

THE LOCALIZED
HISTORY PROJECT
@AAARI-CUNY

COMMUNITY
SCHOOLS

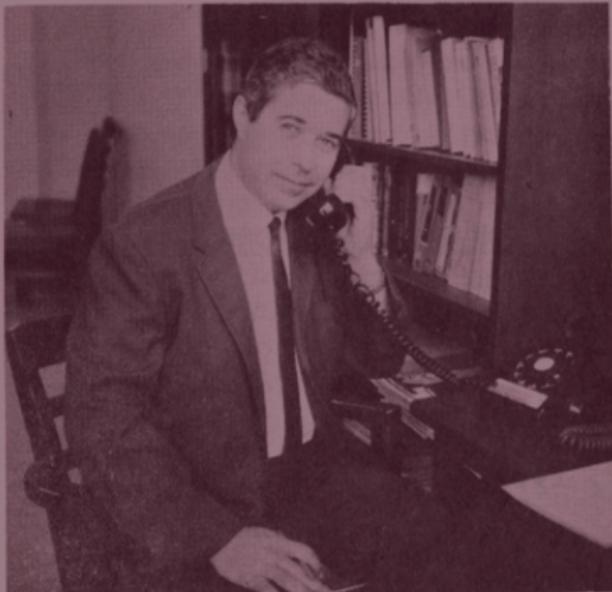
兩橋模範學校區

TWO BRIDGES MODEL SCHOOL DIST
217 PARK ROW
NEW YORK, N. Y. 10038 TEL. 962-1410
DISTRITO ESCOLAR MODELO DEL TWO BRID

Vol. I N

EDUCATOR GUIDE

Community Superintendent
Superintendente de la Comunidad
總 監



Dr. Daniel Friedman

WE ARE PROUD TO INTRODUCE
OUR DISTRICT STAFF TO YOU
IN THIS, OUR FIRST ISSUE

Es con orgullo que presentamos aqui a
nuestro Personal de las Oficinas del
Distrito en esta, nuestra primera edicion.

我們介紹本模範學校區職員
與各位見面。

Solidarity and Strife: The Era of Community Control in Two Bridges, NYC

THESE COMMUNITY ADMINISTRATORS
Curriculum Instruccion 教 務 主 任
Personnel Personal 人 事 主 任



A NOTE FROM THE YOUTH RESEARCHER: *WHY TEACH THIS HISTORY*

Hi, my name is Clarissa!

This project takes place in an environment very familiar and dear to me: New York City public schools. As a lifelong Asian and Latina NYC public school student, I've had the profound gift of attending extremely supportive, well-resourced schools. This privilege is also one that has pushed me to critically consider—and challenge—the ways in which educational inequities, rooted in systemic racism, impact fellow marginalized peers. Over the years, first largely in conversation with other students and educators of color, I've been moved to explore these themes through historical scholarship. I believe the endeavor of uncovering the ways we've fought not only for access to adequate education, but also for the power to shape an educational system that affirms identities of marginalized youth is one we all must learn from and carry forward.

When I learned about the community control movement, which emerged in the late 1960's, I resonated with the grassroots organizing that sought to create a system that nurtured critical thinking, restored dignity, and ensured that students of color were equipped to thrive in the face of systemic oppression. While the 1968 New York City teachers' strike is often centered on discussion on community control, I wanted to uncover the truths of those involved with the movement. When I began my initial research, I recognized a large gap. While there was literature on efforts in Ocean Hill-Brownsville and East Harlem, two of the three neighborhoods where community control demonstration districts were located, there was a dearth of information about the third district: Two Bridges.

A NOTE FROM THE YOUTH RESEARCHER: *WHY TEACH THIS HISTORY*

Though their efforts were ultimately undermined by bureaucratic resistance, the legacy of the community control movement is an important one that we all have much to learn from. This project aims to demonstrate that our fight for educational justice cannot be won until we actively shape an education system that uplifts and empowers students from all backgrounds. I hope to inspire others, particularly other marginalized students, to see the potential for a more equitable future—in New York City and beyond.

Thank you for engaging with my work!

