

PICKET

FOR INTEGRATED SCHOOLS

FACTS (based on official School Board statistics):

- 23 public schools are predominantly Negro (student population).
- 11 of these are 99% Negro.
- 83% of the city's non-white students attend 'Negro' schools.
- 76% of the non-white teachers have been assigned to 'Negro' schools.

Negro students are being offered inferior educational opportunities in terms of teaching materials, library services, experience of teachers, course offerings, and extra-curricular cultural activities.

De facto segregation seriously contributes to the high rate of educational retardation and dropouts among Negro students. Social scientists are agreed that it demoralizes Negro youth by developing feelings of rejection, hostility, and self-hatred. And bigotry grows in all white schools. How can democratic values be taught in segregated schools?

THE SCHOOL BOARD HAS NOT FACED ITS RESPONSIBILITIES

- by consistently evading the question of de facto segregation;
- by refusing to recognize representatives from NAACP, CORE, and NNNC who had been invited to the January meeting;
- by sticking dogmatically to the following policies & practices:

1. The "neighborhood school" is discriminatory so long as neighborhoods are segregated.
2. The "free transfer" plan is not free so long as whites can flee while Negroes are prevented from transferring for purposes of racial integration.
3. New schools are built in locations where they are bound to be 'Negro' schools instead of in locations where they could be easily integrated. (Fulton Junior High and the new Keefe Junior High.)
4. Present zoning perpetuates segregation, whereas careful zoning could help integrate the schools.
5. Most Negro teachers and recreation workers are assigned to schools in which the students are predominantly Negro.
6. The wholesale transfer of Negro classes from "core" schools to underutilized "white" schools is blatantly discriminatory in that the Negro students are segregated from white children in the receiving school. WE DEMAND THE IMMEDIATE INTEGRATION OF THESE CLASSES as a first step to eliminating school segregation throughout Milwaukee. YOU CAN HELP BY PICKETTING THE FIRST TARGET SCHOOLS BEGINNING MONDAY, FEBRUARY 3, at 8 AM:

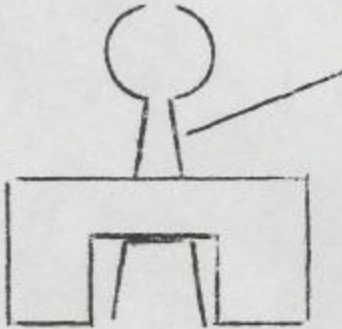
TWELFTH STREET (99% Negro): 2669 N. 12th/// TWENTIETH STREET
SHERMAN (all white): 5110 W. Locust///97% Negro: 2442 N. 20th

COME ONE, COME ALL: 8-9:30 AM; 2:30-3:30 PM.

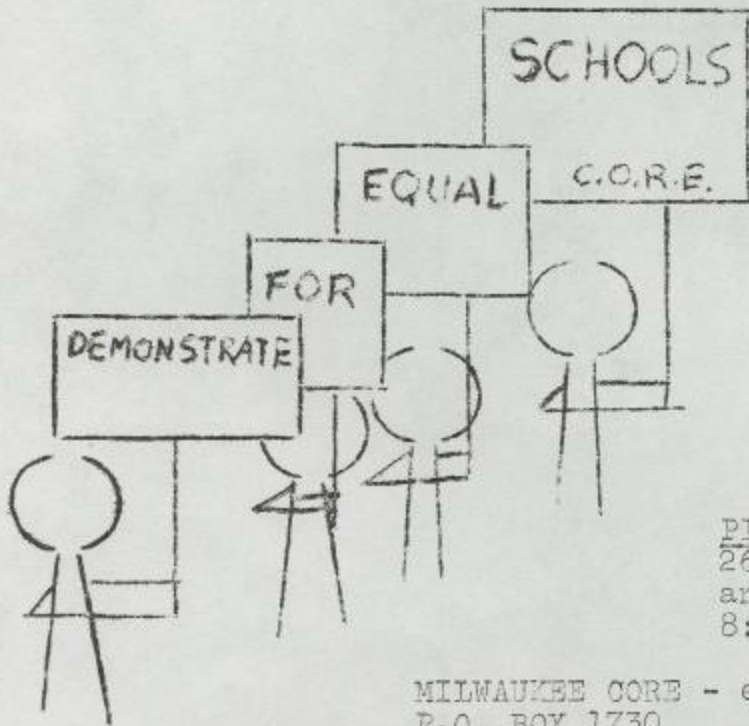
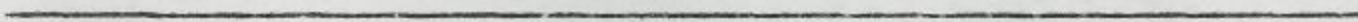
NAACP
(427 W. Center Street)

MILWAUKEE CORE
(P. O. Box 1730)

SCHOOL MEETING



A meeting will be held Wed. 7:30 PM March 4 at the Milwaukee Boys' club 2739 N. 15th St. for all parents and persons interested in fighting segregated schooling in Milwaukee.



