8	Main Point: Transition to a third reason or example to support your main point (concrete detail).	
9	Evidence: Provide a quote or specific example as evidence or support.	
10	Commentary: Explain how the quote or example supports your main point (commentary).	
11	Conclusion: Write a concluding sentence that explains how all three of the examples above support your thesis.	

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Handout 3: The 7C's of Critical Historical Analysis Prompts

The 7 C's of Critical Historical Analysis

Inquiry Question: *How did communities in Riverside and San Bernardino challenge educational segregation, and what do their efforts reveal about the ongoing struggle for educational justice?*

Check-Out: • What do you see or notice in this source? Who are the people, events, symbols, words, or images in this source? • What message, position, or claim is being made with this source? • What are you wondering about when you check out this source? • Does this source invite us to think about power?	**Contextualize:** • Who wrote the piece? When? • Who is the audience for this source • What is the author's positionality? How does the author's background impact this source? • What was happening at the time? Are they responding to something? • Why did this author want to create this? (purpose)?
Connect: • How do other events locally, nationally, and internationally connect to the source? • How does this source connect to my community or me? • How does this source connect to other sources or events? • Do other sources agree/disagree with this source's point of view?	**Corroborate:** • What do other sources say about this topic? • Do these sources agree or disagree? Where or how do other sources agree/disagree? • What positions or viewpoints are missing to tell a more complete story?

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Criticality: Power	Call to Action:
● What do images, words, symbols, and colors tell us about who is powerful in this source? ● Whose power does this source assert/perpetuate or support? Whose power does this source not support or assert? ● How does this source invite us to think about oppression and those who resist it? ● Does this source offer solutions to remedy oppression or abolish it?	● How does this source's position or claim invite us to action/change? ● Is this action one that promotes social justice or one that asserts current power relationships? ● How might this action or change impact me, my community, my nation, or the world? ● How does this source show joy, resistance, and agency to support community needs or concerns?

Conclusions:

How does this source (provide evidence to…) help you answer the inquiry question?

How does this source help you critically answer the inquiry question?

What questions do you have about this source?

What other sources might you need to gain a deeper understanding of the topic?

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Handout 4: The 7C's of Critical Historical Analysis Blank

The 7 C's of Critical Historical Analysis

Inquiry Question:

Check-Out:	**Contextualize:**
Connect:	**Corroborate:**

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Criticality: Power	Call to Action:

Conclusions:

How does this source (provide evidence to…) help you answer the inquiry question?

How does this source help you critically answer the inquiry question?

What questions do you have about this source?

What other sources might you need to gain a deeper understanding of the topic?

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Handout 5: The 7C's of Critical Historical Analysis Discussion Frames

The 7 C's of Critical Historical Analysis

Inquiry Question:

Check-Out: One thing I notice right away is _____. This source includes _____, who/which might represent _____. The source seems to be saying that _____. This makes me wonder _____. This source invites us to think about power because _____.	Contextualize: This piece was written by _____ in _____. The intended audience for this source is _____. The author's background matters because _____, which might impact how they see _____. At the time, _____ was happening, and this source may be a response to that. The author likely created this because they wanted to _____.

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Connect: This connects to other events locally/nationally/internationally because _____. This source connects to me or my community because _____. This reminds me of _____, which is a similar event/source. Other sources (agree/disagree) with this one because _____	Corroborate: Other sources say _____ about this topic. These sources (agree/disagree) because _____. A missing perspective or voice that would help tell a more complete story is _____.

Criticality: Power The images, words, symbols, or colors suggest that _____ holds power in this source. This source supports the power of _____ but does not uplift the power of _____. This source makes me think about oppression and resistance by showing _____. This source offers a solution or response to oppression by _____.	Call to Action: This source's message invites us to take action by _____. This action seems to (promote social justice / support current power structures) because _____. This action or change could impact me or my community by _____. This source shows joy, resistance, or agency through _____ to support community needs.

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Conclusions:
This source helps me answer the inquiry question by providing evidence that _____.

This source helps me think critically about the inquiry question because it shows _____.

A question I still have about this source is _____.

To better understand this topic, I would need a source that _____.

What questions do you have about this source?
What other sources might you need to gain a deeper understanding of the topic?
What other sources might you need to gain a deeper understanding of the topic?

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Source A: *How are Freedom Schools Working Out?* The San Bernardino County Sun, by Al Burton. September 22, 1965 [EXCERPTS]

Background: The Freedom Schools were launched this fall by concerned parents and activists to provide an alternative education for Black children who were being underserved by the public school system. Classes met in churches, community centers, and even private homes. Volunteers, many of whom were teachers or college students, taught children about African American history, civil rights, and leadership. The schools were also seen as a response to the slow pace of desegregation in the San Bernardino Unified School District.

How Are 'Freedom Schools' Working Out?

By AL BRUTON
Sun-Telegram Staff Writer

A five-year-old youngster took a seat on the sun-drenched sidewalk, opened a brown paper bag and smiled down at a peanut butter and jelly sandwich

Beside a gas range in a cramped kitchen an eighth grade girl wrote down the word s-e-g-r-e-g-a-t-i-o-n on her spelling paper.

A class of high school youngsters giggled as a photographer maneuvered with his camera in the front of a small church sanctuary.

This was San Bernardino's "Freedom School" — a protest group's experiment in private education in a boycott of public schools.

The Freedom School's chief official, Clate R. Hangan, said nearly 300 students have enrolled in kindergarten through high school classes.

Classes seen by The Sun-Telegram reporter - photographer team yesterday indicated fewer than that number in classes, but Hangan said more were expected to arrive during the day.

In the classes observed yesterday, students were doing the kinds of things children may be seen doing in any school. Their surroundings were far different, however.

Books stacked and in boxes

around the floor of the school's central headquarters at 1847 Mt. Vernon are still being delivered.

The texts are regular school books on every subject. They are used books, bit of apparently recent vintage.

Just what kind of an education are these children getting?

Hangan said he hopes to be able to return the Freedom School youngsters to the public school classrooms — when the dispute is settled — at least in a comparable position with their classmates who stayed in public school.

To do this he said a tutoring program is being set up to augment the teaching being received in the Freedom classroom.

The school is working without

much cash. There are no paid teachers or workers.

Children are picked up and driven to school in cars donated for service and driven by volunteers.

There is a list of 23 items ranging from tape recorders to blackboards and chalk posted in the Mt. Vernon office.

Another notice outside asks for more volunteer teachers—people with a "college background." If the volunteer is a college student he should be in good academic standing, the notice says.

Hangan said a majority of his

teachers are professionals in education — some retired teachers and others with credentials.

Some are white. In most cases the white volunteers declined to be photographed either out of modesty or fear of retaliation.

Most were enthusiastic.

"I have made some fantastic progress in one day," said a volunteer junior high history teacher. "These kids will go back to school above the level they would normally be."

He said one mother told him that her son had sat down to his homework immediately after Freedom School.

"She said he had never done that before. You know there must be something wrong when a teacher can't build up interest in a student.'

The schools are being conducted in two small frame and stucco churches and three homes.

There were 21 youngsters listening to teacher Vernon E. Ford at the high school class yester-

(Continued on B—6, Column 1)

THEY tell ME by EARL E. BLUE

Parking Meters Can Be Beautiful

Let's talk about San Bernardino's parking meters, at which Mayor Al C. Ballard sometimes takes a verbal pot shot.

The meters, as you are aware, are still here and, at this writing, appear to be firmly set along the curbs. Which prompts Mr. and Mrs. E. L. Parks, 1155 Pepper Tree Lane, to suggest that we beautify the meters by installing flowerpots atop them, as is done by some cities.

Back from a cross-country motor tour, Mr. and Mrs. Parks forwarded to me a color photograph of meters along the main street of El Dorado, Kan., each equipped with a flowerpot containing a miniature bouquet of pretty posies.

In an accompanying note, they write:

"When we left for Macomb, Ill., some weeks ago, they were discussing the parking meters in our downtown district.

"Traveling through El Dorado, we saw these flower-potted meters (shown in photograph) and stopped to take a picture of one.

"Since our parking meters are, apparently, here to stay, we thought this was a nice idea which we could adopt to make our meters more enticing."

The beautifying of downtown

Boost in Water Rates Delayed for S.B. Area

New Railroad Freight Car Plant on Time

Plans for opening a million-dollar railroad freight car assembly plant in San Bernardino and Colton are proceeding on schedule.

Plant manager Jack O'Hara, formerly of Chicago, has been in the area for the past three weeks coordinating the project.

O'Hara said installation of rail

road tracks required for the assembly operation is scheduled to begin within a few days.

Plans for buildings to be erected on 22 acres of Santa Fe Railway property partly in southwestern San Bernardino and partly in Colton, are still on the drawing board, said O'Hara.

He said he expected the plans to be completed soon and calls for bids to be issued within the next two weeks.

