ABSTRACT
          In January 1974, a research team from Teachers
College, Coloumbia University spent four days in Ewing Township, New
Jersey studying and documenting the efforts made by the school
district and community in bringing about a desegregated system. Ewing
School District was one of four districts to be included in the
Comparative Desegregation Project designed to document key processes
that are associated with bringing about effective school
desegregation. Variables examined include: student contact,
assignment and grouping at all levels; staff interaction; student
representation in school activities; student interaction; parent
representation in the schools; current concerns of staff; students
and parents; and, the role of the district staff and community prior
to and during desegregation. The research team consisted of six
members. During the four-day visit, the team visited six of the ten
schools in the district, met with some staff from the central
administration, and conferred with some parents and community persons
in the evenings. The study consisted of formal and informal
observations, i.e. in classrooms, hallways, cafeterias, etc., and
structured and unstructured interviews with central administrative
staff, students, parents and community leaders. A total of twelve
instruments were used to insure adequacy and consistency in the
collection of data. (Author/JM)

DESEGREGATION IN EWING TOWNSHIP, NEW JERSEY

A CASE STUDY

Data Collected by
Desegregation Study Team

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January, 1974

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## PREFACE

In January, 1974 a research team from Teachers College, Columbia University spent four days in Ewing Township, New Jersey studying and documenting the efforts made by the school district and community in bringing about a desegregated system. Ewing School District was one of four districts to be included in the Comparative Desegregation Project designed to document key processes that are associated with bringing about effective school desegregation.

The research team consisted of six members. During the four-day visit, the team visited six of the ten schools in the district, met with some staff from the central administration and conferred with some parents and community persons in the evenings. The study consisted of formal and informal observations, i.e., in classrooms, hallways, cafeterias, etc.; and structured and unstructured interviews with central administrative staff, a sample of faculty and staff in each school visited, students, parents and community leaders. A total of twelve instruments were used to insure adequacy and consistency in the collection of data.

A word of thanks and appreciation are due to school people at all levels, and to community people for the complete cooperation they gave the team. A word of special thanks to Dr. David J. Brittain, Superintendent, and his staff for making the study possible.

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## Profile of Ewing Township, New Jersey*

Mercer (one of 8 Townships, 4 Boros and the City of Trenton)

### General Data:

| | Population | | | Labor Force | Mean Income | Housing Units | Housing Median Value | Housing Total Value in Thousands | Tax Rate per $100 Value |
|---|---|---|---|---|---|---|---|---|---|
| | 1960 | 1970 | %Change | | | | | | |
| | 26,628 | 32,831 | 23 | 15,365 | 13,712 | 10,250 | 20,933 | 191,123 | $5.68 |

### Income Levels:

| Under 3,000 | 3,000–5,000 | 5,000–7,000 | 7,000–10,000 | 10,000–12,000 | 12,000–15,000 | 15,000–24,000 | 25,000–49,000 | 50,000–Over |
|---|---|---|---|---|---|---|---|---|
| 285 | 385 | 597 | 1,623 | 1,153 | 1,645 | 2,288 | 549 | 55 |

### Occupational Profile:

| Prof. | Managerial Salaried | Sales, Rental | Clerical | Constr., Crafts | Manufact. | Service Pers.&H | Govt., incl.Local | Educ. |
|---|---|---|---|---|---|---|---|---|
| 3,808 | 2,242 | 2,182 | 7,943 | 2,413 | 3,579 | 1,117 | 5,970 | 1,800 |

### Ethnic Background:

| Britain | Ireland | Poland | Italy | Hispanic | Black | Indian |
|---|---|---|---|---|---|---|
| 1,007 | 351 | 1,310 | 2,139 | 229 | 3,540 | 25 |

### Public School Education:

| | Schools | Teachers | Students | Schools | Teachers | Students | Amount Spent Per Student |
|---|---|---|---|---|---|---|---|
| | Grades K–9 | | | Grades 10–12 | | | $1,034.90 |

### Education Levels:

| 4 Years High School | 4 Years College | Median Education |
|---|---|---|
| 6,796 | 2,663 | 12.0 |

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*Facts and Figures gleaned from Mercer County Almanac 1973/4 published by the Trenton/Mercer County Chamber of Commerce.

# CHAPTER I

## BACKGROUND

### Ewing Township - History and Government[1]

On February 22, 1834 Ewing Township was formed by an Act of the
New Jersey State Legislature. Named for the late Charles Ewing, a
Chief Justice in New Jersey, the Township is believed to have been
settled around 1700 by immigrants basically of English and Scottish
ancestry. The Township was mainly a woodland area, prior to the
American Revolution. However, post-Revolution activities included
the embarkation of a sustained period of agricultural growth. So
productive was the agricultural activity that Ewing was labelled
"the richest soil in New Jersey" during the mid-1800's.

Prior to 1930 Ewing's population increased slowly. Early
development was characterized by the springing up of small villages
throughout the Township. Its close proximity to Trenton served as
an attraction to city residents who, while working in or about the
city, wanted to escape the ills of the city by residing in the
suburbs. This attraction led to Ewing becoming predominately a
community of home owners. The 1970 census listed its population at
32,831.

Not only has Ewing become attractive to home owners, it has been
appealing to the State of New Jersey and to Mercer County, the county

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[1] Information in this section was taken primarily from the booklet
Know Your Town which was prepared in the late 1960's by The League
of Women Voters of Ewing Township.

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in which it is located. This is evidenced by the location of institutions that are owned and operated by the state and county in the Township:

Ewing Township is governed by a Township Committee of five persons. The Committee performs all the legislative functions set by the limits of State laws and delegated to the municipal government. Among the functions the Committee performs is that of adopting and supervising the administration of various commissions, boards and agencies within the Township, including the Board of Education.

## Ewing Board of Education[2]

The first Ewing Board of Education was formed in mid-1894. It is an elected body consisting of nine members who serve without salary for a three-year term. The Board election is held during a non-partisan election in February at which time three candidates fill vacancies of members whose terms are expiring. Criteria for membership on the Board are (1) must be a citizen of the United States over 21 years of age; (2) must be a resident in the school district for a minimum of two years; (3) must be able to read and write; and (4) must have no interest directly or indirectly in any contract or claim against the Board. The 1973-74 membership on the Ewing Board consists of six males and three females. Two of the latter are black.

The Board of Education derives its authority from established state laws. It functions independently of the Township government and has

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[2] Information in this section was gleaned from Know Ewing Schools, an undated booklet prepared by The Ewing Township League of Women Voters.

the responsibility for establishing school policy, including the
establishment of qualifications for staff positions; adhering to
State minimum requirements; employment and discharge of personnel on
the recommendation of the superintendent; establishment of a teacher
salary guide and a wage scale for all other school personnel; -
development of the curricula to meet the needs of all students;
approval of purchase of equipment and supplies; presentation of the
annual budget to the voters for approval; and the presentation of
referenda to voters on the question of additions to school buildings
or other facilities.

The Board's organization includes a President, Vice President
and Secretary, as well as the Superintendent. It is further
subdivided into the following Standing Committees on which members
serve: Buildings and Grounds; Education, Curriculum and School Policies;
Finance, Budget and Insurance; Adult Education and Federal and State
Programs; Personnel; Transportation; Business Practice and Student
Services; and, Public Liaison and Publicity.

Newspapers and public meetings are the major public vehicles
through which the Ewing Board of Education reports to the public. The
agenda for each Board meeting is sent to the press in advance to inform
the public. Internally, the Board, through the Superintendent's office,
publishes periodically the "Ewing Township Board of Education News."
This house organ is sent to every known resident in the Township.

## School Administration

The Ewing Public Schools are operated under the direction of a Superintendent who is charged with carrying out the policies established by the Board. He is assisted by two assistant superintendents and a staff of about fifteen other persons in the instructional and operational services.

## Public School Facilities

The student enrollment in Ewing Township as of December, 1973 was 5,246. This student population is housed in ten schools—seven elementary (K-5), one middle school (6-7), one junior high (8-9) and one high school (10-12). Table 1 gives a breakdown of the grade-by-grade and school-by-school enrollment.

## School District Prior to Desegregation

An editorial appearing in the April 27, 1971 issue of the Mercer Messenger Newspaper, in which the Ewing Reorganization was discussed, stated that as the district looked at itself in response to a New Jersey Department of Education's mandate to reorganize:

> "What they saw were illogical, gerry-mandered school districts;
> racially lopsided schools, make-shift classes on auditorium
> stages and storage rooms, overcrowding at the junior high
> schools; expensive duplications at two junior high schools;
> and limited or inadequate library facilities at the
> elementary schools."

Organizationally, ten schools constituted the Ewing School District the year prior to desegregation, or to "The Reorganization Plan" as it is referred to in Ewing. There were seven elementary schools (K-6), two

TABLE 1

Enrollment--Ewing Township Public Schools
December, 1973

| | Antheil Elem. | Fisher Elem. | Fisk Elem. | Lanning Elem. | Lore Elem. | Parkway Elem. | Reed Elem. | Antheil Middle | Fisher Jr. | Ewing High | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Kdgn. | 38 | 50 | | 50 | 60 | 43 | 42 | | | | 283 |
| Gr. 1 | 44 | 37 | 38 | 66 | 64 | 56 | 51 | | | | 356 |
| Gr. 2 | 46 | 20 | 32 | 67 | 75 | 46 | 59 | | | | 345 |
| Gr. 3 | 35 | 41 | 39 | 57 | 61 | 51 | 57 | | | | 341 |
| Gr. 4 | 33 | 47 | 43 | 63 | 72 | 48 | 61 | | | | 367 |
| Gr. 5 | 38 | 36 | 47 | 62 | 65 | 63 | 71 | | | | 382 |
| Gr. 6 | | | | | | | | 383 | | | 383 |
| Gr. 7 | | | | | | | | 416 | | | 416 |
| Gr. 8 | | | | | | | | | 459 | | 459 |
| Gr. 9 | | | | | | | | | 452 | | 452 |
| Gr. 10 | | | | | | | | | | 454 | 454 |
| Gr. 11 | | | | | | | | | | 453 | 453 |
| Gr. 12 | | | | | | | | | | 451 | 451 |
| Sp. Ed. | 11 | | | 19 | | 28 | 17 | 12 | 12 | 5 | 104 |
| TOTAL | 245 | 231 | 199 | 384 | 397 | 335 | 358 | 811 | 923 | 1363 | 5,246 |

junior high schools (7-9) and one senior high school (10-12).

The school district's total pupil population in December, 1970, the year prior to desegregation (or reorganization as these terms will be used interchangeably) was 5,570. During the same month during the first year of reorganization there was a drop in enrollment of 39 students (less than 1%). The enrollment picture over the last five years, including the year of reorganization, is as follows:

|  | Total Enrollment | Difference |
|---|---|---|
| December 31, 1969 | 5,773 | |
| December 31, 1970 | 5,570 | − 203 |
| December 31, 1971* | 5,531 | − 39 |
| January 31, 1972 | 5,507 | − 24 |
| December 31, 1972 | 5,443 | − 64 |
| January 31, 1973 | 5,431 | − 12 |
| December 31, 1973 | 5,246 | − 185 |

*The year of "The Reorganization Plan" or desegregation.

The decrease in enrollment came as no surprise to school officials. As a part of preliminary studies school officials studied the birth rate in the township during the decade of the 60's and they studied available space in the township for future development. The birth rate picture in the township was:

| Year | Births | Difference |
|---|---|---|
| 1961 | 532 | |
| 1962 | 424 | − 108 |
| 1963 | 388 | − 36 |
| 1964 | 410 | + 22 |
| 1965 | 432 | + 22 |
| 1966 | 425 | − 7 |
| 1967 | 394 | − 31 |
| 1968 | 395 | + 1 |
| 1969 | 391 | − 4 |
| Total decrease since 1961 | | − 141 |

School officials concluded that school enrollments will not increase appreciably in the near future.

### Racial Distributions of Students
### Year Prior to Desegregation

The non-white population in the Ewing Schools before reorganization was 18%, plus or minus two percent. This reflects the white/non-white ratio that existed in the township. The thing that led to Ewing being considered racially imbalanced, or to certain schools being labelled racially lopsided was the way the 18% were distributed in the schools.

Table 2 shows that the Lanning, Reed and Antheil Elementary Schools had a disproportionate number of non-white students when considering the percentage of these students in the district. Lore Elementary had no non-white pupils and Fisk Elementary had a minimal number. Only two of the elementary schools, Fisher and Parkway, had white/non-white racial distributions of students that reflected the ratio in the district. At the junior high school level, there was a slightly disproportionate number of non-white students at Antheil, while Fisher was reflecting the district's white/non-white ratio. The problem at the junior high level was more one of "serious overcrowding" rather than racial imbalance (the capacity of each school was listed at 600 students, both exceeded that capacity. Regarding the senior high level, there was only one senior high school, thus all students were assigned there.

TABLE 2

Non-White Enrollment and Percentages
One Year Prior to Reorganization
(December, 1970)

| | Antheil Elem. | Fisher Elem. | Fisk Elem. | Lanning Elem. | Lore Elem. | Parkway Elem. | Reed Elem. | Anthiel Jr. | Fisher Jr. | Ewing High |
|---|---|---|---|---|---|---|---|---|---|---|
| Grades | K-6 | K-6 | 1-6 | K-6 | K-6 | K-6 | K-6 | 6-9 | 6-9 | 10-12 |
| Enrollment | 630 | 451 | 182 | 337 | 395 | 384 | 388 | 690 | 940 | 1,373 |
| Percentage White | 75% | 86% | 93% | 56% | 100% | 85% | 72% | 77% | 85% | 85% |
| Percentage Non-white | 25% | 14% | 7% | 44% | 0% | 15% | 28% | 23% | 15% | 15% |

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### Racial Distribution of Full-Time Staff
### Year Prior to Desegregation

Table 3 summarizes the racial composition of the full-time staff. It shows that of the 443 full-time staff hired in Ewing, 4.1% of it were non-white and 95.9% were white. Thirteen (4%) of the districts' 284 teachers, and one (11%) of the district's counselors were black. Except for one nurse and three other persons in the janitors and engineers, maids and lunchroom workers' category, there were no other black staff in the district.

