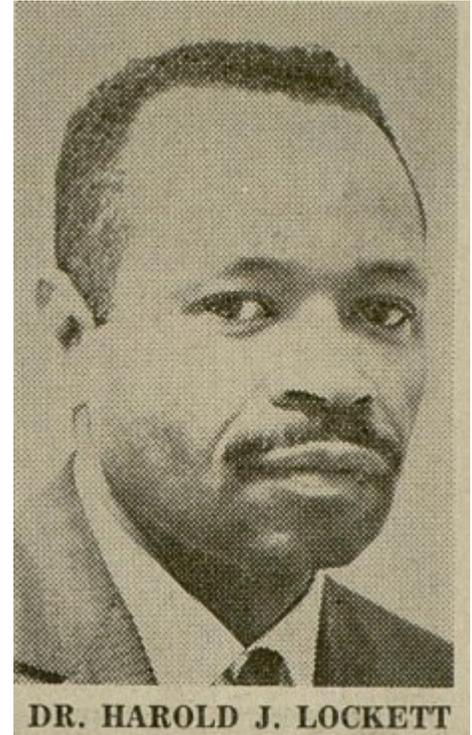


A Deep Dive into the Past -- Dr. Harold J. Lockett Park

by Martha Hill

This dive into history is a focus on the life, achievements and contributions of Dr. Harold J. Lockett, for whom the park is named. Because he was not a self-promoting man aiming to be well-known, you may be wondering... just who is Dr. Lockett? Answers to that question will unfold in layers as we move through the public arena and more personal perspectives.

As a hint, look at the park and its surrounding neighborhood. The park is a neighborhood park. The neighborhood contains schools for young children and adolescents. Across the street from the park is St. Francis of Assisi Catholic School, and Tappan Junior High -- a public school -- is one block away. The neighborhood is diverse, with apartment buildings, houses, and businesses. Many of the streets around the park are named for former University of Michigan professors. The park was formerly named Winchell Park.



In 2020 residents approached the city about the prospect of renaming Winchell Park, after concerns were raised about the park likely being named after Alexander Winchell. Winchell, a professor at the University of Michigan in the late 1800's, had his work reviewed recently by a University of Michigan committee that found his most notable work "unambiguously racist and out of step with the university's own aspirations in those times."

A subcommittee of the Parks Advisory Commission (PAC), including staff, commission members, neighborhood and community residents, and the President of the local NAACP branch, were tasked with bringing forth a new name for the park. The subcommittee expressed an interest in selecting an individual who was not already commemorated on City of Ann Arbor property. Numerous individuals were brought forth for consideration and a survey and public voting took place in August of 2021. Survey results showed Dr. Harold J. Lockett to be the clear winner.

At their October 19th 2021 meeting, PAC unanimously recommended changing the name of Winchell Park to Dr. Harold J. Lockett Park. City Council then made the

renaming official with a unanimous vote in December of 2021 with the [Resolution to Rename Winchell Park](#).

Reflecting on the renaming experience, a member of the committee had this to say:

“As President of the Ann Arbor Branch of the NAACP, and member of the Winchell Park Renaming Committee, I was proud to submit Dr. Harold J. Lockett’s name along with two others for consideration for renaming Winchell Park during the year 2020. It is quite an accomplishment to have the word ‘first’ associated with your name. Sometimes we may not realize that dreams can be fulfilled, that great achievements can be made until somebody takes the first step and shows us the way. In Ann Arbor’s public school system, that somebody was Dr. Harold J. Lockett.

Dr. Lockett was the very first African American Ann Arbor Public Schools Board of Education President. He attained this distinction in 1969. We do not believe that Dr. Lockett’s goal was to challenge our education system directly. However, Dr. Lockett always nurtured positive values and he truly believed they could then be passed on to subsequent generations.” -- William V. Hampton, President, Ann Arbor Branch of the NAACP.

The official renaming event is to occur June 25, 2022, honoring Dr. Harold J. Lockett, who sought quality education and care for all children, including black and minority children, children in disadvantaged areas, and children with learning problems or perplexing problem behavior.

Vocation, Advocacy and Public Service

Dr. Harold James Lockett served the community in myriad ways, many of them centered around children. His achievements were substantial. From modest beginnings he became a prominent child psychiatrist who focused on improving the lives of disturbed children and stood for quality education for all children, including those with learning disabilities and other problems. In addition to having a private practice, he was a clinical assistant professor at the University of Michigan Medical School and director at the Hawthorn Center in Northville, Michigan. Advocating for children’s mental health, he was a founder and president of the Hawthorn Center Association, and he served as a board member until his death on October 6, 1994 at age 70. He worked with several agencies that serve children and was for many years a member of the Spaulding for Children board of directors, an adoption and foster care agency in Southfield, Michigan. He held a variety of appointments, including senior child psychiatrist for the state Department of Mental Health. He was on the board of the Ann Arbor chapter of the American Civil Liberties Union.

