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SAN DIEGO INTEGRATION TASK FORCE MEETING
MONDAY, MARCH 2, 1981
MINUTES

MEMBERS PRESENT:
Hal Brown, Chair
Judy McDonald, 1st Vice Chair
Fred Castro, 2nd Vice Chair
Jerry Baker
Richard Calvin
Tom Carter
Irma Castro
Morris Casuto
Ann Hunsaker
Alan McCutcheon
Mike Madigan
Bill Rohan
Eunice Winston
Beverly Yip

MEMBERS ABSENT:
Jim Anderson
Judge Joseph Davis
Judge Judy McConnell
Clarence Pendleton
Hartwell Ragsdale
Delia Talamantez
Dr. William E. Johnson

The meeting came to order at 4:15 p.m.

The Chairman introduced Mr. George Frey, Principal of Morse High School.

ADDITIONS OR CORRECTIONS TO THE MINUTES
The minutes were approved as distributed.

CHANGE IN STUDENT NUMBERS - MELBA MARGOLIS
It was brought to the Chair's attention that Melba Margolis is one of the Plaintiffs named in the Carlin case, although when she was invited to make her presentation to the Task Force it was done without this knowledge.

Ms. Margolis distributed several handouts and put up several maps of the school district according to elementary schools, junior high schools, and senior high schools. Ms. Margolis stated that last year the number of minority students increased by 1800, yet only 80 of those actually registered in the segregated schools. Webster, one of the 23 racially isolated schools, is now integrated, but Linda Vista has become segregated with the high influx of Asian students. The goals that the District had established were modest to begin with, but they have fallen short. Judge Welsh had asked that the tipping schools be stabilized, but according to Ms. Margolis they have not. There are five new schools in the category of being between 70-80% minority. This year there are 4781 total participants in VEEP. Forty-nine are majority students. This program is really the backbone of the desegregation program, yet there are no special programs to attract minority youngsters. Ms. Margolis wondered whether the support programs follow the minority youngsters who participate in VEEP. In her opinion this is a one-way program and feels it has an effect on the sending schools. The academically oriented youngster may be participating in the VEEP Program. Ms. Margolis stated that only in a mandatory plan is everyone in school on an equal basis. Students would not be eligible for a magnet according to what race they were. She believes that the language help that could be given to the LES/NES child would be accomplished with pairing and clustering. Shuf Swift pointed out that if one looks at the ethnic census data the Black population has been decreasing, and the Chicano population growing moderately. He believes that white flight has not happened here and he doesn't think there is any indication it will happen. The white population has changed here the same as it has changed statewide. The enrollment in the private schools has not increased appreciably.

Mr. Swift was asked if his recommendation was for mandatory busing and pairing and clustering in the schools and his answer was yes.

HUMAN RELATIONS TASK FORCE STATUS REPORT - MARVALENE STYLES

Dr. Styles' committee was charged to evalaute the San Diego Race/Human Relations program with its effectiveness toward increasing a positive racial atmosphere in the schools. The committee has received a really comprehensive evaluation and orientation of the programs as they exist now from Dr. Johnson and Mr. Fletcher. This orientation has given the committee an idea of where to begin. The committee has met with several people including: Dr. Lillian Beam, Mr. Joe Littlejohn, Mr. Hal Brown, Ms. Beverly Yip, Task Force monitors, and evaluation specialists. What is becoming obvious is that there are several people performing similar tasks. The Task Force can expect to receive the following information from this committee:
--A critique of the written materials that pertain to the race/human relations program given to the committee by Dr. Johnson.
--A summary and review of the procedures that are utilized within the system to administer the programs and to evaluate the programs and procedures utilized to implement the program.
--There is a committee evaluating the evaluation to give an understanding of what has been accomplished so far.
--The committee will come up with a proposal drawing on all of the recommendations which Dr. Styles mentioned which will outline a longitudinal model and will provide baseline data against which outcomes can be measured.
The committee is interested in measuring change and outcomes, not merely perceptions.

ELEMENTARY DIVISION - DR. HARRY OHLSON

Dr. Ohlson distributed and explained the attached APPROVED AND PROPOSED REVISIONS TO SAN DIEGO PLAN FOR RACIAL INTEGRATION ELEMENTARY SCHOOL PROGRAMS.

COMMITTEE REPORTS

Race/Human Relations - B. Yip
This committee will be looking at how the District monitors the schools to ensure that they are doing what they are supposed to be doing in the area of race/human relations.

Les/Nes Child Committee - D. Talamantez
Fred Castro stated that this committee has been visiting several schools and a great deal of information has been gathered. This information will be included in a report to be presented by the committee at a later date.

VEEP - R. Calvin
This committee will be working with Dr. Paul Strand, Director, Social Science Research Laboratory, SDSU.

Elementary and Secondary Exchange - A. Hunsaker
One of the monitors observed the bus schedule at Morse/Madison over a 16 day period and noted that the delay and lateness of the buses added up to a total of 365 minutes. Morris Casuto said that we should demand an answer as to why the bus schedule is such a problem. Mr. Fletcher suggested that we ask Dan Stevens to come to one of our meetings.

Overall Planning Committee - J. McDonald
The following assignments have been made within the overall planning committee:

- Magnet Program/magnet schools - Bill Rohan
- Oral Language Instruction - Al McCutcheon
- Career Center - Jerry Baker
- AGP - Tom Carter
- Beale-Indochinese Center - Eunice Winston

OTHER BUSINESS

Judge Welsh has issued an Opinion and Order with regard to his meeting with outside contacts. It is his intention that the Court will entertain no extra-forum contact other than those necessary, in the judgement of the Court, to monitor, adjust, and administer the current remedial Order. These contacts will be generally limited to County Counsel, members of the Integration Task Force, court-appointed consultants in education, and representatives of the press. Contacts other than those will be reported to all parties. Records will be kept of all contacts. Counsel was given fifteen days to respond to the Order.

There has been some ongoing work with the San Diego media regarding the perception of schools in Southeast San Diego. There will be 30 and 60 second spots on Channel 10 in an effort to keep that issue alive.

SUMMARY SHEET

DISTRIBUTED BY M. MARGOLIS 3/2/81

TOTAL ENROLLMENTS

YEAR	TOTAL	WHITE	%	MINORITY	%	BLACK	
76-77	121,423	80,153	66.0	41,080	33.8	17,637	14
79-80	111,675	65,622	58.9	45,883	41.1	17,095	15
80-81	110,731	61,209	55.4	49,366	44.6	17,052	15

MAGNET ENROLLMENTS

YEAR	TOTAL ALL PROGRAMS	MAJ. STUD. IN SEGR. SCHOOLS	GOAL MAJ. STUD. IN SEGR. SCHLS.	DIFF.	%
79-80	10,170	966 (828 non-res.)	1,168	-202	-17.3
80-81	11,948	1,448	1,864	-416	-22.3

VEEP ENROLLMENTS

YEAR	TOTAL	MAJORITY	TOTAL GOAL
76-77	3,222	198 (Encanto 59, Fremont 139)	
79-80	3,707	32	3,585
80-81	4,781	49	3,890

MINORITY STUDENTS IN SEGREGATED SCHOOLS

	Percent Minority			
YEAR	60-100	70-100	80-100	90-100
76-77	19,075	15,571	12,053	11,169
79-80	20,087	17,428	11,709	8,098
80-81	21,498	17,257	11,995	6,867