"Everything has been moving along very well and we still hope to go into production by

The Sun
CITY SECTION
(SECTION B) ★ Wed., Sept. 22, 1965 (CITY PAGE)

Hot Sun, Chilly Nights

S.B. Greets Fall Season With 102-Degree Heat

San Bernardino Valley weather continued to warm up yesterday as the mercury jumped to 102 degrees to welcome the first day of the fall season.

It was the first time this month temperatures reached and topped 100 degrees. Nighttime temperatures, however, dipped to a low of 46 degrees for the second consecutive day.

Big Bear, which had snow flurries over the weekend, was clear and sunny, with temperatures ranging from 25 to 66.

Predicted highs for the valley today are 90 to 95 degrees. The U.S. Weather Bureau at Los Angeles predicted clear and sunny weather today and tomorrow.

Mountain areas will also be sunny, with high temperatures from 65 to 75 degrees at resort levels.

The desert regions will share the county's good weather, according to the weatherman.

Sunny skies and high temperatures of 95 to 100 were foreseen for the lower valley; sunny skies and temperatures of 80 to 85 for the upper valley.

Board Wants More Time to Review Plans

San Bernardino city water rates are scheduled for a boost, but not as soon as had been expected.

New rates had been planned to take effect in October. However, it may be November or December before bills will show any increases.

An item on the Board of Water Commissioner's agenda for yesterday's meeting called for a determination on the rates. Board members decided to put off action until Oct. 5 in order to review various rate proposals that have been under consideration since the spring.

According to Herbert B. Wenzel, the Water Department's chief accountant, more than $225,000 would have to be raised through increased rates, based on present operating needs.

He said the Water Department is about $400,000 to $500,000 short because of expenses incurred through additional state college facilities and other expenses.

“Freedom Schools, hastily organized by Negro parents as an alternative for their children while the boycott of San Bernardino public schools continued Friday, appeared to be operating smoothly.”

Children questioned said they were happy in the new school. ‘We can keep it up indefinitely,’ Hangan [principal of Freedom schools] said. ‘That’s not a threat. It’s just the way it is.’”

“He [Hangan] said that he felt that many parents were waiting before pulling their children out, because of uncertainty about a child’s getting credit for instruction at Freedom School.”

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“He [Hagan] said this will be up to a representative of the Congress of Racial Equality (CORE) and the Community League of Mothers.”

“Picketing took place again in front of both Franklin and Fremont Junior High School yesterday.”

“A woman who identified herself as a mother of a Fremont student said that the junior high has been picketed each day since school opened.”

“‘Each school is dirty, you can’t keep it clean.’” “‘The principal’s not right; the school’s not right,’ she said.”

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Source B: Excerpts from Frances Grice Oral History from *Bridges that Carried Us Over* Archive, CSUSB Library, 2008

Background: The Community League of Mothers was a group of Black women in San Bernardino who fought for equal education during the 1960s. Led by Frances Grice, they protested unfair school conditions, demanded more Black teachers and principals, and started Freedom Schools when the district failed them. Using the Civil Rights Act of 1964, they spoke at school board meetings and organized the community, even when facing threats from the Ku Klux Klan and pressure to stop. Their fight showed the power of local activism to challenge segregation and demand change.

"When I moved over there… they was sending him to Franklin. I said, 'Franklin ain't got no air condition, all them Black kids over there fightin' each other and mean. The school ain't lookin' right!'… I said, 'I want my child to still go to Arrowview.' They says, 'He can't, he has to go over there in the neighborhood.'"

"Mr. Brown… said, 'There's something they just passed called the 1964 Civil Rights Act… it talks about equal opportunity in education. I want you to organize your group around it.'… We said, 'There is no Black principals, not one counselor, not one Black superintendent… we want equal opportunity for teachers and administrators too!' We started protesting."

"We created Freedom Schools… The Ku Klux Klan was marchin' down E Street in full regalia… We'd go to the school board for three to four years."

"They came to us and said, 'We'll support you but you have to make certain people in charge [of the Community League of Mothers]; Bonnie can't be in charge'… They were calling me a sleazy little spokesman… That's when we understood the power of politics."

"They said, 'If you don't go back to school, we're gonna cut off the welfare checks'… We started talking about their Title I money… These people could keep these Freedom Schools

"Every Thursday night, you could not get in the school board. There were people lined all around the corner."

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Source C: SB High School Boundaries Shift, The San Bernardino County Sun (San Bernardino, California). January 22, 1969.

The San Bernardino Board of Education approved a major shift in high school attendance boundaries Tuesday night in what board members called "a major step toward integration."

The action, effective next fall, will change the attendance areas of San Bernardino, Pacific, and San Gorgonio high schools. The plan will bring a higher percentage of minority students into Pacific and San Gorgonio, which currently have far fewer than San Bernardino High School.

The board emphasized that the action was taken in the interest of better educational opportunity for all students, not just to meet demands for integration. Some parents questioned the changes, expressing concern about transportation and the effect on their neighborhood schools. One mother said: “I think our children should go to school with others from different backgrounds. That’s how they’ll learn to live together in the real world.”

Others, however, said the decision was being made too quickly, without enough time to prepare families for the transition. Board president Dr. James M. Smith stated: “This is a necessary step. We’ve studied these patterns for years. If we don’t act now, we’ll only see deeper separation in our schools.”

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Source D: *Mixed reaction to desegregation plan*, Sun-Telegram, by Craig Staats. 1977

Some were elated, some didn't like it, and some wanted to read the actual court order or talk to a lawyer before saying anything at all. Those were some of the reactions Wednesday to Superior Court Judge Paul Egly's approval, with stringent guidelines, of an all-voluntary desegregation plan for the San Bernardino city schools.

Nancy Reardan, counsel for the National Association for the Advancement of Colored People (NAACP), cheered details of Egly's order on the plan she called "vacationing in the reformed White Caucasian mind," a fantasy. "It raises more questions than it answers," Reardan said, adding she was pleased the judge rejected a "dual" system with an all-voluntary plan and a contingency backup plan if the voluntary effort does not succeed by June 1978.

School trustees must submit such a plan to the court by next Feb. 28 and Reardan said the NAACP will be monitoring that process with interest to ensure that no contingency plan leads to postponement of true desegregation. Reardan said, "It's clear the judge made it part of the order that any contingency plan must not be used as a way to retreat from the goal of integration."

Lawyer Neigeb said, "I never have favored court-ordered desegregation. I favor it, but I think we should go slow. I'm for more district options, more consideration for local people and board decisions." Neigeb said he wasn't sure that he would support the court's terms in the contingency plan, but even if it does, he would not vote for them. "I just couldn't support it," Neigeb said. "He (Egly) would have to find me in non-compliance, I suppose. I'm not sure, but it looks like if the voluntary plan doesn't work, the judge is going to back us up against the wall and make it mandatory. If that's true, I don't like it."

Trustee W. Robert Fawke also objected to the requirement for an alternate plan, requiring mandatory attendance. "That part of it I definitely do not like," Fawke said. "The board has no choice. The judge is going to order the

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mandatory plan and support the voluntary one at the same time. School district attorney Allan Motzen also expressed reservations...

In 1977, San Bernardino leaders and community members reacted to a new school desegregation plan. Some supported voluntary integration, while others worried about forced changes if it failed. This article shows the debates and concerns during that time.

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Source E: *Study finds S.B. integration plan has not had dramatic results*, Sun-Telegram Staff Write, San Bernardino, CA 1977

Background: This article from 1977 looks at San Bernardino's efforts to integrate schools. It shows that while there were some small gains, many students, teachers, and families had mixed feelings about whether real change was happening.

"Teachers who completed the evaluation questionnaire said that minority students often returned from short-term transfers more resentful and confused than before they left. One teacher noted, 'We feel we need more time with the same students to build understanding.'"

"Minority students in integrated schools did do better on a vocabulary test… Minority students in integrated schools reported better relations with their Anglo classmates."

"Teachers generally continue to view Black students as less competent, less emotionally stable, and harder to discipline than either Anglo or Chicano students… Teachers also have lower educational expectations for Black and Chinese students than for Anglos."

"Teachers are generally negative on the concept of cultural pluralism, or the importance of encouraging students of different cultures to retain them."

"There are a significant number of teachers out there who feel positive about the kinds of things we've been able to do… The vast majority of the teachers have worked very hard to make this thing fly."