Dr. Lockett held important elected positions. Saying “Schools are for all the children.” when running for the Ann Arbor School Board in 1965 and maintaining that stand through time, [Dr. Lockett was elected, and re-elected, to the school board and served for the period 1965-1971](#). On July 2, 1969 he became the [first Black president of the school board, reelected in 1970](#), he served as president 1969-1971. He helped guide Ann Arbor schools through desegregation and toward greater equality. [1]

When elected president of the Ann Arbor School Board, he was director of the day treatment school/hospital at [Hawthorn Center](#), while also engaged in private psychiatric practice (seeing children and adults) and serving as psychiatric consultant to the St. Francis Home for Boys in Detroit, St. Peter’s Home for Boys, the Ferndale School System and the Learning Improvement Center of the Waterford Township School District. [2]

Born in Wilmington, Delaware, Dr. Lockett earned his bachelor’s degree from Indiana University and his medical degree from Meharry Medical College in Nashville, Tennessee, after which he did a residency in California at Cedars of Sini Hospital. He followed that up with his residency in adult psychiatry at University of Michigan Medical Center and his residency in child psychiatry at Hawthorn Center. Values encouraged at Meharry, including service with compassion and equity with inclusion, are apparent not just in his medical career but also in his public service and his life more generally. [3]

Upon his death in 1994, a family friend and former associate vice president for academic affairs at the University of Michigan, Dick English, said he would be remembered “as a consummate caring person, brother, friend, father.” [4]

Pivotal to Dr. Lockett’s life’s work was Hawthorn Center, a mental health treatment facility for emotionally disturbed children that was named for the hawthorn trees growing at its site. Dr. Lockett held several positions at Hawthorn Center, doing a residency there and later as director of the day treatment school/hospital, as assistant director of the center, and then director of the center.

Quoting from a journal article discussing the history of Hawthorn Center:

“It was built in the mid-1950s in response to overwhelming demand for services for emotionally disturbed children. It was run by the state, but was distinct from state hospital services for children. It was intended to manage seriously disturbed children within a therapeutic milieu [immersing the children in a small, structured community focused on helping them develop skills and behaviors to live healthier lives in a larger society]. Staff were dedicated and innovative. The programming and environment were praised by the advocate group that worked with the centre, and by the popular press....

In the late 1950s and through the 1960s, it seemed that almost everyone inside and outside the facility was enthusiastic about what Hawthorn had to offer. In addition to its novel open and closed inpatient design, Hawthorn provided the full continuum of care to patients across four areas: inpatient services, outpatient clinics, day treatment and research. It also had training programmes in psychiatry, psychology, social work, nursing and special education.... A community placement programme ensured that careful thought was given to what happened to the children after discharge....

Not only did programme staff believe in their work, but also it was striking that Hawthorn was reviewed favourably by parents – and the press – into the 1960s and 1970s....

...All the Hawthorn staff were committed to using the opportunity to help children with what they already knew, and also to try to gain new knowledge. Physicians at Hawthorn regularly published articles in the peer-reviewed literature, and explored avenues that were not in vogue within child psychiatry at the time.... The quest for new knowledge extended to the work of African-American psychiatrist Harold Lockett, who published on the important issues facing child psychiatric treatment for minority children and families (Lockett, 1972)....” [5]

Independent of Hawthorn Center’s accomplishments, the funding and philosophical climate for providing mental health assistance declined:

“...With budget cuts at times of state deficit in the 1980s, services were reduced [eliminating over 50 Hawthorn staff members, with subsequent loss of at least 26 inpatient beds and 20 day-treatment slots]. In the early 1990s, Michigan’s Republican governor [John Engler] shifted responsibility for determining the need for state-funded hospitalizations, including those at Hawthorn, to the local community mental health boards, while penalizing them for choosing the state option. As a result, demand for the centre dropped and its budget was further cut. Since 2015, however, demand has started to increase again, and the state is once again trying to address the need for hospital beds.” [5]

Hawthorn Center is still serving today (2022), providing intensive inpatient psychiatric services to children and adolescents and an important training site for child psychiatric residents, psychology interns, students in social work, special education, and nursing. For those seeking to learn more about the center’s history and Dr. Lockett’s role, the University of Michigan Bentley Historical Library has archived materials.

Dr. Lockett's Hopes and Dreams

To gain insight into Dr. Lockett's hopes and dreams for better mental health care for Black and minority group children, we turn to his own words as expressed in these excerpts from his 1972 journal article 'The Day Treatment Center: A Proposal for a Community-based Intensive Treatment Facility for Emotionally Disturbed Minority Group Children and Families':

"Diagnosis and treatment of the emotionally disturbed black child in the United States has been either neglected or ignored by psychiatry and its allied professions.... By far the greatest impact of this deficit in American psychiatry is felt by those black families and children living in the inner cities or in relatively impoverished rural (and suburban) areas....

Referral systems reflect both the lack of knowledge or understanding and the seeming indifference of the profession. Schools, social agencies, private physicians and other referral sources tend to not refer black children to diagnostic and treatment centers. These children are deemed inappropriate for the treatment setting. When they are referred and reach the evaluative process they are frequently found to be ineligible for admission. Should they be accepted for admission, the demand for parental participation is usually a prerequisite.

Many black families are reluctant to involve themselves in a process in which they anticipate mishandling or rejection. Prior experience with public agencies, school officials may have been interpreted as degrading and frustrating....

....Black and minority group families must be convinced that the care and treatment of their children will be at least comparable to that offered to other groups....

In order that black children with disturbed personality problems be given competent attention before their behavior reaches delinquent proportions, the growing schism between the black community and the mental health professions must be halted and, in fact, reversed. Amelioration of these problems can be achieved only if positive action be undertaken in two related areas. Existing training centers should provide increased opportunity to diagnose and treat black and minority group families and children. Development of easily accessible, multi-dimensional treatment facilities should be cooperatively undertaken by community, governmental and private sources as a means of bringing appropriate treatment programs to those most needful groups....