NUMBERS OF SCHOOLS IN CATEGORIES OVER 60% MINORITY

YEAR	60-100	70-100	80-100	90-100
76-77	30	24	21	20
80-81	37	27	19	11

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MINORITY STUDENTS IN SEGREGATED SCHOOLS 1976-77 TO 1980-81

Percent Minority	76-77	77-78	78-79	79-80	80-81
90-100	11,169	10,606	9,850	8,098	6,867
80-100	12,053	12,856	12,846	11,709	11,995
70-100	15,571	15,287	15,419	17,428	17,257
60-100	19,075	19,537	19,567	20,087	21,498

MAJORITY STUDENTS IN MAGNET PROGRAMS IN SEGREGATED SCHOOLS 1980-81

School	Enrolled	Goal	Difference	
Baker	51	97	-46	
Emerson	74	85	-11	
Fulton	163	123	+40	
Horton	52	122	-70	
Johnson	118	92	+26	
Knox	40	85	-45	
Lowell	33	104	-71	
Sherman	14	84	-70	
Valencia Park	134	229	-95	
Webster	202	228	-26	
Total Elem.	881	1,249	-368	
Gompers*	285	200	+85	
Memorial	37	40	-3	
O'Farrell	60	180	-120	
Total Jr. Hi.	382	420	-38	
Lincoln **	49	75	-26	
Morse **	54	60	-6	
San Diego **	82	60	+22	
Total Sr. Hi.	185	195	-10	
Total	1,448	1,864	-416	-22.3%

4 programs met goals.
12 programs short of goals.

*Gompers: 740 total enrollment; 285 white and 179 minority in magnet;
2 white and 274 minority in non-magnet.

** ROP programs with students participating 2hours, 4 hours or full-time.

SCHOOLS LISTED BY PERCENT MINORITY 1976-77 TO 1980-81 DISTRIBUTED BY M. MARGOLIS, 3/2/81

%	76-77	77-78	78-79	79-80	80-81
90-100	Baker Balboa Burbank Chollas Emerson Fulton Gompers Horton Johnson Kennedy Knox Lincoln Logan Lowell Mead Memorial Sherman Stockton Valencia Park Webster	Baker Balboa Burbank Chollas Emerson Fulton Gompers Horton Johnson Kennedy Knox Lincoln Logan Lowell Mead Memorial Sherman Stockton Valencia Park	Baker Balboa Burbank Chollas Emerson Fulton Horton Johnson Kennedy Knox Lincoln Logan Lowell Mead Memorial Sherman Stockton	Balboa Burbank Chollas Emerson Kennedy Knox Lincoln Logan Lowell Mead Memorial Sherman Stockton	Balboa Burbank Chollas Kennedy Knox Lincoln Logan Mead Memorial Sherman Stockton
80-90	O'Farrell	O'Farrell San Diego	Freese Gompers O'Farrell San Diego	Baker Freese Horton Morse O'Farrell	Baker Emerson Freese Horton Lowell Morse O'Farrell Valencia Park
70-80	Freese Morse San Diego	Freese Morse Webster	Morse Paradise Hills Valencia Park	Bell Boone Central Fulton Johnson Keiller Linda Vista Paradise Hills San Diego Valencia Park	Audubon Bell Boone Central Keiller Linda Vista Paradise Hills San Diego
60-70	Audubon Bell Boone Encanto Keiller Paradise Hills	Audubon Bell Boone Central Encanto Keiller Lee Paradise Hills	Audubon Bell Boone Central Encanto Keiller Lee Linda Vista	Audubon Encanto Gompers Lee Penn Washington	Brooklyn Carson Euclid Fulton Gompers Johnson Lee Penn Perry Washington

NUMBERS OF SCHOOLS IN CATEGORIES BY PERCENT MINORITY

Year	Percent Minority			
	90-100	80-100	70-100	60-100
76-77	20	21	24	30
80-81	11	19	27	37

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From SOUTHERN EXPOSURE, Summer 1979, Vol. VII, No. 2

Excerpted from:

CORNERSTONE FOR DEMOCRACY

By Kenneth Clark

are doomed to educational inferiority. While the schools were instruments for upward mobility of European whites who also came, interestingly enough, from deprived backgrounds and environments, it is now asserted that they are limited in their ability to help culturally deprived dark-skinned minority children. This seemingly liberal environmentalist view also has the consequence of supporting and reinforcing the do-nothing rationalization of educational personnel. Those who are now responsible for the education of our children in our public schools have and communicate such low academic expectations and standards to minority children that they establish a self-fulfilling prophesy.

Another group of formidable, sophisticated adversaries of equal education claim that they are without racial prejudice and that they are in favor of school desegregation – but that they are realists. They justify their realism by pointing out that they are so much in favor of desegregated schools that they insist that the most effective way of obtaining non-segregation is by maintaining segregation. They argue that busing to desegregate schools would increase racism because it would inconvenience whites and arouse their prejudices. They argue that existing segregated schools in our cities should remain segregated because attempts to desegregate them will cause white flight. In observing the present controversy related to the desegregation of Northern urban public schools, one is confronted with a fascinating Orwellian inversion of language and meaning five years before 1984.

The collective effect of this opposition to the obvious reasonableness of desegregation adds up to a serious erosion of a democratic America – by those who have benefited most from its liberties. We are confronted with the fact that unless this present sophisticated pattern of evading *Brown* and seeking a functional repeal of *Brown* is effectively countered, not only will the damage to minority children persist and increase, not only will the damage associated with the stigma and the inferiority of segregated schools continue and expand, but our cities will also deteriorate, the pathologies associated with institutionalized racism will proliferate, and the foundations of democratic society will be destroyed.

In the face of this gloomy prospect, the white leaders of our public schools and government are incapable of providing the vision, moral guidance, compassion or wisdom required to move the nation forward and assert the democratic foundation of American education. We must now recognize that the resistance to the desegregation of our urban public schools is a reflection of the negative effects of racial segregation on whites. In attending the segregated schools, they internalized irrational fears and hatreds. The consequence of segregated schools which the whites attended made racism so much a part of them that they insist upon inflicting the disease of racism upon their own children. They resist any attempt to allow their children to learn to cope effectively with others who differ from themselves in such superficial characteristics as skin color. They make it impossible for their children to come to grips with the reality that two-thirds of the peoples of the world are non-white and that these two-thirds are no longer silent, passive and subordinate.

Ironically, it falls upon the minority in America to force the issue of segregation in public education and to insist upon desegregation for the very survival of American democratic society. Any educational agenda for the future must prepare all our children and our society for the latter part of the twentieth century and for the type of genuinely democratic education which will make it possible to complete the unfinished business of the American revolution. What follows are a few aspects of such an agenda.

The first item on the agenda for the future stability of American education for all children, black and white, is that we must now redouble our energy and our efforts and must mobilize all of our resources to continue the struggle for the desegregation of American public schools. It is not possible to have education for democracy in America and prepare our children for effective functioning in a shrunken one world by maintaining the anachronistic, dehumanizing form of racially dominated, segregated education. The function of education is to broaden the human mind, to free human beings from tribalisms and parochialisms, to free human beings of constrictions or superstitions and fears and hatreds. This cannot be done in segregated schools.

The second item on the agenda is that as we continue and intensify the struggle for the desegregation of the schools, we must spend an equal effort on improving the quality of education in all of our public schools.