PICKET

Join CORE in demonstrating against inferior, second rate public schools. PICKET Twelfth Street School 2669 N. 12th St. Thursday and Friday, March 5 and 6, 8:15 - 9:30AM, 2:30-3:30PM.

MILWAUKEE CORE - education committee
P.O. BOX 1730
MILWAUKEE 1, WIS.

[1964, JAN ?]

WELCOME!

Dr. Martin Luther King, your leadership and courage are a constant reminder of the job that lies ahead of us in the struggle for civil rights in both North and South.

HELP!

Milwaukee CORE make the dream that Dr. King spoke of so eloquently during the March on Washington a reality.

JOIN!

in the fight against
--discrimination in housing and employment in Milwaukee
--de facto segregation in the Milwaukee public schools
--the do-nothing policy of Mayor Maier who refused to oppose
Fred E. Lins on the Social Development Commission.

THEN!

"We Shall Overcome!"

[12]

NEGRO VITAL STATISTICS
CITY OF MILWAUKEE

YEAR	POPULATION	BIRTHS	BIRTH RATE	DEATHS	DEATH RATE
1900	862*				
1910	980*				
1920	2,229*			48	21.5
1921	2,750			38	13.8
1922	3,280			40	12.2
1923	3,810			57	15.0
1924	4,330			90	20.8
1925	4,860			124	25.5
1926	5,390			148	27.5
1927	5,910			144	24.4
1928	6,440	107	16.6	166	25.8
1929	6,970	124	17.8	162	23.2
1930	7,501*	162	21.6	145	19.3
1931	7,605	140	18.4	117	15.4
1932	7,670	158	20.6	123	16.0
1933	7,735	152	19.7	103	13.3
1934	7,800	151	19.4	111	14.2
1935	8,161	125	15.3	113	13.8
1936	8,293	150	18.1	137	16.5
1937	8,425	184	15.9	130	15.4
1938	8,557	135	15.8	137	16.0
1939	8,689	163	18.8	130	15.0
1940	8,821*	163	18.5	110	12.5
1941	8,880	189	21.3	108	12.2
1942	9,000	176	19.6	136	15.1
1943	9,030	214	23.7	124	13.7
1944	10,000	255	25.5	151	15.1
1945	10,200	271	26.6	134	13.1
1946	10,540	349	33.1	130	12.3
1947	12,400	505	40.7	153	12.3
1948	14,500	619	42.0	187	12.9
1949	17,000	761	44.8	204	12.0
1950	21,772*	819	37.6	202	9.3
1951	26,000	1,044	40.2	242	9.3
1952	30,000	1,341	44.7	249	8.3
1953	33,000	1,569	47.5	286	8.7
1954	36,200	1,775	49.0	291	8.0
1955	40,200	1,935	48.1	316	7.9
1956	45,200	2,287	50.6	360	8.0
1957	50,000	2,438	48.8	385	7.7
1958	54,000	2,438	45.1	369	6.8
1959	58,000	2,607	44.9	395	6.8
1960	62,458*	2,678	42.9	394	6.3
1961	67,000	2,814	42.0	444	6.6
1962	71,000	2,663	37.5	413	5.8

* U.S. CENSUS - SOURCE - Vital Statistics Division, 109 Municipal Bldg.

[1963, Feb?]

MILWAUKEE CORE - education committee

PARENTS, CITIZENS - HELP END SEGREGATION IN MILWAUKEE SCHOOLS

At a recent hearing before the School Board, Milwaukee CORE pointed out many serious abuses and faults in schooling, mainly in the city's inner core. As a first step in a plan to desegregate Milwaukee's schools, CORE is demanding the immediate ending of the separation of bussed students in the receiving schools which causes the following effects:

1. The enforced separation causes harmful damage to both school work, and the psychological feelings of the students
2. Results in disruption of the school day when the students are forced to return to their home school for lunch period
3. Keeps children from mixing naturally at recess, meetings, etc.
4. Permits the home principal to have charge of discipline and school work of students who do not even attend his school

Milwaukee CORE's position is that if schools are able to find class rooms for the bussed students, they must also be able not only to feed these students, but integrate them fully into both the lunch and activities periods, and the normal classes.

CORE, in the school desegregation campaign, must point out the responsibility of parents and citizens to take an active part in this work. Achieving adequate integrated schools for all Milwaukee school children will take a great amount of hard work and effort to change existing status quo conditions.

PARENTS, TEACHERS, OR CITIZENS WHO ARE INTERESTED IN WORKING ON THIS IMPORTANT CAMPAIGN ARE URGED TO CONTACT CORE AND HELP US IN THIS IMPORTANT WORK.

Milwaukee CORE
P.O. Box 1730
Milwaukee 1, Wis.

NAME _____ ADDRESS _____
 PHONE _____
 TEACHER _____ PARENT OF SCHOOL CHILDREN _____ CITIZEN _____

I am interested in working for school desegregation in the following way: _____
