

[1963, Nov 19]

"SEGREGATION IN MILWAUKEE PUBLIC SCHOOLS

"De Facto" or "De Jure"

A two phase report given to the Milwaukee
Board of School Directors - Special Committee
on Equality of Educational Opportunity

by

THE NEAR NORTHSIDE NON-PARTISAN CONFERENCE
OF MILWAUKEE

Louis S. Beauchamp, President

Cecil Brown, Jr., Chairman
Education Committee

Phase One Presented, Tuesday, November 19, 1963
by
Cecil Brown, Jr.

Phase Two Presented, Tuesday, December 10, 1963
by
Rev. Louis S. Beauchamp and
Cecil Brown, Jr.

E D U C A T I O N C O M M I T T E E

of The

Near Northside Non-Partisian
Conference of Milwaukee

CHAIRMAN - Cecil Brown, Jr.

MEMBERS - Mrs. Jeannetta L. Robinson

Mrs. A. B. Beverstock

Reno W. Kuehnel, Jr.

Mrs. Allene V. Lary

Theodore Mack

Thomas Little

Norma E. Wilson

Rev. Louis S. Beauchamp

PHASE ONE - REPORT BY
THE NEAR NORTHSIDE NON-PARTISAN CONFERENCE
OF MILWAUKEE

Given by Cecil Brown, Jr. Chairman Education Committee

Tuesday, November 19, 1963

Mr. Chairman and members of the Special Committee, I wish to express the thanks of the Near North Side Non-Partisan Conference of Milwaukee for this opportunity to set forth our views on this vital subject. We must make it clear from the outset that as a result of our first preliminary survey of the public schools on the near north side of Milwaukee, that there were many serious examples of "de facto" segregation uncovered. However, since the chairman of this committee indicated that the question would be divided into two phases, we will confine our remarks to the first phase, "How to Improve the Present System," as evidence of our good faith.

The Near North Side Non-Partisan Conference of Milwaukee believes that the present public school system should be improved in the following areas: (a) Curriculum, (b) Extra Curricula Activities, (c) Assignment of Teachers and Promotions, and (d) Buildings and Equipment.

In making our recommendations, we wish to also set forth our line of reasoning as well as the background our premises are based upon. First of all, we firmly believe that the education of a child begins twenty-one years before the child is born. Secondly, we maintain that past injustices must be redressed.

Much of the background behind our positions taken in this matter is based upon comparison, especially when considering the junior and senior high schools in the area. We will compare a junior high school and a senior high school of 1942-1943 with what is offered at these same schools in 1962-1963. North Division High School and Roosevelt Junior High School will be the public schools constituting our exhibits in this discussion.

In the area of the curriculum we find some striking changes over a twenty-year period. During the school year 1942-1943, North Division High School offered the following language courses (in addition

to English): Spanish, French, German, and Latin. Let us examine the language courses offered this past school year: Spanish and English. We must point out that during the school years 1959 through 1961 no, I repeat no language course other than English was taught at North Division High School, notwithstanding the fact that all "A" rated universities and colleges require two (2) years of foreign language or its equivalent for admission. If we check Roosevelt Junior High School twenty years ago, the same four foreign languages are present in the curriculum: Latin, German, French, and Spanish. How many of these foreign languages were offered at Roosevelt Junior High School during the past school year? Only one!

What effect does extra curricular activities have upon the student? Is it good, bad, or indifferent? Twenty years ago both North Division High School and Roosevelt Junior High offered their student bodies a full range of extra curricular activities, in addition to sports. In 1942 there were thirty-four clubs and other activities offered at North Division, not counting sports. Today there are less than fifteen and no school newspaper. An examination of extra curricular activities at Roosevelt Junior High demonstrates the same decline in this field, over a twenty-year period.

Recent studies conducted by three major universities demonstrated that those students who made the best adjustment to adult living were those who participated extensively in extra curricular activities while in school, on both the high school and college level.

The afore mentioned constitute some of the background items that led the Near North Side Non-Partisan Conference of Milwaukee to make the following recommendations:

Curriculum - Should be enriched especially in foreign language, science, and mathematics.

Why? Many of the children now attending the schools on the near north side must be given special attention. Their parents, in most cases, are themselves the victims of rank discrimination, especially in educational opportunities, and cannot offer their children the complete guidance required. Thus, if curriculum is determined by requests from the student body for certain courses and the student body, by and large, lacks the background exposure needed,

we will have entered a vicious circle. More counselors and better counselors must be provided, especially in the 8th and 9th grades.