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PUPIL ETHNIC CENSUS 1976-77 TO 1980-81

YEAR	TOTAL	WHITE	%	MINORITY	%	HISPANIC	%	BLACK	%	ASIAN	%	A/I	%
76-77	121,423	80,153	66.0	41,080	33.8	16,967	14.0	17,637	14.5	6,289	5.2	187	0.2
77-78	118,460	75,770	64.0	42,660	36.0	17,356	14.6	17,594	14.8	7,413	6.3	297	0.3
78-79	115,150	71,119	61.8	44,005	38.2	18,067	15.7	17,316	15.0	8,349	7.3	273	0.2
79-80	111,675	65,622	58.9	45,883	41.1	18,747	16.8	17,095	15.3	9,737	8.7	304	0.3
80-81	110,731	61,209	55.4	49,366	44.6	19,750	17.8	17,052	15.4	12,254	11.1	310	0.3
76-80	-10,692	-19,944		+8,286		+2.783		-585		+5,965		+123	

ETHNIC ENROLLMENTS IN SCHOOLS OVER 60% MINORITY, COMPARING 1976-77 TO 1980-81

YEAR	ETHNIC ENROLLMENT	TOTAL	WHITE	MINORITY	HISPANIC	BLACK	ASIAN	A/I
76-77	60-100% Min.	22,498	3,391	19,072	7,022	10,576	1,436	38
80-81	60-100% Min.	26,911	5,353	21,498	8,903	8,496	4,056	43
76-77	70-100% Min.	17,136	1,536	15,571	5,864	9,031	647	29
80-81	70-100% Min.	20,315	3,009	17,257	7,576	6,953	2,701	27
76-77	80-100% Min.	12,591	512	12,053	4,491	7,260	281	21
80-81	80-100% Min.	13,247	1,217	11,995	5,484	5,643	858	10
76-77	90-100% Min.	11,575	380	11,169	4,337	6,554	257	21
80-81	90-100% Min.	7,168	282	6,867	3,892	2,664	304	2

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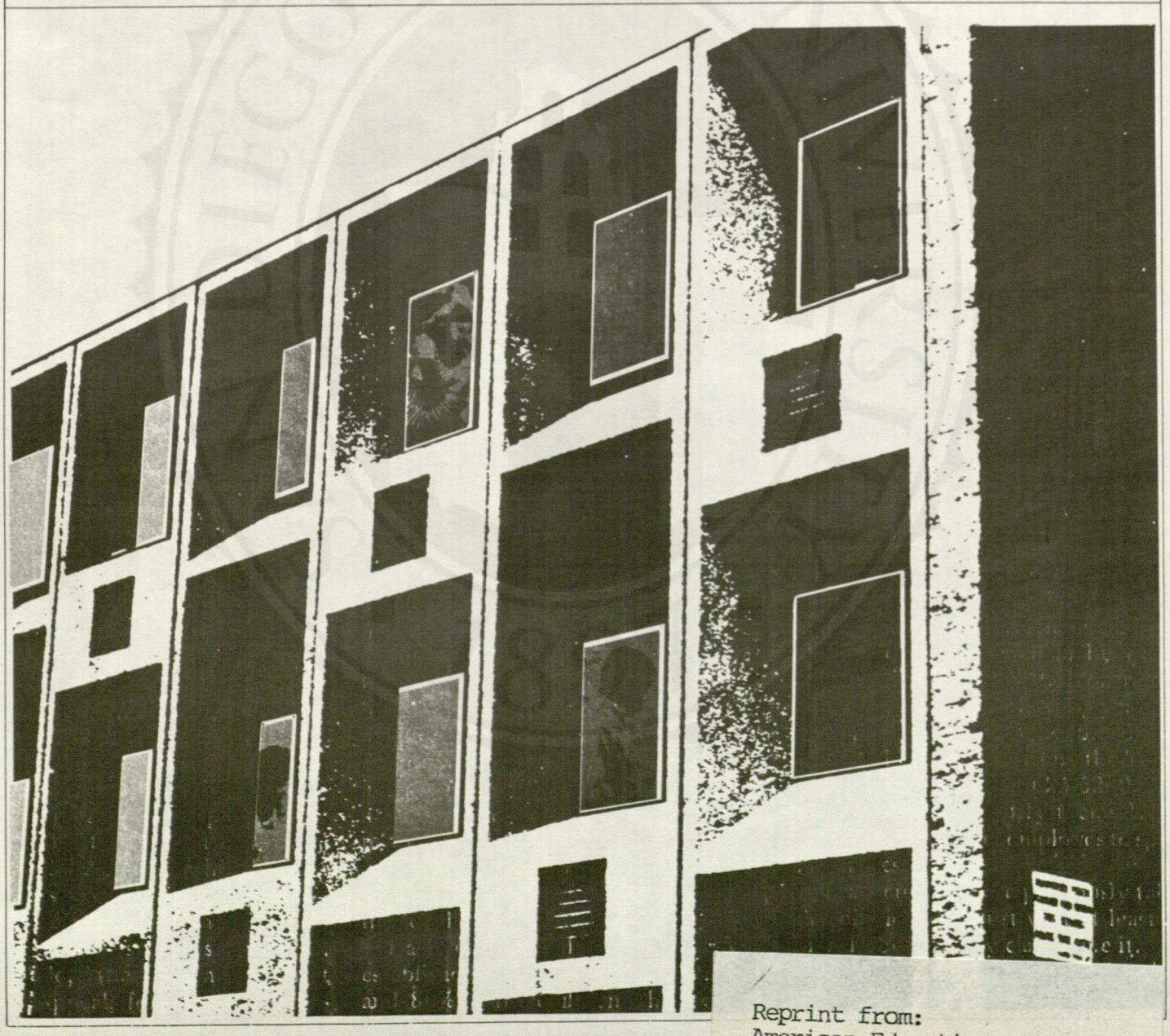
The Rebirth of Education in Boston

Boston's schools are better than they have ever been. A report on a court-ordered revolution by the author of *Death at an Early Age*

By Jonathan Kozol



Reprint from:
American Education
June, 1980

Busing is working in Boston—better, at least, than any outsiders would have reason to believe—not because the buses have been painted a brighter shade of yellow but because the schools are working better now than ever before in Boston's history.

The fact that busing is working in a northern city—and in Boston of all places—is perhaps the untold education story of the decade. It was never the bus ride that intimidated people in the first place. The real fear, from the start, was what the child would find after the bus ride ended.

What *did* that child find—and, more to the point, what does a child find today in Boston's once-embattled public schools?

First, despite the isolated moments of racial hatred and the tragic shooting of a young black student in the fall of 1979, the schools have achieved a racial harmony unknown in Boston's recent history.

There is a reason. That reason consists not in endless interracial dialog but in the vast upgrading of the schools themselves.

When the federal court sent down its first desegregation order in the spring of 1974, it did not simply order the busing of young people; it also ordered a massive effort to accelerate the pace of academic progress in the Boston schools. Included in Judge Arthur Garrity's order was the rapid creation of 22 magnet schools in Boston. Garrity also ordered an unprecedented level of parent participation in those schools—and created the vehicles by which to make this possible.

It is of help to look at these two aspects of Judge Garrity's order with considerable care: first quality, then participation.

—II—

For decades, the catch-cry of those who represented the tough and aggressive opposition to desegregation was almost always a variation on a single theme. "Why waste money busing children all over the place when, with the same money, we could have quality instead?"

There was unconscious irony in the phrasing. The truth was that, up until 1974 in Boston, the city had neither excellence of education nor desegregation. Now, with the ruling of a federal court, we soon were to have both.

What was it that was new? What was it that would make a visible and dramatic difference?

In order to understand the rapid transformation of the Boston schools, it is of help to re-examine the words of David Hawkins, a brilliant mathematics scholar writing from the institute which he directs in Boulder, Colorado. In an essay written 13 years ago, entitled, "I, Thou—and It," Hawkins tried to explain—although in an entirely different context—what it would take to make desegregated education work.