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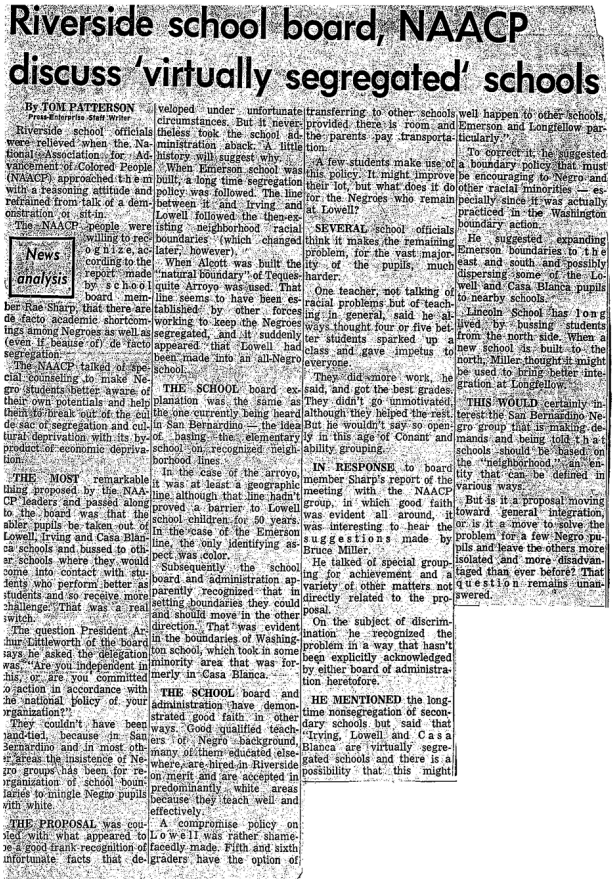
Source F: Riverside school board, NAACP discuss 'virtually segregated' schools. By Tom Patterson. Press-Enterprise Staff Writer, 1977

Background: This newspaper article from 1977 tells the story of a meeting between the Riverside school board and the NAACP, a group fighting for civil rights. Even though schools were no longer legally segregated, many students of color were still placed in mostly Black or Latino schools because of neighborhood boundaries. Parents and activists spoke up, saying this created unfair education. The school board didn't agree to big changes, but the article shows how people were speaking out to try to make schools more equal for everyone.



Riverside school board, NAACP discuss 'virtually segregated' schools

By TOM PATTERSON
Press-Enterprise Staff Writer

Riverside school officials were relieved when the National Association for Advancement of Colored People (NAACP) approached them with a reasoning attitude and refrained from talk of a demonstration or sit-in.

The NAACP people were willing to recognize, according to the report made by school board member Rae Sharp, that there are de facto academic shortcomings among Negroes as well as (even if because of) de facto segregation.

News analysis

The NAACP talked of special counseling to make Negro students better aware of their own potentials and help them to break out of the cul de sac of segregation and cultural deprivation with its by-product of economic deprivation.

THE MOST remarkable thing proposed by the NAACP leaders and passed along to the board was that the abler pupils be taken out of Lowell, Irving and Casa Blanca schools and bussed to other schools where they would come into contact with students who perform better as students and so receive more challenge. That was a real switch.

The question President Arthur Littleworth of the board says he asked the delegation was "Are you independent in this, or are you committed to action in accordance with the national policy of your organization?"

They couldn't have been more-tied, because in San Bernardino and in most other areas the insistence of Negro groups has been for reorganization of school boundaries to mingle Negro pupils with white.

THE PROPOSAL was coupled with what appeared to be a good frank recognition of unfortunate facts that developed under unfortunate circumstances. But it nevertheless took the school administration aback. A little history will suggest why.

When Emerson school was built, a long time segregation policy was followed. The line between it and Irving and Lowell followed the then-existing neighborhood racial boundaries (which changed later, however).

When Alcott was built the "natural boundary" of Tequesquite Arroyo was used. That line seems to have been established by other forces working to keep the Negroes segregated, and it suddenly appeared that Lowell had been made into an all-Negro school.

THE SCHOOL board explanation was the same as the one currently being heard in San Bernardino — the idea of basing the elementary school on recognized neighborhood lines.

In the case of the arroyo, it was at least a geographic line although that line hadn't proved a barrier to Lowell school children for 50 years. In the case of the Emerson line, the only identifying aspect was color.

Subsequently the school board and administration apparently recognized that in setting boundaries they could and should move in the other direction. That was evident in the boundaries of Washington school, which took in some minority area that was formerly in Casa Blanca.

THE SCHOOL board and administration have demonstrated good faith in other ways. Good qualified teachers of Negro background, many of them educated elsewhere, are hired in Riverside on merit and are accepted in predominantly white areas because they teach well and effectively.

A compromise policy on Lowell was rather shamefacedly made. Fifth and sixth graders have the option of transferring to other schools provided there is room and the parents pay transportation.

A few students make use of this policy. It might improve their lot, but what does it do for the Negroes who remain at Lowell?

SEVERAL school officials think it makes the remaining problem, for the vast majority of the pupils, much harder.

One teacher, not talking of racial problems but of teaching in general, said he always thought four or five better students sparked up a class and gave impetus to everyone.

They did more work, he said, and got the best grades. They didn't go unmotivated although they helped the rest. But he wouldn't say so openly in this age of Conant and ability grouping.

IN RESPONSE to board member Sharp's report of the meeting with the NAACP group, in which good faith was evident all around, it was interesting to hear the suggestions made by Bruce Miller.

He talked of special grouping for achievement and a variety of other matters not directly related to the proposal.

On the subject of discrimination he recognized the problem in a way that hasn't been explicitly acknowledged by either board of administration heretofore.

HE MENTIONED the long-time nonsegregation of secondary schools but said that "Irving, Lowell and Casa Blanca are virtually segregated schools and there is a possibility that this might well happen to other schools, Emerson and Longfellow particularly."

To correct it he suggested a boundary policy that must be encouraging to Negro and other racial minorities — especially since it was actually practiced in the Washington boundary action.

He suggested expanding Emerson boundaries to the east and south and possibly dispersing some of the Lowell and Casa Blanca pupils to nearby schools.

Lincoln School has long lived by bussing students from the north side. When a new school is built to the north, Miller thought it might be used to bring better integration at Longfellow.

THIS WOULD certainly interest the San Bernardino Negro group that is making demands and being told that schools should be based on the "neighborhood," an entity that can be defined in various ways.

But is it a proposal moving toward general integration, or is it a move to solve the problem for a few Negro pupils and leave the others more isolated and more disadvantaged than ever before? That question remains unanswered.

Excerpt 1:

"Sharp reported… one of the proposals made by the NAACP was that more deliberate plans be taken about moving Negro students out of Lowell, Irving, and Casa Blanca area schools and bussed to other schools where they would come into contact with students who perform better… and so receive more challenges"

Excerpt 2:

He [Bruce Miller] suggested expanding Emerson boundaries to the east and south and possibly dispersing some of the Lowell and Casa Blanca pupils to nearby schools. He mentioned… that "Irving, Lowell, and Casa Blanca are virtually segregated schools."

NAACP: A civil rights group that works to end racism and unfair treatment.

Segregation: Keeping people apart based on race or background.

De facto segregation: When schools are separated by race because of housing patterns, not laws.

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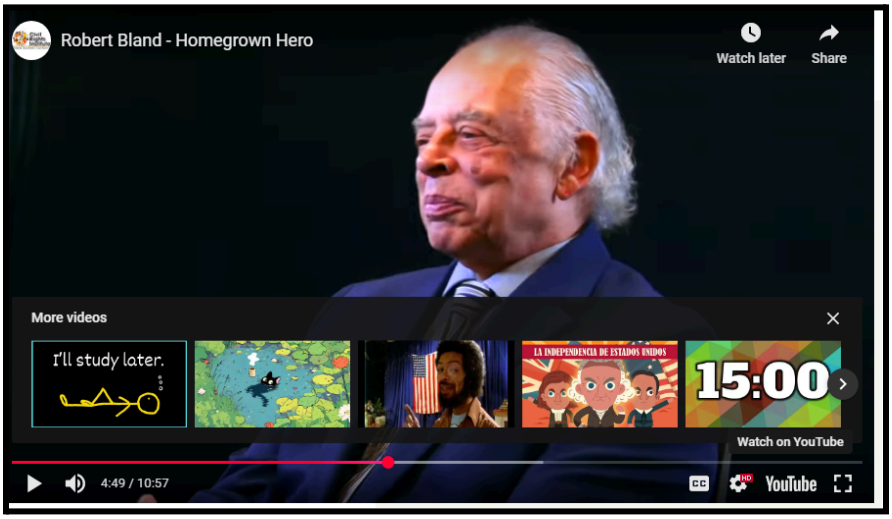
Source F: "Robert Bland." Homegrown Heroes: Oral History Project, Civil Rights Institute of Inland Southern California, 2023

Note: This oral history highlights a local activist's fight for educational equity in California during the civil rights era. Facing de facto segregation, unequal resources, and resistance from school officials, community members organized Freedom Schools, called for integration, and built cross-racial coalitions. Despite threats and setbacks, they pushed for lasting change and inspired future generations to continue the struggle for justice in education.

URL: https://youtu.be/Z16VH_snmS0?si=Er6HUkBf5G0oRhpS
Regarding Segregation in Riverside Schools 9:47-12:27
Regarding Freedom School 13:39-15:38
Regarding Issues of Integration 24:38-26:16



Educational equity	Fair access to quality education for all students.
De facto segregation	Separation of people by practice, not by law—often seen in housing and schools.
Freedom Schools	Community-led schools created during protests or boycotts.
Integration	Bringing students of different races into the same schools.
Coalition	A united group working toward a shared goal.