....There are increased black student enrollments in the professional schools. However, there are few if any treatment facilities being designed to fill the special needs of the inner city severely or moderately disturbed minority group youngsters....

A facility is needed to meet minimal short and long range goals possessing characteristics which allow implementation of comprehensive, flexible programming. It must serve a diverse patient population including their families. Education must be an integral part of the program with a variety of approaches unhampered by traditional concepts of teaching. Programming must allow for a cooperative effort between professional, para-professional and local community people. Existing institutions such as

schools, hospitals, community agencies, churches, businesses, etc., must be coopted. It is important to develop a sense of community in which traditional institutions play a vital role. Treatment design must include a preventative as well interventive approach. The facility must serve as a training center for all involved professions and the development of para-professional personnel. Finally, the physical plant must be in or clearly accessible to the target area population.

A day treatment center appears to approximate best the criteria outlined. While the concept of day care for children is not new, day treatment for disturbed children in its most comprehensive sense is a relatively recent treatment modality....

Hawthorn Center Day Treatment Program is a comprehensive day care program which, for descriptive purposes, will serve as a proto-typical facility....

[Here Dr. Lockett describes in fine detail Hawthorn Center Day Treatment Program's components and how they were woven together.]

*While there are important differences between the described Hawthorn Center Day Treatment Program and a proposed day treatment center, the single most significant common feature should be **comprehensive flexibility**. This characteristic is a part of the Hawthorn Center program largely due to its position as an integral part of a large treatment complex. In the proposed center, planning at all levels would necessarily be guided by such a philosophy. The multiple needs of a given child as well as the varying needs of a group of children could only be met in a comprehensive center.*

The treatment program should be developed around an educational setting. Learning is an on-going process with children and influences the developing ego functions throughout childhood and adolescence. Those persons who are formally or informally involved with children in the educational process are important contributors to personality development. Treatment then should be educationally oriented in order to maximize its effectiveness. Education should be examined in its broadest sense. Traditional approaches must be critically scrutinized for their inhibiting features as well as those which have proved useful. Concepts of structuring classes both from a physical and programmatic standpoint should be explored from a child development orientation. Such an orientation is vital with disturbed children and particularly black, poor or minority group youngsters. All involved disciplines should support the concept of implementing the positive development of the child's total personality. Programs should then not only direct its efforts toward the child but also those people with whom the child has significant contact.

The family would be central in this process. The aforementioned reluctance of black families to involve themselves would present a problem only if they are made to feel alienated. They must be evaluated on their own merits and treated according to their realistic needs and ability to involve themselves....

Perhaps two of the most challenging areas would be in programming for preschool age children and adolescents. We are increasingly aware of the presence of pathology early in the child's life with concomitantly early deviations in the developing ego functions. Understanding the etiology of severely disturbed preschool youngsters is the goal of several workers around the country.... Day treatment offers an excellent opportunity for

developing adequate programs with built-in research and training capability for studying this youngest age range.... A Center logistically more accessible to black poor and minority families could undoubtedly seek out and serve more children in this age range....

Finally the black adolescent who has incorporated the distortions of his own background as well as those of the society presents a most difficult and sometimes dramatic problem. Differential diagnosis in the adolescent is often a challenge in itself. This is frequently maximized in the black and minority youth. A facility with adequate diagnostic capability is greatly needed, particularly in so-called low status communities. The preventative and treatment prospects could have ramifications in the area of delinquency but more important the confused adolescent would have someone to relate with and at the same time continue his education. Those youth with significant learning problems or who have been excluded from regular school may find guidance of a concrete nature in their attempts to enter the world of work.

A rather elaborate program has been outlined. Obvious problems exist in implementing almost any part of it. It must be emphasized, however, that an over-all approach with fairly well defined goals need to be established in the formative stages. Realistic capability will influence implementation. Plant locations and staff loom as the most ominous obstacles and point to major needs in the black community. Obtaining adequate financial backing may loom as large a problem but governmental and private sources are possibilities. A well designed program would be a prerequisite to any request application. Staffing is the most crucial area. There are very few black professionals available and, as with whites, many are not adequately experienced. The specific training necessary to develop and operate a comprehensive facility comes basically through experience in such a setting. This points up a final most important function of a Day Treatment Center. It could serve as a training program for those professionals, black and white, who wish to have a more comprehensive experience, this is to involve themselves in a multi-ethnic treatment setting with some special emphasis on the black patient. All disciplines would be represented in the multi-ethnic staff, each with their training program. Interdisciplinary training would be available and necessary for working in a comprehensive setting....” -- Harold J. Lockett, M.D. [6]

The Times

To understand the man and his goals and accomplishments we must consider his times. The 1950s, 60s, and 70s held hope and promise of greater equality, opportunity, and community. But with that promise came struggle. Change was happening but also was being met with strong resistance.

The promise of equality for all was lit by the 1954 U.S. Supreme Court landmark ruling in [Brown v. Board of Education](#) of Topeka, Kansas. The ruling outlawed segregation in public schools and made equal opportunity in education the law of the

land. This was a turning point in the history of race relations in the United States. The civil rights movement, with [Martin Luther King, Jr.](#) a prominent activist and spokesperson, grew around the glimmering promise of greater equality and the struggle to achieve it. Advocating for civil rights for people of color through nonviolence and civil disobedience, MLK focused on nonviolent resistance to discrimination.