The heart of the essay may be summarized in a few words: It's all well and good, says Hawkins, to speak of "I and Thou" between the sexes, the generations, or the races. Unhappily, it doesn't work so well in practice as in seminars. What is needed, according to Hawkins, is a "third force," an object, interest, target, purpose, fascination—"It." It is around that common interest that two people (or, in this instance, the two races) come to know each other and come to

At Boston's Madison Park High School, one of the new magnet schools created under the federal court desegregation order, most students aim for careers in the performing arts. Above, Darlene Baugh, a junior in theater arts, improvises a monolog before her classmates.

Mr. Kozol is the author of *Death at an Early Age*, an account of his experiences as a Boston schoolteacher, which won the National Book Award in 1968. His most recent book, *Prisoners of Silence*, is about illiterate adults in the U.S. He lives in Boston.

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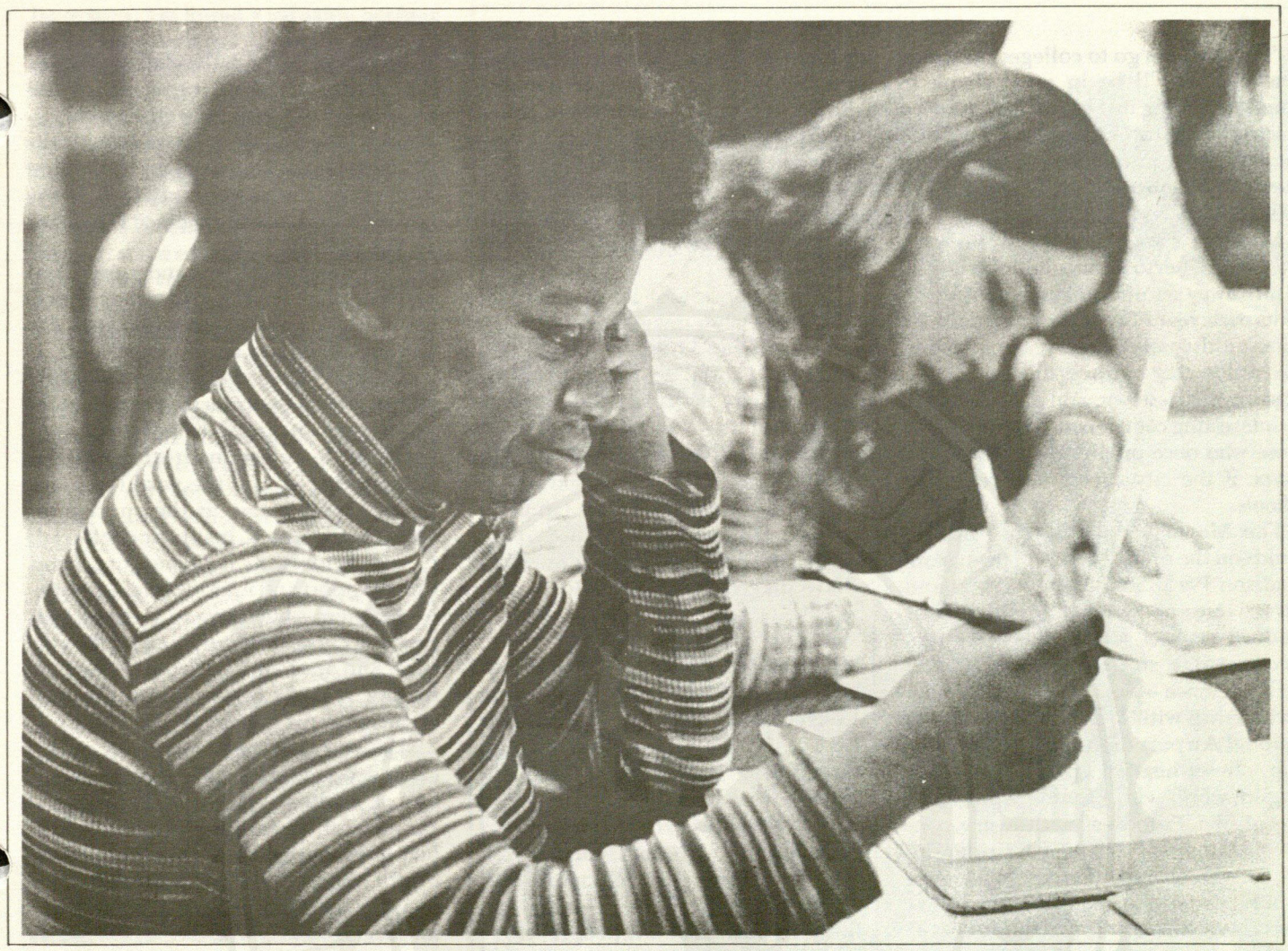


South Boston High students Phyllistine Heard (left) and Ann MaGee find their school today a place to study and learn.

respect the human qualities that render each distinct and, therefore, valuable to one another. To understand the content of the pedagogy offered in the Boston schools today is to give vivid definition to that "third force" of which Hawkins speaks.

What was the "It," as opposed to "I" and "Thou," in Boston? "It" was the third party in the picture. The kids in question were "I" and "Thou." "It" was the school itself, or a good headmaster, or an interesting piece of new technology, or a good precollege program, or something else that fascinated black and white alike.

While they were fascinated, they would not have time to hate. In order to make this possible, the judge ordered not only magnet schools but also the dramatic (and "magnetic") upgrading of every school in town.

In the instance of the magnet schools, the reasons for success are not difficult to find. Two schools may stand as symbols of the 20 other magnet schools which now enroll one third of Boston's pupils:

Madison Park—an ultra-modern, sprawling but surprisingly attractive magnet school "of music and the theater arts"—draws students of all races, on a voluntary basis, by power of its excellence in basic academic areas along with a spectacular music program, closely tied (by "externships" and other link-up plans) to the New England Conservatory, the Boston Symphony, and Northeastern University.

Madison Park's "theater magnet," less generously funded but even more impressive in a number of respects, involves a team of professional actors from the Theater Company of Boston—who work, under a variety of state and federal grants—to develop theater arts, not as the social property of rich or gifted children but rather as a vigorous ingredient in every pupil's life.

The program has access to the excellent drama center of Northeastern University, an arrangement rendered possible by the judge's insistence that the local universities ought to team up with the desegregated Boston schools to help make desegregation work. Northeastern is one university that has participated far beyond its formal or implicit obligations.

The media center at Madison Park is equally impressive. Students turn out a top-notch monthly paper with computerized typesetters yet to be installed in many daily papers of the country. They also help to staff what is, very likely, the only student-operated TV station in the state—with a capability of broadcasting on closed circuit to every classroom in the school. The station now broadcasts to each of the ten lunchroom lounges in the school.

"If these kids go to college," said one teacher, "they'll be in good shape to handle anything that borders on modern electronics or on computer science. If they go right into paying jobs instead, they will be jobs that really will exist in 1982 or 1984."

Madison Park, situated in Boston's black and Puerto Rican ghetto, is forced to turn away significant numbers of applicants each year. The school has space for almost a thousand ninth grade students. The waiting list of white kids from South Boston, Charlestown, and East Boston is an interesting commentary on the fears of those who once predicted race-riots and havoc if the city dared desegregate its schools.

The Mario Umana Harbor School stands on the opposite side of town from Madison Park. Strikingly original and attractive in appearance, it is an ultra-modern magnet school of science, environmental studies, aviation, and health-science—working in an intimate partnership with M.I.T. and the International Airport of the city. Its impressive, level-headed principal, Gus Anglin, works with a senior representative of M.I.T. to deal with every conceivable human problem, curricular detail, or technological question in the most elaborate scientific institute for kids that I have ever seen.