Clarissa Kunizaki is a senior in high school and a founding member of the Localized History Project. As the Youth Co-Director of Community and Historical Research, she seeks to foster joy and exploration with peers to uncover radical histories. Clarissa is particularly interested in research areas that cover diaspora, solidarity, and gender. Her favorite historical year is 1968. Aside from her historical endeavors, she loves, going on food crawls, and singing karaoke.



PEDAGOGICAL REVOLUTIONS

HOW TO TEACH THIS HISTORY



Create and Teach a Lesson about a local underrepresented history. How is it culturally relevant to your communities?



Write a Manifesto about an issue you care about. Think about the group(s) you would write on behalf of and the demands you would have. Consider how you would appeal to different audiences and uplift the perspectives of those you are writing about



Create Movement Ephemera related to a local or global movement you care about. Think about how you would express your goals through different mediums. For instance, design a poster that would be put up in a local community space, or stickers with similar messages



Investigate a Local Grassroots Movement by going through newspaper archives, either digitized or in person. Note different media biases throughout

primary sources:



A bulletin board inside Ocean-Hill Brownsville's Junior High School 271 (now I.S. 271 John M. Coleman School) highlights an exhibit called "Heroes of the Black Nation."

Image courtesy of Charles Isaacs, originally published in *Inside Ocean Hill–Brownsville: A Teacher's Education, 1968-69* (2014).



A segment of a Home Owners' Loan Corporation map of Manhattan, with blocks marked for "redlining," c. 1930s.

Image courtesy of the University of Richmond's Mapping Inequality Project, based off of Home Owners' Loan Corporation materials in the public domain.

July, 1957

JANSEN MUST GO!

Dr. William Jansen, Superintendent of Schools, has F A I L E D the Negro and Puerto Rican children of the City of New York. He has

- ** F A I L E D to provide experienced teachers for our schools.
- ** F A I L E D to change zoning lines to promote integration.
- ** F A I L E D to plan new schools to avoid double sessions.
- ** F A I L E D to provide special guidance for pupils who need it most.
- ** F A I L E D to act on integration reports.

Dr. Jansen DOES NOT HAVE THE WILL OR THE VISION TO DO THE JOB. He will be 70 years old in October. Our children can not wait until June 1958

HE SHOULD BE RETIRED NOW!

WHAT YOU CAN DO

- * Come to our meetings and bring your friends.
- * Write your complaints to the Board of Education.
- * Listen to Radio Station W L I B... Wednesdays from 1. to 2 P.M.
- * S I G N O U R P E T I T I O N S.
- * Join the B I G D E M O N S T R A T I O N in September.

MANHATTAN:
Every Thursday - 8:30 P.M.
Mid Harlem Community Parish
2044 - 7th Ave. (Cor. 122 St.)

MEETINGS

BROOKLYN :
Every Tuesday, - 8:15 P.M.
Siloam Presbyterian Church
260 Jefferson Avenue

PARENTS **I**n **A**CTION **A**gainst **E**ducational **D**iscrimination
165 West 131 Street, Room 1, New York, 27, N.Y. - AU 6-3310

SPONSORED BY :
(Partial List)
Education Committee, N.Y. NAACP -
Education Committee, Brooklyn, NAACP
Education Committee, Bronx, NAACP
Assn. of Negro Teachers
Education Committee, Jamaica NAACP
Jamaica School Improvement Coun.
Parents Comm. for Better Education

A flyer encouraging parents and others concerned about Black and Puerto Rican children to call for Superintendent William Jansen's resignation, c. 1957.

Image courtesy of Ella Baker Papers, Schomburg Center for Research in Black Culture, and published by the New York City Civil Rights History Project.

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A L S O
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Curriculum
Instruccion
教 務 主 任



Mrs. Joyce Washington

Pupil Services
Servicio Estudiantil
訓 導 主 任



Miss Ann Coolidge

Personnel
Personal
人 事 主 任



Mrs. Gloria Depiante

Inaugural issue of "Community Schools," a newsletter produced by the
Two Bridges Model School District, c. 1967.

Document accessed at the New York City Municipal Archives, copyright
status unknown.

