

SEGREGATED

SCHOOLS

in

LOS ANGELES



SEGREGATED SCHOOLS
IN LOS ANGELES

Prepared by

Education Committee
Los Angeles CORE

Kenneth B. Fry, Chairman

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What is SEGREGATION ?

Segregation is a system.

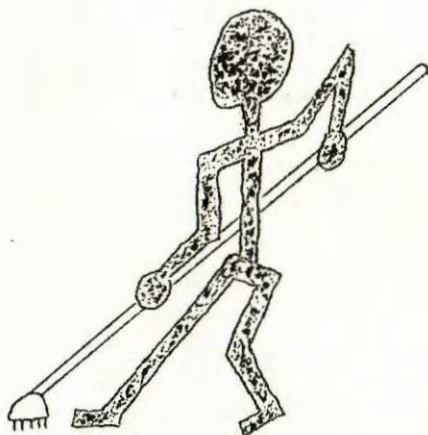
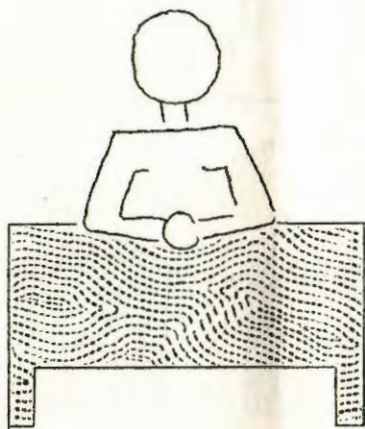
It is a system which keeps
people separated from one another.

In Los Angeles people are separated
according to their race
or color.

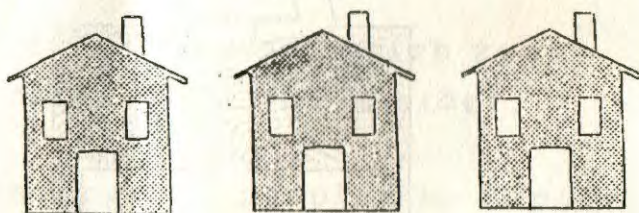
PEOPLE ARE KEPT SEPARATED IN --



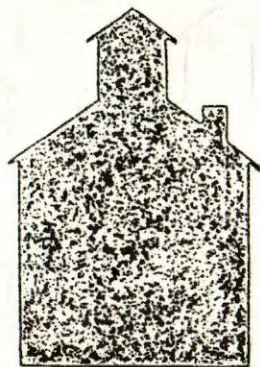
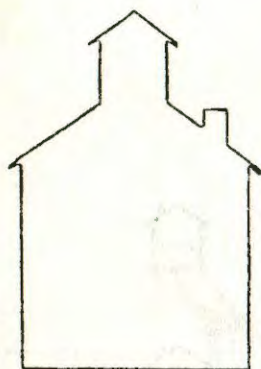
EMPLOYMENT



HOUSING



and SCHOOLS



HOW ARE SCHOOLS SEGREGATED?

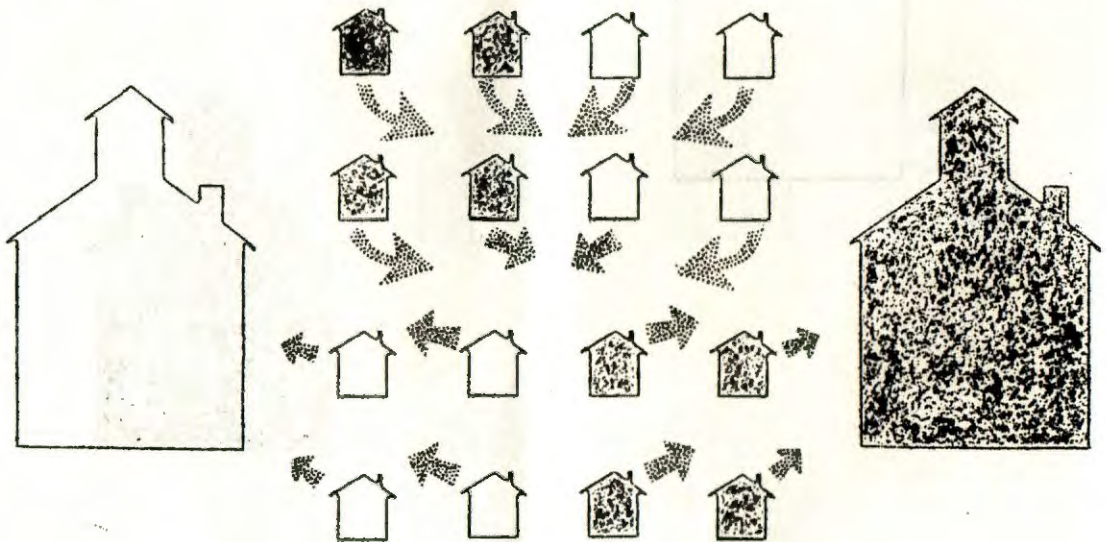
Some cities segregate their schools in this way:

Caucasian children go to one school,
minority children to another,

regardless of where they live.

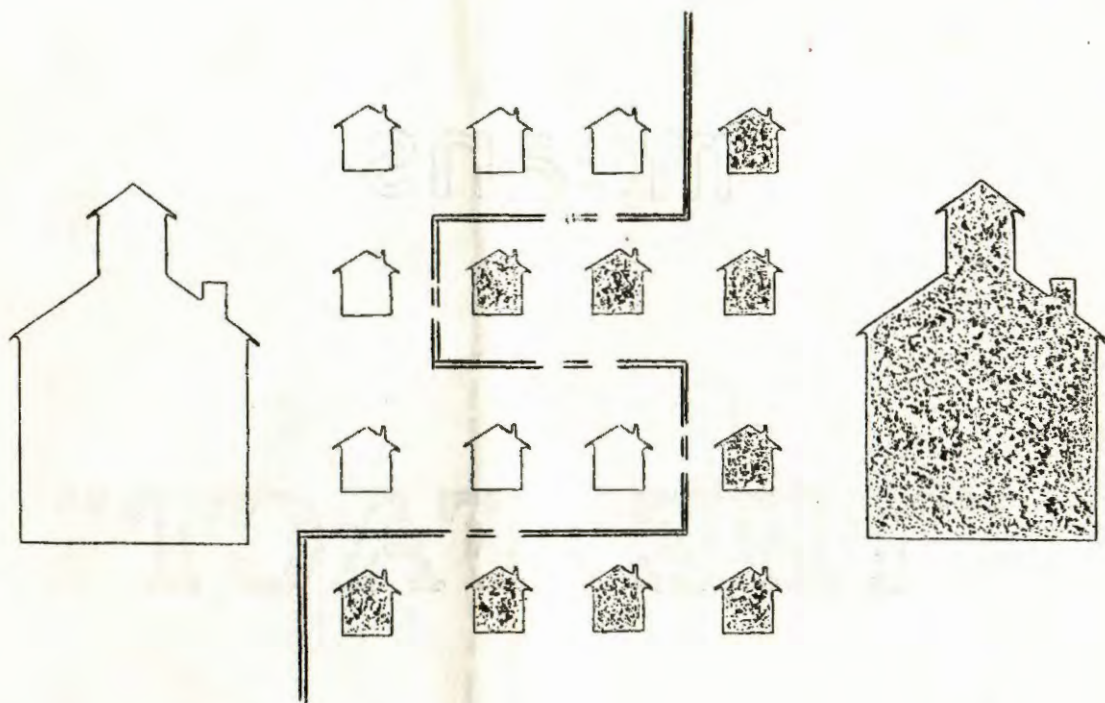
This is called

"de jure"
segregation.



Other cities do it this way:

They draw attendance boundaries
to segregate the schools.



NOW LOOK HOW LOS ANGELES DOES IT!

"DE FACTO"