TABLE 3

Racial Composition of Full-Time Staff
Year Prior to Desegregation

| Title(s) | Total | White | | Non-white | |
|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent |
| Superintendent | 1 | 1 | 100% | | |
| Assistant Superintendents | 1 | 1 | 100% | | |
| Other Central Office Staff (Excluding Clerical Staff) | 4 | 4 | 100% | | |
| Clerical Staff | 34 | 34 | 100% | | |
| Principals | 10 | 10 | 100% | | |
| Vice-Principals | 4 | 4 | 100% | | |
| Counselors | 8 | 7 | 89% | 1 | 11% |
| Librarians | 7 | 7 | 100% | | |
| Classroom Teachers | 284 | 271 | 96% | 13 | 4% |
| Nurses | 7 | 6 | 86% | 1 | 14% |
| Janitors, Engineers, Maids and Lunchroom Workers | 83 | 80 | 96.4% | 3 | 3.6% |
| TOTAL | 443 | 425 | 95.9% | 18 | 4.1% |

## CHAPTER II

### DEVELOPMENT AND DESCRIPTION OF
### CURRENT DESEGREGATION PLAN

According to the Spring, 1971 issue of "Ewing Township Board of

Education News," the official news organ of the Board of Education,

the Township reorganized its schools for three basic reasons: (1) to

improve education; (2) to achieve better racial balance; and, (3) to

eliminate overcrowding.

Improving the educational system was listed as the primary

purpose for the school reorganization. The position taken by the

Board was:

> "Education today is moving at a very rapid rate.
> Demands on curriculum to keep pace with colleges
> and industry are increasing daily. New innovative
> teaching methods and techniques are constantly
> being introduced. In order to keep our children
> competitive in the labor market, we must change
> to meet these demands. Our primary obligation is
> to provide the best education possible for our
> students at the lowest possible cost. We must
> change for today to provide for the future of
> tomorrow."

The second major purpose to be served by the reorganization was

achieving racial balance. In November, 1969 the Office of Equal

Educational Opportunity of the New Jersey Department of Education

notified the Ewing Board of Education that its schools were racially

imbalanced, and if not corrected, the district would lose approximately

one million dollars in State and Federal funds. A similar notice was

served on eighty-seven other districts in the state of New Jersey. Upon learning of the decree the Board met with the Office of Equal Educational Opportunity (EEO) of New Jersey to learn what the specific charges were. In that meeting Ewing was alerted that according to the New Jersey Department of Education's desegregation guidelines the district had a shortage of black teachers and an imbalance of pupils in some elementary schools.

Easing the overcrowding at the secondary level was listed as the third objective. Overcrowding at the junior high school levels had set a three year trend that promised to continue for at least four more years, if the current enrollment pattern held. According to school officials,

> "Conditions are so bad this year (1970) that we have
> been forced to hold three classes on the stage of the
> auditorium, conduct special reading classes in the
> stockrooms, rent three classrooms from a local church,
> and generally disrupt our normal educational
> procedures."

### Developing the Plan

In December, 1969, shortly after the mandate by EEO, there was a racial disturbance that occurred during a play commemorating the birthday of Dr. Martin L. King. The disturbance resulted in the closing of Ewing High School for two days. In recounting the event, William Cade, the Director of Public Relations for the district, suggested that:

> "The closing of the high school motivated the Board to
> form a citizens advisory committee to look at overcrowding,
> racial imbalance and curriculum reform."

In January, 1970 a Citizens Advisory Committee, made up of 65 members was named. Each civic, social and educational group in the Township was contacted by the President of the Board of Education, and asked to nominate one of its members to serve on the Committee.

The President's letter to the organizations indicated that the Committee would:

1. Identify problem areas in racial relations.

2. Examine the racial imbalance existing in some of our schools.

3. Furnish the Board with data and recommendations on items 1 and 2.

When constituted the Citizens Advisory Committee had broad representation from nearly all civic groups and social groups, teacher organizations and student groups.

The establishment of advisory groups was not new to Ewing. Two similar committees existed in 1957-58 and 1967-68. The 1970 Committee was formerally charged with the responsibility to study the problems faced by the Board, specifically overcrowding at the secondary level, racial problems at the high school and the need to update the curriculum at all levels. In order to facilitate the management of the study, and to organize in a way that could lead to recommendations to the Board, the Committee subdivided into three groups: Curriculum; Students, Faculty and Administration Feelings; and Racial Imbalance.

Each subcommittee had begun its work by February, 1970. Each spent time researching ways of alleviating the problems that they perceived, or were told, that existed in Ewing Schools. The Curriculum Subcommittee looked at how courses of study in the school district related to such variables as achieving racial balance in a conflict free manner and resolving racial tensions. It concluded its work in September, 1970 and recommended an increase in library facilities and staff in the

elementary schools; an expansion of black studies to all grade levels
as part of established history and social studies programs; and an
improvement in high school guidance for black students.

The Students, Faculty and Administrations Subcommittee studied
the attitudes of students and teachers. In April, 1970 it administered
questionnaires to 2,500 students at the high school and junior high
levels. The questionnaires asked such questions as "Have the faculty
and administration taken definite steps to ease the tensions at the
school?" "What are your three chief gripes about your school?"
"Do you think racial tensions in the school are caused by (1) pressures
and attitudes within the school; (2) pressures and attitudes in the
home and community; or (3) both?" "Should black history be taught in
the school?" Student questionnaries were programmed and tabulated at
the Trenton State College Computer Center, with the assistance of
Educational Testing Service in organizing the data.

Questionnaires yielded such information as: (1) a majority of
black and white students, 67% and 61% respectively, felt that no definite
steps had been taken to ease racial tensions in schools; (2) blacks,
griped about a lack of black teachers, a lack of black-oriented courses,
prejudiced school administration and teachers; whites expressed
dissatisfaction about an apathetic school administration and student
body, and a lack of freedom; both black and white felt that school
personnel had no interest in them as individuals; (3) nearly 80% of
blacks and whites in each school opted for black history as an integral
part of other courses in history.

The third subcommittee, The Racial Imbalance Subcommittee, completed its work in July, 1970. It submitted six recommendations to the Board:

Recommendation 1: The Middle School Plan

> "In general, the Middle School Plan combines grades 4, 5 and 6 or 6 and 7, leaving K-4 in neighborhood schools. The idea behind this is that children in K-4 have more in common, and that older children benefit by an easier adjustment to high school...it would entail busing for older children only, leaving the younger ones close to home...."

Recommendation 2: The Central School Plan

> "If the Middle School Plan is found to be totally acceptable, and realizing it as a long-range plan, then the Central School idea would certainly be a stop-gap measure for possible early implementation of the State Department's mandate until actual building can be commenced....The Central School Plan provides for student socialization in the forms of actions, reactions and interactions so necessary for human relations, and understanding...a consistently shared characteristic of the Central School Plan concept combines the best features of the self-contained idea of the elementary school with the best features of specialization of secondary schools."

Recommendation 3: Pairing of Schools

> "This recommendation called for the pairing of six of the seven elementary schools (1) to equalize the racial balance in all schools; (2) to equalize the school population among the schools; (3) to equalize the classroom-student-teacher ratio; and (4) to allow creative and innovative programs to be instituted. The seventh school was recommended as an early childhood center for all kindergarten children.

Recommendation 4:    Rerouting of Buses

"In order to achieve racial balance...rerouting
of buses and an exchange of students...would
accomplish." A diagram was drawn showing how
exchange would be accomplished. The cost of
this recommendation was estimated to be $3,500.

Recommendation 5:    Voluntary Transfer of Pupils

"This plan will permit, upon request of the
parents, the voluntary transfer of minority
group children. These transfers would be
from schools which are racially imbalanced.
The Board of Education would reserve the
right to assign the child to any of the
schools that have less than the Townships
percentage of racial makeup."

Recommendation 6:    Step-wise Plan for Racial Balance

"A Step-wise Plan for achieving racial balance
is proposed, with racial balance to be
accomplished over a five-year period. It is
recommended that steps be taken in the 1st,
3rd and 5th years of the Step-wise Plan, and
that the 2nd and 4th years be used for
evaluation and adaption of the plan based
upon revised and more accurate goals."

Three of this subcommittee's recommendations were accepted initially
by the Board, namely The Middle School Plan, The Central School Plan and
Pairing of Schools. As reported in the November/December 1971 issue of
School Board Notes, Cade indicated the relative advantage of the "middle
school" and "central school" concepts for Ewing:

"This plan appeared to combat both overcrowding and
racial imbalance. By having all the children
go to the same school, starting in grade 6 and
ending in grade 12, the schools automatically become
balanced within the context of the community."

## The Reorganization Plan

The year immediately preceding reorganization Ewing contained seven elementary schools (K-6), two junior highs (7-9) and one senior high (10-12). The new reorganization also called for seven elementary schools but with grades K-5, a middle school with grades 6-7, a central junior high with grades 8-9, and a high school with grades 10-12. The advantages of the reorganization, as seen by school officials, and as printed in the Spring (1971) issue of "Ewing Township Board of Education News" for public consumption, has been included on a separate page of this report.

As was alluded to before, the Ewing Reorganization Plan was as much influenced by the computer as by the "middle school" and "central school" concepts. With the use of Title IV funds, as approved by the Office of Equal Educational Opportunity in Washington, the Ewing Board of Education contracted with the Illinois Institute of Technology of Chicago to assist in the redistricting efforts at the elementary level. The Institute was requested to design a plan that kept busing at a minimum and that allowed as many pupils as possible to walk to neighborhood schools. The Institute gridded the Township into 218 residential areas that were numbered and analyzed for school location, student population and racial make up. Elementary principals provided necessary data on all students. As data were supplied, each principal who supplied it and each individual who received it and analyzed it knew that a racial balance standard of not less than 18% non-white enrollment and no more than 23% was to be established for each school.

# ADVANTAGES OF REORGANIZATION

There are numerous advantages educationally, economically, morally, and socially to our plan. We will attempt to highlight the most obvious ones.

1. Improvement of our educational programs

   a. Student grouping 6-7, 8-9. If you will look at the new organiaztion chart you will notice the improved continuity of grades 6-12. This means children of the same age grouping will be together eliminating the problems of age differences.

   b. Administration and guidance - grades 6-7 and 8-9 will now have their own administration which provides for more unified curriculum and eliminates competition between schools as to quality and service. Also, we will now be able to provide guidance services to the 6th grades which is important today.

   c. New programs - A host of new programs can be provided the 6th grades. For example they will be exposed to home economics, shops, science labs, special art, music rooms and regulation gyms with showers. We are planning to offer personal typing, mechanical drawing, shop for girls and home economics for boys in grades 8-9. Additional programs may be introduced if space is available.

   d. Better student relations - grades 6-9 — Through the grouping of grades 6-7 in the Middle School and 8-9 in the Junior High School we anticipate additional social advantages because of the similarity of age.

   e. Intramural sports 6-7 — Establishing intramural sports in grades 6-7 should result in a stronger and more competitive sports program at the Junior High School. Our present situation hampers our program through the division of talent between our two Junior High Schools.

2. Eliminate overcrowding 7-9 — With the addition of five relocatable classrooms at Fisher Junior High School, we will be able to remove the three classes presently held on the stage of the auditorium, return the three classes at the church to our own school buildings and provide classroom space for our remedial reading groups which are currently being held in the stockrooms.

3. Better transition to high school from one base — There has been some difficulty at the High School providing continuity of subject matter because of the various backgrounds of students. Curriculum continuity will be strengthened by having the same curriculum exposure.

4. Three total Community Schools — The Middle, Junior and High School will now be total community schools. This means these three schools will belong to the whole community. In addition, racial balance will be achieved since all students in the community in those grade levels will attend one school rather than being separated around the community.

5. No major construction or permanent additions (most economical) — This plan is the most economical of all the plans submitted. The C.A.C.'s first recommendation was the construction of a new middle school, but the Board felt this was not economically feasible at this time. It was for this reason the existing buildings were used rather than new construction.

6. Better staff utilization

   a. Teachers - By having all 6-7 and 8-9th grade teachers together in one building, we feel this would enable teachers to experiment with team teaching, special grouping, combining their own talents, etc. In addition, all teachers have been provided the opportunity to change schools based on their interest and certification.

   b. Principals - Principals who have special interests in curriculum or methods will be provided the opportunity to work in those areas through this reorganization.

   c. Inservice Training - New inservice training programs will be provided all teachers to improve on curriculum and teaching methods.

   d. Team Teaching - Our reorganization plan will enable more experimentation with team teaching, individualized instruction, programmed materials and other new techniques in education today.

7. Retain Neighborhood Schools (request of C.A.C.) — Realizing it is important to the community to have students walk to school wherever possible, we have maintained the neighborhood school concept.

8. Effect Racial Balance Through Redistricting — With the implementation of the middle school our main concern for racial balance is in grades K-5. We are using the computer to assist us in redistricting our school system. This will be done by a company who has had experience with many other school systems with problems similar to ours. The Federal Government has agreed to fund the cost of this service.

9. Maintain State Federal Support ($1,000,000) — Ewing Township has been charged by the Commissioner of Education and the Office of Economic Opportunity with racial imbalance in our school system and unless a reorganization plan is established and implemented by September, 1971, we will lose our financial support. This plan has been reviewed and approved by the Commissioner.

10. Centralization of Instructional Materials and Supplies — For example, there is an increasing demand for audio visual materials in education today. Presently, we must supply two separate junior high schools, often duplicating the same film libraries, filmstrips, equipment and materials. We will now be able to centralize our materials and realize a financial saving.
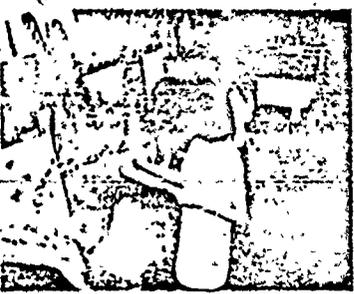

Special Art Room 6&7


Special Music Room 6&7


Shop Facilities 6&7


Science Labs 6&7


Guidance Services 6&7

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Table 4 compares the racial balance in Ewing Township Schools

before and after reorganization. The anticipated non-white

enrollment in each elementary school (K-5) was between 18%-22%. At

the middle school (6-7) and junior high (8-9) the anticipated non-white

enrollment was 19%. It was 15% at the high school.