The promise of equality for all and concern for others grew brighter with John F. Kennedy on his campaign trail to become U.S. President. [JFK and his brother Robert F. Kennedy allied themselves with MLK and the civil rights movement.](#) In addition JFK put forth bold and innovative ideas to help better the plight of others – like the [Peace Corps](#) launched on the steps of U-M’s Michigan Union. [7] As President, JFK pushed Congress to pass a landmark civil rights bill, but the Senate blocked it. In 1963, before he could make another try at a civil rights law, he was assassinated. Vice-President Lyndon B. Johnson took up the baton as President. In 1964 in his speech at U-M’s commencement he laid out a vision of [“the Great Society”](#) our country could be, using the wealth of the nation “to enrich and elevate our national life”. The Great Society would rest “on abundance and liberty for all”, and it would demand “an end to poverty and racial injustice”. President Lyndon Johnson strengthened the promise of greater equality by successfully pushing the [Civil Rights Act of 1964](#) through Congress [and ushering the Voting Rights Act of 1965 into law.](#) He launched the most far-reaching social programs undertaken in the United States. [8] His successes, however, were overshadowed by the Vietnam War, which, along with civil rights issues, divided the nation.

In the midst of this divisive atmosphere, the lives of two key leaders working for change shockingly ended. The year 1968 saw two assassinations: in April, Martin Luther King, Jr. and two months later Robert F. Kennedy. The struggle for change continued in the midst of shock and mourning and anger.

Such was the setting for the stage that Dr. Lockett found himself on during his years (1965-1971) on the Ann Arbor Schools Board of Education – first as trustee, then as vice president, and then as president. Newspapers nationwide during the 1960s and 70s were filled with reports of widespread protest and dissent, and Ann Arbor was a leader in the push for change. U-M’s student paper the Michigan Daily reported in detail on campus events and on national and world events, while the Ann Arbor News gave more detail on events in Ann Arbor. These local newspapers served as a record of the types of issues Dr. Lockett faced and his steadfast guidance toward greater equality in our public schools throughout his service on the school board.

The 1954 *Brown v. Board of Education* ruling outlawed segregation in public schools but did not say how to implement desegregation. In Dr. Lockett's first year on the school board the *Ann Arbor News* reported that he was the only board member to oppose a plan to shift all students in the predominantly black Jones School [now Community High School] to a single other school – Bach School – as the way of achieving desegregation. Dr. Lockett urged the board to consider the overall school system, saying “rather than taking it school by school and neighborhood by neighborhood... there has to be a city-wide plan in terms of percentages”. The board shifted to his perspective, and a city-wide plan was developed and implemented. [9]

In 1968 Dr. Lockett was serving as vice president of the school board, and tumultuous happenings not of his making were breaking out all around. One such happening was a potential teachers strike. In a ‘teacher-hiring tiff’ – the label given by the newspaper – a proposal to recruit and hire black and male teachers was caught up in a month-long debate. To move forward, Dr. Lockett introduced a resolution guaranteeing equal treatment and education to all children. The resolution read:

“I move that the board reaffirm its position of equal treatment and education to all the children in this school system, regardless of race, color, religion, sex, economic status and considering the existing educational status of each child; and that the administration shall take all steps necessary to facilitate and/or implement that goal by continuing to create a staff and program designed to insure that goal...”

The resolution passed unanimously, and “Trustee Hazen J. Schumacher Jr. called Lockett's motion the ‘key’ to the entire debate of equal educational opportunity for all children.” A teachers’ strike was subsequently averted. [10]

The year 1968 also included the following:

- Unrest at Ann Arbor High School and in junior highs was a concern to the board and school district parents. A student protest led to a ‘tell-off’ session airing grievances against the faculty and administration culminating in ‘21 demands’ to correct racial inequities. That subsequently led to the closing of Ann Arbor High School for several days due to fights breaking out. The principal instituted ‘partial martial law’, and police patrolled the grounds and corridors for several days.
- Other incidents arose in the city's junior highs and again at the high school. High school students were suspended, a walkout by Pioneer High students was threatened, and 25 angry parents showed up at a school board meeting to protest their policies.
- An ‘underground’ student newspaper at Ann Arbor High School put protest and dissent on the printed page.
- The banning of some types of clothes and hairstyles angered students. In response to student demands, a special Dress and Grooming Committee was

appointed to review all dress and grooming policies for secondary students in the Ann Arbor public schools.