means

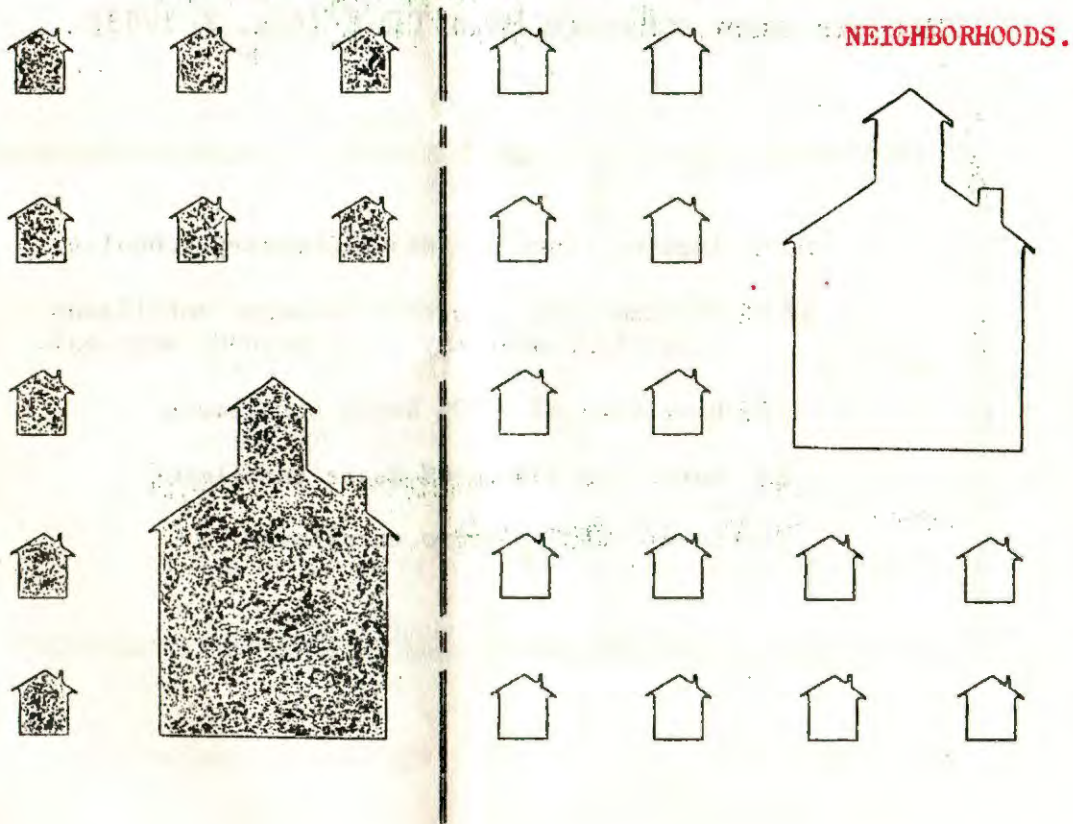
"THE FACT"

In Los Angeles it is EASY.

The neighborhoods are already segregated.

A straight line boundary will separate Caucasian and minority

students IF IT IS DRAWN BETWEEN THE TWO SEGREGATED



This is exactly what Los Angeles does in many cases.

This is called "de facto" segregation.

Here are some statistics from TIME (Aug. 2, 1963):

In Los Angeles there are 483 Elementary schools:

368 of them have less than 5% Negro enrollment
(this includes many which have NO Negroes)

58 have from 5% - 50% Negro enrollment

47 have from 50% - 90% Negro enrollment

10 have over 90% Negro enrollment

The following maps of Central Los Angeles show exactly where some of the boundaries are drawn. Notice that in one case (Jordan High School) the school sits right on the boundary. The Board of Education claims that it is just a coincidence that the line happened to be drawn down Alameda Street. It CAN be redrawn at any time the Board decides to correct the situation.