## TABLE 4

Comparison of Racial Balance in Ewing Township (N.J.)
Schools Before and After Reorganization

| Before Reorganization September, 1970 (Actual Enrollment) | | After Reorganization September, 1971 (Anticipated Enrollment) | |
|---|---|---|---|
| Elem. Schools - (K-6) | % Non-white | Elem. Schools - (K-5) | % Non-white |
| Antheil | 25% | Antheil | 18% - 22% |
| Fisher | 14% | Fisher | 18% - 22% |
| Fisk | 7% | Fisk | 18% - 22% |
| Lanning | 44% | Lanning | 18% - 22% |
| Lore | 0% | Lore | 18% - 22% |
| Parkway | 15% | Parkway | 18% - 22% |
| Reed | 28% | Reed | 18% - 22% |
| Antheil Jr. High - (7-9) | 23% | Antheil Middle School (6-7) | 19% |
| Fisher Jr. High - (7-9) | 15% | Fisher Jr. High - (8-9) | 19% |
| Ewing High - (10-12) | 15% | Ewing High - (10-12) | 15% |
| Non-white Enrollment (K-12) | 18% | Non-white Enrollment (K-12) | 18% |

# CHAPTER III

## PROCESS LEADING TOWARD IMPLEMENTATION

Shortly after the Ewing Board of Education received word from the New Jersey Office of Equal Educational Opportunity that the district was racially imbalanced, five representatives from the Board, including administrative staff, attended a two-day seminar on "The Development and Implementation of Plans for New Jersey Schools." This meeting occurred in December, 1969.

During the months following the meeting between representatives from New Jersey EEO offices and the Ewing Board, the latter initiated several activities aimed at correcting the imbalance of pupils in some elementary schools and correcting the ratio of black to white teachers in the district. One of the most prominent activities insofar as the Ewing Reorganization Plan (or desegregation plan) was concerned was the establishment of a Citizens' Advisory Committee. Some of the other related and key activities are reflected in the following timetable and target dates that were established by the Board and submitted to the Director of the New Jersey EEO offices:

1. February 1, 1970    – School Board Statement of Policy on Desegregation

2. March 16, 1970    – Progress Reports Submitted to Commissioner of Education

3. July, 1970    – Progress Reports Submitted to Commissioner of Education

4. July, 1970 — Citizens' Advisory Committee Report to Board of Education (Racial Imbalance Subcommittee).

5. September, 1970 — Citizens' Advisory Committee Report to Board of Education (Curriculum and Students, Faculty and Administration Feelings Subcommittees).

6. September 14, 1970 — Public Meeting to discuss Citizens' Advisory Committee recommendations.

7. September, 1970 — Board of Education meeting to review public feelings and recommendations.

8. Fall, 1970 — Staff In-Service Training (ten) sessions on "Current Problems of Society" under the direction of Dr. Anthony Campolo, Eastern Baptist College.

9. January, 1971 — Final decision by Board regarding racial imbalance.

10. Winter, 1970-71 — Staff In-Service Training. Series of sessions on "Actual Techniques of Implementing Full School Integration," "Improvement of Instruction" and "Improvement of Human Relations" by Dr. Dan Dodson of New York University.

11. September, 1971 — Implementation of plan to achieve improved racial balance.

Using the impetus gained from the Citizens' Advisory Committee's work and recommendations, the Ewing Board devised a multi-faceted attack on the problems it was facing. The Board decided not only to racially balance each school, but to work toward improving curriculum and teaching and to eliminate overcrowding at the junior high school level simultaneously. If these goals were to be realized, the Board had to gain public acceptance not only for the desegregation component of the plan but for a bond issue needed to finance building improvement plans.

Though it is not reflected in the previous timetable the Board

worked between July, 1970 and April, 1971 at mounting a building

program and at finalizing plans for a referendum. Plans were

finalized in April, 1971 and the Board set a figure of $150,000 as

the amount they would ask the public to approve in June, 1971. These

funds were earmarked for relocatable classrooms for the central school

(junior high) and for improved elementary school libraries. The Board

decided it would be wise and preferable to keep the referendum apart

from their responsibility to balance schools racially. Consequently,

it was publicized that the plans for desegregation would proceed

regardless of the outcome of the referendum.

Emphases during the interim between April and June were on selling

the public on the advantages of approving the $150,000 referendum

while concurrently informing them of the impending reorganization of

schools. The 1971 Spring issue of "Ewing Township Board of Education

News," the official school district newsletter distributed to each

known citizen of the township, was totally devoted to the whys of the

reorganization and the referendum. The Greater Council of Churches

participated in the educating of the public by sponsoring a thiry-minute

discussion on the reorganization and referendum on WTTM, a local radio

station. The local press gave the details of the reorganization and

the referendum and gave editorial support to both.

Touted as the most effective means of communicating with the public

were the "coffee klatches" held by each of the 65 members of the Citizens'

Advisory Committee.  Each member agreed to invite at least twenty

parents to his/her home for a morning coffee session.  Literature

that had been prepared about the referendum was distributed and

discussed.  Attempts were made to get commitments from each attending

parent to call at least five friends to explain the program.

In addition to using the Citizens' Advisory Committee and "coffee

klatches" to communicate plans, the Ewing Board set up a "rumor phone"

to quell rumors and to give parents facts.  The idea of using the

phone to disseminate factual information grew out of a recommendation

by the Citizens' Advisory Committee that better communications are

needed between the school system and parents.

# CHAPTER IV

## PROGRAMS AND PRACTICES INCIDENT TO DESEGREGATION.

### Curriculum Modifications.

As was alluded to earlier, "Improving our educational system" was the primary reason for reorganization. To that end the Ewing Board of Education established a 65 member Citizens' Advisory Board to study problems related to, and to make recommendations for improvement in curriculum, racial balance and the attitudes of students, teachers and the administration toward each other and education in general.

The Curriculum Subcommittee of the Citizens' Advisory Committee was set up to study ways the curriculum in Ewing schools relates to achieving racial balance with a minimum of disruption to the student body and the community, and to resolving current racial tensions in the educational community. The subcommittee reviewed the present curriculum, identified possible problem areas and drafted recommendations to be submitted to the full Citizens' Advisory Committee. The recommendations[3] were:

1.  It is recommended that the report of the 1967-1968 Citizens'
    Committee be more fully implemented with emphasis on the
    following areas....:

    a.  Explore every avenue to reduce class size and provide increased
        facilities in the area of vocational training.

___

[3] Recommendations were copied from the September 16, 1970 report by the Citizens' Advisory Committee to the Board of Education.

b. Increase the library facilities and staff in the elementary schools.

c. Expand the guidance coverage at the high school with emphasis on the needs of the black student and initiate programs to improve communication between the home and school with respect to guidance.

d. Increase the staff in the elementary areas of art, music and physical education.

e. Continue to explore the more non-traditional approaches to education with emphasis on enrichment experiences for all students.

f. Review the recruitment practices to ascertain if the staff turnover rate can be reduced.

2. It is recommended that steps be taken to develop better communication between schools with regard to curriculum and methods of teaching....

3. It is recommended that sufficient staff be provided to carry on in-depth analyses into curriculum content, methods of teaching and pilot studies so as to provide a sound basis for updating of present programs....

4. It is recommended that a pre-kindergarten program be seriously considered....

5. It is recommended that black studies be expanded to all grade levels as an integral part of established history and social studies programs rather than as separate courses.

## Disposition of Recommendations

The three recommendations that were identified as most crucial, by the Board, were: (1) increase library facilities and staff in the elementary schools; (2) expand black studies to all levels as a part of established history and social studies programs; and, (3) to improve high school guidance for black students.

Concurrent with plans for reorganizing (and desegregating) schools in the district, the Board asked the public to approve a bond issue for $150,000. Fifty thousand dollars of this amount was designated for improving existing elementary libraries.

Black studies was incorporated into the regular social studies course material in both elementary and secondary schools in 1970. As for adding guidance counselors at the upper level with whom black students could relate, one black counselor was hired at the Ewing High School.

## Other Changes

The Ewing Board of Education advertised as one advantage of the reorganization:

"A host of new programs can be provided the 6th graders. For example, they will be exposed to home economics, shops, science labs, special art, music rooms and regulation gyms with showers...."

This advantage was realized because of the adoption of the middle school concept where students in grades six and seven were housed together. Sixth graders were then exposed to the kinds of activities formerly reserved for higher level students, i.e. interest groups running for three months each in such areas as survival techniques, newspaper staff, wrestling, cheer leading,

golf, model building, needle point, knitting, macrame, shop, photography, drama, health careers, jewelry, geology, broadway musicals and chess.

Except for the modifications mentioned above, there were no other identifiable curricular changes made that were incident to desegregation. This was borne out in the question, "Summarize changes in the school's curriculum that were made as a part of the desegregation process." that was asked of each of the seven principals interviewed, four at the elementary level and one each at the middle, junior high and senior high schools. Each principal suggested that no special programs or curriculum changes resulted from the reorganization or desegregation.

### Administration and Faculty Ratios

Table 3 on page 10 summarizes the racial composition of full time staff one year prior to desegregation. Table 5 compares full time staff one year prior to reorganization with the current composition. The table shows a 7.4% increase in full-time positions (from 443 to 478 1/2). There was a corresponding increase of 1.7% in non-white staff (from 18 to 28).

The 1.7% non-white increase was accounted for by the addition of three non-white vice principals, one each at the middle, junior high and senior high schools; the addition of one non-white counselor at the senior high school; the addition of three classroom teachers; and, the addition of one teacher aide and two positions in the janitors, etc. category.

In his August 25, 1970 Progress Report of School Desegregation Plans to the Director of the New Jersey EEO Office, the Ewing Superintendent indicated that:

## TABLE 5

### A Comparison of Full-Time Staff One Year Prior to Desegregation and Currently

| Titles | Currently | | | | One Year Prior to Desegregation | | | |
|---|---|---|---|---|---|---|---|---|
| | Total | White No. | % | Non-White No. % | Total | White No. | % | Non-White No. % |
| Superintendent | 1 | 1 | 100% | — | 1 | 1 | 100% | — |
| Assistant Superintendents | 2 | 2 | 100% | — | 1 | 1 | 100% | — |
| Other Central Office Staff (Excluding Clerical Staff) | 4 | 4 | 100% | — | 4 | 4 | 100% | — |
| Clerical Staff | 40 | 40 | 100% | — | 34 | 34 | 100% | — |
| Principals | 10 | 10 | 100% | — | 10 | 10 | 100% | — |
| Vice Principals | 6 | 3 | 50% | 3  50% | 4 | 4 | 100% | — |
| Counselors | 10 | 8 | 80% | 2  20% | 8 | 7 | 89% | 1  11% |
| Librarians | 8 | 8 | 100% | — | 7 | 7 | 100% | — |
| Classroom Teachers | 297 | 281 | 94.6% | 16  5.4% | 284 | 271 | 96% | 13  4% |
| Nurses | 8½ | 7½ | 88% | 1  12% | 7 | 6 | 86% | 1  14% |
| Teacher Aids | 6 | 5 | 80% | 1  20% | — | — | — | — |
| Janitors, Engineers, Maids and Lunchroom Workers | 86 | 81 | 94.2% | 5  5.8% | 83 | 80 | 96.4% | 3  3.6% |
| TOTAL | 478½ | 450 | 94.2% | 28  5.8% | 443 | 425 | 95.9% | 18  4.1% |

"Complete statistics regarding racial composition of pupils
and staff were submitted to the Office of Equal Educational
Opportunity in May, 1970. Since that report we have doubled
the black composition of our teaching staff from ten to a
total of twenty-one. This represents an increase of over
100%. We now have at least one black teacher in every school...."

As one looks at current figures for non-white classroom teachers on Table 5,
one notes that there are fewer than twenty-one (21) full-time, non-white
teachers as the Superintendent suggested in his report to the EEO Director.
Also, as school visits were made, it was observed that not every school in
the district has a non-white teacher on staff. When asked about the variation
in current figures and figures that appeared in the previously mentioned
report, it was explained that it is often difficult to keep good blacks
because they are attracted to and are attractive to graduate study and jobs
with higher positions and better pay.

It was also explained that it is difficult to recruit black teachers
to this surburban township. According to the Superintendent, during the
1969-70 and the 1970-71 school years the district sent black and white
representatives to a number of colleges throughout the country, including
predominately black colleges, to recruit black teachers. The efforts met
with minimal success. When discussing the recruiting efforts with one of
the black vice principals who participated, it was confirmed that he had had
negligible success in interesting prospective black teachers to come to Ewing.

## Assignment of Students by
## Classes/Subject
## and Levels

Preparatory to the Ewing Township Reorganization the Ewing Board explained

to the public by way of its official publication, "The Ewing Township Board

of Education News" the following:

> "Many people who have attended the numerous meetings on
>
> the plan have asked, "How will this achieve better racial
>
> balance, especially in grades K-5?" Well, a quick glance at
>
> our present school district lines resemble a jigsaw puzzle.
>
> It appears to be a classic example of gerrymandering and
>
> reflects the township's unusual growth pattern. In an attempt
>
> to racially balance our schools according to total minority
>
> representation, we are turning to the computer. This process
>
> will attempt to achieve balance, keeping children who live
>
> within walking distance at that school, keeping neighborhoods
>
> together at one school, keeping children in one family together
>
> in the same school, and minimizing the amount of busing....
>
> Parents will be notified of each child's assignment before the
>
> close of school if everything goes according to plan."

Evidence of the effects of or appearance of gerrymandering was seen

earlier in Table 2 which showed the disproportionate number of non-white

students in some elementary schools when comparing the number with the percentage

of such students in the district. It showed that only two of the district's

seven elementary schools were racially balanced.

With the help of the Illinois Institute of Technology computer, the

Ewing Schools were able to effect a racial balance standard of no less than

18% nor more than 23% non-white enrollment per elementary school. Table 4 indicates the success that the district anticipated in meeting the standard. Once the standard had been met across the district's schools it then became a matter of how each school would assign students to classes and subjects and how teachers would group them for instruction. The emphases shifted from the central administration to the schools.