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WHAT'S YOUR NAME? (in Chinese and English)

by April Lou (NE) Non-English Coordinator, P. S. 1 (also P. S. 23)

"What is your name?" For a Chinese child, two images would be visualized — a Chinese name and an American name. Names are very important to the Chinese and are usually chosen with care. First and second generation Chinese in America choose the Chinese name first because they consider it the more important of the two. The name is usually chosen by the child's paternal grandfather or an old granduncle of the family. As for the American name, it is most often chosen by the child's parents.

The problem of giving a Chinese child an American name is sometimes related to his Chinese name because of a similar phonetic sound (Ray-min becomes Raymond); Wei-lin becomes Whalen). In other cases, children are named for the month or season in which they were born (April, Snow, Spring). Others are named for precious jewels (Jade, Crystal, Pearl). More recently Chinese parents have been giving their children American names in the same way American parents do because they like the sound of a particular name.

A Chinese who follows Chinese traditions believes that a name can guide or alter a person's destiny. Because of this belief, a Chinese uses many methods to determine just the right name for each person. Eight of the most common methods are explained below. (Wherever possible, these are used as guides for the translation of Chinese names into American names).

1. A name can contain words of good omen as good wishes for the child. For example, (gway)-expensive, (gin)-gold (fock)-happiness.
2. A name can contain words used for astrological purposes. When a child is born, a wise man skilled in interpreting astrological symbols and formations foretells the child's destiny and looks to see if any of the important five elements are lacking in his future. One needs a balance of all five for a good life. The five elements are (gin)-gold, (mook)-wood, (faw)-fire, (suey)-water, (nye) - earth. By putting one of these elements in a name, one hopes to eliminate the imbalance.
3. A name may contain words indicating a special occasion at the time of the child's birth, like Spring or New Year's Day or Grandfather's birthday. This usually indicates good luck.
4. A name may contain words indicating the parents' wish for the child. For example: (sur) - scholarly career; (bing) - military career; (shur) - writing career.
5. A name may contain words indicating respect for a forefather. This would be similar to the "namesake" in the American custom where one is named after a relative.
6. A name may contain words indicating the virtues of the sexes. For example: (may) - girl - beauty, gentleness, gracefulness; (ying) - boy - hero.
7. A name may contain words indicating generations in a class. For example: Every person born in the third generation must have this character in his or her name (mon).
8. A name may contain words indicating the order of brothers (eldest, 2nd, 3rd, youngest).

The last two methods are used among many, to give information about each child so that relatives will know exactly where he belongs in the family tree. This is necessary because a family in China is not just the immediate one, but one which includes Aunts, Uncles, and Cousins, many times removed.

With special thanks to Professor Loo, Department of Chinese, Columbia University, and to Mr. S. Seid of our Parents' Association.

Toby K. Kurzband, Principal, P. S. 1, Manhattan

“What’s Your Name?,” the framework for a classroom assignment written by Miss April Lou, P.S. 1/P.S. 23 teacher assigned to work with Chinese parents.

Document accessed at the New York City Municipal Archives, copyright status unknown.



Miss April Lou, a teacher at PS 1, Manhattan, with six children who had recently arrived from Hong Kong, c. 1964.

Photograph originally printed in the *New York World Telegram & Sun*, and republished by the Library of Congress. No known rights restrictions.

HONEST BALLOT ASSOCIATION
OFFICIAL BALLOT

for

**TWO BRIDGES MODEL SCHOOL DISTRICT
GOVERNING COUNCIL**

ELECTION: DECEMBER 12, 1967 — 8 A.M. TO 9 P.M.



RESIDENT REPRESENTATIVES
(Vote for Four)

RESIDENTES EN GENERAL
(Vote Por Cuatro)

居民代表

選四名

- | | | |
|---|--------------------------|-------------------|
| 1 | <input type="checkbox"/> | S. W. SEID |
| 2 | <input type="checkbox"/> | HELEN NOVAK |
| 3 | <input type="checkbox"/> | ELINOR CAMPBELL |
| 4 | <input type="checkbox"/> | DORIS HARRIS |
| 5 | <input type="checkbox"/> | NATALIE SOSINSKY |
| 6 | <input type="checkbox"/> | ARLINE MERRILL |
| 7 | <input type="checkbox"/> | HERBERT GREENBERG |
| 8 | <input type="checkbox"/> | GOLDIE CHU |

The official ballot for elected parent positions on the Two Bridges Model School District Governing Council, c. 1967.