- The administration was also to develop a system-wide discipline policy for the secondary schools, which was a controversial move.
- Three bi-racial committees were formed to advise the superintendent on race relations.
- In June and again in December it became apparent that Huron High School, newly being constructed, would not be ready for occupancy until September of 1969, two years later than originally planned. This was due in part to a construction strike. As a result of the delay, a double shift for Pioneer and Huron students was run in the Pioneer High building. [11]

Subsequently, over the course of 1969, a number of controversial new policies were put in place:

- A 'free press' policy was approved.
- A new Dress and Grooming Policy for secondary students specified that no rules on dress or grooming, except in matters directly affecting health and safety, may be set by school officials.
- A system-wide discipline policy, bitterly opposed by some members of the black community, was adopted.
- A Religious Holidays Policy, strongly opposed by some groups, was adopted.
- The sex education program, which had been piloted in several schools, triggered a campaign by several local groups opposing it. "Following several weeks of protest against the program by many angry parents – including a wild session in April at Tappan Junior High which took on the character of a revival meeting – about 1,200 persons attended a six-hour review of the entire sex education program." In the end, the School Board voted not only to continue the program, but to enlarge it, agreeing, though, to revise the program somewhat to make it more acceptable to most parents. [12]

While Dr. Lockett was president of the school board, the State Department of Education began requiring the Michigan Assessment Test. Dr. Lockett was instrumental in voicing widely held concerns that the Michigan Assessment Test was not providing "true accountability of educational achievement". At a 1971 meeting with the school board, Emma Wheeler of the local chapter of the NAACP, the Ann Arbor PTO, and a spokesman from the Ann Arbor Education Association all emphasized major concerns and made recommendations. Other school districts were also expressing objections to the tests; in protest, some school districts were refusing to submit their test results to the state. Led by Dr. Lockett as board president, the decision was made to submit the test results but also include a letter of protest demanding that the state revise its guidelines for the testing program and requesting a

personal meeting with the State Board of Education. The letter, signed by Dr. Lockett and the superintendent of schools, laid out the doubts and concerns and concluded with suggestions that clear and measurable statements of educational objectives be developed, and that an advisory group made up of citizens, educators and legislators be appointed as alternatives to the present shortcomings of the Michigan Assessment Program. [13]

School funding was controversial and uncertain in the 1960s and 70s, despite pressing need for more classrooms and more teachers to serve the growing population and increased recognition of differential student needs. At times voters defeated requests put forward by the school board; other times voters approved the funding requests. The level of funding to request and the programming were hotly debated by school board members. Discussions within the board at times spilled over into contentious allegations. Throughout it all, Dr. Lockett steadfastly stood for obtaining funds to not just maintain but also improve teacher and program quality for students at every achievement level. According to the Ann Arbor News he charged many times “that the school system is ‘falling short’ of the necessary steps needed to overcome ‘the inequities of the school system as presently set up.’” The newspaper said that many people, including Dr. Lockett, did not believe the ultimate in school quality had been reached. Dr. Lockett urged that more funds be allocated to the disadvantaged and problem children, saying in 1969 “We must begin to create a condition of total excellence in the school system.” In 1970, the newspaper reported “School Board President Harold J. Lockett urged that the 1970-71 budget include more funds for children with learning problems and those who are considered to be ‘perplexing problems’ for the school district. These children must be helped early or ‘our problems will continue to grow,’ Lockett said.” [14]

Dr. Lockett, as president, brought innovative approaches to bear on the challenges facing the school board. In 1969, to gain clearer vision of what lay before them, he led the board on its first ever weekend retreat. Dr. Lockett was quoted as saying the retreat was “a more fruitful exchange of ideas than in any such time period in the past... The meeting has allowed us to see in one sitting a view of the future we have to deal with. And we must let the community know what we feel so they can participate in the changes that must take place. We don’t have time to wait... or we will lose the ability to make choices.” Among the things they discussed were the need to develop greater openness in two-way communication between the schools and the public, the need to improve and make changes in the quality of instruction in the schools, the need to provide adequate and additional classrooms to meet the needs of the school district, and the need to streamline and discipline the procedures for taking action by the board and the administration. With insufficient time to discuss all topics of importance they planned to have another retreat in about six month’s time. [15]

In response to a school funding threat from the state in 1971, the entire Ann Arbor School Board traveled to Lansing with a plea to stop Governor William Milliken's proposed reductions in state school funding. In addition, Dr. Lockett urged Ann Arbor residents to make personal and collective efforts to voice their own disapproval of the proposed cuts. The local newspaper subsequently reported that "A delegation of worried Ann Arbor school board members may have nudged state officials" towards considering another method to balance Michigan's budget other than reducing support to education. [16]

No one could argue that Dr. Lockett's years on the school board were uneventful! Heated, tumultuous, contentious might better describe many of the situations. Challenging, yes. Pivotal, yes. Through it all the press indicates Dr. Lockett was steadfast and innovative in striving to attain quality education for all children.

Words from a Colleague

Newspaper articles tend to at best scratch the surface, so we will also take a look at key people's recollections of Dr. Harold J. Lockett. First, from a colleague of his at [Hawthorn Center](#), who on April 10, 2022 wrote:

"When I came to Hawthorn in 1971 Dr. Lockett was responsible for the Day School (later called Day Hospital) program. This program served Wayne County children who had emotional, behavioral, and learning challenges that could not be provided for in their local schools. Children were bused to Hawthorn by the responsible school district. The program included special education classes with certified special ed. teachers, a Language Clinic to address learning/reading disabilities, individual therapy, and family therapy. In addition to overseeing the entire program, including running numerous meetings--planning sessions, weekly progress reviews, intake and discharge planning--Dr. Lockett supervised staff providing individual therapy. In 1990 Dr. Lockett became Director of Hawthorn Center and continued in that role until his untimely death in 1994.

