

EXCERPT

DESEGREGATION OF THE BERKELEY PUBLIC SCHOOLS
ITS FEASIBILITY AND IMPLEMENTATION

The Superintendent's Report

of a

Staff Task Group Study

APPENDIXES TO THE REPORT

BERKELEY UNIFIED SCHOOL DISTRICT

May 1964

TASK GROUP NO. 2 - INTEGRATION

INTRODUCTION

The Berkeley School Board has publicly recognized that de facto segregation exists in the Berkeley schools. Our committee has attempted to study the effects of segregation. We have tried to determine whether segregation is in conflict with the goals of democracy and education, and whether these conflicts, if any, can be solved within the framework of Berkeley's existing school situation. In addition, we have attempted to investigate whether the act of desegregating the schools, if this seems indicated, has positive effects, and if so, which students are affected. In other words, is desegregation beneficial only to the minority (lower-class Negroes and whites) or to the majority (middle-class whites and Negroes) as well.

Attempts to answer the above questions through consultation with recognized authorities in the fields of sociology and education and a careful study of the literature and research on the subject has occupied the major portion of our time.

Our conclusions, on the basis of our research and consultations, are that segregation is ultimately damaging to all children and inconsistent with the roles and goals of American democracy and education; and that integration is ultimately beneficial to all children and puts into practice sound educational principles.

As a result of the above conclusions, we recommend total integration of the Berkeley elementary schools. Our recommended plan, which involves redistricting and the establishment of primary and intermediate elementary schools, is far from ideal. Yet, it appears to us to be the most feasible for Berkeley in terms of the city's demography, facilities, and educational policies. It also reflects a careful consideration of educational research and resultant criteria for school integration.

Our treatment of this difficult and vital subject has been conscientious, and we hope that we have been able to answer some of the questions which concern the Berkeley staff and community.

I. WHY CONSIDER INTEGRATION?

We have examined those factors in public education which contribute to or deter acculturation and academic achievement on the part of students from lower-class or minority group backgrounds. The major question which our research has led us to consider is whether we can have equality of opportunity and an adequate educational program in segregated (de facto or de jure) schools. In order to treat this question we first had to view the school in terms of its role in American society.

A. THE ROLE OF PUBLIC EDUCATION

Public education in the United States has as one of its main functions the widening of opportunities for achievement regardless of circumstances of birth. Education is often regarded as "the great equalizer of the conditions of men--the balance-wheel of the social machinery." (1)

B. THE CHANGING AMERICAN ECONOMY

The need for people with highly developed abilities will continue to increase, while the need for unskilled labor will continue to decrease. Our constantly changing technologies underscore this need. Economic conditions demand that greater numbers of individuals be educated and adopt some of the values we call "middle-class." (2)

C. THE AMERICAN TRADITION OF THE COMMON SCHOOL

"As a nation we have consciously used our school system as a means of integration our population for well over a hundred and twenty-five years. The term, the 'common school', used to describe the American system, was originally designed to express a philosophy of American education in distinction to the type of school systems which existed and still exist in England and much of Europe. The idea of the common school was that it should be a school which would be common to all Americans. That is, all Americans regardless of variation in background should attend the same school. The purpose of the common school was to encourage the children of lower-class Americans and of foreign immigrants to become Americanized, socialized to the educational culture of middle-class America." (3)

D. THE UNITED STATES SUPREME COURT DECISION

The United States Supreme Court by a unanimous decision in 1954 declared that "separate educational facilities are inherently unequal." This decision was, of course, in regard to segregation de jure. However, many have viewed it in terms of its implications regarding de facto segregation.

Professor Kenneth Clark drew the following conclusions: "...the United States Supreme Court has clearly stated that segregation itself damages the personality of human beings... Northern schools are bound to put their own houses in order, if they are to obey the spirit of this decision." (4)

E. ACTIONS IN CALIFORNIA - LEGAL OPINION, RULES, REGULATIONS

In California we are guided by the opinion of the Attorney General which was offered on August 15, 1963, at the request of the President of the State Board of Education. Attorney General Mosk spoke on the question of whether a school district may consider race as a factor in adopting a school attendance plan if the purpose of considering the racial factor is to effect desegregation in the schools. The Opinion states:

"The governing board of a school district may consider race as a factor in adopting a school attendance plan, if the purpose of considering the racial factor is to effect desegregation in the schools, and the plan is reasonably related to the accomplishment of that purpose." (5)

The Attorney General has further assured the Superintendent of Education of the constitutionality of the regulations of the State Board of Education which appear in the California Administrative Code, Title 5.