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Source G: “No Easy Way: Integrating Riverside Schools—A Victory for Community.” Inland Civil Rights Institute, 2022

Lowell School 1959

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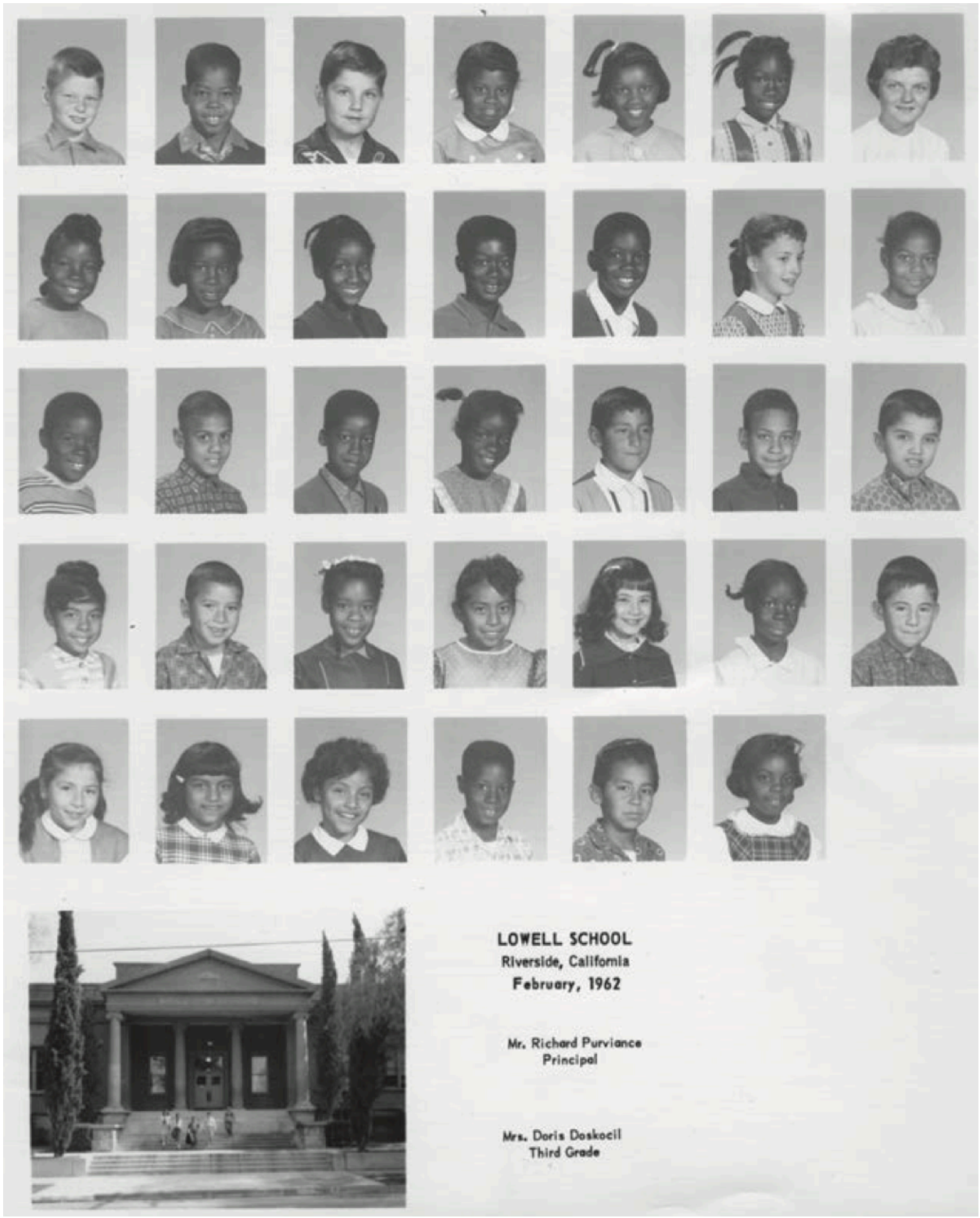

Lowell School. 1962

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No Easy Way: Integrating Riverside Schools—A Victory for Community by Arthur L. Littleworth tells the story of how Riverside became one of the first cities in the U.S. to peacefully integrate its public schools in the 1960s. The book includes historical documents, interviews, and personal reflections. The class pictures above, taken at Lowell School between 1959 and 1964, come from this book and show what Riverside's schools looked like just before and during the push for integration.

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Background Essay: Latino Historic Context Statement, City of Riverside, California. 2018 [Excerpt]

In Riverside and beyond, access to education represented one of the front lines in the civil rights struggle. The focus of these efforts was on equal access to facilities and educational opportunities, and on the curriculum itself. The struggle for educational access grew out of "severe segregation of California's school and early Americanization campaigns…that required acculturation and left little room for acknowledging Latino contributions to California society and history."

From the Latino community's earliest years in California, educational segregation was the norm: "As towns gained ethnic Mexican inhabitants, Anglos typically called for separate public schools 'on the theory that the Mexican is a menace to the health and morals of the rest of the community.'" The practice was so widespread throughout California that, by 1928, a total of "64 schools in eight California counties had enrollments between 90 to 100 percent Mexican American," making Mexican-Americans "by far the most segregated group in California public education by the end of the 1920s.'" Apart from segregation and unequal facilities and access, the curricula in schools focused on "Americanization" and demeaned and downplayed Latino contributions and culture.

For Latino parents, securing access to quality schools for their children was of critical importance. The movement to eliminate segregated schools gained momentum in the postwar period, as a multi-ethnic coalition came together to apply pressure to the school district.

The Founding Years and "Americanization" Movement

In the early twentieth century, one factor that shaped the curriculum offered to Latino pupils was the Americanization movement, an outgrowth of the Progressive Era. The official goal of Americanization was assisting immigrants in acculturation, including a wide range of classes in English and job skills. Often run out of churches and schools, such programs were designed to teach immigrant women "English, thrift, time discipline, hygiene, and low-level work skills" intended to prepare them for "the bottom segment of the American work force as low paid, yet loyal workers."

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Some of the earliest Americanization efforts in Riverside focused on the Native-American population. In 1902, a boarding school for Native-American children—the Sherman Institute— opened on Magnolia Avenue.

Among Mexican natives and Mexican-Americans, Americanization classes were often met with distrust. With a focus often on assimilation rather than acculturation, there was a perception that Americanization showed "contempt for the Mexican peasant."

In 1915, Americanization initiatives were taken a step further with passage of the California Home Teacher Act. The law encouraged assimilation and Americanization through placing a "teacher" in the homes of foreign-born residents: "'The home teacher was to work in the homes of the pupils, instructing children and adults in matters relating to school attendance and preparation, sanitation, and in the English language, in household duties such as purchase, preparation and use of food and of clothing and in the fundamental principles of the American system of government and the rights and duties of citizenship" among other things. By the 1920s, in Riverside as elsewhere, this movement helped justify creation of separate "Mexican schools," as evidenced in the 1924 construction of Independiente School in Arlington Heights

In the late 1910s, efforts at "Americanization" for foreign-born adults included free English lessons, offered three times a week. Reporting on the program in 1919, the Riverside Independent Enterprise noted that "practical work on a good-sized scale is being done at Casa Blanca in Americanizing Mexican residents of that section of the city. …The attendance is not only large, but is constantly increasing." At the time, Ira Landis served as principal of the program, with Eliza Penney, Vera Marti, and Ethel Johnson serving as teachers. In addition, as Independiente School opened in 1924, the campus offered a venue for night-classes in English and other aspects of American "citizenship."

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SECTION TWO EDITORIAL

RIVERSIDE DAILY PRESS

SPORTS CLASSIFIED

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Americanization Work Conducted at Independiente Night School

JAPANESE AND MEXICAN WORK

School Proves God-Send To Foreigners—Examples of Work

By MILDRED AVERILL

Independiente is a Mexican and Japanese settlement in Riverside, located on Indiana avenue and extending from Jackson street beyond Van Buren.

Last year a desire was expressed by members of this community for the opportunities of education as accorded in night school. The matter was considered by those in authority, but it was not until this year that steps were taken to hold regular sessions of night school in the Independiente school house on Indiana avenue.

Credit is due to Mrs. Lou P. Jennings, principal of the Independiente grade school, to A. N. Wheelock, city superintendent of schools, and to Ira C. Landis, for their kindly and interested cooperation in starting and supporting the work.

The conducting of the night school was placed in charge of Miss Zenia Wetherill, one of Riverside's city teachers, employed in the third and fourth grades at Independiente grade school. Miss Wetherill is adequately and efficiently prepared for Americanization work, having pursued courses in that line at the summer session of the University of California at Los Angeles.