Extra Curricular Activities -

An immediate increase in such things as drama, speech, art, clubs, music, and leadership activities.

Why? When the schools curtail extra curricular activities many students are short-changed of a very vital set of experiences, quite necessary to their becoming well adjusted adults. Without extra curricular activities school becomes a chore for many children especially when their home background is dismal and bleak.

Perhaps the school day should be expanded from 8:00 a.m. to 5:00 p.m. thus permitting a full schedule of extra curricular activities and study hall periods. If the necessary teachers for some of the extra-curricular activities are not to be found in a school staff, part-time specialists could be found, for such things as dramatics, speech, and other special activities.

Assignment of Teachers and Promotions:

More experienced teachers and counselors should be assigned near north side schools. More Negroes should be principals, vice-principals and supervisors.

Why? There is an axiom that says, "To teach one must love the student as well as the subject." Too many teachers in the near north side area fail to meet the needs of their students. Some resent Negro children, others fear Negroes and get out as fast as they can. Then, there are those who just hold down a job. Children can sense when a teacher doesn't love them and this creates additional problems. Negro teachers are confronted with the sad fact that too few of them are principals, vice-principals, not to mention departmental supervisors, let alone counselors. Given the added hope of job promotion, a higher caliber of teacher would be attracted to the Milwaukee Public School system, thus insuring better teaching and learning experiences for students.

Building and Equipment - New schools should be built rather than building additions to buildings that are 60 to 70 years old.

Why! The present building program leaves much to be desired.

Constructing additions to old, run-down buildings can at best be a stop-gap measure. It is hoped that a long range plan will be devised to construct new schools instead of additions. The building of new Palmer Street School and new Pierce Street School, both replacements of 65-year old buildings, should be the best answer, not additions.

- 4 -
PHASE TWO - REPORT BY
NEAR NORTH SIDE NON-PARTISAN CONFERENCE OF
MILWAUKEE
Tuesday, December 10, 1963

Given by Rev. Louis S. Beauchamp, President
and
Cecil Brown, Jr., Chm., Education Committee

Mr. Chairman and members of the Special Committee on Equality of Educational Opportunity, I wish to again express the thanks of the Near Northside Non-Partisan Conference of Milwaukee, for the opportunity to set forth our views and recommendations on the second phase of this very vital subject. Before I proceed with our committee report on phase two, of this important subject, the president of our organization, Rev. Louis S. Beauchamp, will present some opening remarks. After Rev. Beauchamp has concluded, I shall return to complete our report.

POSITION OF THE NEAR NORTHSIDE NON-PARTISAN
CONFERENCE OF MILWAUKEE, Given by
Rev. Louis S. Beauchamp, President

Mr. Chairman, Members of the Special Committee of the Milwaukee School Board and friends assembled:

The Near Northside Non-Partisan Conference, with its president, Louis S. Beauchamp for its spokesman, wishes to present the following views on the Sociological aspect as it relates to the inner City schools, especially in North Town or the Near Northside.

I have lived here in this city for the past nineteen years and during these years, I have had and do have children attending the inner city schools. Having observed the community change from 70 % white to almost predominantly negro so far as child attendance is concerned. There has been and is a great change.

We believe the change came about so rapidly that the teacher in the inner city schools had very little time to make the major adjustments. We have a policy and practice in this city and the nation over may I add, that has served as a great hinderance in many of our teachers having a through knowledge of the new comer to the inner city schools. Where there is a ~~lack~~^{lack} of understanding there will also be a lack of being able to interest the child in his study. The pattern is set.

We believe it is rather difficult for a teacher new in the field of teaching, with little or no knowledge of the social habits and manners of the new student, Negro, can be true to his or her endeavour, not because of a ~~lack~~ ^{lack} of interest but rather because of a ~~lack~~ ^{lack} of personal contact. The sociological needs of the Inner City schools are many. The magnitude of these diversities may be catagorized in the following manner:

1. The Administrative policy extends from the superintendent to the principal of each school (a) School policies that directly or indirectly depend on community support. In a so-called troubled community a little plus may be needed to help salvage the situation and save the pupil. The informative media can be improved; many parents are called in at zero hour. Had they been informed in the first stages the zero hour may have never come. Parents would be in a better position to help if they themselves understood what they and who they would be helping.
2. The goals of the school need a more through explanation on the part of the parent-teacher conference. (a) a more friendly attitude on the part of principals for parents. There ought to be a program wherein the administrators would have a day for the parents in school. The community ought to be involved for the pupil's sake.
3. Principals of Inner City Schools should be selected not only on the basis of teaching experience and status of degrees, but also bearing in mind the area, social, economic conditions and personal knowledge of the situations existing.
4. Supervisors should also have experience with the problems encountered within Inner City schools. A person in a spearhead position to serve as a guidance must first know his way around, not simply in the field of teaching, but with a given community.
5. There ought to be a special study made relative to Curriculum. Can our present school program reach the interest of the new pupil? If not, why? If a child is not being reached, should we continue in the same pattern? (a) Is the Inner City schools the training ground for new teachers?
6. Let us face up to the issues involved. Many parents have not been exposed to a metropolitan city's social, intellectual, economic and modern trend in training processes. Hence, the teaching aids, tools, etc., should be given special attention.
7. Overcrowded conditions: The need for New Schools, not additions to old buildings that are outdated and will not meet adequately today's specifications. Teachers resent the idea of overcrowdedness, methods of issuing supplies and and because of this lose interest in teaching.
8. There is a need for patience and less criticism for many of the childhood pranks pulled in the inner city schools. We are against the moral breakdown we have in our community, but the answer rests in sound methods, improved programs and a closer understanding of the inner city citizens. The old spirit of arrogance must be eliminated and a better relationship between both white and negro citizens built up.

If you will recall we indicated in our remarks, made on November 19, 1963, that we had uncovered several very serious examples of "de facto" segregation, in the schools included in our preliminary survey. Since that time we have uncovered additional information, which would seem to indicate that there is also some "de jure" segregation in the Milwaukee Public School System.

We have demonstrated, in our first report, that there are many short comings in the public schools on the near northside of Milwaukee, especially in the Junior and Senior high schools.

These inequities manifest themselves in four areas 1) Curriculum 2) Extra Curricular Activities, 3) Quality and Assignment of Teachers and 4) Buildings and Equipment.

There are many techniques of segregation, for it requires neither a state law nor a school board resolution barring admission of non-white children to keep local schools white. Unofficial segregation may be brought about, for example, by gerrymandering a school district to keep Negroes out. Another way is to select school sites in such a way that school enrollment is either all negro or all White. Then there is the method of manipulating the transfer policy so that whites may transfer for any reason, but Negroes may not switch out of their schools into others. Still another device is to permit under utilization of certain schools to keep them all-white.

The Near Northside Non-Partisan Conference of Milwaukee, after carefully evaluating the findings of our investigations concludes That there is both "de facto" and "de jure" segregation in the Milwaukee Public school system. We strongly urge the Board of School Directors to embark upon the following courses of action in order to remedy the inequality of segregated education in Milwaukee: a) Create speciality High schools throughout the city of Milwaukee, b) Integration of all classes now being transported from inner core schools either because of construction or overcrowding, in the receiving schools, c) Strip the free transfer policy of the double standard, d) Assign more Negro teachers to schools outside the inner northside core area, and e) Promote Negroes to positions of Principal, Vice-Principal, Counselors, and Departmental Supervisors.

In making these recommendations, we will set forth our line of reasoning as well as the background our premises are based upon.

The Near Northside Non-Partisan Conference of Milwaukee calls the Committee's attention to the following terms and definitions, as we shall be using them in our report.

1. Near Northside area - Bounded by West Keefe Avenue on the North, 20th Street on the West, Juneau Avenue on the South and Holton Street and the Milwaukee River on the East, making up twenty-six census tracts having a total population of 105,000 persons as of the 1960 United States Census.

2. "De jure" segregation - segregation by law or administrative rule or action.

3. "De facto" segregation - segregation as a result of housing patterns.