In an attempt to determine how students are assigned to classes and levels within subjects, the Desegregation Study Team made casual observations of several classrooms at each school level, interviewed students, teachers and counselors, and asked each principal in the seven schools visited to describe the method used in his/her school in assigning students. Additionally, the principal at Ewing High School was requested to provide information on the racial distribution of students by subjects and levels of difficulty in academic courses.

At the elementary level, every principal except one indicated that students were assigned strictly heterogeneously. When assigning students in classes across the school such variables as race, sex and personality of student and teacher were taken into account. In the one exception, the principal indicated that she uses both heterogeneous and homogeneous means of assigning students. She has set up two combination classes, one with Grades 2-3, and one with Grades 4-5. In each combination class is found the accelerated students at each of the grade levels involved. The remainder of this school is heterogeneously assigned with "straight" kindergarten through sixth grades, plus one special education class.

Table 6 shows the racial distribution of classrooms observed by Team members while in Ewing Schools. It should be noted that the "Total No. Students" was obtained by a casual count by the observing team member. It does not take

into account the number of students enrolled, the number of students who might have been absent from school or out of the classroom during the observation. It should also be noted that classes listed at the elementary level were not all at the same school and that the same levels were not visited at each school.

Table 6 indicates that classes visited at the various elementary schools had non-white population ranging from 11% to 27%. Except for the 2/3 combination class with "accelerated students" in one school and a "regular" second grade in another school, the classes were within 18% to 23% racial standard set by the district.

The 18% to 23% standard was employed decreasingly as one observed classes above the elementary school level. At the middle school level it was explained that the classes are heterogeneously assigned, but that there is ability grouping in mathematics. The middle school facilitates the concept of departmentalization. The latter makes ability grouping easy to accomplish. But, the school chose to homogeneously assign students only in mathematics.

At the junior high school level, Grade 8, students are basically assigned by the principal and counselor. Sixteen students in Grade 8, (15 white and 1 black), were asked on a student interview to respond to, among other things, "How was the program you are now enrolled in selected?" Possible choices were

      a.  my own choice

      b.  advised by my counselor

      c.  suggested by parents

      d.  assigned to me

## TABLE 6
### Racial Distribution of Classrooms
### Observed in Ewing Township Schools

| Grade Level/Subject | Total No. Students | No. White Students | Percent White Students | No. Black Students | Percent Black Students |
|---|---|---|---|---|---|
| **Elementary Level** | | | | | |
| Grade 5 (Sec.St.) | 20 | 16 | 80% | 4 | 20% |
| Grade 2 | 22 | 16 | 73% | 6 | 27% |
| Grade 1 | 19 | 16 | 84% | 3 | 16% |
| Special Ed | 9 | 7 | 78% | 2 | 22% |
| Grade 2/3 Combination | 18 | 16 | 89% | 2 | 11% |
| Grade 3 | 21 | 17 | 81% | 4 | 19% |
| Grade 4 | 23 | 19 | 83% | 3 | 17% |
| **Middle School Level** | | | | | |
| Grade 7 (English) | 21 | 16 | 76% | 5 | 24% |
| Grade 6 (English) | 20 | 14 | 70% | 4 | 20%(10%other |
| **Junior High Level** | | | | | |
| Social Studies – Top 8 | 29 | 29 | 93% | 2 | 7% |
| English – Slow 8 | 26 | 23 | 88% | 3 | 12% |
| English – Average 9 | 17 | 14 | 82% | 3 | 18% |
| Algebra I – 9 | 17 | 11 | 65% | 6 | 35% |
| **High School Level** | | | | | |
| History – Below Average | 17 | 13 | 76% | 4 | 24% |
| Adjusted History (Slow) | 8 | 5 | 63% | 3 | 37% |
| Algebra N – Seniors | 18 | 18 | 100% | 0 | 0% |
| General Science | 19 | 12 | 63% | 7 | 37% |
| Chemistry | 18 | 16 | 89% | 2 | 11% |
| Biology | 28 | 25 | 89% | 3 | 11% |
| Mathematics – Pilot Algebra & Geometry | 13 | 7 | 54% | 6 | 46% |
| English – Average 12 | 24 | 19 | 79% | 5 | 21% |
| English – Top 12 | 20 | 20 | 100% | 0 | 0% |
| Gym – Female | 18 | 14 | 78% | 4 | 22% |
| Modern Dance – Female | 37 | 33 | 89% | 4 | 11% |
| Volley Ball – Male | 14 | 10 | 71% | 4 | 29% |
| Volley Ball – Male | 11 | 11 | 100% | 0 | 0% |
| Health | 25 | 25 | 100% | 0 | 0% |
| Metal Shop | 8 | 8 | 100% | 0 | 0% |
| Wood Shop | 16 | 14 | 88% | 2 | 12% |

Thirteen (13) students answered. Eleven (11) or 85% selected answer "d," indicating that their programs were assigned. Two (2) or 15% answered that their programs were suggested by their parents.

In still another attempt to get students' perceptions of the way they are assigned to classes group sessions were held with ten (10) white students and (10) black students. These students were asked how they get their class schedule. Their consensus answer to the query was:

"They place us at whatever level they think we are

at when we leave elementary school."

The black students added the comment:

"In most cases they feel we are below grade level."

When asked, "Do you have anything to say about what courses you would like to take?" the consensus answer was:

"It's up to you to go to your guidance counselor to change

any of your subjects."

Prior to a student entering the 9th grade the Guidance Department at Fisher Junior High School requests that each eighth grade teacher of mathematics, science, social studies and English assign his/her students a number which represents the class level in which he/she feels the students should be placed. The procedure is more adequately described in the March 7, 1972 memorandum from the Fisher Junior High School Guidance Department that has been attached.

Students are given an opportunity to select courses (see the Ninth Grade Subjects Elections form that is attached). When there appears to be discrepancies between a teacher's perception of a student's ability to handle a course selected and the student's desire to enroll, the matter is resolved with the help of the guidance counselor.

FISHER JUNIOR HIGH SCHOOL

March 7, 1972

To:   All 8th Grade Math, Science, Social Studies and English Teachers

From:  Guidance Department

Re:   Student Placement for School Year 1972-73

Please list alphabetically the students in each of your 8th grade classes. According to the instructions for each department, please assign each student the number which represents the class level in which you feel he should be placed next year.

| | | |
|---|---|---|
| Math | 1 — | Recommended for Algebra |
| | 2 — | Recommended for Algebra I - Part-I |
| | 3 — | Recommended for General Math |

| | | |
|---|---|---|
| Science | 1 — | Superior |
| and | 2 — | Above Average |
| Social Studies | 3 — | Average |
| | 4 — | Below Average |
| | 5 — | Very Slow |

(Social Studies - Any student rated 4 or 5 will be considered not recommended for Non-Western Cultures or Problems of Modern Man)

| | | |
|---|---|---|
| English | 1 — | Above Average |
| | 2 — | Average |
| | 3 — | Below Average |
| | 4 — | Practical English |

Please fill out the attached sheet in pencil and return to Mrs. Bozarth by March 13 (Monday).

NAME _____    Boy   Girl     Homeroom _____
(circle)

## NINTH GRADE SUBJECT ELECTIONS

Place a check next to the course you plan to take next year. You must
take English and Physical Education. In addition, you may choose three or
four other majors. You may also choose a minor if you desire. (Majors meet
five times a week, minors meet twice.) All students must carry at least
twenty-three credits.

Students choosing general science choose two of three half year electives.
Please underline the two electives you choose.

| Course Title | Credits | Periods Per Wk. | Course Title | Credits | Periods Per Wk. |
|---|---|---|---|---|---|
| *English I | 5 | 5 | *French I | 5 | 5 |
| Practical English | 5 | 5 | *French II | 5 | 5 |
| *General Science | 5 | 5 | *Latin I | 5 | 5 |
| Chemistry | | | Business Training | 5 | 5 |
| Geology | | | Business Math | 5 | 5 |
| Human Physiology | | | Personal Use Typing | 5 | 5 |
| *Problems of Modern Man | 5 | 5 | Mechanical Drawing | 5 | 5 |
| *Ancient World Cultures | 5 | 5 | Industrial Arts Major | 5 | 5 |
| *Problems of Modern Man | | | Home Ec Major | 5 | 5 |
| Ancient Wld Cultures | 5 | 5 | Art Major | 5 | 5 |
| Contemporary Affairs | 5 | 5 | Music Major | 5 | 5 |
| *Algebra I Part I | 5 | 5 | Industrial Arts Minor | 2 | 2 |
| *Algebra I | 5 | 5 | Home Ec Minor | 2 | 2 |
| *Geometry | 5 | 5 | Art Minor | 2 | 2 |
| General Math | 5 | 5 | Music Minor | 2 | 2 |
| *Spanish I | 5 | 5 | Home Ec (Boys) Minor | 2 | 2 |
| *Spanish II | 5 | 5 | Ind. Arts (Girls) Minor | 2 | 2 |
| *College Credit | | | Phys. Ed. | 3 | 3 |

Latin II

| Subjects | Period | Room | M T W R F |
|---|---|---|---|
| English | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Physical Education | | | |
| Lunch | | | |
| Study | | | |
| Study | | | |
| Study | | | |
| Band | | 5 | |
| Orchestra | | 4 | |
| Choir | | 5 | |
| Choir | | 4 | |

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A sample of fifteen (15) students in Grade 9, (11 whites and 4 blacks), was asked to also respond to the same question asked of 8th graders, namely, "How was the program you are enrolled in selected?" Unlike the 8th graders where 85% concluded that their programs were assigned, 80% of the 9th graders answering (9 white and 3 black) indicated that they chose their own. One student (7%) answered that the program was selected with the advice of the counselor, and two students (1 white and 1 black), or 13% said their programs were suggested by their parents.

During the interview with the principal and vice principals at Ewing High School it was reported that the practice followed regarding placement in courses is that of self-selection. It was explained that guidance counselors are at the disposal of students who need assistance in selecting courses.

Inasmuch as the guidance counselor was identified as one having a role to play in assignments to courses, at the wishes of the students, each of the three counselors in the high school, one black and two white, was asked to respond to the question, "How are student programs of study determined (ability interests, etc.)?" Responses to the question were:

1. "Teachers decide what level classes students will have. Assignments to classes are generally based on teacher recommendations."

2. "Students choose their own classes based on their goals."

3. "Students are assigned to one of five groups - Superior, Above Average, Average, Below Average, Garbage."

There was less than total agreement on whether subjects/classes are really assigned or whether they are selected by the student. As was done with 8th and 9th graders, the matter of program determination was taken to the students for their reaction. Forty-seven (47) 10th grade students in two study halls

were asked to respond to the question, "How was the program you are enrolled in selected?" The same question was asked of thirty (30) 11th graders and forty-eight (48) students in grade 12. Their responses by grade and race were as follows:

| Choice | Grade 10 (N=47: 35W-12B) | | Grade 11 (N=30: 20W-10B) | | Grade 12 (N=48: 37W-11B) | |
|---|---|---|---|---|---|---|
| | No. % | No. % | No. % | No. % | No. % | No. % |
| a. my own choice | 21-45% | 9-19% | 11-37% | 9-30% | 30-63% | 8-17% |
| b. advised to by my counselor | 11-23% | 3-6% | 4-13% | 0-0% | 4-8% | 2-4% |
| c. suggested by my parents | 3-6% | 0-0% | 1-3% | 0-0% | 0-0% | 1-2% |
| d. assigned to me | 0-0% | 0-0% | 0-0% | 1-3% | 0-0% | 0-0% |
| e. other | 0-0% | 0-0% | 0-0% | 0-0% | 2-4% | 0-0% |

The larger percentage of students in each grade in the high school expressed on the student interview form that their programs are self-selected. In every, case the majority of students who indicated that they did not choose their own program suggested that the programs were set with the advice of the counselor.

### Grouping Patterns Within and Across Classes

The previous section and this one are so closely related that one could have logically considered the two together to reduce the overlap. However, it was felt to be legitimate to discuss grouping patterns separately because in varying situations classroom assignments across schools can differ markedly from grouping patterns used by individual teachers.

As was mentioned in the preceding section the principals in each of the schools visited were requested to provide information on their method(s) of assigning students across grades/classes in their schools. At the elementary school level the practice was to heterogeneously group students, taking into account race, sex and personality of students and teachers. The one exception found was at Lanning Elementary School which used both heterogeneous grouping, and homogeneous grouping, the latter in the form of a Grade 2-3 and Grade 4-5 combination class into which "advanced" students at these levels were placed.

Table 2 shows that in 1970, the year prior to Reorganization, Lanning School had the highest non-white population of any school in the district, 44%. When the boundaries were redrawn it picked up white students from a residential area where the mean income level of students' parents is estimated now to be $15,000 - $24,000, the mean housing value $40,000 - $45,000, the education level of the head of the household equals two years of college plus, and the occupations represented were professionals, salaried managerials and government worker. According to two of the white parents whose children went to Lanning School under the Reorganization Plan the combination classes made the transfer more palatable because it was felt that such class arrangements would not stifle their children's learning, or interfere with the kinds of experiences children were having at their former school.

After classes were assigned by the principal, the trend at the elementary level was toward teachers' grouping for skills. In nearly every case, except in Special Education where a great deal of individualized instruction was the mode, students were regrouped for mathematics and reading, sometimes spelling. The tendency, as mentioned by principals and teachers who were interviewed, was toward white students occupying the top levels in class and blacks filling the average and below average levels.

The middle school assigns students heterogeneously generally. However, ability grouping is used in mathematics throughout the school. Few other data were otherwise collected to substantiate the way students are placed at the middle school level.

At the junior high school where departmentalization takes on more prominence, the principal and counselor almost exclusively assigned 8th grade students to classes. Though the principal and counselor played a major role in the placement of 9th grade students in classes, students at this level were given more of a choice of electing the kind of courses and course emphasis they wanted. Homogeneous grouping, a la labels such as "Superior," "Above Average," "Average," "Below Average," "Slow," and others, was the general practice. Through limited observation and conversation at the 8th and 9th grade levels it was noted that there is a seemingly disproportionate number of non-white students in the "Below Average" and "Slow" classes.