Section 2010 provides:

"It is the declared policy of the State Board of Education that persons or agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto shall exert all effort to avoid and eliminate segregation of children on account of race or color." (6)

Section 2011 provides:

"For the purpose of avoiding, insofar as practicable, the establishment of attendance areas and attendance practices which in practical effect discriminate upon an ethnic basis against pupils or their families or which in practical effect tend to establish or maintain segregation on an ethnic basis, the governing board of a school district in establishing attendance areas and attendance practices in the district shall include among the factors considered the following: (a) the ethnic composition of the residents in the immediate area of the school, (b) the ethnic composition of the residents in the territory peripheral to the immediate area of the school, (c) the effect on the ethnic composition of the student body of the school based upon alternate plans for establishing the attendance area or attendance practice, (d) the effect on the ethnic composition of the student body of adjacent schools based upon alternate plans for establishing an attendance area or an attendance practice, (e) the effect on the ethnic composition of the student body of the school and of adjacent schools of the use of transportation presently necessary and provided either by a parent or the district." (7)

F. THE MORAL BASIS

Many Americans agree with the principle that it is morally wrong to segregate or discriminate on the basis of race. Yet there is often a reluctance to put this moral precept into practice.

G. POLITICAL NECESSITY AND THE AMERICAN DREAM

Negroes have become impatient with discrimination in housing, employment and with segregated schools. They have lost faith in the Nation's intent to give them first-class citizenship. They are convinced that separate schools are not equal. They wonder why, in addition to all other injustices, they have been stripped of a good education, the major weapon needed to combat the low socio-economic status which has been their lot.

II. WHAT ARE THE EFFECTS OF SCHOOL SEGREGATION?

The following paragraphs, which represent precis of research studies, treat some of the effects of school segregation.

A. SCHOOLS FOR PREJUDICE

Research shows that children learn prejudice from social situations in which they live. By the age of fourteen, prejudiced attitudes appear to be already well cemented. These findings would suggest that we need to make every effort to give elementary school children the opportunity to live and work together democratically and to develop respect for one another without regard to race.

Raab and Lipset, in their study entitled "The Prejudiced Society," discuss the segregated school as a breeding ground for prejudice. Their documented study shows that the learning of prejudice is effected primarily by the kinds of social situations in which people live. Consequently, segregated communities are "Schools for Prejudice." They state that the pattern of community practices is the basic remedial target and that when the pattern of community practice changes, the prevailing pattern of attitudes will change accordingly. They cite studies which show that specific attitudes change favorably after desegregation, and that it is not necessary to wait for changes in attitude before desegregation. (8)

B. WEAKENING OF DOMINANT CULTURAL VALUES

In analyzing the segregated school, Martin Deutsch concluded that "...the more constricted an individual's social frame of reference and the greater its distance from the cultural mainstream, the less meaningful and the less effective are the dominant cultural values that impinge on him in the schools and other social institutions." (9)

Alan Wilson supports this argument when he observes that, "Because of the segregation of social classes, school societies tend to develop differing norms, values, and social structures." (9a)

C. CONSIDERATIONS IN A DEMOCRACY

As an instrument of democracy, the schools should work to reduce class and race barriers rather than to reinforce them. Havighurst contends that the lower-class or racially segregated school reduces the democratic quality of our society, since many of the characteristics which we regard as essential for a democracy are systematically undermined by segregation. One of those mentioned is the opportunity for upward social mobility. (10)

Havighurst further comments that limiting the school program to improvement of segregated schools is a tacit admission that "separate-but-equal" education is enough for Negro and lower-class youth.