On the night of January 10, 1928, the doors of the Independiente school house were opened to the foreigners of the Mexican and Japanese village. A cordial invitation and welcome were extended to those who would, to enter the halls of learning.

Mrs. Jennings and Miss Wetherill were present, enthusiastic and eager to assist in a truly American spirit all who were seeking to take advantage of the opportunity freely and generously offered to acquire knowledge.

Thirty-one presented themselves the first night, the majority of whom were Mexican laborers; there were a few Japanese working men. They all wanted to learn to use English, to speak in the new tongue, and to be able to write it. The desire was earnest and urgent.

The good news spread that the grown-up folks could attend school. As a result the attendance became so large that an assistant teacher was required to carry on the class work. The services of Mrs. Cora C. Burova, also one of the grade teachers of the Independiente grade school, were secured. Mrs. Burrows was likewise efficient, sympathetic, and well-qualified as a teacher to meet the needs of these humble scholars reaching out for a knowledge of English, the key to them to a better understanding and a greater freedom.

The school was held from January 10 until April 13, on Tuesday, Wednesday and Thursday evenings from 7 until 9 o'clock. The total enrollment was 95. The enrollment the first month was 64. The enrollment last month was 35. The average nightly attendance was 21.

The undercurrent of feeling of the pupils was continually sincere and joyful in accomplishing. The inspiration of the teachers continually satisfied the demand. Some, when they entered, did not know even a word of English. Some were even illiterates in their own languages.

"The harvest truly was plenteous, but the laborers were few," so it seemed . . . Thirty teachers were really needed for 30 pupils. Had citizens of Riverside visited the school, each would have felt an impulse to lend a hand in teaching, and to assist a fellow-being less fortunate than ourselves to something higher and better, yea, to his birthright of "life, liberty and the pursuit of happiness." But it was "precept upon precept; line upon line; here a little, there a little."

By the time the school closed all had learned to speak English, and all had learned to write it; some more, some less, to be sure; but all had attained a certain proud possession, and, too, were well on the road to Americanization.

As they shook hands in farewell, the expressions of gratitude richly repaid the teachers for their untiring services. Many voiced the hope that there would be a repetition of the night school next year. The reason for disbanding at this time is that the laborers are leaving for employment elsewhere, following the crops of the country.

A few compositions written by members of the night school and worthy of recognition and consideration are offered in conclusion of this article.

NIGHT SCHOOL

When I heard the independiente grammar school had begun night school, it was the afternoon of January 10. A Mexican friend

(Continued on Page Two)

County Schools Scattered Over Extensive Area

Supt. E. E. Smith Travels Thousands of Miles Each Year

By ARLOIE CONAWAY

"Riverside county is as large in area as Rhode Island and Connecticut combined, and one is bound to find a great variety of conditions here," declared E. E. Smith, county superintendent of schools, to a Polytechnic journalism student recently. "One school," he continued, "is in the mountains, one mile above sea level, and in one district the pupils' nearest neighbor is 30 miles distant."

Official Travels Far

It is necessary for this official to travel from six to seven thousand miles yearly to keep in touch with all parts of the county. He believes the office is getting to be too much of a business, that is, too much time is spent on budgets and office work, and not enough devoted to actual contact with schools.

In this county there are 166 school buildings, with 625 teachers, and housing 16,600 students. The 17 kindergartens have an average daily attendance of 256, 25 teachers with a payroll of $22,265.

Total expenditures for the elementary schools is $1,101,841. About 750 eighth grade pupils graduate each spring.

In this county are three regular junior highs with an average attendance of 467, and a staff of 54 teachers.

The county is proud of its ten senior high schools, located in Riverside, Banning, Beaumont, Blythe, Coachella, Corona, Elsinore, Hemet, San Jacinto and Perris. In these the average attendance is 2674 plus 109 who attend part time day, or evening schools. One hundred thirty-four teachers are in charge of these schools.

Certificates on File

In a large filing cabinet are the certificates, or records of such, of every teacher in the county. These have been obtained either from state credentials, or from county examinations given twice a year by the board.

All school money much be O.Ked by the superintendent before it is available. Each school district receives four apportionments a year; two from the state, two from the county. Together the two give about $1440. Extra amounts must be raised by taxation on the district; 45 cents on the hundred dollars may be allowed by the superintendent without voting a tax. Any large amount must be voted upon.

Mr. Smith has made his home in this city for 20 years. For several years before he took up his present work he was principal of the Irving school. He is well-known for his welfare work among the colored people and Mexicans of the East Side.

Library Service School Trained Many Students

By GEORGE FORNEY

Since its founding in 1913, in both the long and short courses the Riverside Library school has trained 433 students, who have come from 23 states and five foreign countries.

The session going on at present under the supervision of Librarian Charles F. Woods, has twenty-four enrolled. The coming summer session is expected to have several more in attendance.

A 23-Week Course

The year-course is scheduled to begin the first Monday after December 27th of each year, and consists of 23 weeks of instruction. Including the eight weeks' summer session the term closes in mid-August. During each of the first 25 weeks there are five days of seven hours each and Saturday mornings of required attendance and study at the Carnegie Library building on Seventh street.

Instruction consists of class and group lectures, recitations and assignments, directed reading and supervised practice in the various departments of the Library. Besides the local staff, nationally prominent librarians and educators lecture on appropriate subjects.

Librarians in Demand

In this nationally-known school the work is so arranged to prepare individuals for places in school libraries, small town libraries, departmental or subordinate positions in the larger libraries.

In addition to the regular one-year course, the school offers a short preliminary course of instruction of eight weeks. This begins on the first Monday after June 20 of each year. This work is especially suited to the workers in small libraries.

Admission is generally limited to those with library experience, or

Vocational Training Outstanding Feature in Riverside City Schools

POLYTECHNIC SHOPS

By KENNETH HOTELLING

Riverside's Poly High Vocational department, under the supervision of W. C. Wigley, is doing wonderful work in finding suitable vocations for its boys. Many of the fellows who find academic work a drudgery revel in some particular department of vocational training and are able to put out excellent work because of opportunities offered them.

Print Shop

The Print Shop, under the direction of J. O. Moore is provided with up-to-date equipment and each week puts out the "poly Spotlight," also printing the annual, The Orange and Green, besides taking care of numerous other minor publications, programs and announcements.

Auto Shop

Students of the Auto Shop are accomplishing much with the help of their instructor, Milfred Parker. The boys have the privilege of using the shop to work on their own cars and thereby reduce upkeep costs considerably.

Engines of every description are repaired and rebuilt here.

When one steps into the room it becomes very evident that more facilities are needed, for besides the machinery there are so many cars and pieces of work that the boys are greatly handicapped.

Machine Shop

J. W. Horton, Machine Shop teacher, has a thriving class of twenty boys. Some of the things they have made are; three wheel tractor, metal for parts for the Franklin Printing Press, a drill press for the Boy's Junior High besides tools and equipment for use in the shop this year.

Mill Cabinet

Boys of the Mill Cabinet Shop have been busy making articles of furniture for the High school and Junior College. Practically all the equipment in the Bacteriology, Biology, and the Junior College Director's office has been made in the shop.

The various departments of Poly High appreciate the fact that the school has a cabinet shop which gives such excellent services when they wish a hurried job on a broken chair leg, or hinges and locks put in place.

Carpentry Work

A fine eight-room house on Somerset Drive has been built by class in carpentry, under the guidance of E. B. Cordell. When it was inspected by the state inspector it was found to contain only one error and that was remarkably good workmanship in a

tables looked as if expert carpenters had spent much time and care on them.

In the lathe room were many samples of bowls, lamps and smoking stands both finished and in various stages of construction. Two kinds of wood used in the shop are gumwood and the Oregon myrtle; this myrtle is peculiar, having a blotched-looking surface in the rough but which takes an excellent finish.

Drawings Used

"Every student uses a drawing, done to scale, in the making of any article," said Mr. Price. "Nothing is started without a careful study of the blue-print and in this way, nothing is made in a haphazard manner."

The drawings are sent in by the drafting classes. These classes are divided into the Upper and Lower. Miss Gibson teaches the Upper and Miss Ross, the Lower divisions.

From the sixth grades to the eighth grades pupils are compelled to take drawing; after that they may elect.

From Detroit

Mr. Price was connected with the Detroit School system for many years. Then coming to California, he took his place as principal of the Manual Training school.

Two Schools

In the same building with the Manual training is Grant Elemen-

(Continued on Page Two)

Source: *Riverside Daily Press*, 27 April 1928

Segregation and "Mexican" Schools, 1920s

As the Latino community grew and established its presence as a permanent part of the community, segregation and discrimination in many areas of public life became the norm. This extended to the realm of public education. While the official formation of "Mexican schools" in Riverside arrived in the 1920s, de facto segregation had been the norm from the earliest years.