At the senior high school there is a dichotomy according to students' abilities in the academic areas. Student selection of courses is governed in large measure by their probability of success as measured by their performance in previous teachers' classes. Table 7 shows the racial distribution of students in Ewing High School in English and Social Studies classes. In English 12, Superior, white students make up 92% of the class, non-white only 8%. The same is true in Above Average classes in English 12 (86% white - 14% non-white), American Studies 12 (91% white - 9% non-white), U.S. History I, 11 (87% white - 13% non-white), and Social Psychology, 11 and 12 (92% white - 8% non-white). The converse is true at the other end of the scale. Non-whites, in this case all blacks, make up 37% of the slow Average class of English 10, and 40% of the Adjusted class in American Studies 12.

Again in Table 8 it is noted that white students occupy a disproportionate
percentage of spots in the advanced courses in Science and Mathematics at Ewing
High School. In Physics 12, Superior, 94% of the students are white, in the
Physics 12, Harvard Project 91% are white. Similar percentages for whites
are found in Biology 10, Above Average, 90%, Chemistry 11, Above Average, 94%,
Algebra II, 11, Above Average, 94% and Sr. Academic Mathematics, Superior, 94%.
There is a higher concentration of black students in the Average category,
for example Algebra I, 10, 64%, Biology 10, 45%.

When guidance counselors at the high school were asked to account for
the reason(s) disproportionate numbers of black students were found in the
more advanced courses they responded:

1. "Teachers recommend students to these courses. The only way
   blacks get into top classes is to be arbitrarily assigned by
   the counselor for racial representation. Sometimes this back
   fires."

2. "Students are grouped by ability by their teachers."

3. "Distributive Education or work study courses such as
   Home Economics and Business are elected more by blacks
   than are these kinds of courses."

The previously mentioned racial distribution tables were replicated for
languages and Business at Ewing High School. Table 9 shows that the disparity
between whites and blacks in the Superior classes remains. In Spanish IV, 12,
the white-black ratio is 86% - 14%, in Latin III & IV, 11 and 12, the ratio is
90% - 10%. The trend then begins to change with more blacks being found in the
Above Average and Average to Above categories, for example Shorthand II, 11,
Above Average, 75% white - 25% black; Secretarial and Clerical Office Practice 12,

## TABLE 7

Racial Distribution of Students by
Subjects and Level of Difficulty in
English and Social Studies
Ewing High School

| Class | Class Grade | Level of Difficulty | Total Number of Students | Number of Whites | Percent of Whites | Number of Blacks | Percent of Blacks |
|---|---|---|---|---|---|---|---|
| English | 12 | superior | 25 | 23 | 92% | 2 | 8% |
| English | 12 | average | 23 | 15 | 65% | 8 | 35% |
| English | 11 | average | 27 | 18 | 67% | 9 | 33% |
| English | 10 | slow-average | 19 | 12 | 63% | 7 | 37% |
| English | 10 | average | 22 | 14 | 64% | 8 | 36% |
| English | 12 | above average | 28 | 24 | 86% | 4 | 14% |
| Amer. Studies | 12 | above average | 23 | 21 | 91% | 2 | 9% |
| Amer. Studies | 12 | adjusted | 10 | 6 | 60% | 4 | 40% |
| U.S. Hist. I | 11 | above average | 24 | 21 | 87% | 3 | 13% |
| U.S. Hist. I | 11 | average | 26 | 19 | 73% | 7 | 27% |
| Soc. Psych. | 11 & 12 | above average | 25 | 23 | 92% | 2 | 8% |
| Soc. Psych. | 11 & 12 | average | 16 | 9 | 56% | 7 | 44% |
| Economics | 11 & 12 | average | 23 | 19 | 83% | 4 | 17% |

## TABLE 8

Racial Distribution of Students by
Subjects and Level of Difficulty in
English and Social Studies
Ewing High School

| Class | Class Grade | Level of Difficulty | Total Number of Students | Number of Whites | Percent of Whites | Number of Blacks | Percent of Blacks |
|---|---|---|---|---|---|---|---|
| Biology | 10 | above average | 30 | 27 | 90% | 3 | 10% |
| Biology | 10 | average | 22 | 12 | 55% | 10 | 45% |
| Chemistry | 11 | above average | 17 | 16 | 94% | 1 | 6% |
| Chemistry | 11 | average | 18 | 14 | 78% | 4 | 22% |
| Physics | 12 | PSSC-superior | 18 | 17 | 94% | 1 | 6% |
| Physics | 12 | Harvard Proj.av. | 23 | 21 | 91% | 2 | 9% |
| Algebra I | 10 | average | 22 | 8 | 36% | 14 | 64% |
| Algebra II | 11 | above average | 17 | 16 | 94% | 1 | 6% |
| Algebra II | 11 | average | 21 | 17 | 81% | 4 | 19% |
| Geometry | 10 | above average | 25 | 22 | 88% | 3 | 12% |
| Geometry | 10 | average | 29 | 24 | 83% | 5 | 17% |
| Sr.Acad.Math | 12 | superior | 16 | 15 | 94% | 1 | 6% |
| Sr.Acad.Math | 12 | humanities | 17 | 15 | 88% | 2 | 12% |

Above Average (78% white - 22% black). Blacks continue to be disproportionately represented in the Average category.

## Extra-Curricular Activities

At the junior high and senior high school levels the Desegregation Study Team focused on the participatory patterns of students in the extra-curricular activities of the school. As a prelude to the focus each principal was asked if any extra-curricular activities were curtailed or stopped completely as a result of the desegregation plan. The answer was "No." At the high school level the plan was seen as a reorganization plan which affected the elementary and junior high levels, not the former. The junior high's extra-curricular program was only affected to the extent that it had to expand to accommodate students from a previous junior high which was being discontinued. The discontinuation was all a part of the districts moving toward a "central school" concept which resulted in all students of junior high age being housed at one site.

In order to get a reading on the number and kinds of extra-curricular activities that were found in each of the schools at the upper levels, the principals of the junior high and senior high schools were requested to complete two forms - one entitled "School Athletic Teams" on which he was to record the major athletic teams the school sponsors, with the race of the teams' student leaders specified; and, the other entitled "Schools, Clubs and Other Extra-Curricular Activities (Exclusive of Varsity Athletics)," on which major clubs and organizations, and the racial makeup of their student participants, were highlighted.

## TABLE 9

Racial Distribution of Students by
Subjects and Level of Difficulty in
Languages and Business
Ewing High School

| Class | Class Grade | Level of Difficulty | Total Number of Students | Number of Whites | Percent of Whites | Number of Blacks | Percent of Blacks |
|---|---|---|---|---|---|---|---|
| Spanish I | 10 | average | 30 | 22 | 73% | 8 | 27% |
| Spanish II | 10 | average | 16 | 8 | 50% | 8 | 50% |
| Spanish III | 11 | average | 28 | 18 | 64% | 10 | 36% |
| Spanish IV | 12 | superior | 14 | 12 | 86% | 2 | 14% |
| French I | 10 | average | 20 | 17 | 85% | 3 | 15% |
| French II | 11 | average | 22 | 19 | 86% | 3 | 14% |
| Latin III & IV | 11 & 12 | superior | 10 | 9 | 90% | 1 | 10% |
| Shorthand I | 10 | average to above | 28 | 24 | 86% | 4 | 14% |
| Shorthand II | 11 | above average | 20 | 15 | 75% | 5 | 25% |
| Bookkeeping I | 10 & 11 | average to above | 23 | 16 | 70% | 7 | 30% |
| Bookkeeping II | 11 | above average | 24 | 21 | 87% | 3 | 13% |
| Consumer Econ. | 11 & 12 | average | 30 | 18 | 60% | 12 | 40% |
| Sec. & Cler. Office Practice | 12 | above average | 27 | 21 | 78% | 6 | 22% |

## School Athletics - Fisher Junior High School

Table 10 shows the participatory patterns of students in school athletics at Fisher Junior High School. It shows that there is black participation in each, though minimal in several, except in Cross Country where there is no participation. Black students are attracted to the more "conventional" sports and are highly represented in them, for example Football, 59% white - 41% black; Boys Basketball, 50% white - 50% black; and Girls Basketball, 57% white - 43% black. There is modest participation of blacks in Track and less interest in other events as evidenced by the lack of participation. The leadership pattern is interesting. The Football team with 41% black particpation has a black captain. However, the 8th Grade Soccer team with 9% black and the Track Team with 13% black both have black captains. The converse is true in Boys and Girls Basketball where there is a large percentage of black participation. The student leadership is white.

One of the questions asked of teachers at the junior high level was, "What does the school do to encourage black students to participate in school activities?" Teachers (three of them) answered that they knew of nothing special that was being done.

## School Athletics - Ewing High School

Ewing High School sponsors twelve athletic teams, or squads. Table 11 shows the amount of total team participation and a racial breakdown per team, with race of each team's leadership identified. As was true at the junior level, black student participation was concentrated primarily in the "conventional" or "more traditional" sports, such as Boys' Basketball (38%), Girls' Basketball (44%), Cheerleaders (32%), and Softball (50%). One team that is not otherwise

## TABLE 10

### School Athletic Teams
### Fisher Junior High School

| Team | Total Number of Team Members | Number of White Members | Percent of White | Number of Black Members | Percent of Black Members | Race of Leadership Per Team | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Captain | Co-Captain | 2nd Co-Captain |
| Football | 34 | 20 | 59% | 14 | 41% | black | white | white |
| 9th Gr. Soccer | 21 | 19 | 94% | 2 | 6% | white | white | white |
| 8th Gr. Soccer | 22 | 20 | 91% | 2 | 9% | black | white | white |
| Baseball | 18 | 16 | 89% | 2 | 11% | white | white | white |
| Boys Basketball | 12 | 6 | 50% | 6 | 50% | white | white | black |
| Girls Hockey | 23 | 22 | 96% | 1 | 4% | white | white | white |
| Girls Basketball | 23 | 13 | 57% | 10 | 43% | white | black | white |
| Wrestling | 27 | 24 | 89% | 3 | 11% | white | white | white |
| Cross Country | 16 | 16 | 100% | 0 | 0% | white | white | white |
| Track | 54 | 47 | 87% | 7 | 13% | black | white | white |

considered "traditional" had a high percentage of black participation, namely Wrestling (35%). Football with 20% black participation, Baseball (18%) and Track with 19% are traditional sports that have student populations that are reflective of the schools non-white population. There has been little interest shown by black for soccer and hockey and none shown in Cross-Country and Bowling.

### School Clubs and Organizations
### (Exclusive of Varsity Athletic Teams)

As with school athletic teams there was neither a curtailment nor a proliferation of school clubs and organizations incident to the desegregation plan at the junior high and senior high levels. The earlier context of this report conveyed the presence of interest groups at the middle school. These might appropriately referred to school clubs so should be dealt with herein.

### School Clubs and Organizations - Antheil Middle School

The writer had an opportunity to attend a public meeting of the Ewing Board of Education during which time a teacher and student from Antheil Middle School explained the Interest Group program. During each of the three lunch periods daily the students at Antheil have the option of participating in one of twenty-five (25) clubs that are offered per day. Students may participate in a maximum of four clubs per year as each is run for approximately two months. The offering includes a Cooking Club, Cartoon Club, Jewelry Making Club, Model Building Club, Sports Club and others. The Study Team did not observe these clubs in action but was told that there is "good" participation on the part of all students in the school, black and white alike. The purpose of this activity is to help students develop interests in and try activities they might otherwise have little contact with. 54

TABLE 11

School Athletic Teams
Ewing High School

| Team | Total Number of Team Members | Number of White Members | Percent of White | Number of Black Members | Percent of Black Members | Race of Leadership Per Team | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Captain | Co-Captain | 2nd Co-Captain |
| Football | 71 | 57 | 80% | 14 | 20% | | B,W,B | |
| Soccer | 37 | 35 | 94% | 2 | 6% | | B,W,W | |
| Cross-Country | 15 | 15 | 100% | 0 | 0% | W | | |
| Girls' Field Hockey | 37 | 34 | 92% | 3 | 8% | W | | |
| Boys' Basketball | 24 | 15 | 62% | 9 | 38% | B | | |
| Girls' Basketball | 16 | 9 | 56% | 7 | 44% | W | B | |
| Wrestling | 34 | 22 | 65% | 12 | 35% | W | B,W | |
| Cheerleaders | 22 | 15 | 68% | 7 | 32% | | W,W | |
| Bowling | 19 | 9 | 100% | 0 | 0% | ? | | |
| Baseball | 28 | 23 | 82% | 5 | 18% | | B,W | |
| Track | 68 | 55 | 81% | 13 | 19% | | B,W | |
| Softball | 18 | 9 | 50% | 9 | 50% | ? | | |

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School Clubs and Organizations - Fisher Junior High School

Table 12 lists the major clubs and organizations at Fisher Junior High School. It shows that there are two organizations in which black students hold a majority, namely the Spanish Club, 60% and the Canteen Council with 80%. On the other hand, there are three organizations in which there are all white students, for example the Booster Club, Science Club and Newspaper Club. Except for Girls Gymnastics (93% white) there is participation of black and white students in other activities.

School Clubs and Organizations - Ewing High School

The major clubs and organizations, their membership in terms of numbers and their racial makeup, are shown on Table 13. It shows that only one organization in the school has representation from one race, that organization being Highlights (the school newspaper) that has 100% white membership. This is not to infer that there is equal representation on others. The 3rd World Club is 94% black while the following are overwhelmingly white: International Relations (90%), Erescoes (literary magazine) 95%, Yearbook (94%) and the Guidance Club (94%). The Student Council, Varsity E Club and Health Careers Club have a substantial black participatory rate with 33%, 35% and 33% respectively. It is interesting to note that each of these clubs have black students in leadership positions, for example the President and Vice President of the Student Council are black; the Vice President of the Varsity Club is black; and, the Secretary of the Health Careers Club is black. The membership in the Library Council, Gymnastics Club and, lesser so, the Drama Club come nearer reflecting the black/white population ratio that exists at the school with 20%, 19% and 14% respectively.