D. SEGREGATION AND ITS PSYCHOLOGICAL EFFECTS

The Supreme Court decision outlawing school segregation was based primarily on considerations of ego development. It recognized that schools and other public facilities cannot be "separate and equal" because enforced and involuntary separateness that is predicated on purely arbitrary criteria necessarily implies an inferior caste status, and thereby results in psychological degradation and injury to self-esteem.

The ego development of segregated Negro children has suffered because of the inferior caste status which is assigned to them by virtue of their segregation. Consequences of this inferior caste status express themselves in lowered self-esteem, lack of confidence and low educational and vocational aspirations. (11)

A study by Wilbur Brookover which deals with the influence of self-concept on academic achievement presents data to the effect that self-concept may have as much effect on academic achievement as does socio-economic status. (12)

The Ausubels conclude from their study of "Ego Development Among Segregated Negro Children" that significant changes in the ego structure of Negro children are needed, and that these can be brought about in two complementary ways:

"Before Negroes can assume their rightful place in a desegregated American culture, important changes in the ego structure of Negro children must first take place. They must shed feelings of inferiority and self-derogation, acquire feelings of self-confidence and racial pride, develop realistic aspirations for occupations requiring greater education and training, and develop the personality traits necessary for implementing these aspirations.

"Desegregation... is an important and indispensable first step in the reconstitution of Negro personality, since the school is the most strategically placed social institution for effecting rapid change both in ego structure and in social status. A desegregated school offers the Negro child his first taste of social equality and his first experience of first-class citizenship. He can enjoy the stimulating effect of competition with white children and can use them as realistic yardsticks in measuring his own worth and chances for academic and vocational success. Under these circumstances, educational achievement no longer seems so pointless, and aspirations for higher occupational status in the wider culture acquire more substance." (13)

E. SEGREGATION AND THE ASPIRATION AND ACHIEVEMENT GAP

Brookover and the Ausubels in the above paragraphs directed themselves to a consideration of the psychological effects of segregation. Seymour Lipset, Alan Wilson, Patricia Sexton and Robert Havighurst have studied the effects of segregation on achievement.

According to Havighurst, the lower-class (Negro or white) school has some serious damaging consequences. Havighurst compared the records of junior high school students in River City who came from contrasting elementary schools, one a mixed-class school and the other a lower-class school. He found that pupils from a lower-class elementary school did not achieve as well as children of the same socio-economic level who had attended mixed class schools. (14)

Havighurst also determined that pupils in a lower-class school have lower educational aspirations than they would if they were in a mixed-class school. (15)

Alan Wilson's studies support these propositions. In his studies of Bay Area high schools and elementary schools he found that scores on scholastic aptitude tests and plans to enter college were related to both family social status and to the school climate. He found that a boy with a given I. Q. is less likely to achieve and less likely to want to go to college if he is in a lower-class segregated school than if he is in a mixed-class school. (16)

In summarizing his research, Wilson noted that school climate affected pupils' educational and vocational aspirations. For example, the proportion of students from similar family background who aspired to attend college varied with their high schools and the prevailing milieu. In their median grades as well, students from comparable backgrounds reflected the climate of the school. (17)

Patricia Sexton in her study of Detroit schools found that the academic gap between high-status and low-status schools becomes greater with each passing grade. The following chart from Sexton's Education and Income illustrates this thesis:

TABLE 3 - IOWA COMPOSITE SCORES AND MAJOR INCOME GROUPS (18)

<u>Major Income Group</u>		<u>4th Grade</u>	<u>6th Grade</u>	<u>8th Grade</u>
I	(\$3000-)	3.43	5.23	6.77
II	(5000-)	3.73	5.61	7.38
III	(7000-)	4.42	6.47	8.22
IV	(9000-)	4.84	7.05	8.67
Difference between groups I and IV		1.36	1.82	1.90

It becomes apparent from the above chart that success in school subjects at higher levels is dependent upon the learning achieved at lower levels. Within a few years, the child in a lower-class segregated school is retarded in basic skills.