As early as 1874, the Riverside City School District established a separate district—the Trujillo School District—for residents of La Placita, an action that excluded the early Spanish-speaking and Mexican community from Riverside schools. In 1906, this decision was reaffirmed by the Riverside City School Board, as the board determined that school attendance must be tied to residential location, thereby guaranteeing the de facto segregation that would remain in place until the postwar period: "Born in the political, economic, and social conflicts between Mexicanos and Anglos in the post-Mexican-American War period, the policy and tradition of racial segregation of Riverside schools continued until 1965.

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In addition, prior to physical segregation and the construction of “Mexican” schools, Latino children throughout the Inland Empire were separated into special “Spanish” and vocational classes. Housed in the same facilities as Anglo-American students, these courses included a “very different curriculum than the other classes in the schools. According to author Philippa Strum, the boys in the classes often studied ‘gardening, bootmaking, blacksmithing, and carpentry,’ which were considered appropriate trades for the boys. The girls would be educated in sewing and homemaking.”

As the Mexican-American population grew in the 1920s, school segregation and unequal treatment grew more pronounced. By 1927, for example, “about ten percent of California’s public-school population was of Mexican descent. In Southern California counties the percentage of students of Mexican descent ranged from 17 to 36 percent.” In Riverside, in addition to the nativism and discrimination faced by Latino students, some ranchers were reticent to allow their workers’ children to obtain an education: “Education, they believed, would lead the students to become dissatisfied with the idea of working in the fields and result in a less subservient attitude.”

In addition to gerrymandering and other policies, the Riverside City School District adopted the “poll tax” for students. As a tactic ordinarily employed in politics, the poll tax assessed an attendance fee for the children of migrant workers. An $8.00 fee per semester, per child, was assessed for attending Riverside High School, and $4.00 fee per semester assessed for elementary school. The fee proved prohibitive for many low-wage agricultural workers.

Another approach that encouraged segregation during the tenure of Arthur Wheelock as Riverside City School District superintendent was granting school transfers to Anglo-American parents, while restricting (or disallowing) transfers for parents of color. One example involved the boundary lines between Lowell Elementary School, which served a predominantly Anglo-American population, and Irving Elementary School, which served minority populations. Anglo students who wished to transfer out of Irving Elementary School were typically allowed to do so, whereas requests for transfers by Mexican-American and African-American students were generally denied. In contrast, by the 1930s, Italian-Americans from Riverside’s ethnic neighborhoods such as Eastside and Casa Blanca had an easier time

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transferring into Anglo-American schools if they so wished. At the same time, Japanese and Italian children and families had more success in moving out of segregated schools.

In this period, as historian Steven Moreno-Terrill has shown, the practice of separate and unequal became the policy for Riverside's public schools:

> For each designated Mexican school in Riverside, there was a corresponding white school. Irving's was the Lowell school, Casa Blanca's was Palm, and Liberty for Independiente. Lowell was built less than two miles away in 1911 at the behest of white parents when Irving's population of African American and Mexican American pupils grew too numerous for their tastes. Near Casa Blanca, the Palm School was maintained white primarily through rigid district boundary lines.
>
> In Arlington, the Liberty School P.T.A. mothers requested segregation to supposedly relieve overcrowding, resulting in the construction of the Independiente School, the only intentionally created Mexican school of the three. Irving and Casa Blanca had slightly mixed enrollment, though Mexican Americans were the majority.
>
> In all cases, with the complicity of superintendent Arthur Wheelock, district boundary lines were drawn and consistently adjusted to maintain segregation. This functioned to preserve superior educational spaces for whites while containing the Mexican American population.

As segregation became the norm, there were some noteworthy initiatives in the 1930s to bridge the cultural gap. Beginning in 1932, the Spanish department of Riverside Junior College presented an annual program of songs, stories, and entertainment to children at Casa Blanca and Independiente Elementary Schools. Separate programs were prepared for younger and older children, with selections including a mix of traditional Mexican and Anglo-American songs and stories.

Casa Blanca Elementary School, 1913 - 1967

According to the State Office of Historic Preservation, Casa Blanca Elementary School is one of three known extant "Mexican Schools" remaining in California.

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The school's origins go back to 1911, when two mothers of Mexican ancestry journeyed to a meeting of the Riverside School District Board of Education. The mothers brought a petition and a request to the board.388 As historian Frances J. Vasquez noted, "the women's names were not noted in the minutes, nor in the newspaper report the next day. Yet, these two nameless women are heroes. They—and the 80 signatories on the petition—served as Casa Blanca's culture bearers in pursuit of their children's education."

The issue raised by the two women was described in the Board of Education meeting minutes: "'A petition was presented signed by eighty residents of Casa Blanca asking for the erection of a public school in that locality. It appears that more than seventy children of school age reside in Casa Blanca…[and] forty children in primary grades now go to Victoria School, a school located nearly four miles away from Casa Blanca.

As a result of this effort, a facility for kindergarten and first-grade instruction was established in 1913 in "makeshift classrooms in an abandoned warehouse on Prenda Street," near the Prenda Packinghouse.391 While far from state-of-the-art, the facility was more accessible for families and children. In 1918, with the population of Casa Blanca growing rapidly, a repurposed wood-frame facility was relocated to Madison Street. Finally, in the early 1920s, after a fire damaged the original school, a permanent, poured-concrete facility was commissioned by the district at 3020 Madison Street, where it still stands. Classes commenced at Casa Blanca Elementary School in 1923.

…For over 40 years, Casa Blanca Elementary School served the neighborhood's primarily Mexican-American and ethnic communities. The school epitomized the "de facto segregated, separate, and unequal education of Chicano and other ethnic minority children in California."392 At the same time, the school provided an important neighborhood center, for cultural and recreational events, community meetings and political organizing. In this way, while reflective of the era of segregation, Casa Blanca Elementary School also represented "the coordinated, successful struggle of ethnic minority communities to fight against racism and unequal education."

…In September 1967, following district-wide desegregation, Casa Blanca students were transferred to other schools within the district. After its closure

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in 1967, Casa Blanca School was purchased by the Catholic Diocese of San Diego in the 1970s.

...Given how central the school had become to the community, some residents felt that Casa Blanca lost part of its identity when the school closed: "That's a thing I feel is a negative. We were forced to integrate," said neighborhood activist Morris Mendoza in 2016. "It wasn't a choice of having two way busing. We no longer had our history. We no longer had our identity. We no longer had a centralized place where parents and community could gather."

Figure 145 Casa Blanca School principal Mabra Madden, known as "Maestro," 1935 (left); Casa Blanca School photo, ca. 1935 (right)

Source: *Maestro*, M. Stowe Colvin, 1935 and *Riverside Press Enterprise*, 11 May 2017, Roberto Murrillo

Independiente School, Arlington Heights, 1924 - 1948

Constructed in 1924, Independiente School was located at 9170 Indiana Avenue in Arlington Heights; the parcel is now occupied by Hawthorne Elementary School. Referred to as a "Mexican school" (though a good number of Japanese and Japanese-American pupils attended as well), Independiente School was established by the Riverside City School Board following pressure from Anglo-American parents of nearby Liberty School, in the Arlington neighborhood. Up until 1924, Liberty School had been largely integrated, though Mexican and Mexican-American children were often separated into special "Spanish" classes.

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As in Casa Blanca in 1911, it was a group of Liberty School mothers who presented their case to the Riverside Board of Education:

> On May 16, 1922, a delegation of mothers from the Liberty School's Parent Teacher Association requested of the Riverside School Board that 'there might be segregation of the Mexican Element now attending Liberty.'

The request was ostensibly based on increasing enrollment numbers at Liberty Elementary School. The pressing issue, however, was a presumption on the part of Anglo-American parents that their children could not receive a quality education in an integrated school. Based on this request, the Riverside School Board constructed Independiente School, just east of the Santa Fe Railroad tracks in Arlington Heights. The school was specifically intended for Mexican native and Mexican-American pupils, though Japanese and Japanese-American students also attended. In arguing for the new school, "white parents made a distinction between the 'special' needs of their own children versus those of Mexican pupils."

In newspaper coverage of the school through the 1920s and 1930s, the "special needs" of MexicanAmerican pupils was emphasized. In 1933, for example, the Riverside Daily Press published an article explaining what the Independiente School was, since "many people have confused Casa Blanca and Independiente schools." As noted in the article, Independiente School was constructed so that "the needs of the Mexican children could be given special attention" (though it is worth noting that, by 1933, a good number of children with Mexican heritage were American born in Riverside).

As reported in the 10 March 1933 Riverside Daily Press, the school had been constructed on a small lot, occupied by a "small four-room cottage and a 'tin barn,' so named because it was surfaced with tin. Two portable buildings were placed on the front of the lot beside the little green cottage, and thus Independiente school had its beginning." With the new facility in place by December 1924, "the Mexican children in the first four grades at Liberty school were transferred to Independiente school," with Mrs. Lou P. Jennings serving as principal in the early years. In 1927, a classroom building was relocated from Palm Elementary School for use at Independiente.