Social and Friendship Patterns of
Faculty, Staff and Students

During each interview with principals and teachers the interviewer was
asked to share his/her perceptions of the social and patterns, if any, that
have or are emerging as a result of the racial balancing in each school.
Parents who were interviewed were also asked to comment.

Student Interaction

The Team was particularly interested in determining the interactional
patterns in the elementary schools that had minimal or no non-white students
before the Reorganization Plan. When the principals at the two elementary
schools that fit into this category were asked "To what extent do students
group themselves in the following: 1) Before/after school, 2) Lunchrooms,
3) Assemblies, 4) Classrooms, and 5) School events?" they responded:

"The students are relating more and more since the first

year."

and

"I am noticing a number of students walking before and after

school together. All black students are bussed in so if they

are to miss that bus because they are going home with a classmate,

the parent must send a note. More and more of this is happening.

I've noticed that students don't hesitate to touch, hold hands,

embrace. The first year was good, the second year better, but the

third year the best."

## TABLE 12

School Clubs, Organizations and
Extra-Curricular Activities
(Exclusive of Varsity Athletic Teams)
Fisher Junior High School

| Organization, Club or Activity | Total Number of Members | Number of Whites | Percent of Whites | Number of Blacks | Percent of Blacks | Race of Leadership Per Organization | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | President | Vice President | Secretary |
| Spanish Club | 5 | 2 | 40% | 3 | 60% | | | |
| Library Assts. | 28 | 21 | 75% | 7 | 25% | | | |
| Boys Intramurals | 38 | 23 | 61% | 15 | 39% | white | black | black |
| Cheerleaders | 12 | 9 | 75% | 3 | 25% | white | white | |
| Booster Club | 6 | 6 | 100% | 0 | 0% | | | |
| Science Club | 11 | 11 | 100% | 0 | 0% | | | |
| Student Council | 37 | 26 | 70% | 11 | 30% | white | white | white |
| Newspaper Club | 13 | 13 | 100% | 0 | 0% | white | white | |
| Canteen Council | 10 | 2 | 20% | 8 | 80% | black | white | |
| AVA | 11 | 8 | 73% | 3 | 27% | black | white | |
| Girls Gymnastics | 30 | 28 | 93% | 2 | 7% | black | white | white |

## TABLE 13

### School Clubs, Organizations and Other Extra-Curricular Activities (Exclusive of Varsity Athletic Teams) Ewing High School

| Organization, Club or Activity | Total Number of Members | Number of Whites | Percent of Whites | Number of Blacks | Percent of Blacks | Race of Leadership Per Organization | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | President | Vice President | Secretary |
| Student Council | 60 | 40 | 67% | 20 | 33% | B | B | W |
| Library Council | 46 | 37 | 80% | 9 | 20% | W | B | B |
| Varsity E Club | 23 | 15 | 65% | 8 | 35% | W | B | W |
| Health Careers | 12 | 8 | 67% | 4 | 33% | W | W | B |
| Drama Club | 7 | 6 | 86% | 1 | 14% | W | W | B |
| Gymnastics Club | 57 | 46 | 81% | 11 | 19% | W | B | B |
| 3rd World | 16 | 1 | 6% | 15 | 94% | B | B | B |
| International Relations | 20 | 18 | 90% | 2 | 10% | W | W | W |
| Frescos (literary magazine) | 20 | 19 | 95% | 1 | 5% | W | W | W |
| Highlights (school newspaper) | 20 | 20 | 100% | 0 | 0% | W | W | W |
| Yearbook | 16 | 15 | 94% | 1 | 6% | W | W | W |
| Guidance Club | 32 | 30 | 94% | 2 | 6% | no leaders | | |

The principal at the middle school reported that the interaction between black and white students was "good" in lunchrooms and in such places as hallways, library and the like. As far as classrooms, assemblies and similar school events are concerned, the chances for interaction are decreased because students are assigned seats. In this case, as in most cases at the elementary level, the fact that a large percentage of the student body is bussed in was cited as a natural deterrent to establishment of friendships that extend beyond the bounds of one's immediate neighborhood.

The administrative staffs at the junior and senior high school reacted differently to the question on student interaction. The tone of their responses was that "students gravitate toward friends, black with black and white with white." The consensus of the staff members was that though exceptions can be found and perhaps increasingly so, there is not a lot of interaction between the races at these levels.

A total of eighteen teachers throughout the district was asked to also respond to the question "To what extent do students group themselves...?" One-third of the teachers did not respond to the item. Others who did answer varied greatly in their answers. For example, at the elementary there were those who indicated that there was no interaction before or after school because of bussing and those who indicated that interaction is limited because students are assigned seats in classrooms, assemblies, etc. Others said that students are allowed to seat themselves by friendship groups and that this practice is spreading. At the middle school the prevailing answer regarding before/after school and lunchroom interaction was, "They are usually in their own little groups with their friends..." As for assemblies, "(they) mixed, because they are seated according to the way they are in classes"; classrooms - "left up to

the teacher (some) use alphabetical arrangement because it's convenient"; and, school events - "They mix very well for after school and school social functions."/

Teacher opinions at the junior high and senior high levels were basically the same as expressed by their administrators. They made such statements as:

    1. "Black students are clannish and exclude whites from their groups."

    2. "Self grouping is normal."

    3. "Blacks and whites separate by their normal groups."

In a group session with seven parents in the Ewing District, comprised of two black males, four black females and one white female, the parents were asked, "How do your children interact with children of different races? Do they have friends of different races outside the school?" The answer that seemed to bring about consensus was given by one black female:

    "Our children have lots of friends. They come here to play.
    Our children are invited to their houses to play. They go
    swimming together..."

These parents explained that at the elementary level friendship patterns are developed, interactions are numerous. But, as students grow older they get pressured from others in their age and racial group to identify more closely with "their own" group. These parents also recognized that a similar kind of pressure is exerted by the home.

In summary, principal, teachers and parents indicated that students at the elementary level do interact rather freely. The former reported that more and more multi-racial friendship patterns are emerging as time advances in schools that formerly had little or no minority students. Development of

social and friendship patterns is somewhat deterred by the existence of bussing. Friendship patterns at the junior high and senior high differ markedly from those in earlier grades. The general trend is that "students gravitate toward friends, black with black and white with white." The parents who were interviewed confirmed the existence of tendencies toward isolation with students at the upper levels and cited as reasons peer pressure and parental pressure.

## Staff Interaction

Interviews with principals and teachers revealed that for the most part relationships that exist between faculty and staff are limited to in-school hours and activities. No principal indicated that there existed anything but "good" interaction between teachers during these hours and activities. As far as after school relationships, the friendship pattern of teachers tended to resemble that of students at the upper levels; that is, teachers tend to gravitate toward friends. Apparently those friends are of like race.

As a corollary to the query on student and teacher interactional tendencies, those teachers and principals who were interviewed were asked to identify any activities or strategies their school has developed to foster inter-group associations. Of the eighteen teachers who were asked, seven had no answer; seven indicated "Nothing" as an answer, and the others answered respectively: "Treat all kids the same"; "use class assignments and games"; "opened all organizations to all students"; and, "not much."

### Equality of Student Discipline

Inasmuch as the matter of student treatment beyond classroom assignment is a matter of considerable importance and sensitivity in school

districts that have desegregated, the Desegregation Study Team sought impressions from principals, counselors, teachers and students alike on this issue. The purpose of the numerous inquiries was to determine whether or not discipline was dispensed equally or whether or not some patterns of differentiated disciplining could be detected.

Principals were asked to complete a section on a School Information form entitled Expulsions, Suspensions and Discipline. In the section each principal was asked to estimate the number and percent of expulsions by racial groups over the last twelve months, to give the major reasons for expulsions and to identify the proportion of suspensions and other discipline cases that were attributable to majority and minority group students. At the elementary and middle school levels there were no expulsions or suspensions reported. The same was true at the junior and senior high levels as far as expulsions were concerned. However, the junior high school reported that an estimated 266 students were suspended over the last twelve months. Of this number 183 (68%) were white and 83 (32%) were black. The senior high school estimated that 567 students were suspended over the same period, 406 (72%) white and 161 (28%) black.

Schools in the Ewing District, especially from the middle school upward, tend to pay special attention to clearly defining their discipline policies. The middle school, junior high and senior high schools had printed Discipline Guides that are given to each student enrolled. Attempts are made to explain the guidelines to students in homerooms and assemblies. There is consistency in the types of actions taken across schools because the guidelines used by each school and penalties assessed per offense are known to the Board of Education which has a policy of its own that sets up the major categories.

## Teachers On Discipline

Teachers were asked to comment on whether or not they think black students offer more discipline problems than white. Of the eighteen who were queried six (6) had no answer, ten (10) said "No" and two (2), one white and one black, indicated yes. The black teacher who suggested that black students offer more of a discipline problem explained that these students are "very assertive and noisy...school does not view it as a problem, they cut lines, use abusive language...school won't deal with it." The white teacher offered no explanation.

The teachers were also asked if black students are treated preferentially, more severely or in any way differently from whites as far as discipline is concerned. Again seven (7) had no response, ten (10) indicated no and the one black teacher suggested yes, giving as the reason the same statement as above.

## Counselors on Discipline

Two of the three counselors interviewed expressed that black students present no more discipline problems than whites. One white counselor suggested that blacks are more of a problem at the senior high level. The reasons given were "teachers tolerate less from them...teachers don't like or understand their dialect." Neither of the three counselors suggested that there is preferential or different treatment given to blacks.

## Students on Discipline

Questions that pertain to disciplinary procedures were addressed to three groups of students at the senior high school. Most of the students interviewed expressed that discipline is administered equally to all students, as is reflected in dialogue with each group that follows. However, there were opposing points of

view. They too, are recorded.

Group A - Ten Black Students at Ewing High

    Interviewer - How do you feel about the disciplinary procedures here, are you treated in the same manner as the white students?

    Student - I think it is equal (Answer given by individual but agreed to by others).

Group B - Ten White Students at Ewing High (High Achievers)

    Interviewer - What is the thing you least like about the school?

    Student - It's a personality thing, with the teachers and some of the kids that seem to get away with things that others get punished for.

    Interviewer - Is it the blacks or the whites that get away with it?

    Student - No, I think it is a matter of academics.

    Interviewer - Do you think the teacher is avoiding confrontation with the non-academic types?

    Student - Yes, because I think some of the teachers are afraid of some of the students (the student later identified non-academic types as blacks).

Group C - Ten White Students at Ewing High (Low Achievers)

    Interviewer - What about the rules of the school?

    Student - There aren't any, nobody follows them.

    Interviewer - Is there anyone to enforce them?

    Student - No, sometimes the principal tries but he is like a little kid.

Interviewer - Are there more black kids that have rules

enforced than white kids?

Student -    They are treated exactly the same.

## Special Funded Programs

Special funds were secured by the Ewing Board for two aspects of the

desegregation plan. First of all, the Board sought and received a total of

$8,000 under Title IV from the Office of Equal Educational Opportunity in

Washington to defray expenses incurred while computerizing the district.

Ewing was the first district in the state to attempt to use the computer to

help bring about racial balance.

The second instance of special funding came by way of a $100,000 grant,

also under Title IV, that was used primarily for inservice training program

for teachers. The program provided money for teachers to attend workshops and

conferences for self improvement during the summer and regular school year.

Workshops dealt with such topics as integrating New Jersey and black history,

locating media resources for Afro-American studies, developing a reading

curriculum for ungraded schools and other topics that were more directly

oriented toward human relations.

One extension of the in-service training program was a "home visitation"

program which saw teachers and school nurses go out in pairs to homes of

prospective kindergartners.

## CHAPTER V

### PERCEPTIONS, ATTITUDES AND CHARACTERISTICS
### OF PARTICIPANTS TOWARD PLAN,
### PROGRAMS AND PRACTICES

The previous chapter dealt with programs and practices incident to

desegregation, primarily as reported by the district administration with

some injection of impressions, opinions and the like from faculty, staff

and some of the schools, and some infusion of parental opinions. Chapter

V is also concerned with program and practices, but with a greater emphasis

on the perceptions, attitudes and characteristics of faculty, staff, and

students, other than principals and other administrators, and on parents,

noting more specifically the amount of knowledge and the kinds of sensi-

tivities they had toward the Reorganization Plan and the way it was

implemented.

### The Plan

#### Perceptions of New Jersey Office of Equal Educational Opportunity

In November, 1969 the New Jersey EEO notified the Ewing Board that it

had a shortage of black teachers and that a pupil imbalance existed in some

elementary schools. These conditions were further discussed in December,

1969 in a meeting involving the Board and EEO. In an attempt to determine

how the Board responded to these charges, a conversation was held with

Mrs. Nida Thomas, the Director of the N. J. EEO Office. During the

conversation it was learned that Ewing was one of about eighty-eight

districts in the state that were imbalanced in one or more ways. The

district, through its Superintendent and Board of Education, is said to have responded positively to righting the imbalanced situation.

In the "Guidelines for Developing Equal Educational Opportunity," issued by the New Jersey EEO Office, it was stated:

"Educational consideration are primary in eliminating school

segregation. The elimination of racial imbalance is not to

be sought as an end in itself... as a first step the local

Board and its administrative staff, working together, should

formulate a policy which states explicitly the educational

considerations involved in their commitment to elimination

of racially imbalanced schools."

By late January, 1970 the Ewing Board had submitted to the Commissioner of Education a policy statement on integration.

The EEO Office also mentioned in the Guidelines things that segregated schools must do in developing their plans; for example: "involve the community in its development and in plans for its implementation; identify and consider alternative courses leading to solutions"; "project the racial composition of each elementary and secondary school attendance area and the racial composition of its staff"; "assess and draw on all resources-- educational, financial and community--that can be brought to bear in the solution of the problem"; "select location of proposed school building sites and utilize existing buildings so that each school will represent as nearly as possible a cross-section of the population of the entire district"; "prepare a time table indicating target dates for the completion of each phase, immediate and long range"; and, "reassess plans and projections

annually." Again, from the conversation with Mrs. Thomas it was learned

that Ewing was very responsive to these Guidelines, as evidenced by their

submission of an acceptable plan.