Throughout his career at Hawthorn, Dr. Lockett was very visible, friendly, and accessible. He spent much time walking about the hospital, talking with staff, addressing daily issues, providing advice and support. He was always interested in what other people had to say. If he disagreed or thought an idea wasn't good, in his quiet, thoughtful, non-critical way he would ask pertinent questions, designed to generate more thinking. Dr. Lockett was very well liked and highly respected by staff at all levels. He was also modest and did not particularly like being the center of attention. He especially disliked having his picture taken. Although he was typically very dignified, he could also be surprising. On one occasion, when the Nursing staff had organized a physical fitness activity, he dropped to the floor and, in his coat and tie, did many push-ups.

In addition to his work at Hawthorn Center, Dr. Lockett had a private practice treating adults as well as younger patients. He was an avid UM football fan and had season tickets for many years. He always made sure to schedule his Saturday patients so that he could make it to the game on time.” – Glenina Nolte

Insight from His Daughter

Cherie Lockett is the daughter of Dr. Harold Lockett and his wife Betty Griffin Lockett. In March and May 2022, I was most fortunate to have conversations with Cherie about her father. She spoke with great enthusiasm about him and provided interesting reference material. She began:

- He was director of Hawthorn Center (in Northville, Michigan), which provided a day program, a residential facility, and school for mentally disturbed children. University of Michigan Social Psychology doctors and students interned there.

Then she stepped back to his early years:

- Born in 1924, Harold’s early life was colored by the tumult of the 1929 Depression and the Great War [World War I] where thousands of families (mostly Black) moved north joining the exodus of the Great Migration.

- His father, Jesse Lockett, a share cropper/farmer, moved his family north from the community of Lizella, near Macon, Georgia.

- With a brother already in Wilmington, Delaware, Jesse moved his young family to Wilmington with a few of the 8 children to come – the rest born in Delaware. A good share of his wife Annie’s family located in Detroit, Michigan.

- Leaving from Delaware, Jesse enlisted in the military to serve with other Black soldiers in the Great War in France.

- With less than an 8th grade education – and Annie his wife who did have an 8th grade education – both encouraged their children to pursue education.

- Employed by the Du Pont company as a janitor, and later combined income as a landlord renting a flat, Jesse supported his family until his retirement.

- In my own research I learned that France was welcoming of the Black Soldier whereas both the American and British military were not.

- Harold graduated from high school in Wilmington, Delaware from the only high school that Black students could attend in the State of Delaware.

- In spite of the family’s meager income (perhaps not for the times because grandfather Lockett did have a job during the Depression) the siblings sought out cultural interests – such as books and music, because Wilmington’s close proximity to Philadelphia allowed them the opportunity to listen to the Philadelphia Orchestra over the radio.

- Upon graduation Harold attended Indiana University in Bloomington -- at the encouragement of his best friend's father who was principal of the high school – along with other Black high school grads from their high school.
- At Indiana University he majored in zoology, was on the track team (got a Letter) and was a member of the Kappa Alpha Psi (a Black fraternity that served to support Black college men in achievements during their college experience – remember Indiana was a stronghold to the KKK). I also remember that Harold at some point had a leadership position within this organization.
- Harold's college career was interrupted by World War II as he was called to serve. I believe he served in some area of the medical corps in spite of his interest in becoming an Airman.
- After graduation he attended Meharry Medical College (Black medical school... few schools at the time would admit Black people) where he received his M.D.
- After his residency at Michigan, he was asked by his mentors Drs. Ralph and Sarah Dubo Rabinovitch to join with them to start the new hospital Hawthorn Center.

Cherie spoke of other members of Harold's family:

- Three older sisters received degrees – one in library science (University of Illinois) and two others in social work (one whose husband retired from the military to become head of the School of Social Work at SUNY-Albany, which, I understand, gives an award every year to a deserving student in his honor).
- Three of his sisters found careers as school teachers.
- One sister was a member of a Quaker Meeting house in Delaware/Pennsylvania.
- Notable but not necessarily relevant for this historical perspective, other members of the (Detroit) family within Harold's generation also netted achievements: a cousin Joseph Scott was a professor at Norte Dame and later a professor at University of Washington in Seattle; Cliff Worthy -- Col. Clifford Worthy -- the first African American accepted and excelled as a cadet at the U.S. Military Academy at West Point (father of Kim Worthy). There were several other Detroit area cousins in his generation who received college and advanced degrees.

About Harold's professional work, Cherie said:

- He was a member of the American Medical Association and of the National Medical Association (Black medical organization).
- He also regularly attended conferences with other Black psychiatrists around the country, several of whom were quite prominent – published books and social media of the day (TV) – Cobbs, Pinderhughes, Comer (at Yale).

- His primary interest was child psychiatry. In addition to his work at Hawthorn Center he had a private practice in Ann Arbor for years on Catherine Street (across from old St. Joseph Hospital) and later near Broadway on the northside of town.
- He served as a consultant for adoption agencies in the Detroit area, Spalding being one of them.

Cherie smiled and said:

- He probably spent more time in FAO Schwartz toy store than I did. He was always getting toys for his patients. He was mentoring as part of his profession and mentoring children on his own, raising children in community.”