"Our goal," says Anglin, "is to give our pupils a choice that students seldom had before. They can go to college, and we have no doubt that very large numbers will. But we also care about the kids who never even have a hope of college but who are bright and decent kids and ought to have the opportunity to win a decent job in any of the new aeronautic or other technological industries that soon will dominate this portion of New England."

The Harbor School, like almost every magnet school in town, has a backlog of applicants from virtually every ethnic background and from almost every section of the city.

How did the "matching plans" of businesses, universities, and cultural organizations come into existence?

This too is a carefully designed ingredient in the judge's plan. It is the sort of thing that common sense ought to have suggested long ago. Boston, like many major cities, is flooded with musical, dance, and theater groups, as well as with a multitude of well-known colleges and universities. It took the crisis of desegregation to awaken those men and women who were advisors to the courts to look around them at the riches in their midst.

> "In 1954, in *Brown vs. Board of Education, Topeka, Kansas,* the Supreme Court handed down a landmark decision. . . . In the 24 years since then, most school systems under Federal threat or order have desegregated with little sensitivity to—or vision of—the quality of education. It never ceases to amaze us that educators have not seized the opportunity to upgrade the total instructional program . . . ."
> —*Changing Schools,* Jerome Winegar and Geraldine Kozberg

Teacher Ann Madden helps a student with a math problem in South Boston High School. The school, a focus of anti-busing strife in the 1970s, is gaining a new reputation for academic achievement and community service.

After much reflection, and a great deal of dialog between the academic/cultural communities and those who speak for Boston's children and their schools, it was agreed that every Boston public school would henceforth have a matching partner in one of the academic, cultural, or business institutions in the Boston area—or, at the very least, unprecedented access to the special resources that each institution offered. (Many schools, as it turned out, soon drew support and interest from a *number* of partners—business as well as academic.) Those who wonder why the cultural and academic institutions were so willing to help out will find that the answer is most frequently three-fold:

(1) These institutions are, in every case, dependent on the general goodwill. A wealthy cultural or academic institution which refused to join in the effort to desegregate the Boston schools might find itself considerably less wealthy the next time that it appealed for funds to those who live in, or feel in any way a part of, Boston.

(2) All of these institutions, furthermore, exist by grace of state and federal governments, which declare them tax-exempt. The tax-exempt status of so many institutions in one city heightens the individual property tax for ordinary citizens—those, for example, whose children are pupils in the Boston Public Schools. The school-university matching plan is a generous, intelligent, and nonvindictive way of evening out the load.

(3) There is also a bit of the New England ethic operating here: "If children will work so hard and teachers will try so hard to make desegregation work, isn't it simple justice for the wealthy and prestigious centers of culture and protectors of the arts to lend a hand as well?"

Along with universities and cultural institutions, business interests have been involved in Boston's program of desegregation. In this case, there has been no sword above the heads of the participants. Dozens of corporations, nonetheless, have come forward on their own to offer help. The Harbor School, as we

have seen, has found a valuable partner in the International Airport of the city. Other schools are matched with the Polaroid Corporation, the Gillette Company, John Hancock Life Insurance Company, and the Prudential Insurance Company. Among a number of other dividends which the corporations do receive—despite the absence of any visible pressure—is some excellent publicity, something which very few corporations would be willing to forego.

Most of these corporations are, in the eyes of the public (and especially the poor), the sleek and slender, steel and glass-walled high-rise beneficiaries of the very same social order which has left its poor and its minorities outside in the cold. Any corporation of significant stature in the Boston area that failed to bring its best resources to bear upon the struggle for desegregation would be obliged henceforth to live with an ominous cloud above its head. All in all, and for whatever mix of reasons, Judge Garrity's mandate to the private sector, as well as to the cultural and academic institutions in the Boston area, has played a valuable and an invigorating role. It is, to my knowledge, a role that is unprecedented in our city, state, or nation.

—III—

The other essential ingredient of race-desegregation in the Boston schools is the heightened degree of parent participation—another irony. In the summer and fall of 1974, in the wake of the federal court decision, partisans of "the neighborhood school" began to dominate the press and TV news with lamentations for the loss of their community involvement and the ending of community participation. In actual fact there had been very little community participation—except at the level of tea and cupcakes.

It took busing to awaken the city's parents to the schools. Once people *knew* their children were going to have to ride that bus, for the first time that sudden curiosity arose as to what was waiting in the classroom at the other end. For the first time, with a 20-minute bus ride to disturb their morning's musing over coffee and newspaper, white, black, and Hispanic parents started to look hard at what was going on within their children's schools. When the school was "in the community," to be quite blunt, there was very little community at all. Now, with the school and children at a 20-minute distance, the idea of "community" all at once came to be real.

Students come, by bus, from every part of Boston to attend Madison Park High School, one of 22 magnet schools created under the federal court order desegregating Boston's schools.

With characteristic perspicacity, Judge Garrity had foreseen the sudden increase of community involvement. He therefore created a brand new structure of parent participation: REPC, "Racial Ethnic Parent Councils."

The court-mandated parent groups of Boston are exciting, active, and effective. They come into the schools not for cookies, tea, and acquiescence but for the exercise of power and for the testing of their strength. They don't go into the schools to voice their discontent—then quietly and politely drift away. They constitute a new community that stands around each school: no longer a geographical community but a community of *conscience*—of white, black, Chinese, and Hispanic parents whose children now are students in those schools. They participate in the choice of principals, of new teachers, of new building plans, and new curriculums within the local schools. The neighbor-

hood school exists at last—now that the children no longer go to school in their own neighborhood.

An excellent example of the "new community" that can grow up around a recently desegregated school is seen, not in one of the ultra-modern and spectacular magnet schools I have described above, but in South Boston High.

South Boston High is an ordinary district high school. It does not have 16 computer terminals in its own computer lab. It does not have its own elaborate media center, with teams of students ready to produce real-life TV. It does not participate in open rehearsals with the Boston Symphony. It is a plain school—an ordinary school, a modest-looking school high on a hill in a poor neighborhood of Boston.

Antonio Biddy (right), assistant in Mario Umana Harbor School's computer science magnet, instructs student Regina Mungo in the operation of one of the school's computer terminals. The school offers a four-year computer course leading to advanced study or to jobs in the high-tech industries clustered about Boston.

If it is special at all, it represents a coming together of seasoned and hard-working faculty with two of the most resilient and industrious administrators in the city: a team that has been able to pull off one of the authentic pedagogic miracles of the past ten years.

In 1974, South Boston High—standing with perfect symbolism on the spot from which George Washington once drove the British out of Boston—was a "magnet" not for children but for the international press and for the restless, wandering, anti-busing crowds of the adjacent neighborhood.

Today, the TV cameras of 16 nations are gone and forgotten; but so, too, are the violence and terror which were synonyms for South Boston in the world press. The school, maintaining a steady attendance of 600 to 700 pupils in an aging yellow brick building that belies the dramatic changes taking place within, is no longer fighting the battle of the buses.

The battle that goes on within South Boston High today is a battle for decent education for *all* children. It is a battle which this school has a fair chance to win.

Who is it, precisely, who deserves the credit for the rapid progress which has taken place within these time-worn walls?

It would be hard to give the answers in order of importance. Most obvious is the impact of an exceptional headmaster, Jerome Winegar, an import from St. Paul, invited to Boston by a search committee that was selected by the federal court to find a person who could undergo the pressure of race conflict and maintain a stable, vital, and exciting school.