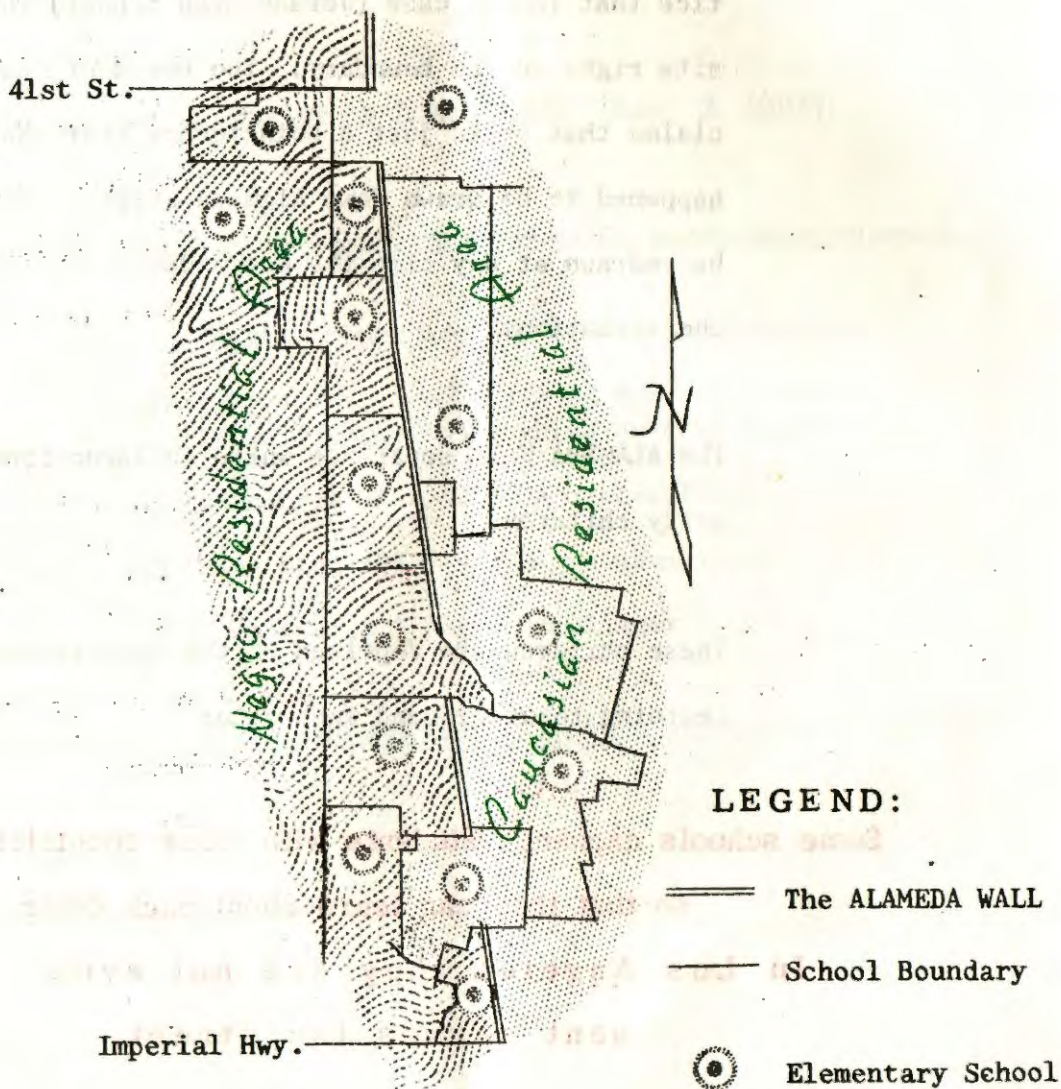
The ALAMEDA WALL separates white children from minority children.

These children are deprived of the opportunity of learning to understand each other.

Some schools exchange students with other countries,
so that they can learn about each other.