As Lipset further points out, "Integration at the elementary school level has the special advantage that the culturally created differences in educational ability among those of different backgrounds are much less than they are at the junior high or high school level. Educational tests show that differences among children of different races and social classes, which are relatively narrow in first grade, widen year by year, as one group attends a high achievement culture and the other a low culture school. It is easier to prevent such gaps in learning ability by integrating in the first grade than to try to remedy them in the seventh or tenth grade." (19)

III. WHAT ARE THE EFFECTS OF SCHOOL INTEGRATION?

School districts throughout the country have taken action to desegregate their elementary schools. We can look to their experiences for information on the academic, social and psychological effects of desegregation.

A. BAILEY SCHOOL, WHITE PLAINS, NEW YORK

A Princeton Plan was adopted in this community in 1951. Prior to that time schools were districted on a neighborhood basis and the schools were almost completely segregated. The Negro-white ratio was about 50-50 then. Today the Negro population comprises 35% of the district.

During the first two years of their redistricting plan the emphasis was on desegregation rather than integration. Within two years of the inauguration of the Princeton Plan, efforts were made to integrate the schools; i. e., in-service training, community workshops, reassessment of hiring procedures, small class size, and grouping procedures which reflect the entire community in each class.

The results of ten years of integration as reported by Aaron Lipton, Principal of Bailey School are:

1. Attitudes have improved immeasurably among all children
2. Teachers are now working towards meeting the needs of children rather than the opposite
3. The community, both Negro and white, has expressed wholehearted approval (with very few pockets of resistance).
4. Children's achievement levels have risen significantly for both advantaged and disadvantaged children. (20)

B. LOUISVILLE, KENTUCKY

Stallings compared the scores of white and Negro children of Louisville, Kentucky in grades 2, 6 and 8 in 1955-56, the year before desegregation, with the scores of children in those grades from 4 to 12 months after desegregation, depending on when the tests were administered. Stallings summarized his findings thus:

1. The white pupils gained 1.2 months in the second grade; 0.9 month in the sixth grade; and in the eighth grade, where the analysis was by subject areas, the average gain was two months.
2. The Negro pupils gained 3 months in the second grade, 5 months in the sixth grade, and an average gain of one month in all subjects in the eighth grade. Test results over the previous nine years failed to show another instance where such substantial gains were evident in three grades.

Stallings also interviewed 15 pupils and 60 professional staff members. Only one of the 75 persons interviewed felt that integration had had an unfavorable effect on the motivation of pupils or teachers. (21)

C. WASHINGTON, D. C.

The interim reports which have been presented by the Superintendent of Schools of Washington, D. C. indicate that since the inauguration of school desegregation, there has been measurable improvement in the average achievement of both white and Negro children. (22)

As we attempted to determine the reasons for the above documented achievement gains in integrated schools, we were led to consider the research concerned with the effects of school climate on academic achievement and aspirations.

The pioneer work of Otto Klineberg in the 1930's clearly established the fact that intelligence test scores will improve as children move from a deprived, inferior educational situation to a more positive and stimulating one. (23)

Robert Herriott in the Harvard Education Review points out that a student's academic aspirations are very much related to the expectations of "significant others." (24)

Alan Wilson in his Berkeley study defined these "significant others" as the students' peers, parents and teachers. Wilson's data supports the following conclusions:

"Because of the segregation of social classes school societies tend to develop differing norms, values, and social structures. In the middle-class schools parents and teachers supervise children more closely and have high academic expectations for them. A result of this strong intergenerational control is a more fragmented peer-group structure and a greater saliency of adult values for the children. In the working-class schools values are more readily communicated laterally among peers. Attitudes towards schooling are largely irrelevant to the students' assessments of one another, and teachers, although concerned about academic achievement, tend to normalize a lower level of achievement." (25)

Alan Wilson shows that Negro children in integrated schools in Berkeley do much better in learning to read than do Negro children from similar class backgrounds and levels of measured intelligence who attend predominantly Negro schools. He reports similar findings from a study of students in thirteen Bay Area high schools. He found that those high school students from lower-status homes, white or Negro, are much more oriented towards achievement in integrated school environments.