She spoke of his personal pursuits:

- He was a Michigan football fan and he rooted for Indiana in basketball.
- He was a tennis player.
- A voracious reader of everything – a house full of magazine subscriptions and tons of books.
- A lover of art and art collector.
- He attended classical music concerts and an array of other Hill Auditorium offerings.
- We would also go into Detroit to see dance performances, concerts, and the DIA, and when in Chicago to visit relatives a trip to the Chicago Art Institute was always an option taken.
- Ann Arbor at the time offered an amazing selection of cultural experiences that even today would appear very unusual. This included Shakespeare plays by well-known Shakespearian actors, world class symphonies... as a kid I saw Lenard Bernstein and other notable orchestras and performers, including jazz.
- Ann Arbor for him in particular was the opportunity to sample and experience the cultural arts and dialogue that his family couldn't afford growing up.
- And because as a family we were open to meeting people from all walks of life, we had a lot of different people come to our home.
- Through a series of circumstances my parents met a couple of members of the Philadelphia Orchestra when the orchestra was U of M's designate Spring Festival performer. Every year when the Orchestra was in town for the Spring Festival my folks had a party, and some of the orchestra members would come. When the Orchestra hired their first two Black musicians, Izzy brought them to the party. We formed strong friendships that went beyond the music and Ann Arbor.
- My father was on the board of the Michigan Theater.

- He participated in and supported the Ann Arbor Black Theater that included U of M students. [The Ann Arbor District Library now has a Black Theater poster Cherie donated for their work on Black history.] [17]

Cherie talked of family and community life:

- Their house was always open to people of all backgrounds. Conversations about deep topics were a part of everyday life.

- My father took an interest in foreign affairs and the crossovers to national and local politics.

- He held strong political views that pre-dated the 1960s as noted by the books in his library.

- He mentored a lot of professionals and young Black men and friends of children who weren't able at the time to address their concerns to their parents.

- At the time there was a constant dialogue about social and political change. It was the buzz around all the households of our northside of town friends. My father, several people in our Northside neighborhood, and other progressive minded people were all in a kind of buzz particularly at that moment and time in history. My childhood friend reminded me that President Johnson had delivered the famous 'Great Society' speech at the U of M commencement. Her parents were excited as I imagined my father and mother were and continued the dialogue with that in mind. Also President Kennedy gave the inaugural speech for the start of the Peace Corps in Ann Arbor. Lee Harvey Oswald's wife [Oswald was the man who assassinated President Kennedy] came to Ann Arbor to learn to speak English.

- As much as I'd like to say that my father did his good deeds alone... I think its more important to recognize that he represented a community of ideas. There were hundreds and hundreds of conversations with lots of people from different backgrounds, racial identities, national identities, urban, rural, working-class backgrounds, affluent and wealthy backgrounds, up from poverty, women and men, closeted gay folk, and all sorts of others all of whom were fueled by America's postwar attempts to be a new kind of nation.

- There were always lively discussions with their next-door neighbor and friend Dan Fusfeld [U-M economics professor, an activist for fair housing, a founder of Union of Radical Political Economists -- an interdisciplinary organization committed to critiquing the capitalist system]. There were conversations with black historians, including Harold Cruse [author of 'The Crisis of The Negro Intellectual']. Frequent conversations with Jo Lee [son of Chinese immigrants and professor in U-M School of Architecture and practicing architect best known for his involvement in the creation of Kerrytown in Ann Arbor]. Malcolm Boyd came through [author of 'Are You Running with Me Jesus'] Sam Harmon was an inventor with several patents. There were also working-class people,

single mothers, people in different life situations. Everyone was welcome at my parents' parties.

- There were on-going conversations, books they read. The vision of education for all was alive. They came together under the banner of education, asking 'how can we influence the now and the future?'. ”

Cherie spoke of a heated issue that garnered action:

- Fair housing was a big issue. Red-lining was being done by the Ann Arbor Bank. Dan Fusfeld took them to court about it and led demonstrations for fair housing. Dan Fusfeld and his wife Harriet were neighbors, and they were fans of the Blues. They were personable, easy to talk to, and they asked the questions you needed to hear. Conversations with them were on-going at the Lockett house.

Cherie recalled one of her father's key experiences:

- Conversations and people doing things in community are extremely important for learning to be respectful of race and class and people who are different from you, and the conversations should start in grade school. I will tell you the story of a key experience for my father in grade school. One day there was a new student in class, a 14-year-old boy from the South who had almost no schooling. The other students, including my father, made fun of him on his first day in school. But my father wondered about doing that, so when he got home he talked with his father about making fun of the student. What his father had to say about that being unkind changed his whole perspective on it. My father learned that there are important conversations to have early in life.”

Cherie also talked briefly of her experience as a child:

- My experience growing up was of childrearing done in community, being exposed to women of all classes and people throughout the neighborhood. I went to visit women in the neighborhood with children and without children. It was family of choice, with children raised in community. It was a unique moment in time, when I was fortunate to catch conversations that fostered critical thinking skills. I grew up with conversations about Black Americans, Jewish Americans, Community, Democracy, what is Freedom, the changing face of America with black soldiers coming back from war. I am still in touch with neighborhood friends and have many friends from other countries. Over the years I have traveled to 40 countries and made friends along the way that I continue to be in touch with.