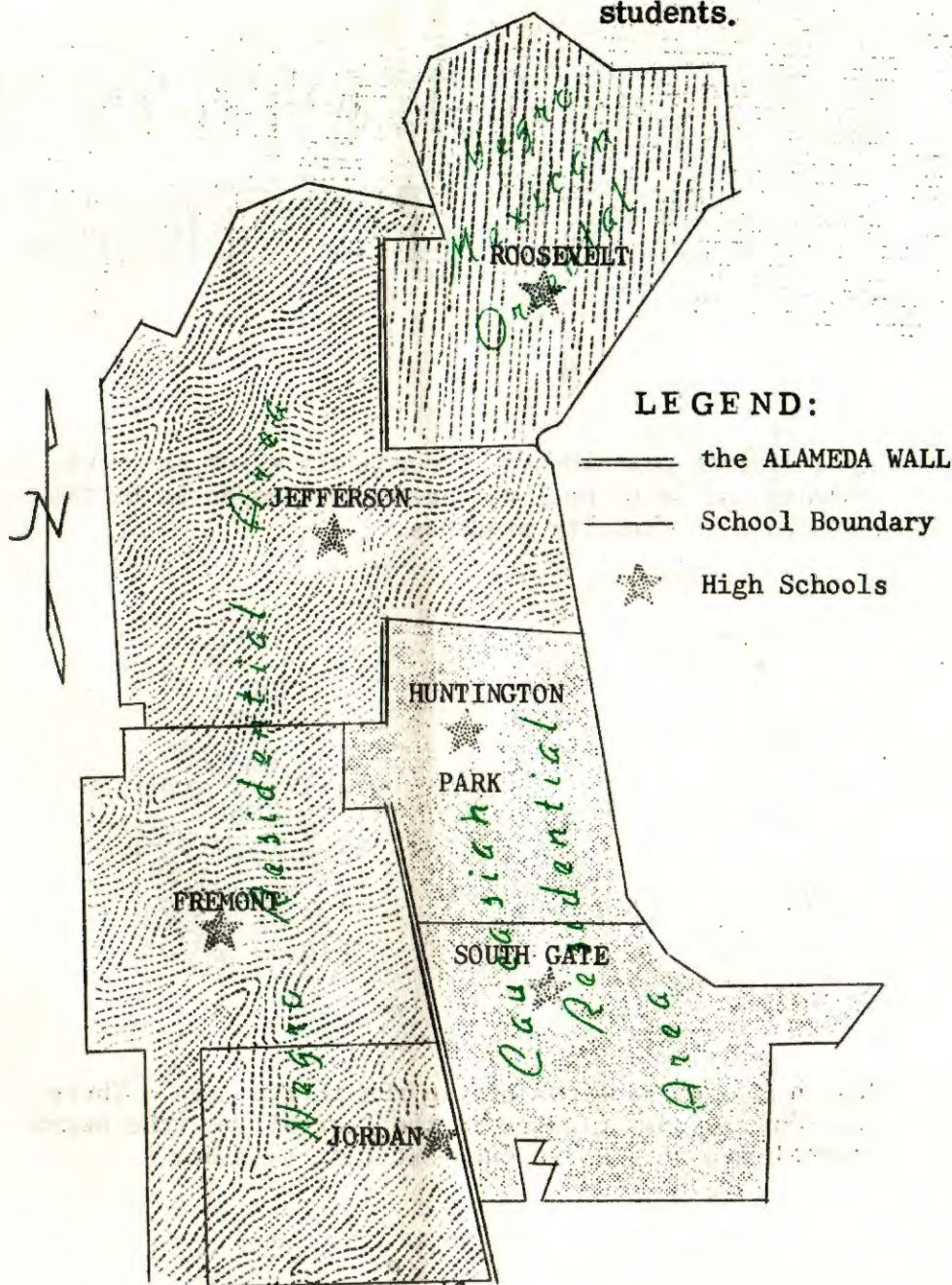
In Los Angeles they are not even
sent across the street.

This is how the Alameda Wall causes de facto segregation
of ELEMENTARY SCHOOL children.



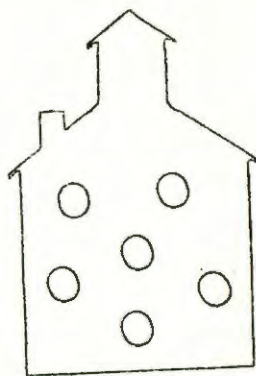
The Alameda Wall also separates HIGH SCHOOL

students.



WHAT ARE THE EFFECTS OF SEGREGATED SCHOOLS?

By a strange coincidence, the schools which are most crowded and least well equipped just happen to be the schools with minority students.

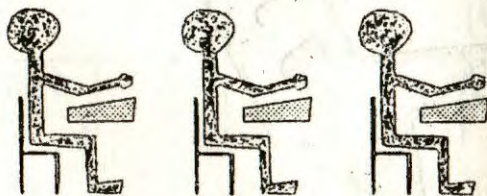


Most half-day sessions are in the ghetto area. There are 186 half-day classes in the Central area (the Negro ghetto) and only 25 in the West L.A. session.