## Teachers' Perceptions

Eighteen (18) teachers throughout the schools visited by the Study

Team were interviewed during the time of the Ewing Study, eight (8) at the

elementary level, three (3) at the middle school level, two (2) at the

junior high school level and five (5) at the senior high school level. In

each interview a series of questions was asked for the purpose of tapping

the amount of knowledge each had about the plan that was developed. The

questions and the responses thereto are listed below:

1. Are you familiar with the Integration Plan?

    a. yes _____3_____

    b. no _____0_____

    c. vaguely __10__

Five chose not to answer this question.

2. How did you become familiar with the integregation plan? What

was the extent of articulation by school officials?

    No answer given - 4

    From the principal - 4

    Superintendent's discussion - 2

    Read in newspaper or general notice - 1

    Member of Citizens Advisory Committee - 1

    Heard from other teachers - 1

Not much articulation - 3

No articulation at high school - 1

Not employed during time - 1

3. How did school district officials prepare faculty and staff for integration as outlined by the plan?

No answer - 3

No preparation - 5

Not employed at time - 1

Volunteer In-service Workshop
and/or special meeting - 2

Only worked with affected teachers - 1

Not much preparation - 3

Through teacher representatives on
Citizens Advisory Group - 2

High School not affected - 1

4. How was the faculty and staff involved in planning for integration as reflected in the plan?

Teachers had nothing to do with plan - 10

Few teachers were on Citizens Advisory Group - 4

Don't remember - 2

No answer - 1

Not Employed during time - 1

5. What were the major concerns of faculty and staff over the integration plan?

No answer - 2

No major concern - 9

Which teachers would be moved - 1

High school not affected - 1

Not employed during time - 1

Faculty not informed early enough - 1

Concern about handling all junior high
students on one campus - 1

Workability of plan, parents' reaction
how to handle students, fear of student
reaction, bussing, difference in levels
of ability (response from teacher at
formerly all-white elementary school) - 1

6. How did the district respond to those concerns?

No answer - 14

Not employed during time - 1

Teachers affected by move given three (3)
choices of schools - 1

Establishment of Citizens Advisory
Committee - 1

No response - Superintendent was not
in touch with faculty - 1

7. What were the major concerns of parents and the community over
the plan?

No answer - 5

None - 1

Don't know - 5

Spill over from Trenton into Ewing - 1

Bussing - 4

Lack of understanding of plan - 1

Not employed during time - 1

8. How did district officials respond to those concerns?

No answer - 13

Nothing - 1

Don't know - 1          71

Principal rode buses one week - 1

Bussed students not usually bussed--
handled each complaint made - 1

Not employed during time - 1

9.  What is being done now on an on-going basis to improve the

integration efforts?

No answer - 5

Nothing - 11

Don't know - 1

On-going workshops on Human Relations - 1

10.  What communicatons or directions have you received from the

central office to guide you in effecting integration?

No answer - 4

None - 12

Don't know - 1

Monthly newsletter - 1

11.  What communication or directions have you received from your

principal to guide you in effecting integration.

No answer - 5

None - 11

Don't know - 1

No stress on racial lines - 1

## Counselors' Perceptions

Four counselors, three at the senior high level and one at the junior high level were also asked the eleven questions previously listed for teachers. For example, two answered that they were familiar with the district's plan; two indicated that they were vaguely aware of it. Most felt removed from the plan because the high school was not directly affected. Even the junior high counselor indicated that he learned about the plan by reading the paper. In terms of preparation of faculty and staff for the plan, again the high school was unaffected but the junior high counselor recalled a faculty meeting with the principal about ways to facilitate change. There were no major concerns of counselors expressed about the plan.

## Parents' and Community Persons' Perceptions

Individual and group interviews were held with a total of fourteen parents and community persons for the purpose of soliciting their opinions, concerns and their knowledge of the desegregation process. The group interview was composed of seven parents--six black (two males and four females), and one white female. They were representative of each level of education provided by the district, kindergarten through twelve. Below is listed some of the dialogue that resulted from the session.

1. Can you describe what kinds of involvement you had in the desegregation plan? How did your local school or how did the district involve you in the plan? Were you involved at all?

Answer - "I really don't know how to explain it because we
weren't really in direct contact," seemed to collectively
sum up the groups' answer to these questions. The group
spent a good bit of time recollecting what actually
happened. They had a vague knowledge of the establishment
of the middle school, how the middle school affected
all elementary schools, that an advisory committee was
established, that the predominantly black Reed Elementary
School, the predominantly white Fisk Elementary and the
all white Lore Elementary were desegregated by a computer
outfit from Illinois.

2. Were you informed about this before it happened?

Answer - "Yes, by going to Board meetings... We had an opportunity
to refuse the plan."

3. What would have happened if you had refused the plan? What kinds
of provisions were they willing to make?

Answer - Summed up by the statement "I don't know; I wasn't faced
with that."

4. Do you know of many parents who did refuse the plan?

Answer - "Some from Brandon Avenue did refuse. Brandon was a
dividing point between Lanning and Fisher. The Board
gave parents a choice of either of the schools. The Board
worked with the parents in this regard."

5. Are you suggesting that the Board of Education, at least in that
regard, was a rather accommodating one?

Answer - "Oh, yes!"

6. What were or are two main issues that still surround the whole topic of desegregation?

    Answer - "The only thing I can think of... in Fisher Elementary they don't have one black teacher. That is the only outstanding thing that I see about the whole thing."

7. Do you think this is a problem in the school district generally?

    Answer - "Yes," unanimously.

8. Has anyone voiced this concern to the administration in anyway?

    Not answered.

9. Why do you think this problem of lack of hiring black staff exists?

    Answer - Group wasn't sure. They speculated that young teachers don't want to be subjected to the pressures that would be exerted on them in a situation where they are in the minority. They mentioned that few black student teachers are even "allowed" to practice teach in the district.

10. Do you think there is a pressure situation for a new teacher?

    Answer - "Yes." The group explained that a more experienced teacher could cope. They recounted that one black aide was pressured to discipline black students who were on the playground area. Teachers thought this to be her job; she felt it to be everyone's job. The aide didn't stay a year.

11. Do you think skeptical feelings about hiring blacks come down from the top level?

    Answer - "I think there has been a great change... since Dr. Brittain came, positive change. From what I can gather he is fair...

He was instrumental in getting as many black teachers
at Ewing High School as they have... There is room for
a lot more. Some improvement should start at the
administrative level because this is an influential
position for black students, a position of power. A
lot of times black teachers can't help a student in a
crisis whereas maybe a black principal, or a black
vice principal can lend him a sympathetic ear...
Would like to see the departments--in the high school
get some black department heads. I wouldn't want to see
anyone purged just to open up for blacks, but if a
position opens up and one is qualified, I would like to
see him fill it, and hopefully change some of the
attitudes of the teachers. You can desegregate physically
but what about the attitudes of the teachers..."

Of the other parents interviewed individually, five indicated that they
were not involved but they know of the existence of the citizens' advisory.
group, and also of a community club for blacks that was involved by way of
representation thereon. These parents suggested that desegregation per se
has always existed in the schools in which their students are enrolled.
They had no qualms about the plan and were not familiar with main issues
because they were relatively unaffected. While three parents did have
students going to what would now be the only junior high school in the
district, they saw no problems with this since room existed for them and
they (the parents) felt that the previous level of learning would be
maintained.

Only three of the parents and/or community persons interviewed had been directly involved in the development of the plan. Two of the three parents used their expertise in the data processing to monitor the work of the Illinois Institute of Technology computer firm as it engaged in the redistricting exercise. The other was involved, "even prior to the time the plan was asked for," by participating as an Advisory Committee member. These persons collectively identified as main issues of problems that emerged during segregation as; 1) bussing "screw-ups" and 2) space needed to achieve the "80% - 20% standard." The district's response to the issues came by way of purchasing portable rooms to satisfy space needs and providing extra bussing for some children who would ordinarily walk.

### How Is The Plan Working

Teachers, counselors and parents were asked to share their opinion on the success the district has had with the plan as implemented. The question posed to each group was, "In general, how successful would you say the integregation efforts have been in you school?" Responses per group were:

Counselors

1. "Very successful."

2. "Okay."

3. It's hard to say. We have become more aware of color than before."

4. "Leadership positions have opened up, there have been no curriculum changes; attitudes have changed but gut reactions have not."

Teachers

Teachers were a bit more unified in their response to the question. Of the eighteen teachers interviewed, six (6) did not answer the question. The remaining twelve answered thusly:

| | |
|---|---|
| Very well | 4 |
| Great | 1 |
| Fine | 1 |
| Good | 2 |
| OK | 2 |

Two other teachers indicated that they don't think of the plan as one for integregation, rather one of reorganization.

## Key Factors in Success of Plan

Those counselors and teachers who indicated that the plan was working well were asked to list factors that led to success. Counselors listed such factors as:

1. Preparation by summer workshop; attitude of principal; attitude of staff; cooperation and hard work of main office; efforts to recruit black teachers.

2. Good foundation laid; contact and communication with public good; nobody hassled or inconvenienced.

Only seven teachers chose to respond to this question. They listed the following as key factors:

1. Small school, close faculty, good parental attitudes.

2. Excellent principal, community cooperation.

3. No inconvenience to anyone, bussing already in effect.

4. Physical layout made implementation easier.

5. School was already integrated.

6. Ewing was desegregated in the right way, credit to the
   Superintendent.

## Improving The Plan

After having thought through their knowledge of involvement in and
feeling for the plan, teachers and parents were then asked to recommend
any changes they would make if the integration process were to be done
again. Of the eighteen (18) teachers there were five (5) who did not
respond. Three (3) expressed that nothing could be done to improve the
plan. Others responded thusly:

1. Need good community relations program and discussion; blacks need
   more black history materials.

2. Do a better job of educating for desegregation with everyone, and
   wider discussion of plan.

3. Need more black teachers; more Superintendent involvement with
   teachers--communicate from bottom up instead of reverse.

4. More materials; more planning time; improve parents' attitudes
   about bussing; more multi-level and multi-cultural materials.

5. Establish student faction, listen to students.

When the question was asked in the group interview with parents they
offered two ways of improving the plan:

1. "There is a need for more black administrators, teachers, counselors
   and aides..."

2. "Find some way to emphasize a change in attitudes among the majority of teachers..." (the parents had reference to changing the white teachers' attitudes toward blacks.) Parents expressed that too many white teachers stereotype blacks as being "deprived." These parents didn't want to be so categorized.

## Social and Friendship Patterns

In the preceding chapter some attention was given to perceptions of principals, teachers and parents as they related to the social and friendship patterns of students as the desegregation plan was implemented. This section presents, in most cases verbatim responses that were made by students in group interviews as they were asked a series of questions bearing on the subject of student interaction. Note that the responses came exclusively from the junior high and senior high students. No elementary or middle school students were interviewed.

Group A - Five 8th and 9th Grade Black Students at Fisher Junior High school.

Interviewer - Why is it that in the Cafeteria the white and blacks don't eat together?

Student - Because they are afraid to sit with each other.

Interviewer - Is there a time when you would like to sit with someone white?

Student - In some cases, but usually you eat with your closest friends.

Interviewer - Is there any problem with interaction on various teams?

Student - To some extent.

Interviewer - What about the orchestra?

Student - We are doing better this year than we did last year.

Interviewer - What could the school do to bring about a closer

relationship between blacks and whites?

Student - Through the teams. They could possibly increase

extra-curricula activities and create a human

relations group.

Group B - Five 8th and 9th Grade White Students at Fisher Junior

High School.

Interviewer - How do you feel about black and white interaction

with activities?

Students - (There were no objections or reservations expressed;

however, there was acknowledgement that they segregate

themselves while in various situations such as at

athletic events and at lunch).

Interviewer - What about after school?

Student - We each go our own way. They are afraid of being put

down by their friends and vice versa.

Group C - Ten Black Students at Ewing High.

Interviewer - Is there very much interaction with the white students?

Student - Most of the time we all hang in our own groups. The

only interaction is between black fellows and the white

girls. But, the black fellows don't approve of the

black girls dating white boys.

Interviewer – Why is it,that the white boys' don't go with the black girls?

Student – Because the white boys are afraid of the black boys.

Interviewer – What about the white boys, how do they feel about the black fellows'going with the white girls?

Student – It's nothing they can do about it.

Interviewer – I hear you mention the slang "Toms," what type of kid is this? Do you find that they are the ones that are in the high achievement classes?

Student – Not really.

Interviewer – Do they come from professional backgrounds?

Student – No, not always.

Interviewer – Is it just an individual kind of thing, no real definite characteristics?

Student – It's just that they seem to hang with the whites and copy their style.

Group D – Ten White Students at Ewing High (High Achievers)

Interviewer – Is there any interaction between blacks and whites in your school?

Student – In sports.

Interviewer – On any other social level?

Student – A few, basically stemming from sports.

Interviewer – What about girls?

Student – Yes, in their sports activities they seem to have more interaction.

Interviewer — Does any of you get together for any other type of
activities?

Student — It's pretty much just in the sports. There is no tension
between the races though. When we go to the drive-in or
other outside activities, we never think to call on
black kids.

Interviewer — Has any of you tried to cross these lines?

Student — There are a few people that do, but I don't think there
is any pressure from the white kids that they know of.

Group E — Ten White Students at Ewing High (Low Achievers)

Interviewer — What about the black kids in school, do you get a chance
to cross paths in terms of being friends?

Student — Yes, we party with them all the time.

Interviewer — Do you see them outside the school?

Student — Yes.

Interviewer — Have there been any recent incidents of racial tension?

Student — No, but last year we had a walkout because of the play.
About four years ago they had a real riot and we won.


Attitude Toward School and Teachers

In the group interview sessions at the junior high and senior high
students were asked several questions that had bearing on the way they
perceived various aspects of their school's program. Some of those
perceptions are captured in the dialogue recorded below. Group A refers
to the 8th and 9th grade students at Fisher Junior High School; Group B—

8th and 9th grade white students at Fisher Junior High School; Group C--
ten black students at Ewing High School; Group D--ten white students at
Ewing High School (high achievers); Group E--ten white students at Ewing
High School (low achievers).

Interviewer – How do you feel about your school?