Winegar brought with him from the Twin Cities two young men of exceptional brilliance, humor, and imagination: Ronald Rosenbaum and Timothy Murphy—nicknamed by the Boston *Globe*, "The Minnesota Twins."

A third person, brought by Winegar from St. Paul, is, in the opinion of many observers, the single most inventive educator in the city. Geraldine Kozberg, 54 years old, a scholar and administrator from the central office of the St. Paul Public Schools, gave up her job—and much higher pay—in order to come to Boston to assist in the struggle to make desegregation work.

Kozberg has made a lot of changes in South Boston High. None, however, is more important than her unusual concern with the often unrecognized potential of the adult staff working in the school: "In building a new community among the children in the school, the nonprofessional staff (custodians, kitchen aides, and clerical assistants) are crucial to offer a model of behavior for the children. I call them 'the support staff.' They are people, in large part, who live in one of the white or nonwhite neighborhoods in which our pupils also live. The nonprofessional staff, therefore, represents the only possible link between the faculty and students. The faculty most often live in distant neighborhoods and are perceived as 'separate.' The support

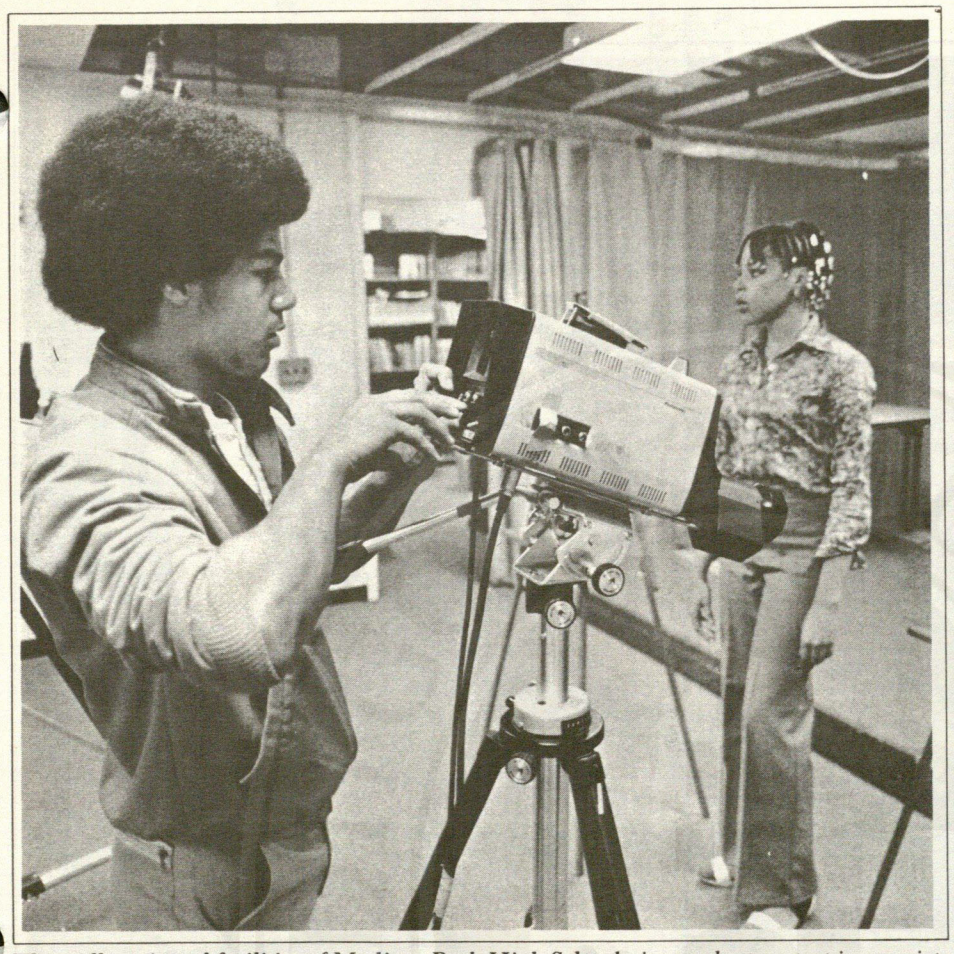
When The Right Answer Is , 'I Don't Remember'

☐ Two students, working together at a Quincy Market stand, struggle to keep their even disposition and good nature while a couple of drunks, emerging from a nearby restaurant, attempt to entice them into an inflammatory conversation.

☐ A group of five South Boston students, working at The In-School Restaurant, prepare a tasty meal of broiled fish, salad, and baked potato for a group of 20 elderly people who come here from nearby retirement homes, or from their lonely flats, to enjoy good company and a beautifully prepared hot lunch served with politeness and solicitude by black, white, and Puerto Rican students.

☐ Twenty kids from South Boston meet at dawn in front of the school, climb on a bus, drive to New York, arrive in time for breakfast, tour the city, meet for lunch, go to the first Broadway show they've ever seen, dine at an elegant Manhattan restaurant with three of their teachers and two parent aides, drag their bus-driver from a Times Square bar, pour coffee down his throat, then settle back to laugh and sleep and sing songs on the ride home to South Boston, arriving back in town at two a.m. Nobody knows, no one remembers, no one can recall, if he or she sat next to someone black or white during the bus ride, in the restaurant, or at the show.

☐ And they won't remember, either, who it was who sat beside them the day they drove up to Dartmouth or Cornell, or to North Adams State, or out to Amherst, for an interview to go to college the next year. I ask the kids. They can't recall. They only know that all of them were getting their first real shot at something that their parents never had—a chance at college—a chance at something that came closer than they ever knew to fair play—a chance at dignity—a chance at having an *equal* chance in a world which has forever been unfair.



The well equipped facilities of Madison Park High School give students a start in a variety of careers in the arts. Above, Frank Montiero, cameraman, and Barbara Moore, manager, both juniors in the high school's media magnet school, shoot the graphics for a school-produced TV talk show. On the opposite page, Carla Cumberland (left) and Leeja Horne play a duet for the school's ensemble class. Leading professionals from several of Boston's famous performing groups work with the school.

staff, like the student body, represents the three parts of the city (Dorchester, Roxbury, and South Boston) which, together, constitute a new community. I mean by this that new community of conscience and concern which is South Boston High."

It is because of the importance of the nonprofessional staff that Kozberg has devised a structure of inservice training on at least two separate levels: "Those on the staff who already have their bachelor's degrees—all, virtually, are classroom teachers—are free to take courses in a master's program designed by one of our matching institutions, Salem State. Those who have not received B.A.s, mainly the clerical and security staff, are taking courses toward a bachelor's degree offered by the University of Massachusetts." All courses, whether for nonprofessionals or for teachers, take place right at South Boston High. It is difficult, as a result, to find anybody at the school who is not studying *something*.

Says Kozberg, "If they wish to formalize that learning by pursuing a degree, they know very well it will lead to higher salaries, to broader opportunities, and to heightened self-esteem. The main objective is to make it possible for anyone, regardless of age or economic level, to see himself or herself as an active participant in the learning process. Here at South Boston High the entire building is a community of learning. It is as crucial to us that the women working in the office have the chance to open up new possibilities in life as it is to give the black and white teenagers their first lever of effectiveness in economic terms. All who know should have the chance to teach, and all who feel the wish should have the chance to learn."