Gordon Liddle's study in Illinois confirms Wilson's findings:

"Usually children of a given social class did better academically if they attended an elementary school in which a majority of the children were from families of high social status..." (26)

"...however strong the influence of the individual family on aptitude and aspiration, it tends to be strengthened (or weakened) by the school." (27)

"...the proportion of students from comparable social levels who aspired to attend college tended toward the mode of their elementary school." (28)

Natalie Rogoff studied the effects of school milieu on achievement using a nation-wide sampling technique. She found that the financial resources of a school and community are highly correlated with academic achievement, but beyond this, the social class composition, and the academic climate of the school, affect achievement and educational plans. (29)

The research of David and Pearl Ausubel indicates that Negro children and lower-class children who attend schools with a heterogeneous social class and racial population are in a more favorable developmental situation because the unfavored group is stimulated to compete more aggressively with the more privileged group in every-day contacts and in aspirational behavior. In their self-judgments, they compare themselves with actual models who, in fact, are only slightly better off than they are. Negro children in segregated schools, according to the Ausubels, are not only deprived of this stimulation, but in comparing themselves with other children, paradoxically feel more depressed and less able to compete adequately because they must use idealized mass media models as the basis for comparison. (30)

IV. WHAT PLANS HAVE BEEN USED TO ACHIEVE INTEGRATION AND HOW EFFECTIVE HAVE THEY BEEN?

The studies in the previous section point to the positive effects of integration in improving self-image, increasing motivation and raising aspirational and academic levels. This committee has examined a number of desegregation plans presently in operation in order to determine the most feasible plan for Berkeley. These plans are discussed on the following pages.

A. OPEN ENROLLMENT

1. New York City

In an article on school integration in New York City, Ellen Lurie, member of the School Board of New York City, cites the failure of open enrollment:

- a. Too few pupils were involved--relatively few of the eligible students applied.
- b. Administrators in receiving schools complained of rearranging time schedules, since some children arrived late and left early; difficulty in working out lunchroom procedures.
- c. Some administrators complained that discipline cases were shunted to them by weary fellow principals in sending schools.
- d. Sending schools were stamped as second-class schools and stigmatized as such.
- e. Puts the complete burden of transfer on minority children, reinforcing the whites who feel they have to sacrifice in the integrating process.
- f. Better students wanted to transfer, leaving sender schools depleted of high achieving students.

In summary, it was stated that, "It (open enrollment) provides a politically expedient, relatively cheap method to get the more vocal parents off the board's back and their children out of segregated schools." (31)

2. Oakland

Investigation of the Open Enrollment plan in Oakland revealed that it does not achieve integration. Out of a school population of approximately 64,000 pupils, there was a total of 1,140 transfers for the current year, not all of which can be attributed to open enrollment. Included in this figure are the students who sought transfers because of family moves from one district to another. The greatest movement occurred at the junior high level, with only 284 Negro students leaving predominantly Negro schools to attend predominantly Caucasian schools. On the other hand, 12 Negro students left predominantly Caucasian schools to attend predominantly Negro schools. (See chart -- footnote 32)

For the school year, 1964-65, the Oakland District announced only 200 high school vacancies, all of which are at McClymonds, an almost totally Negro school. For these vacancies, only 10 applications were received in March during the four-day open enrollment period. Three hundred and eighteen applications were received for the 390 junior high school vacancies; however, out of a total of 1,100 vacancies in 22 elementary schools, only 87 applications were received for seventeen of these schools. Therefore, open enrollment will make no appreciable change in the school composition for 1964-65. (See chart - footnote 33)

B. THE PRINCETON PLAN AND ITS VARIATIONS

While some school districts have used open enrollment in their attempts to bring about school integration, other districts have employed different techniques. One of these approaches is usually referred to as the Princeton Plan.

1. Princeton, New Jersey

In 1947, the Princeton School Board adopted a recommendation of the Superintendent of Schools to integrate elementary schools in this community of approximately 12,000 people, of which approximately 11% were Negro. The plan essentially was the following:

- a. A predominantly Negro and a predominantly Caucasian school (both K-8) were paired, so that all the children of both schools in grades K-5 went to one school and all children in grades 6-8 went to the other.
- b. This permitted each school to reflect the white-Negro ratio in town.
- c. Transportation was no problem. There was no need for bussing, as the city covers approximately 1.76 sq. miles.
- d. Faculties of the two schools were integrated. Previously the Negro school had a Negro faculty, and the other school had a Caucasian faculty.
- e. The one high school (9-12) was already integrated.