CLASSROOM SCENES LIKE THIS ---



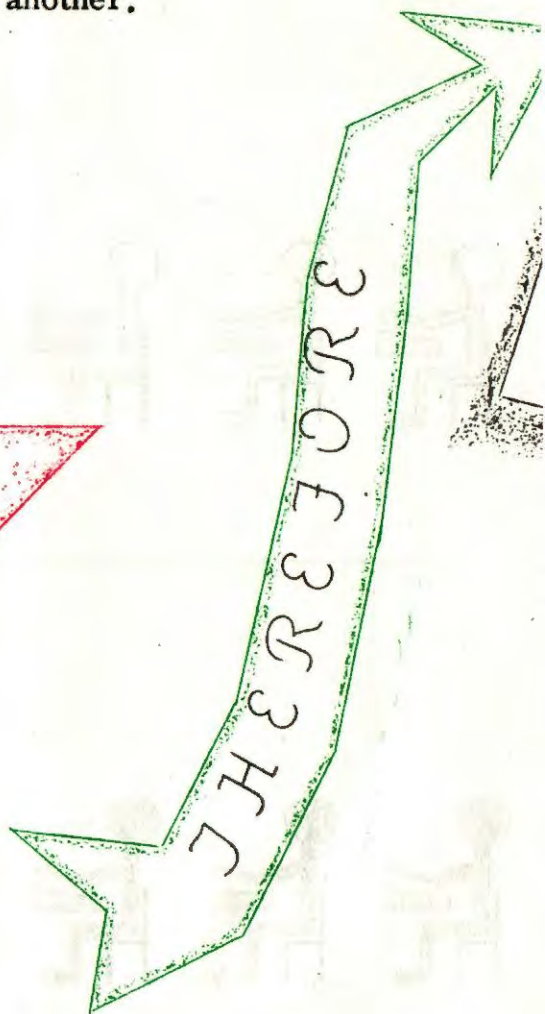
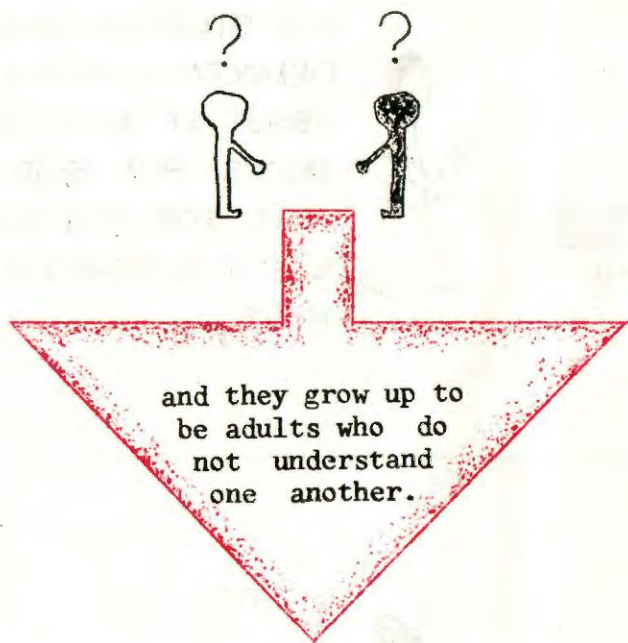
TODAY, CHILDREN, WE
ARE STUDYING ABOUT
DEMOCRACY. READ
ABOUT IT IN YOUR
BOOKS. BUT READ
WELL, FOR YOU WON'T
SEE IT IN PRACTICE
HERE.



DITTO!

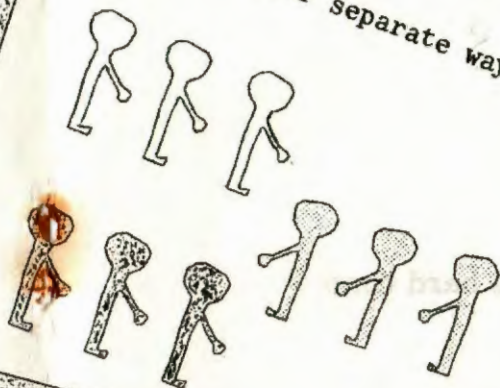
MORE effects of segregated

Children who never SEE one another cannot possibly UNDERSTAND one another.



schools ...

they go their separate ways ...



to separate neighborhoods ...



and they hire only the people
they DO understand ...



and each resents what he **IMAGINES** the other to be.

WHAT ELSE HAPPENS IN SEGREGATED SCHOOLS

?

TEACHERS from minority races have a hard time
being assigned to Caucasian schools.

A principal must choose from
three applicants.