The school is working well, not only for its adult employees but for its students too. With the Federal Reserve Bank as its energetic business partner, South Boston High has been able to open up a vast array of real-life programs—work opportunities of a diverse variety—to help to undercut the age-old "simulation" atmosphere and the custodial function of so many public schools. Students run small businesses, work in neighborhood day-care centers, and operate a restaurant in the basement of the school to serve the needs of the faculty, visitors, and elderly people who are brought here twice a week to have nourishing, free—and very good—hot meals. The impact of programs of this sort upon the pupils in the school is subtle, indirect, but frequently profound. A code of "service" begins to make itself apparent in the conversations and in the ethical intentions of some of those who once were among the toughest and most recalcitrant members of the student population.

One student of South Boston High, a former "youth member" of the Ku Klux Klan, tells me with pride of the exhaustive paper he has done on "problems of violence and desegregation." He hopes to go to a nearby university next year in order to become a counselor for "troubled youth." His grades have improved enough to give him a fair chance to live up to his dream.

Many critics who depicted grim disaster five years back are now the first to admit that the example of South Boston High is, in certain ways, a model for the city as a whole. A school which, 15 years ago, was lucky to get ten percent of its graduating seniors into college (and, in one momentous year, failed to win admission even for *one* pupil) was able last spring to send 37 percent of graduating seniors on to colleges and universities. More than half of those 37 percent were white kids—and most of them from South Boston.

It isn't all good news. It couldn't possibly be.

White flight is a problem, here as elsewhere; but it is a far less serious problem than was predicted at the start. By and large, it has not been geographical flight, it has been white flight *within* the city.

At the time of Arthur Garrity's decree, the Archbishop of Boston reassured the court that Catholic schools would not be used by those who sought to flee from racially desegregated education. Had his assurances not been ignored by many of his own people, there would not be a decline of ten to 20 thousand white students in the Boston schools

South Boston High School students Sonja Boone (left) and Linda LaForge prepare a dish for the school's International Day festival. Both are students in South Boston High's Counterpoint program, which combines home economics training with academic subjects.

today. Despite this diminution of whites, Boston today is an almost balanced city. In-school percentages for 1980 indicate approximately 46 percent black students to 54 percent white, Chinese, and Puerto Rican children. It is a racial ratio which represents, in the opinion of many, a favorable and flexible situation. The families that fled to private schools are still in Boston and have a chance to take a second look at the upgraded and diverse offerings of the public schools they fled.

There is also the fact of very large numbers of young white families moving back into various redeveloped sections of the city. Most of these families—young, professional but not yet affluent—earn just enough to meet the mortgage payments on expensive renovated housing but hardly enough to send their kids to private schools as well. They are the parents whose children—many educators and observers now believe—will assure the future racial balance of the Boston schools.

In the face of all the evidence, there are those who persist with their old slogans and their old beliefs. "Of course I'm in favor of integration" they will say, "*but is busing the answer?*"

"Bus" was never a scare word in our nation so long as it carried freckle-faced kids through the mountains of New Hampshire. "Bus" becomes a scare word only now when it begins to mean fair play in our hometown.

What is it that has at length begun to counteract and undermine that fear? What is it, in short, that has begun to make desegregation work in Boston?

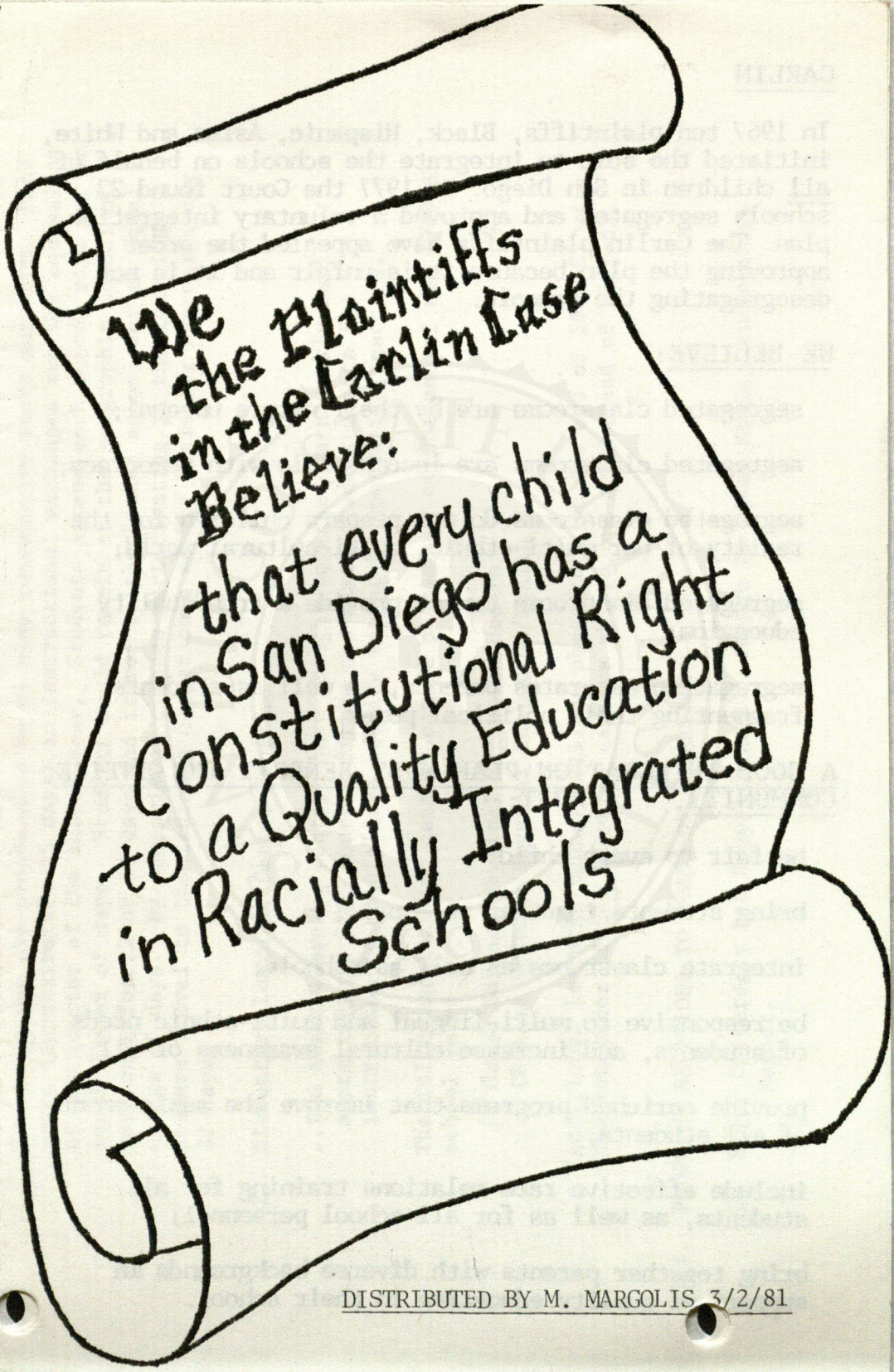
Without question, it was the efforts of an inspired federal judge, W. Arthur Garrity, a man who had the sense to know that if you mandate "racial justice," you had better mandate excellence and parent participation too.

The virtual elimination of the spoils system in appointments of principals, assistant principals, heads of departments, and the like—one of the first results of parent participation in the schools—also did much to transform a corrupt and inefficient school system into one of the most professional in the country. The court required that one black teacher or administrator be hired for every newly hired white one. Although the legal goal is racial fair play, one consequence has been an end to patronage and the weakening of the favor-playing powers of the Boston School Committee.

There has also been the upgrading of long-neglected teaching talent, as well as the aggressive seeking-out and hiring of new teachers from all sections of the nation.