This plan went into effect seven years before the historic Supreme Court decision of 1954 because, according to the report of former Superintendent B. Woodhull Davis, it was the right thing to do--it was just.

The plan represented complete community action carried out quietly and effectively. There had not been organized agitation from the Negro community for the plan, and there was no organized protest against it. There was virtually no exodus to private schools, according to reports received. (34)

2. Highland Park, Michigan

In another modified version of the "Princeton Plan," this community of 39,000 people adopted the following procedure:

- a. One elementary school (K-6) was 90% Negro and was a small school. It was made into a primary school housing children in grades K-3.
- b. A predominantly Caucasian school in a neighboring district became a 4-6 grade school, but a boundary change was necessary to increase the number of white students and to make better use of facilities.
- c. The two junior high schools and one senior high school were already integrated.

Superintendent of Schools, Norman P. Weinheimer, indicates that this plan worked well. Further, since the plan was adopted three years ago, the housing pattern has changed, so that most of the other schools in Highland Park have integrated quite well. (35)

3. Englewood, New Jersey

The study of the situation in Englewood, New Jersey, provides really significant information for Berkeley. Englewood was torn with claims and counterclaims, studies, court litigation, sit-ins, etc., leading to racial tension which almost erupted into violence. One could best understand what happened in Englewood by examining a chronology of events which began with the appointment of a factfinding body in September 1962, and ended with the Board finally implementing a plan in October 1963. In July 1963, the Commissioner of Education ordered the Board to present a plan by August 1 to be put into effect by September 1963. Although the Board's progress was interrupted during the summer with litigation, it finally followed the order of the Commissioner and began implementation of the following plan in October 1963:

- a. Removal of all sixth grade pupils from schools near their homes and re-assignment to a former junior high school building which was renovated for this purpose. This school was not previously in use.
- b. The pupils in grades one through five from the segregated Negro school were removed from that school and reassigned to three other primary schools where Caucasians were predominant.
- c. Thus, students from the segregated Negro school, with the exception of the kindergarten, were completely reassigned to other schools in the city, providing for total integration.
- d. A pre-kindergarten class for four-year-olds was established at the school being used for the sixth grade pupils.
- e. Extended educational opportunities were offered parents through an Adult Education program.

In explaining the program, Dr. Shedd, Superintendent of Schools, said that the educational values of a city-wide sixth grade program in Englewood go far beyond the elimination of de facto segregation at Lincoln School (the formerly

segregated Negro school). He stated that consolidation of pupils and teaching personnel at this level offers tremendous opportunities for educational improvement which make it a justifiable and worthwhile venture regardless of the racial issue. Dr. Shedd lists the following immediate and direct benefits to all children who attend the Engle Street School (the integrated, city-wide sixth grade school):

- a. More personalized instruction in reading and mathematics through non-graded programs and ability grouping.
- b. Cooperative curriculum planning and pupil appraisal through teaching teams.
- c. Centralization of all sixth grade library resources with personnel to man the library full-time
- d. A full-time trained guidance counselor
- e. Improved music program, including a sixth grade band and chorus
- f. A stepped-up physical education program with separate classes for boys and girls
- g. A wider variety of enriched art experiences including work with new media
- h. Special assembly programs geared to the interests of eleven and twelve year olds

To implement the plan, the city is currently instituting the "non-graded" primary and intense in-service training for better teaching methods and intergroup education. Reports from Englewood indicate that the plan for integration is working well during its first year of operation, in spite of the fact that the Board was ordered to integrate during the summer of 1963 and had to place a plan in operation by the fall semester 1963. Englewood is a city of approximately 28,000 population in which one out of every four persons is a Negro. The issue centered around desegregating Lincoln Elementary School, which was 98% Negro. (36)

CONCLUSION: Evidence points to success in eliminating segregation where an integration plan is geared to the community. When the school assumes the leadership in integration, the community agrees.

V. WHY IS BERKELEY CONCERNED WITH SCHOOL INTEGRATION?

The previous sections examined the rationale and methods of desegregation in other cities. We now wish to focus on the characteristics of the Berkeley school system.