**A prejudiced principal is bound to find
a Caucasian
among the three applicants.**

A recent Urban League survey shows:

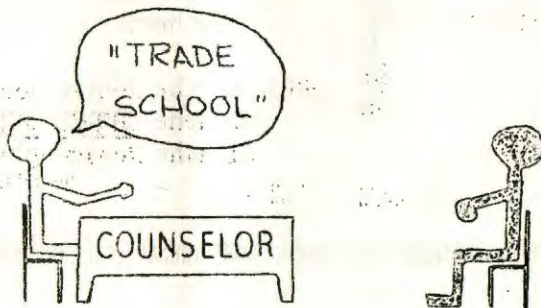
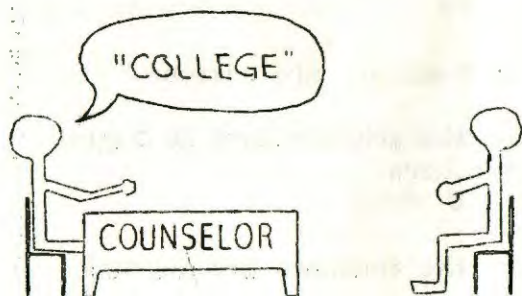
ELEMENTARY	{	18% of teachers are Negroes
		67% of the schools have NO Negro teachers
		87% of the Negro teachers are assigned to the Negro ghetto schools
JUNIOR HIGH	{	7% of teachers are Negroes
		45% of the schools have NO Negro teachers
HIGH SCHOOL	{	6.6% of the teachers are Negroes
		48% of the schools have NO Negro teachers
		56% of the Negro teachers were assigned to the <u>THREE SCHOOLS</u> in the heart of the Negro ghetto

Student counselors who do not understand

minorities tend to counsel minority students

down into jobs that do not pay so well.

(Not all counselors do this, but enough do
to make it a problem.)



What Else Happens

?

Negro and Mexican-American
history are omitted from

the text books.

OUR WORLD -- LIBERTY AND JUSTICE FOR CAUCASIANS

Preface

This world history text tells the complete story of the advancement of civilized society. Not included are African, Oriental, or other cultures which have not significantly affected the course of human civilization nor contributed to the

However

It is a fact
that a student
learns best when
he is "well-
motivated."

If he is to try
hard he must have
PRIDE in himself.



How can he have pride in himself if it is kept a secret that HIS
ancestors made great contributions to American history?

What is CORE doing about it?



The Congress of Racial Equality is a national organization with affiliated local groups, committed to the goal of erasing the color line through methods of direct nonviolent action.

Los Angeles CORE has, for several years, been working to solve the problems of unfair housing and unfair employment practices. Some employers who have recently agreed to CORE demands are United Parcel Service, Disneyland, etc.

On September 3, CORE presented ten demands to the Board of Education (see following pages) which if adopted by the Board would go a long way toward solving the problem. The Board did nothing.

The membership of Los Angeles CORE voted to take all action known to CORE to end the evils of school segregation and its effects upon children.

The Board promised that its "Ad Hoc Committee on Equal Educational Opportunities" report would offer some solutions to the problem. Actually, the report turned out to be nothing but a series of delays, surveys of already known facts, and does NOTHING. The Board is not committed to do anything real or concrete about solving this intolerable injustice.

So CORE WENT INTO ACTION!

THE FAST -- In a spirit of sincere and self-sacrificing dedication to the cause of freedom and justice, seven CORE members began a vigil and fast in the Board of Education building. They were prepared to wait and to starve until the Board took action. The Board still did nothing. On the 11th day doctors ordered the last three fasters home.

STUDENT STUDY-INS -- On the Thursday meetings of the Board, hundreds of students of all races marched together to the Board rooms. They sat there and studied TOGETHER to demonstrate to the Board that they CAN study together, and will not accept a system which prohibits them from doing so. Despite threats and intimidations by the Board, these young heroes know what Democracy means: Ultimately decisions are made by the people. These students know that it is not only their RIGHT but their RESPONSIBILITY to protest an evil system being preserved by the Los Angeles City Board of Education.

CORE Demands to Board of Education -- Sept. 3, 1963

This nation's future lies in ALL its children. It is therefore necessary to provide the most complete education possible to EVERY child. This cannot be done in segregated schools.

All children suffer when separated from one another. All children suffer when important parts of our culture are denied them. All children suffer when they are denied the opportunity of sharing life experiences with one another.

In order immediately to end the evils of segregated schooling, CORE presents the following demands to the Los Angeles City Board of Education:

1. Immediate geographical realignment of individual school attendance boundaries, so as to effect the maximum integration of the schools by Spring Semester of 1964.
 - A. The greatest possible integration within each classroom.
 - B. Transportation of students when necessary to achieve maximum integration.
 - C. This plan to affect all levels of the school system (elementary, junior high, high school and Junior College). The Princeton, New Jersey plan should be considered for elementary schools.
 - D. A directive from the Board initiating a positive orientation program to facilitate integration. This program should reach the levels of administration, faculty and students, and could include printed matter, resource persons,

and films.