Document created by the Honest Ballot Association for the Two Bridges Model School District Governing Council, and accessed at the New York City Municipal Archives. Copyright status unknown.



UFT President Al Shanker speaks to UFT members during the 1968 teacher's strike in Ocean-Hill Brownsville.

Image courtesy of Charles Isaacs, originally published in *Inside Ocean Hill-Brownsville: A Teacher's Education, 1968-69* (2014).

GOVERNING COUNCIL
MR. GUILLERMO ALONSO, CHMN.
MRS. RUBY JONES, VICE-CHMN.
MRS. MATHILDE CHANG
MRS. GOLDIE CHU
MRS. DORIS HARRIS
DR. SIEN-WEI LIU
MR. S. W. SEID
MRS. NATALIE SOSINSKY
MRS. GARDENIA WHITE
Mrs. Gail French

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DR. DANIEL FRIEDMAN
UNIT ADMINISTRATOR

MEMO TO ALL PARENTS AND TEACHERS:

All children are to report to their official class in all schools. This class is the original class to which they were assigned at the start of the school year.

Transfers to another class within the assigned schools would be considered upon the completion of the form "Request for Pupil Reassignment". These forms will be available until November 29, 1968 from the school aides in the entry hall of each building. The completed form shall be given to the Principal of the school or to Ann Coolidge of the District Office. Final action will be taken on each request within three (3) school days.

Human Relations Teams are being assigned to each school, the district office, and the community; to work with pupils, parents, staff members, and the district residents on complaints, concerns, threats, and actions, stemming from the strike.

On Tuesday, at 8:00 a.m. there will be a briefing meeting of all staff to discuss new Governing Board policies, and the Human Relations teams. This meeting shall be conducted by the following district staff and Governing Board school representatives.

<u>SCHOOL</u>	<u>DISTRICT STAFF</u>	<u>GOVERNING BOARD REPRESENTATIVE</u>
P.S. 1	Gloria Depiante	Dr. Sien-Wei Liu
P.S. 2	Joyce Washington	Matilde Chang
P.S. 42	Dr. Daniel Friedman	Gail French
P.S. 126	Anne Coolidge	Guillermo Alonso
JHS 65	Dr. Daniel Friedman	Gardenia White

On Tuesday there will be an early dismissal of pupils (at 12:00 Noon in the elementary schools and at 2:00 p.m. in the Junior High School) in order to provide for a staff/parent meeting in the school auditorium. All parents are invited to attend. This meeting shall be to discuss the functioning of the human relations teams and other problems.

On Wednesday, all classes will be conducted as usual.

The Unit Administrator of the Two Bridges Model School District writes to district parents and staff with updates on the 1968 teachers' strike.

Document accessed at the New York City Municipal Archives, copyright status unknown.

III. timetable

April 30, 1969	Effective date of new law; supervisors need no longer be selected from top three on eligible lists; terms of city board members then serving terminate, although members continue to serve until appointment of interim board.
May 20, 1969	Interim board is appointed and succeeds to powers and duties of existing city board.
"As soon as practicable" after interim board's appointment	Interim board appoints chancellor.
November 17, 1969	Interim board publishes tentative districting plan.
December 1 through 12, 1969	Public hearing or hearings on tentative districting plan.
December 22, 1969	Last date for publication of final districting plan.
January 1 through 16, 1970	Registration of voters for election of community board members.
January 18, 1970	Due date for nominating petitions for community board elections.
January 22, 1970	Date by which community board candidates must apply to board of elections to have watchers at the polls and during the ballot counting.
January 27, 1970	Election of first community boards.
February 2 through 16, 1970	Chancellor provides orientation sessions for community board members.
February 16, 1970	Effective date of new Article 52-A of the education law (other than provisions re determining the new districts and electing community board members, which take effect immediately); March Act extension expires; interim board acquires all the powers and duties devolved by Article 52-A on the new city board; terms of first community board members begin; terms of appointed local school board members end; community boards acquire jurisdiction over all public schools and programs in their districts (through junior high school).

A timetable summary of the 1969 Decentralization Law.

Document made available in the public domain by ERIC (Education Resources Information Center).

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