A. EDUCATIONAL POLICIES OF THE BERKELEY UNIFIED SCHOOL DISTRICT

A Berkeley Unified School District publication, Educational Policies, March 6, 1964, clearly points out the close interdependence existing between education, the fostering

of individual fulfillment, and our society of free people. In the Preamble of this document, our Berkeley Board of Education asserts that:

"The history of our nation indicates that a society of free people is dependent upon the moral and spiritual values of a responsible and intelligent citizenry. A society like ours, dedicated to the worth of the individual, committed to the development of free, rational and responsible people, has special reasons for valuing education. Our deepest convictions impel us to foster individual fulfillment. We desire each individual to achieve the promise that is in him, to be worthy of a free society, and to be capable of strengthening that society.

"Ultimately, education exists to serve our national purposes, but it serves most directly to provide an opportunity for each individual to develop to his fullest potential. To aid the individual in developing this potential, we must renew our efforts to remove all barriers to education--such barriers as poverty, prejudice, ignorance, apathy.

"In our desire to provide equal opportunity, we do not ignore the fact that individuals differ greatly in their talents and motivations. Thus, there must be diverse programs within the educational system, each accorded respect and stature. Learning experiences must be provided which will help prepare each person to fulfill his intellectual, economic, and social needs." (37)

The Berkeley Board of Education makes it clear that it includes all people when it refers to a society of free people, the development of individual potential, and to equal opportunity in our school system, for it says:

"We believe in the worth, the dignity, and the humanity of each individual. . . ." (38)

". . . we believe. . . that all individuals should have equal educational opportunities though not necessarily identical educational experiences." (39)

"We believe that the strength of our democracy depends upon the varied abilities of our many diverse peoples to meet challenges, to anticipate and solve problems, to work effectively. . . ." (40)

"We believe that education should help an individual to become aware of and to understand the many varieties of cultures in today's world, to relate positively to the diverse people in his community, and to contribute to and refine his own evolving cultural patterns." (41)

It is within this philosophical framework that we have studied some of the characteristics of the elementary schools in Berkeley.

B. PRESENT CHARACTERISTICS OF THE BERKELEY ELEMENTARY SCHOOLS

In looking at the three primary and fourteen elementary schools in Berkeley, one is struck by their varying characteristics.

FOOTNOTES

1. Alan B. Wilson, "Some Effects of Social Stratification Upon the Academic Achievement of Elementary School Students," University of California, Berkeley, p. 1.
2. Gordon Liddle, "The Effects of Children's Elementary School Milieux on Their Subsequent Academic Achievement," pp. 1-2.
3. Seymour Martin Lipset, "De Facto Segregation in Berkeley and the Common School Tradition," p. 1.
4. Kenneth B. Clark, quoted by Patricia Sexton, Education and Income (New York: Viking, 1961), p. 243.
5. Opinion of Stanley Mosk, Attorney General, Robert Burke, Deputy Attorney General, No. 63/101, August 15, 1963.
6. California Administrative Code, Sec. 2010, p. 363.
7. Ibid., Sec. 2011, p. 363.
8. Earl Raab and Seymour Martin Lipset, "The Prejudiced Society," Earl Raab, American Race Relations Today (New York: Doubleday, 1962).
9. Martin P. Deutsch, quoted by Miriam L. Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas," Education in Depressed Areas, A. Harry Passow, editor (New York: Teachers College, Columbia University, 1963), pp. 86-87.
- 9a. Alan B. Wilson, "Social Stratification and Academic Achievement," Education in Depressed Areas, A. Harry Passow, editor (New York: Teachers College, Columbia University, 1963), p. 232.
10. Robert J. Havighurst, "Urban Development and the Educational System," Education in Depressed Areas, A. Harry Passow, editor (New York: Teachers College, Columbia University, 1963), p. 33.
11. David and Pearl Ausubel, "Ego Development Among Segregated Negro Children," Education in Depressed Areas, p. 109.
12. Wilbur B. Brookover, Ann Paterson, and Shailer Thomas, Self Concept of Ability and School Achievement, (East Lansing: Office of Research and Publication, College of Education, Michigan State University, 1962), p. 105.
13. Ausubel, op. cit., pp. 130-131.
14. Havighurst, op. cit., pp. 30-32.
15. Havighurst, loc. cit.