4. Affected schools - One high school, two junior high schools and nineteen graded schools.

North Division High School
Roosevelt Junior High School
Robert Fulton Junior High School

Palmer Street School
Fourth Street School
Ninth Street School
Lloyd Street School
Fifth Street School
Garfield Avenue School
Lee School
Siefert School
Twelfth Street School
Twentieth Street School
Robert La Follette School
Keefe Avenue School
Hopkins Street School
Center Street School
Victor Berger School
Brown Street School
Mc Kinley Street School
Franklin Pierce School
Twenty-first Street School

5. School age group - those persons from age five (5) years to age nineteen (19) years - upon which Wisconsin State School aid is based. Our position, in maintaining that there is "de jure" as well as "de facto" segregation in the public school system of Milwaukee is based upon the following facts:

Seventy-five percent of the Negro population of Milwaukee lives in the Near Northside area. The 1962 population of Milwaukee, as determined by the Vital Statistic Office of Milwaukee Health Department, is 752,000 thousand and

Negroes constitute ten percent of this amount or 75,200 persons. Thus 60,120 Negroes live in the Northside area and 45,000 whites reside in the same section. A study of age distribution statistics shows that thirty and two tenths (30.2%) percent of the Negro population is in the school age group. Thus there are 18,000 Negro school age children in the Near Northside area. The same source indicates that twenty-three (23%) of the white population is in the school age group. Thus there should be close to 10,000 white school age children in the Near Northside area. Further examination of the twenty-six census tracts that constitute the Near Northside will show that there is not a single census tract that is 100% Negro in makeup.

The manual and Roster of the Milwaukee Public Schools has this to say "Pupils must attend the school in the district in which they live except by permission of the Superintendent," Out of district transfers are issued at the central office on application of parent or guardian when countersigned by the principals concerned.

If there is equal application of the free transfer policy in Milwaukee it is difficult to understand why such schools as Custer High School, Washington High School and John Marshall High School have so few Negro students. Let us examine some rather curious situations that exist at three schools in the Near Northside area. First a look at Robert Fulton Junior High School - rated to accommodate 1,250 students and serving eight feeder graded schools. The school started out with 125 white students in the student body, this semester there are less than twenty-five white students enrolled, although two of the feeder grade schools, Victor L. Berger and Franklin Pierce have student bodies that are at least 50% white. Let us now take a look at Roosevelt Junior High School - rated to accommodate 950 students and serving five (5) feeder graded schools. In the first semester of the 1963-64 school year there were suppose to be 222 6A graduates, from the feeder schools, enrolling at Roosevelt this fall. Only 113 of them actually enrolled - you say well the rest of them either transferred to other Junior High schools or left

the city of Milwaukee. Assuming that to be the case, the fact that .49% didn't enroll isn't too earth shaking - but the fact that not a single white student enrolled at Roosevelt Junior High this fall is, especially considering the fact that 50 of the 6A graduates of the feeder grade schools were white students. Roosevelt Junior High School is 99% Negro (by our count 925 Negroes and 5 Whites compose the enrollment) Lest you believe that this is merely a one time occurrence at Roosevelt, glance at the following table below and it should dispel that notion.