Cherie recalled a memory about her father and her:

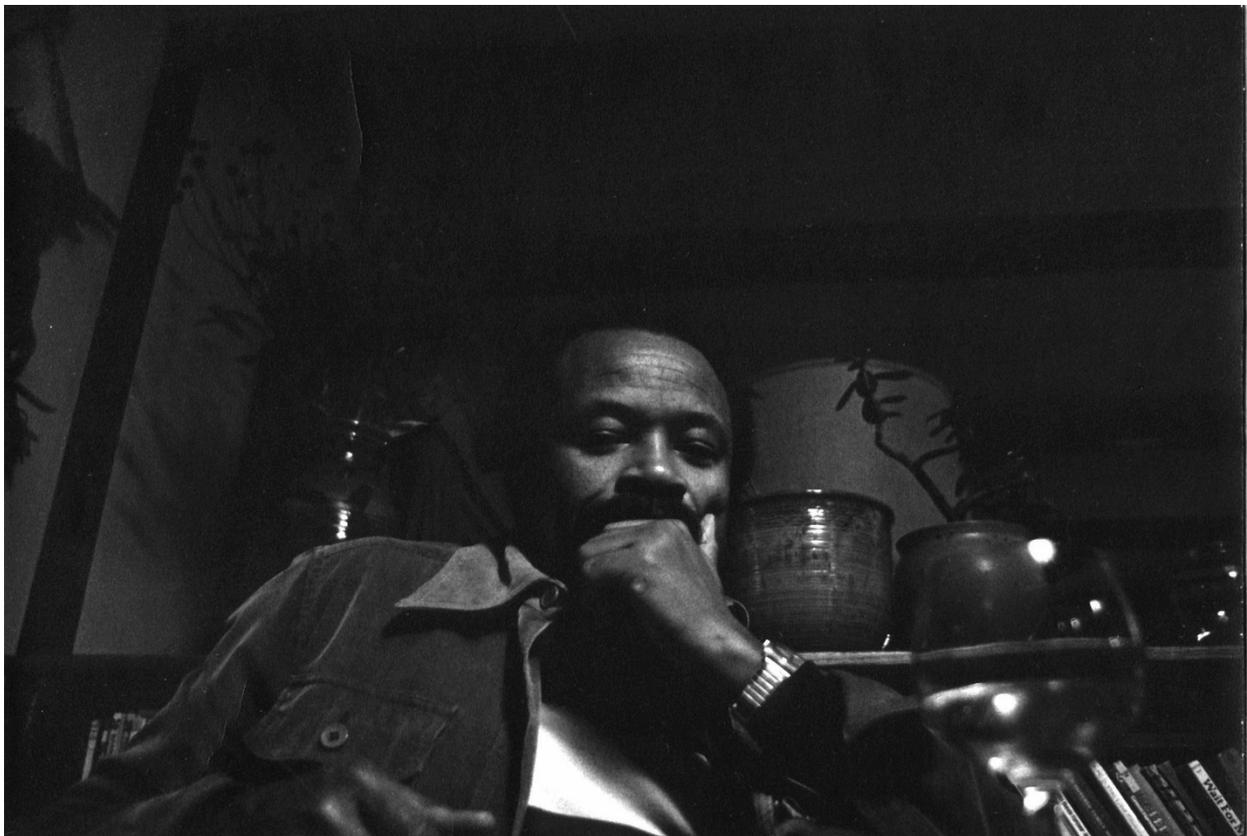
- My father visited me in Senegal, West Africa during my Peace Corps service. His first time in Africa. He was intrigued by the cultures, lifestyles and the belief systems. His visit was 6 months after my mother died. I took him to two Muslim villages and two Animist villages. He was wide-eyed and wrote diary entries of observations.

- He freely engaged with the villagers and was very accepting and surprised by the generosity of the communities we visited. I think he became more acutely aware of the public health and medical disparities of Africa as it was up close and personal.

- He could roll with the punches... as I recorded the conversations that took place while he was playing chess in my hut with my best friend in the village. Playing chess with my friend who I had taught the game. I was simultaneously discussing how to organize and conduct community organizing in the village of my prescribed work. While my father played chess, my village mother was teasing my father (ah he doesn't know how to play the game) and my village siblings were also engaged in cross-the-board playful banter. I did the translations. At one point in the game my father almost lost – a testament to my teaching!

Cherie closed on a note about the kind of person her father was:

- He was soft-spoken, deliberate. He listened; it was his nature. He was approachable. He engendered trust immediately. He made people comfortable. His accessibility made for rich conversations with all sorts of people, and he embodied those conversations. They were elevated conversations, running conversations about equity across the board. The engines of change were in those impactful conversations. There was a confluence of articulate young people looking for a better way of life. There was a benefit to learn from them. It leaves a stamp on you that you don't think about until later.



Wrapping Up

Today in Dr. Harold J. Lockett Park in the play area there is a globe on a stand. It has raised continents so all young children can see the different lands of the world rising above the oceans and have a sense of wonder.

Authors note:

This writing benefited greatly from what others have done in revealing the history for Dr. Lockett Park. I relied heavily on what was available from the Ann Arbor District Library in their electronic indexed files and the wonderful interviews and insights provided by Cherie Lockett and Glenina Nolte.

-- Martha Hill

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2. Source: 'School Board Elects First Black President', Ann Arbor News, July 3, 1969.

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17. The Ann Arbor Black Theater performed plays by contemporary black authors. Venues included U-M Trueblood Theatre and auditoriums in U-M School of Education, Slauson Junior High and Mack School. The Ann Arbor News March 26, 1971 has a glowing review of the depth and poetic ambiance

with music and dance of their production 'Black Jewel', which is comprised of 40 sequences "revealing of the black experience and ... unwinds them in such an order that detail piles on detail, until the dark, dreary and depressing past for blacks becomes the stinging impetus for their hopeful future, which if it is not here, at least it is in sight."