16. Havighurst, loc. cit.
17. Wilson, op. cit., p. 186.
18. Patricia C. Sexton, Education and Income (New York: Viking, 1961), p. 28.
19. Lipset, op. cit., p. 8.
20. Aaron Lipton, Principal of Bailey School, letter dated April 15, 1964.
21. Frank H. Stallings, "Studies of Educational Problems Involved in School Integration," National Education Association, Research Division, Nov. 1960, p. 12.
22. Kenneth B. Clark, "Educational Stimulation of Racially Disadvantaged Children," Education in Depressed Areas, p. 143.
23. Clark, op. cit., p. 150.
24. Robert E. Herriott, "Some Social Determinants of Educational Aspiration," Harvard Educational Review 33, Spring 1963, pp. 157-77.
25. Wilson, Education in Depressed Areas, p. 243.
26. Liddle, op. cit., p. 5.
27. Liddle, op. cit., p. 10.
28. Liddle, op. cit., p. 7.
29. Natalie Rogoff, "American High Schools at Mid-century," unpublished manuscript, Bureau of Applied Social Research, Columbia University, 1961.
30. Ausubels, op. cit., pp. 121-122.
31. Ellen Lurie, member of School Board, New York City, "School Integration in New York City," Integrated Education, Pamphlet No. 7.

32. Open Enrollment in the Oakland Schools for 1963-64 (chart compiled from information given verbally in the telephone conversation with the Superintendent's office) The total school population was approximately 64,000.

	<u>Elementary</u>	<u>Junior High</u>	<u>Senior High</u>	<u>Total</u>
Spanish	18	54	30	102
Other White	101	193	49	343
Negro	54 (1)	383	179	616
Oriental	8	45	22	75
Others (Negro-Caucasian parents, Am. Indians)	1	3	0	4
Totals	182	678	280	1,140

- (1) 19 Negro students left predominantly white school to go to another predominantly white sch.
68 Negro students left Negro school to go to another predominantly Negro school.
284 Negro students left predominantly Negro school to attend a predominantly white school.
12 Negro students left predominantly white school for a predominantly Negro school.

33. Open Enrollment in the Oakland Schools - Prospects for 1964-65 (Applications received during 4-day period in March 1964).

<u>School</u>	<u>Announced Vacancies</u>	<u>Applications Received</u>
Senior High - McClymonds	200	10
Junior High - 8 schools in which vacancies occur	390	318
Elementary schools - 22 schools in which vacancies occur	1,100	87 (for 17 schools)
Totals	1,690	415

Present enrollment is approximately 63,641, including approximately 36,684 elementary school children.

34. Princeton, New Jersey Plan, reprint from the New York Post, Sunday, December 15, 1963.
35. Norman P. Weinheimer, Superintendent of Schools, Highland Park, Michigan, letter dated April 2, 1964.
36. Mark R. Shedd, Superintendent, Englewood Public Schools, Englewood, New Jersey, letter dated April 5, 1964.
37. Educational Policies, Berkeley Unified School District, March 6, 1964, p. 1.
38. Ibid., p. 2.
39. Ibid., p. 2.
40. Ibid., p. 2.
41. Ibid., p. 3.
42. Racial Census, October, 1963, Berkeley Unified School District.
43. Berkeley Unified School District, "Estimated Enrollment of Negro Pupils, K-12, Berkeley Public Day Schools," mimeographed summary, February, 1961.
44. Alan B. Wilson, "Some Effects of Social Stratification Upon the Academic Achievement of Elementary School Students," pp. 4-5.
45. Berkeley Unified School District, "Report of Group Test Results of Intelligence and Academic Achievement, Fall 1963," p. 38.
46. Ibid., p. 46.
47. Ibid., p. 46.
48. Aaron Lipton, "Classroom Grouping Integration," Integrated Education, Pamphlet No. 7.

NOTE: Consultants to this committee were Professor Alan Wilson, Professor Seymour Martin Lipset, and Gertrude Noar, National Education Chairman of Anti-Defamation League, B'nai B'rith.