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For over two decades, the segregated school served the children “of orange pickers residing in three camps or clusters of small homes – Campos de Pasqual, Campos de Leonardo, and Campos Modesto.” During the Great Depression, the City’s Kiwanis Club donated milk to school children of Independiente School. By 1938, enrollment stood at just over 70 students. From 1928 to 1948, Mrs. Mae W. Stewart served as principal of Independiente School. A graduate of University of California, Santa Barbara, Stewart served as “the business manager, bookkeeper and contact person for my families for many years… I translated for them, called lawyers, doctors and welfare people. As the years passed, however, this group became more and more a part of the community.” When Independiente School closed, Mrs. Stewart became principal of Jefferson School before joining the district until her 1959 retirement.

During World War II, Principal Stewart launched a nutrition program, wherein students in homemaking would prepare nutritious meals for the students and serve them each day at 10am. Offerings ranged from “hot chocolate to soup, beans, hot cereal and fruit.” The school also offered night classes for adults in the community. Beginning in 1941 and through the war years, Independiente School began Victory Gardens, tended to by students and teachers.

Other programs put in place by Principal Stewart included an annual Christmas and Cinco de Mayo spring festivals, attended by parents. As enrollment dropped after World War II, the “Mexican school” closed and re-opened as Hawthorne, a standard elementary school in the district.

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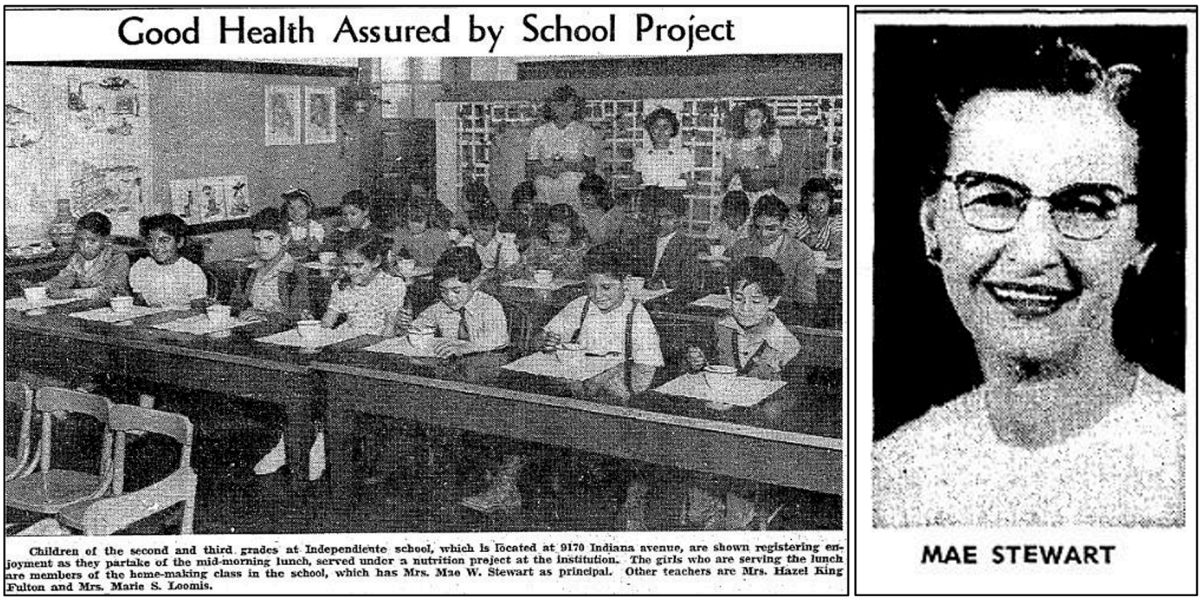
Figure 148 Independiente School nutrition program, 1943 (left) and principal Mrs. Mae Stewart, 1959 (right)



Good Health Assured by School Project

Children of the second and third grades at Independiente school, which is located at 9170 Indiana avenue, are shown registering enjoyment as they partake of the mid-morning lunch, served under a nutrition project at the institution. The girls who are serving the lunch are members of the home-making class in the school, which has Mrs. Mae W. Stewart as principal. Other teachers are Mrs. Hazel King Fulton and Mrs. Marie S. Loomis.

MAE STEWART

Source: *Riverside Daily Press*, 14 April 1943 and Riverside Independent Enterprise, 26 June 1959

Irving Elementary School And University Heights Junior High School

Constructed in 1940, Irving Elementary School primarily served Latino and African-American families and students. Irving Elementary School featured a late Moderne-style Administrative and Classroom building, with an auditorium, and a small kindergarten classroom housing in a wood-frame Craftsman bungalow. Prior to desegregation, most African-American and Mexican-American students in the Eastside area attended Irving Elementary School (which had been Thirteenth Street Public School prior to 1940) and University Heights Junior High School before attending Riverside High School.

University Heights Junior High School was constructed in 1928 at 2060 University Avenue. Now serving as the Cesar Chavez Community Center, the building is a designated local and national landmark.

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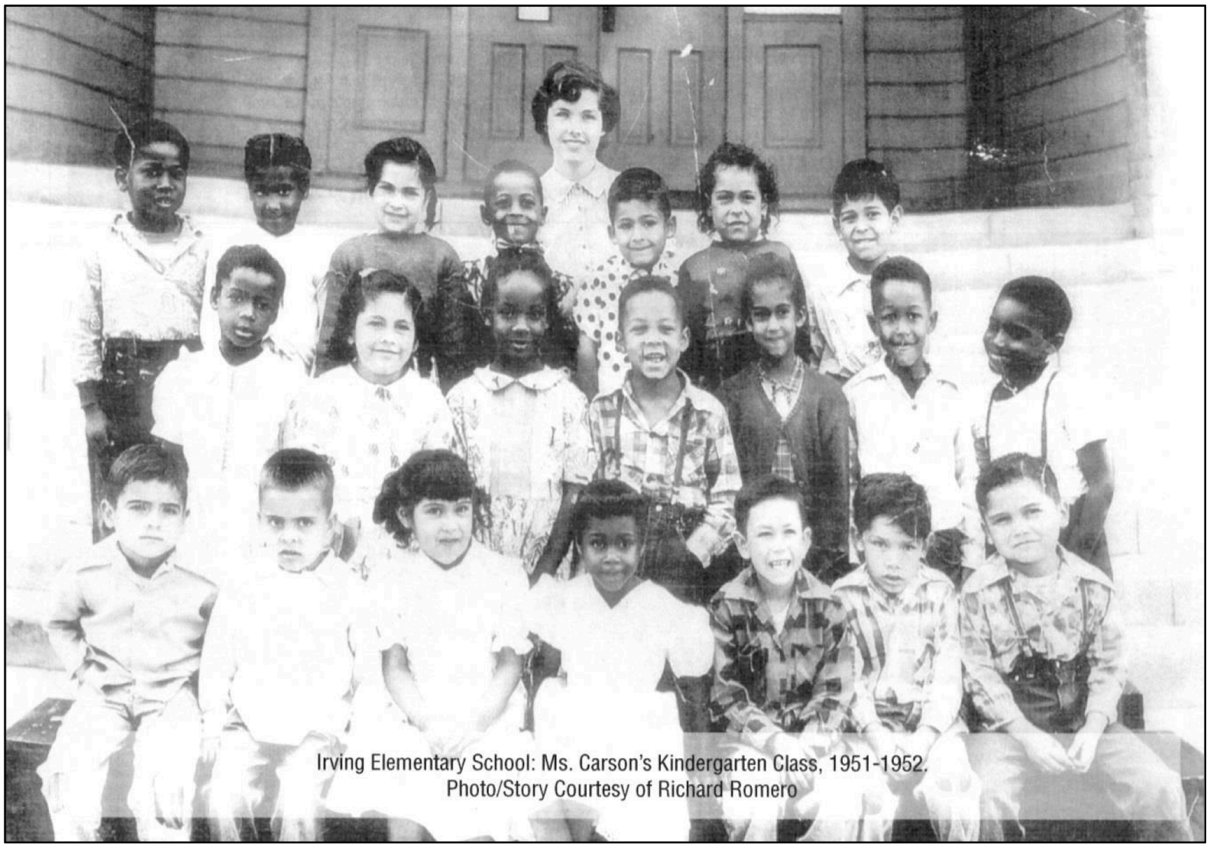
Figure 149 Irving Elementary School, 1951 kindergarten class



Source: Courtesy of Riverside County Mexican-American Historical Society

Postwar Desegregation and Integration of Riverside City Schools

With increasing levels of political activism, Latinos and African-Americans, often working together, made important progress in ending segregation in postwar Riverside. The struggle for equal educational access received a boost with the 1946 court case, Mendez v. Westminster School District of Orange County. Brought by five Latino parents against schools in Orange County, the court found segregation unconstitutional under the equal protection clause of the Fourteenth Amendment. This affected at least 5,000 students at the time. Throughout the United States, Mendez v. Westminster School District was nationally "significant as a critical test case that successfully used the Fourteenth Amendment equal protection clause in a school desegregation case, setting an important precedent for Brown v. Board of Education (1954), which ended de jure segregation in American schools…

In Riverside, coalitions of parents and community groups came together, across neighborhoods and ethnic lines, to protest the new Lowell Elementary

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School attendance boundaries and to advocate for improved educational facilities and curricula. Among the many groups formed at the time was a study committee for Lowell Elementary School, which included John Sotelo, Jesse Ybarra, Alice Key, president of VOICE (Victory Over Inequities, Civic and Economic), Robert Bland, NAACP Education Committee, Etienne Caroline, staff at the Riverside Police Department; and Jesse Wall, an African- American teacher at Ramona High School.