Finally, as we have seen above, active involvement of parents of all races has proven a powerful force to turn the tide. In the long run, desegregation has been made to work in Boston not by famous people but by persistent parents, diligent teachers, and embarrassingly decent kids.

All of the plans, orders, legalisms in the world cannot get around the human factor. Nothing comes out of nothing, and nothing important ever happens in the U.S.A. without the price of sweat and guts that we have seen now for six years in the city where the American revolution first began. ★



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CARLIN

In 1967 ten plaintiffs, Black, Hispanic, Asian and White, initiated the suit to integrate the schools on behalf of all children in San Diego. In 1977 the Court found 23 schools segregated and approved a voluntary integration plan. The Carlin plaintiffs have appealed the order approving the plan because it is unfair and it is not desegregating the schools.

WE BELIEVE:

segregated classrooms are by their nature unequal;

segregated classrooms are incompatible with democracy;

segregated classrooms do not prepare children for the reality of our multi-ethnic, multi-cultural world;

segregated classrooms cannot provide a true quality education;

segregation separates parents, as well as students, fragmenting their political power.

A GOOD INTEGRATION PLAN MUST BENEFIT THE ENTIRE COMMUNITY. IT MUST:

be fair to every child;

bring students together as equals;

integrate classrooms as well as schools;

be responsive to multi-lingual and multi-ethnic needs of students, and increase cultural awareness of all;

provide enriched programs that improve the achievement of all students;

include effective race relations training for all students, as well as for all school personnel;

bring together parents with diverse backgrounds in support of quality education in their school.

THE SAN DIEGO VOLUNTARY PLAN HAS FAILED BECAUSE:

it provides little integration;

After 13 years of effort, four under court order, there are still 23 segregated schools.

it is not fair;

VEEP is two thirds of the integration program; is over 99% minority; and is almost all one way.

85% of all students, (VEEP and magnet), who leave their neighborhood schools to get an integrated education are minority students.

Some students are excluded from magnet programs because of their race.

In secondary schools 45% of minority students, and only 4% of majority students, are ineligible for magnet programs.

the quality of education has been improved for only a few students;

Achievement scores in minority schools continue to be deplorably low compared to scores in majority schools.

many children are not reached by the race relations program, and the program is not meaningful for many it does reach;

it does not bring students together as equals.

Minority VEEP students are often not welcome in majority schools and are frequently treated as outsiders.

Magnet programs are often elitist in nature.

WE ALSO BELIEVE:

minority children do not have to sit next to majority children in order to learn;

But they may have to sit next to majority students in order to be taught, because whites elect a majority of the school board and whites will continue to be complacent about education of minority children as long as they are segregated.

busing is not the goal;

Quality, integrated education is our goal. But no integration can take place without busing.

a voluntary plan will not work;

San Diego is not the only city to try a voluntary plan. It has been the plan of first choice everywhere, and in every urban district it has failed. The difference is that in other cities the ineffective voluntary plans have been abandoned.

a good, mandatory plan works, is fair, and improves minority students achievement more than does a voluntary plan.

WHEN CHILDREN FROM ALL RACIAL, ETHNIC, CULTURAL AND SOCIO-ECONOMIC GROUPS SHARE CLASSROOMS, THEIR PARENTS WILL COME TOGETHER TO EXERT THEIR COMBINED POWER TO INSURE A QUALITY EDUCATION IN EVERY CLASSROOM.

FOR MORE INFORMATION WRITE TO:

Carlin Case Committee
551 Spreckels Building
San Diego, CA 92101

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SAN DIEGO CITY SCHOOLS
Elementary Schools Division

APPROVED AND PROPOSED REVISIONS TO SAN DIEGO PLAN FOR RACIAL INTEGRATION ELEMENTARY SCHOOL PROGRAMS

I. REVISIONS APPROVED BY THE COURT FOR 1981-82

1. Chollas Math/Science Magnet
2. Grant Math/Science Magnet
3. Burbank Primary School Extended Day Magnet
4. Mead Primary School Extended Day Magnet

II. REVISION SUBMITTED TO THE COURT FOR 1981-81

1. Elementary Instructional Exchange Programs

..13 schools having 70% or more minority student populations
..39 schools having 70% or more majority student populations

Proposed to be phased in during a three-year period:

Beginning 1981-82: Classes having grade four students
Beginning 1982-83: Classes having grade five students
Beginning 1983-84: Classes having grade six students

The exchanges are proposed to be of nine consecutive weeks duration. Nine weeks (approximately 45 days) in instructional exchanges are the equivalent of one quarter of the school year. Students attend each school site for an equal number of days. Students would remain at the geographic school of residence for 22 or 23 days and travel to the linked school for an equal number of days. By comparison, classes participating in the learning centers travel to the learning center on a weekly basis for approximately 32 days.

2. Elementary Learning Center Programs

..The eight learning centers have brought together on a weekly basis approximately 7200 fourth- fifth- and sixth-grade students for instruction in specialized studies taught by specialist teachers.

The following learning centers can be phased out at the end of the 1980-81 school year:

Grant Science/Physical Education/Health
Chollas Science/Physical Education/Health

Additional learning centers will be phased out at the end of 1981-82 with the remainder of the learning centers phased out at the end of 1982-83.

III. PROPOSED REVISIONS TO BOARD OF EDUCATION

1. Baker University Lab School Magnet: change to Baker Music Conservatory Magnet.

APPROVED AND PROPOSED REVISIONS TO SAN DIEGO PLAN FOR RACIAL INTEGRATION - ELEMENTARY SCHOOL PROGRAMS

2. Horton Intercultural Language Magnet Program: enlarge program to include students in grades K-6 by consolidating Oak Park (3-6) with Horton (K-2) Intercultural Language Magnet Programs onto the Horton School site.

3. Lowell Bilingual Magnet School: change to Lowell Center for Enriched Studies.

4. Oak Park Intercultural Language Magnet Program: change to Oak Park Center for Enriched Studies.

5. Sherman Individualized Magnet Program: magnet program to be deleted.

6. Valencia Park University Lab School Magnet: add gifted seminar classes to program.

HBO:myd
3-2-81

3/2/81

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REVISED 1/28/81

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INTEGRATION TASK FORCE MEETING
MONDAY, MARCH 2, 1981
AGENDA

I. HUMAN RELATIONS TASK FORCE STATUS REPORT - M. Styles

II. CHANGE IN STUDENT NUMBERS REGARDING DESEGREGATION - M. Margolis

III. ANALYSIS OF PROGRAMS AND ADDITIONAL INFORMATION ON THE NUMBERS RELATING TO THE PROGRESS OF DESEGREGATION

IV. ELEMENTARY DIVISION - SAN DIEGO UNIFIED SCHOOL DISTRICT

V. COMMITTEE REPORTS

A. Race/Human Relations - B. Yip

B. LES/NES Child Committee - D. Talamantez

C. VEEP - T. Calvin

D. Elementary/Secondary Exchange Programs - A. Hunsaker

E. Overall Planning - J. McDonald

SAN DIEGO INTEGRATION TASK FORCE

THE INTEGRATION TASK FORCE MEETING SCHEDULED FOR TUESDAY, FEBRUARY 17, HAS BEEN CANCELLED.

THE NEXT TASK FORCE MEETING IS SCHEDULED FOR MONDAY, MARCH 2, 1981, 4:00 p.m., AT MORSE HIGH SCHOOL, 6905 SKYLINE DRIVE.

Hal Brown amc

HAL BROWN, Chairman
Integration Task Force

HB:amc