2. Assignment of all teachers without regard to the racial or ethnic background of the teacher, or the racial or ethnic composition of the school. The Board should make a special effort to attract fully credentialed and experienced teachers into areas where the needs and problems are greatest.
3. Reduction of subjective factors in examination of teaching applicants.
4. More minority persons in the administrative and supervisory levels of the school system.
5. Expansion of the program of compensatory education.
6. Elimination of the practice in student counselling which encourages minority students to enter lower income vocations rather than skilled trades or professions, and a crash program to familiarize school counselors and psychologists in detail with minority cultures.
7. The Board should make the following curriculum changes:
 - A. Introduction of Negro and Mexican-American history and cultural origins.
 - B. Adoption of textbooks and other teaching materials which accurately represent the multiracial and multicultural composition of our society.
 - C. Teaching material of equal quality in all schools.
8. An expanded program to identify potential school dropouts, and special services to children with this problem.
9. Immediate emergency action: adoption of a temporary student transfer policy to allow for maximum immediate integration of the schools, to be effective only until school attendance boundaries are changed.

10. The Board has the facts relating to the above demands. The Board has discussed the facts at length. There is no excuse for further delay.

CORE offers its services to the Board to help interpret and solve the problems connected with desegregation of the schools, and will, upon request, meet with the Board.

CORE, the Congress of Racial Equality, is a national organization with affiliated local groups working to erase the color line through direct, non-violent action.

Kenneth B. Fry
Chairman, Education Committee
Los Angeles CORE

What MORE must be done?

There are many people in Los Angeles who want to preserve segregation -- and to prevent fair play.

Unbelievable as it may seem in the 20th century -- the age of enlightenment -- there are still bigots who want to remain separate from others and to IMAGINE that they are therefore SUPERIOR. Why do bigots exist, and why do they have so much power? No one knows. It only means that we must be especially alert, dedicated, and energetic in our fight for freedom and equality.

BOARD POSITION. There are seven elected members of the Board of Education -- they represent seven points of view. Regardless of their individual opinions, and a couple of nice sounding speeches, the Board is doing nothing to end the evils of segregated schooling. When a Superintendant of Schools recently recognized that segregation is "harmful to the human spirit" and went on to say that just the same there is nothing wrong with segregated schooling -- CORE objected. How can a student learn in the midst of a system harmful to the human spirit? Despite CORE's objection, the Board backed up the superintendant with a vote of confidence. You are known by your actions. THE BOARD'S ACTIONS SHOW THEY WANT TO PRESERVE SEGREGATION.

We must PROVE to the Board that we want an END
to the system of

Jim Crow schooling!

HOW CAN WE DO IT?

1. THINK -- What do YOU think about segregation?
How STRONGLY do you feel about it?

2. DECIDE -- Are you willing to do something?
How far are you willing to go?

Don't say you can't do anything --
You can!

CORE believes in you and needs you.
That's why we have given you this
booklet.

3. ACT!! NOW!!

You can ...

1. Write the Board of Education. Tell them that you demand an end to segregation.
2. Tell your friends what is going on. Most of what appears in this booklet has been kept a secret up to now. People of good conscience will act when they know the facts.
3. Participate in the demonstrations. Plans will be announced.
4. Sign the CORE petitions to end segregation. We must show that bigots are not the only ones who will go on record with their opinions.
5. Come to the meetings CORE is planning in your neighborhood. Get the latest facts. Learn what else is being planned. Let CORE hear your opinions and questions.
6. Let CORE know your name, address, and phone number, so we can contact you for the next stages of the fight.

WASH. DC
FBI
ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 10-10-01 BY 60322



L.A. City Board of Education
450 No. Grand Ave.
Los Angeles 12, Calif.

If you have...

QUESTIONS

COMMENTS

MORE EXAMPLES

MONEY

COMPLAINTS

DESIRE TO JOIN CORE

contact:

Education Committee
Los Angeles CORE
1115 W. Venice Blvd.
Los Angeles 15, Calif.
DU 9 - 4444

WE SHALL OVERCOME

Los Angeles



Education Committee

labor donated