Similarly, in 1952, "multiracial bloc" came together to advocate for improved conditions at Irving Elementary School; the group included Mrs. Lucille Taylor, president of the Irving PTA, Jesse M. Carlos, owner of Carlos Market and president of the Latin American Club; Jess Martinez, Eastside Neighborhood Council, and L.B. Moss, president of the NAACP. By 1956, the original facility of Irving Elementary School had been demolished and new facilities constructed..

...Overall, Latino parents were divided on the issue of desegregation. Although all would welcome improvements in facilities and classes, the idea of closing convenient neighborhood schools, or allowing their children to be bussed to Anglo-American schools, was viewed with consternation. Nevertheless, in September 1965, a group of parents presented a petition with over 300 signatures to the Riverside City School district, with a "simple and direct" request:

> We, the undersigned parents of the Riverside school district, do hereby petition the Riverside School Board to take affirmative steps to improve the educational opportunities for minorities and to eliminate segregation in city schools by closing Lowell and Irving Schools and by reassigning these students to other schools in the area which have previously had less than 10% minority group students.

In addition, "Freedom Schools" opened in September 1965 for students and parents boycotting segregated schools. On the first day of school, approximately 250 students participated in a boycott of Riverside Unified Schools, enrolling instead at the "Freedom School" headquarters at the Masonic Hall, 2943 Twelfth Street. Another 200 students did not attend school.

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In October 1965, after many years of lobbying and pressure, Riverside Unified School District announced its intention and plan to desegregate its schools. With this, Riverside became the first city of its size in the nation to voluntarily and totally desegregate its elementary schools. The desegregation campaign of Riverside schools was developed by Eastside Blacks and Chicanos.

While city government leaders viewed integration with slight support, some opposition, and considerable caution, circumstances prompted them to develop and implement plans for integration with Black and Chicano community groups. ...The evening the petition was presented to the school board, less than three weeks after the Watts riots in Los Angeles, the Lowell School in Riverside went up in flames. Integration leaders pressed the issue, instituted a boycott of segregated schools, and began to organize freedom schools.

The school board acted with unprecedented haste. Working closely with Chicanos and Blacks, the board developed a plan for closing the city's three racially segregated schools and for total desegregation through busing of Riverside's elementary schools by 1967.

Although Freedom Schools were short lived, approximately 250 students participated when classes began in September 1965. Offered in churches and community halls, Freedom Schools were staffed by certified teachers, volunteers, local artist Lee Larkin, who offered instruction in arts and crafts, and “professors of math and psychology from near-by colleges.” The Freedom Schools relied on close coordination with University of California, Riverside, which offered a tutorial service and other instruction. Initially the program was provided to students from closed schools at Lowell and Irving, though those outside attendance boundaries were allowed to register. Registration was conducted door-to-door.

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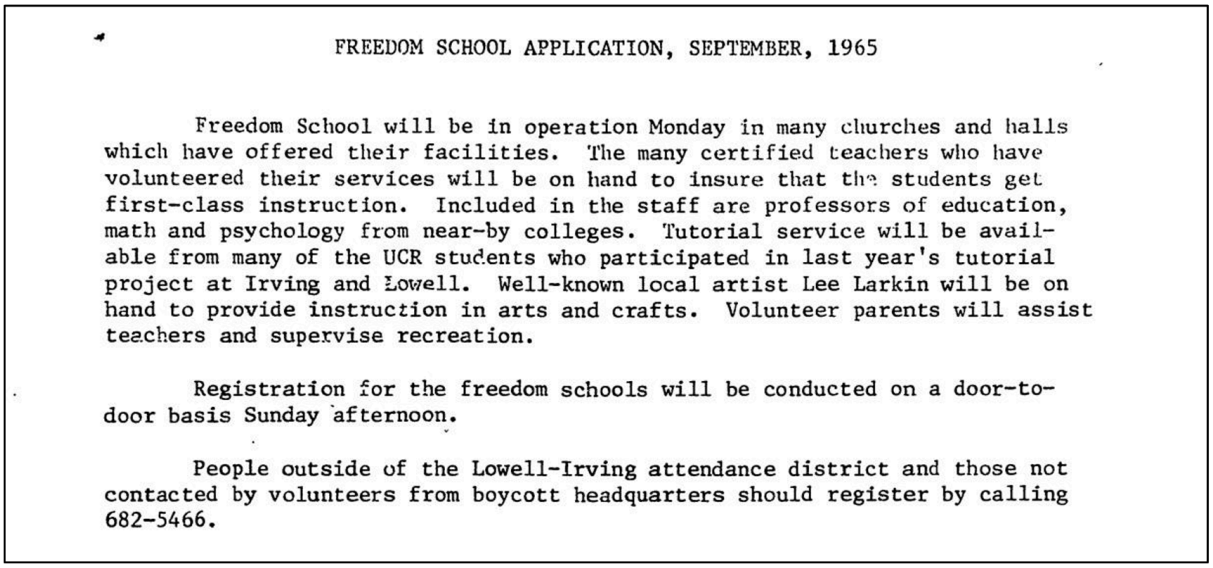
Figure 153 Application for Freedom Schools, for 1965 boycott of segregated schools in Eastside



FREEDOM SCHOOL APPLICATION, SEPTEMBER, 1965

Freedom School will be in operation Monday in many churches and halls which have offered their facilities. The many certified teachers who have volunteered their services will be on hand to insure that the students get first-class instruction. Included in the staff are professors of education, math and psychology from near-by colleges. Tutorial service will be available from many of the UCR students who participated in last year's tutorial project at Irving and Lowell. Well-known local artist Lee Larkin will be on hand to provide instruction in arts and crafts. Volunteer parents will assist teachers and supervise recreation.

Registration for the freedom schools will be conducted on a door-to-door basis Sunday afternoon.

People outside of the Lowell-Irving attendance district and those not contacted by volunteers from boycott headquarters should register by calling 682-5466.

Source: Hendrick, 1968, p. 254.

On 18 October 1965, Superintendent Bruce Miller described the district's new approach, and a plan was drafted to end segregation by the Board of Education and Advisory Committee:

> In the present instance, we are experiencing a gigantic civil rights movement which is engulfing the entire nation. Overnight communities all across the country are having to rethink through their responsibilities to people. Riverside is not alone in this great social revolution, nor can it hope to turn its head and pretend that change will not take place here.
>
> As every thinking individual knows, schools have changed enormously within the last few years. With great suddenness an educational revolution has and is taking place. We are constantly seeking better answers in raising the level of educational opportunities for all boys and girls in response to the new and ever increasing demands on the educational process.

This integration plan awakened controversy and debate within the affected communities. Many additional petitions were submitted to the school district expressing agreement or asking for variations on these plans or exemptions from closures (including a petition signed by 138 Casa Blanca residents asking that, "under no circumstances" should Casa Blanca School be closed). Although the idea of improved facilities and an enhanced curriculum was positive, Latino students who had attended neighborhood schools were

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suddenly faced with the prospect of bussing and attending school far from home, in an unfamiliar (and not always welcoming) environment:

> A Hispanic mother from Casa Blanca also spoke of the worry that the children "are going so far away" and "what happens when they get sick?" But a concern of Casa Blanca parents and their children was more than the problem of transportation… It concerned facing a different culture; minor activities became major, such as what to pack in lunches for their children who were "used to going home for lunch."
>
> For Casa Blanca children, being bused meant that parents now had to buy lunch boxes and "they wouldn't dare send tacos to school." This also meant an added expense for people [who] did not have it and whose children had always come home for a hot lunch.

Despite these protests, Lowell and Irving closed in 1966, and Casa Blanca closed in 1967, with their 650 students sent to other schools throughout the City.

In Casa Blanca, one parent involved in improving the quality and access for education was Mary Ayala. Wife of Glen Ayala, Mary was the Casa Blanca PTA president and school district employee for many years. Although "she had only completed a seventh grade education and considered herself very shy," Ayala went on to become a vocal proponent of equal educational rights. In addition to her work with the Community Service Organization in Riverside, Ayala spent many years working for the Riverside School District as a district aide. Following desegregation in the mid-1960s, Ayala participated in Title I and Title IV projects to forward educational equality. She assisted in compiling the study, "Teaching Mexican Culture" used by Riverside Unified School District teachers.

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