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League of Women Voters of San Diego February, 1965

GUIDE FOR DIMENSIONS IN DISCRIMINATION DISCUSSION

FOCUS QUESTIONS THROUGHOUT DISCUSSION:

1. What is local government responsibility toward the elimination of discrimination?
2. In what area can the League of Women Voters be most effective?

INTRODUCTION:

1. What does the concluding paragraph in the introduction mean to us?
   a) With what viewpoint does the League begin this discussion?
   b) What are we therefore attempting to resolve?
2. What is the difference between prejudice and discrimination?
   a) Does this difference have meaning for us in our discussion?
3. Does the "vicious circle" theory have validity? As an abstraction? In pragmatic application?
4. Is it a paradox to profess belief in the "American Creed" and question governmental solutions for the problem of discrimination?

STATISTICS:

1. Do Figure 1 and Figure 2 have meaning within the context of our first focus question?
2. Compare education, income, and unemployment figures between racial groups (Figures 6, 7, 8, and 9).
   a) What inconsistencies are found?
   b) Are they significant?
3. Would you agree with the conclusions drawn from the statistics? Are they valid for our study?

EDUCATION:

The LWVSD supports "a public school system in San Diego which insures opportunity for complete and enriched education for all." The present question is whether San Diego schools offer minority-group students "complete and enriched education"?

1. What is the effect of the 1954 Supreme Court decision on school segregation?
   a) De jure segregation b) De facto segregation

2. What are the <u>causes</u> of de facto segregation in schools?

3. Is it a local school district's responsibility to treat the <u>causes</u> of racial imbalance in schools? If so, how?
   a) Boundaries, open enrollment, Princeton Plan, bussing, other?

4. What are the <u>effects</u> of de facto school segregation?
   a) On students?
   b) On teachers?
   c) On the community?

5. Is it a local school district's responsibility to treat the <u>effects</u> of de facto school segregation? If so, how?
   a) What is compensatory education?
   b) Are the extra costs of compensatory education justified?
   c) Does compensatory education answer the problem of racial imbalance in schools?
      1) Is it a "separate but equal" approach to the problem?
      2) Will it meet discrimination causes in the long run?
   d) Is a school district limited to treating <u>either</u> cause <u>or</u> effect?

Start (6. What is the extent of racial imbalance in SDUSD?
   a) Among students? Among teachers?
   b) Is it undesirable? Should it be eliminated? If so, how?

7. What conditions are found in SDUSD schools of greatest racial imbalance?
   a) Physical facilities?
   b) Teacher turnover?
      1) Is this a significant problem?
      2) If so, how should it be reduced?
   c) Student performance?

8. What is the SDUSD doing for disadvantaged students?
   a) Remedial programs and other services
   b) Compensatory education programs

9. Are these programs adequate? Should they be extended or increased in scope?
   a) Pilot project in compensatory education?
   b) Should there be formal authorization of a flexible staffing ratio for schools in disadvantaged areas?

10. Should local funds for these or similar programs be increased?
   a) If so, should such an increase invlove increased taxes or redistribution of present funds?
   b) If not, how should programs be financed?

11. Should there be community involvement in meeting needs of disadvantaged students? If so, how?
   a) Area colleges and universities, industries, etc.?
   b) Clubs and organizations?
   c) Official advisory committee?
   d) Other?

RE-FOCUS QUESTIONS:

1. What is SDUSD Board of Education responsibility toward elimination of discrimination:
   a) What should be done about racial imbalance in SDUSD schools?
   b) What programs are needed to provide for minority-group students a "complete and enriched" education?