TABLE #1

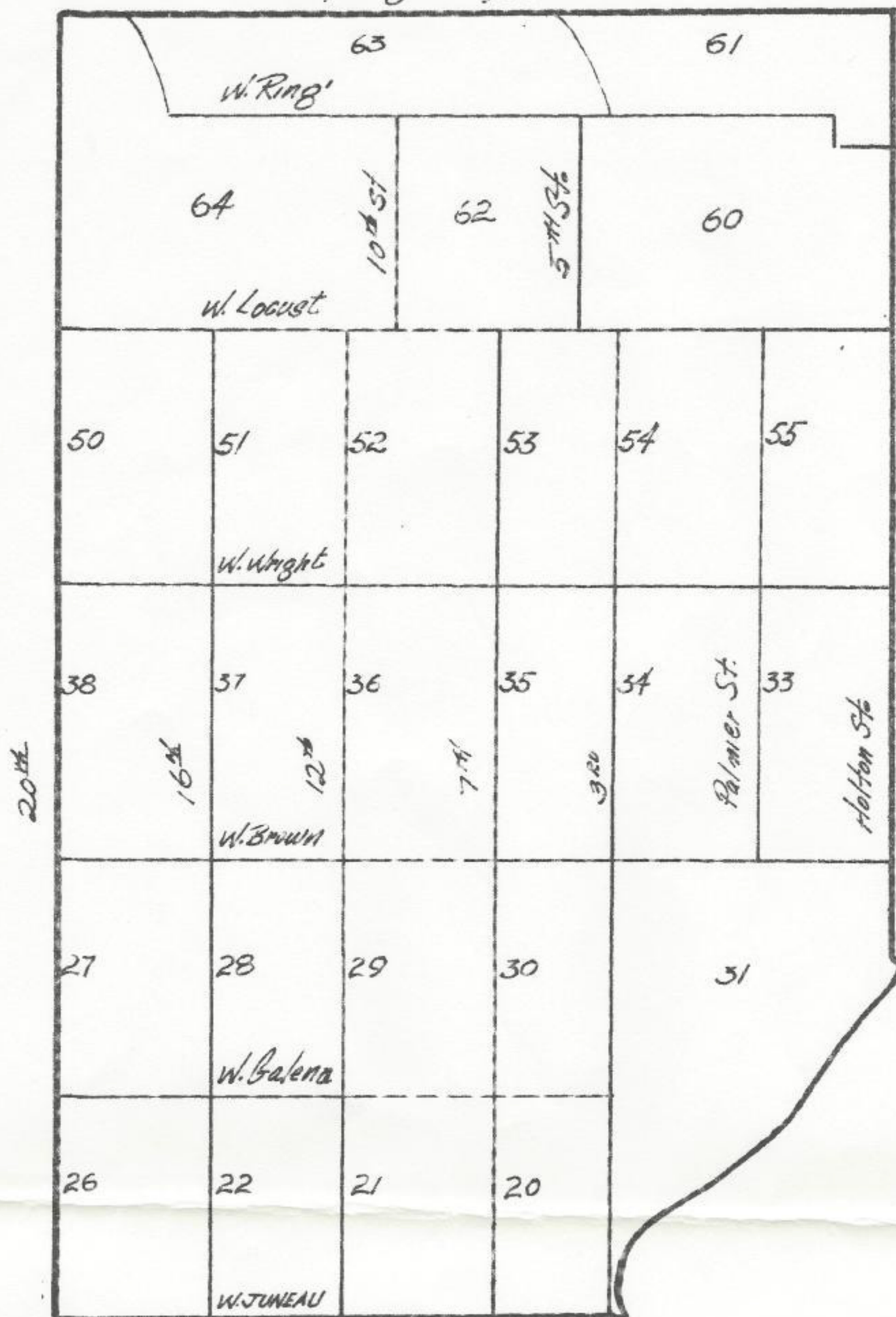
6A ENROLLMENT IN CONTRIBUTING SCHOOLS AND
PERCENTAGE THAT ACTUALLY ENROLLED AT ROOSEVELT

		In 6A Classes at Contributing Schools	Actually Came	% Who Came	% Who Did Not Come
1st Semester	1960-61	288	158	55%	45%
2nd Semester	1960-61	176	134	76%	24%
1st Semester	1961-62	292	186	67.7%	32.3%
2nd Semester	1961-62	211	154	73%	27%
1st Semester	1962-63	292	187	64%	36%
2nd Semester	1962-63	183	126	68.8%	31.2%
1st Semester	1963-64	222	113	50.9%	49.1%

Thus you can see that since the first semester of the school year 1960-61, there has been a steady increase in the percentage of students who did not enroll at Roosevelt Junior High, for one reason or another. It should also be noted that during this same period the number of white students steadily declined so that now there are more white teachers at Roosevelt than there are white students.

NORTHTOWN, MILWAUKEE

Pop. Fig' 105,000



MILWAUKEE COUNTY CENSUS TRACT

A P P E N D I X - I

AGE DISTRIBUTION OF POPULATION - 1963

CITY OF MILWAUKEE

AGE GROUP	WHITE	NON-WHITE	TOTAL
Under 5	11.0%	19.2%	11.8%
5 - 9	9.2	14.8	9.7
10 -14	7.8	9.5	7.9
15 -19	6.5	5.9	6.4
20 -24	6.8	7.4	6.9
25- 29	6.6	8.7	6.8
30- 34	6.6	8.5	6.8
35- 39	6.5	7.1	6.6
40- 44	6.2	5.0	6.1
45- 49	6.2	4.1	6.0
50- 54	5.9	3.1	5.7
55- 59	5.5	2.5	5.2
60- 64	4.9	1.6	4.6
65- 69	4.1	1.2	3.8
70- 74	3.0	.7	2.8
75- UP	3.2	.7	2.9
	100.0% = 690,000	100.0% = 75,000	100.0% = 765,00

Vital Statistics Office, 109 Municipal Building

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.