Group A – I really think it stinks. The teachers are not
interested in the students. They only listen to one side
of the story... (the group discussed incidents that had
taken place in classrooms to verify the student's
feelings).

Group B – It's a good school. It needs improvement (the president
of the student council stated that they were trying to
form a human relations council to help with racial
problems. The problems last year over a school play
caused quite a bit of trouble. The group discussed the
fights and the walkouts that occurred. They stated that
most of them had just gone along with the crowds. They
stated that if the student leaders, black and white,
could get together, they would solve a lot of the
misconceptions.

Group C – The gym classes are nice, some of the English courses
and sports are okay. The student council is very frus-
trating. (On the most part they get along with white
students, but sometimes while joking around they get
serious and then there may be problems.)

Group D - It's about average; that is, its academic standing and the building itself.

Group E - It's all right, it's clean and the teachers are nice in comparison to Trenton High.

Interviewer - How do you feel about your teachers?

Group A - (Only one of these students had a black teacher. They expressed that white teachers treat them differently than they do white students.)

Group B - Some are all right. Some are two-faced.

Group C - We would like to have more black teachers, but there are too many white students to have a lot of black teachers.

Group D - A teacher is a teacher. (Students in this group had never encountered a black teacher.)

Group E - They treat us all the same. (One student in this group had had a first-grade black teacher but none in other grades.)

Additional perceptions and characteristics were gleamed from responses that 156 students in grades 8-12 made to questions that appeared on a Student Interview Form which was randomly administered to individuals in study halls during the time the Study Team was making its onsite visit. Students were asked, "Do you think that most of your teachers are interested in you and really want to help you become successful in school?" Their grade-by-grade and race-by-rate responses were as follows:

|  | Choice | | | |
|---|---|---|---|---|
|  | Yes | | No | |
|  | No. | % | No. | % |
| Grade 8 (N=14) | | | | |
| 13 W | 10 | 71% | 3 | 21% |
| 1 B | 1 | 7% | 0 | 0% |
| Grade 9 (N=15) | | | | |
| 11 W | 8 | 53% | 3 | 20% |
| 4 B | 3 | 20% | 1 | 7% |
| Grade 10 (N=44) | | | | |
| 35 W | 25 | 57% | 10 | 23% |
| 9 B | 8 | 18% | 1 | 2% |
| Grade 11 (N=28) | | | | |
| 15 W | 11 | 39% | 4 | 14% |
| 13 B | 8 | 29% | 5 | 18% |
| Grade 12 (N=46) | | | | |
| 30 W | 24 | 52% | 6 | 13% |
| 16 B | 11 | 24% | 5 | 11% |

The percentages used are based on the total number of all students
responding. Thus, when "Yes" responses for whites and those of blacks in
each grade are combined, the majority of students answered the question
in the affirmative. (For example, in Grade 8 the total response was 78%
"Yes."). If one chose to look at the percent of "Yes" or "No" responses
only in relation to the number answering by race, the majority of students

by race also express the opinion that teachers are interested in them, although the range varies. For example, 13 blacks in Grade 11 responded to the item. Eight (8) or 62% responded affirmatively, 38% negatively. Compare this to 68% of all students responding "Yes" and 32% responding "No."

In order to determine what students feel about their school's ability to respond to their academic and personal problems, students were asked to respond, on the same interview form, to the question, "Is there a teacher or staff member you can go to when you want to talk about some problem (school or personal) that bothers you?" Their responses to this question were as follows:

|  | Choice | | | |
|---|---|---|---|---|
|  | Yes | | No | |
|  | No. | % | No. | % |
| Grade 8 (N=14) | | | | |
| 13 W | 9 | 64% | 4 | 29% |
| 1 B | 1 | 7% | 0 | 0% |
| Grade 9 (N=16) | | | | |
| 12 W | 10 | 63% | 2 | 13% |
| 4 B | 3 | 19% | 1 | 6% |
| Grade 10 (N=44) | | | | |
| 32 W | 16 | 36% | 16 | 36% |
| 12 B | 5 | 11% | 7 | 16% |

Choice

| | Yes | | No | |
|---|---|---|---|---|
| | No. | % | No. | % |
| Grade 11 (N=29) | | | | |
| 19 W | 14 | 48% | 5 | 17% |
| 10 B | 6 | 21% | 4 | 14% |
| Grade 12 (N=47) | | | | |
| 36 W | 19 | 40% | 17 | 36% |
| 11 B | 4 | 9% | 7 | 15% |

Responses on this item were more erratic than those on the previous item. In Grades 8 and 9, the majority of students answered in the affirmative regardless of the way percentages are calculated. However, in Grade 10 only 47% of students responded "Yes," if black-white responses are combined. Looked at in terms of percentages of "Yes" and "No" for white, and likewise for black, whites responded 50% "Yes" and 50% "No." Blacks responded 42% "Yes" and 58% "No." In Grade 11 the total percent of "Yes" responses was 67%, but in Grade 12 it was 49%. In the latter grade a majority of blacks responding answered "No."

Attitudes Toward Opposite Race

A Social Belief Inventory was administered to 183 students, (134 whites and 49 blacks) in grades 8-12 in study halls of the junior high and senior high schools during the time the Study Team made its onsite visit. The purpose of the inventory was to sample students' beliefs about and cognitions

of members of the opposite race, with the hopes of determining how such beliefs and cognitions affect the behavior toward the opposites.

The inventory was a Likert-type scale which asked students to indicate their agreement or disagreement with each of twenty-three items by checking Strongly Agree, Agree, Unsure, Disagree or Strongly Disagree. Two forms were used, Form A which was completed by white students, and Form B used by black students. A frequency check was made to determine the number and percentage of students who responded on each item.

Tables 14-16 summarize items found on Form A, and Tables 17-19 summarize those found on Form B. The choices Strongly Agree, Agree, Unsure, Disagree and Stongly Disagree were converted to values from one to five with one being Strongly Agree and five being Stongly Disagree.

TABLE 14

Males Responses (N=74)

Social Belief Inventory—Form A

| Item | Score | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. Color is not important in individual relationships. | No. | 12 | 34 | 15 | 9 | 3 |
| | % | 16 | 46 | 20 | 12 | 4 |
| 2. Open recognition of color may embarrass minority groups. | No. | 11 | 25 | 27 | 16 | 3 |
| | % | 11 | 34 | 37 | 22 | 4 |
| 3. White society is superior to minority group societies. | No. | 11 | 12 | 12 | 25 | 14 |
| | % | 15 | 16 | 16 | 34 | 19 |
| 4. Minority groups have a heritage of which they can be proud. | No. | 21 | 27 | 17 | 5 | 3 |
| | % | 28 | 37 | 23 | 7 | 4 |
| 5. Minority groups are over-sensitive. | No. | 6 | 22 | 29 | 17 | 0 |
| | % | 8 | 30 | 39 | 23 | 0 |
| 6. Minority groups must be controlled. | No. | 15 | 20 | 15 | 12 | 12 |
| | % | 20 | 27 | 20 | 16 | 16 |

## TABLE 14 (CONTINUED)

| Item | | Item Responses—Numbers and Percentages | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Score | 1 | 2 | 3 | 4 | 5 |
| 7. Most minority groups can handle Whites' honest behavior and feelings. | No. | 4 | 21 | 25 | 11 | 7 |
| | % | 5 | 28 | 34 | 15 | 9 |
| 8. Members of minority groups are individuals, with individual feelings, aspirations and attitudes. | No. | 24 | 23 | 12 | 3 | 6 |
| | % | 32 | 31 | 16 | 4 | 8 |
| 9. Members of minority groups are not dependable. | No. | 4 | 7 | 18 | 26 | 12 |
| | % | 5 | 9 | 24 | 35 | 7 |
| 10. "Liberal" Whites are free of racism. | No. | 5 | 9 | 26 | 20 | 7 |
| | % | 7 | 12 | 35 | 27 | 9 |
| 11. Minority persons are trying to use Whites. | No. | 11 | 13 | 22 | 15 | 4 |
| | % | 15 | 18 | 30 | 27 | 5 |
| 12. Different racial groups need to depend upon each other. | No. | 15 | 30 | 13 | 2 | 5 |
| | % | 20 | 41 | 18 | 3 | 7 |
| 13. Minority groups want a responsible society? | No. | 12 | 29 | 15 | 4 | 5 |
| | % | 16 | 39 | 20 | 5 | 7 |

## TABLE 14 (CONTINUED)

| Item | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 14. The lower-class Black can be blamed for most of the prejudice against other Blacks. | No. | 6 | 11 | 30 | 15 | 4 |
| | % | 8 | 15 | 41 | 20 | 5 |
| 15. Whites cannot fully understand what it means to be a member of a minority group. | No. | 12 | 23 | 14 | 9 | 8 |
| | % | 16 | 31 | 19 | 12 | 11 |
| 16. Most minority groups are angry. | No. | 5 | 21 | 23 | 15 | 2 |
| | % | 7 | 28 | 31 | 27 | 3 |
| 17. Minority groups will always welcome and appreciate inclusion in white society. | No. | 1 | 12 | 28 | 20 | 7 |
| | % | 1 | 16 | 38 | 27 | 9 |
| 18. All members of minority groups are pretty much alike in their attitudes and behavior. | No. | 7 | 18 | 20 | 18 | 6 |
| | % | 9 | 24 | 27 | 24 | 8 |
| 19. Racial color is the real determinant of behavior. | No. | 6 | 17 | 12 | 24 | 9 |
| | % | 8 | 23 | 16 | 32 | 12 |
| 20. I may be a part of the problem. | No. | 4 | 10 | 24 | 16 | 14 |
| | % | 5 | 14 | 32 | 22 | 19 |

## TABLE 14 (CONTINUED)

| Item | Score | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 21. When Blacks move into an all-white neighborhood, the value of property will decrease. | No. | 16 | 17 | 16 | 13 | 6 |
| | % | 22 | 23 | 22 | 18 | 8 |
| 22. Black supervisors, managers and administrators are appointed because they are black. | No. | 4 | 11 | 22 | 19 | 10 |
| | % | 5 | 15 | 30 | 26 | 14 |
| 23. There should be laws restricting interracial marriage. | No. | 10 | 8 | 10 | 20 | 18 |
| | % | 14 | 11 | 14 | 27 | 24 |

## TABLE 15

### Females Responses (N=60)

### Social Belief Inventory-Form A

| Item | Score | | Item Responses-Numbers and Percentages | | | | |
|------|-------|-----|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 1. Color is not important in individual relationships. | No. | | 10 | 30 | 9 | 10 | 1 |
| | % | | 17 | 50 | 15 | 17 | 1 |
| 2. Open recognition of color may embarrass minority groups. | No. | | 5 | 5 | 20 | 21 | 6 |
| | % | | 8 | 8 | 33 | 35 | 10 |
| 3. White society is superior to minority group societies. | No. | | 5 | 5 | 7 | 25 | 18 |
| | % | | 8 | 8 | 12 | 42 | 30 |
| 4. Minority groups have a heritage of which they can be proud. | No. | | 22 | 20 | 12 | 1 | 4 |
| | % | | 37 | 33 | 20 | 2 | 7 |
| 5. Minority groups are over-sensitive. | No. | | 5 | 13 | 28 | 9 | 4 |
| | % | | 8 | 22 | 47 | 15 | 7 |
| 6. Minority groups must be controlled. | No. | | 3 | 6 | 13 | 21 | 17 |
| | % | | 5 | 10 | 22 | 35 | 28 |

## TABLE 15 (CONTINUED)

Item Responses—Numbers and Percentages

| Item | Score | 1 | 2 | 3 | 4 | 5 |
|------|-------|---|---|---|---|---|
| 7. Most minority groups can handle Whites' honest behavior and feelings. | No. | 5 | 14 | 26 | 6 | 7 |
| | % | 8 | 23 | 43 | 10 | 12 |
| 8. Members of minority groups are individuals, with individual feelings, aspirations and attitudes. | No. | 25 | 16 | 9 | 5 | 5 |
| | % | 42 | 27 | 15 | 8 | 8 |
| 9. Members of minority groups are not dependable. | No. | 1 | 4 | 9 | 24 | 22 |
| | % | 2 | 7 | 15 | 40 | 37 |
| 10. "Liberal" Whites are free of racism. | No. | 2 | 6 | 25 | 18 | 9 |
| | % | 3 | 10 | 42 | 30 | 15 |
| 11. Minority persons are trying to use Whites. | No. | 1 | 3 | 21 | 25 | 10 |
| | % | 2 | 5 | 35 | 42 | 17 |
| 12. Different racial groups need to depend upon each other. | No. | 8 | 28 | 19 | 2 | 1 |
| | % | 13 | 47 | 32 | 3 | 2 |
| 13. Minority groups want a responsible society? | No. | 7 | 32 | 14 | 4 | 2 |
| | % | 12 | 53 | 23 | 7 | 3 |

## TABLE 15 (CONTINUED)

| Item | Score | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 14. The lower-class Black can be blamed for most of the prejudice against other Blacks. | No. | 7 | 9 | 21 | 18 | 5 |
| | % | 12 | 15 | 35 | 30 | 8 |
| 15. Whites cannot fully understand what it means to be a member of a minority group. | No. | 12 | 15 | 13 | 13 | 6 |
| | % | 20 | 25 | 22 | 22 | 10 |
| 16. Most minority groups are angry. | No. | 1 | 9 | 29 | 16 | 5 |
| | % | 2 | 15 | 48 | 27 | 8 |
| 17. Minority groups will always welcome and appreciate inclusion in white society. | No. | 0 | 4 | 30 | 15 | 7 |
| | % | 0 | 7 | 50 | 25 | 12 |
| 18. All members of minority groups are pretty much alike in their attitudes and behavior. | No. | 0 | 11 | 13 | 22 | 10 |
| | % | 0 | 18 | 22 | 37 | 17 |
| 19. Racial color is the real determinant of behavior. | No. | 2 | 6 | 14 | 20 | 14 |
| | % | 3 | 10 | 23 | 33 | 23 |
| 20. I may be a part of the problem. | No. | 3 | 10 | 21 | 9 | 12 |
| | % | 5 | 17 | 35 | 15 | 20 |

## TABLE 15 (CONTINUED)

|  |  | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| Item |  | Score | 1 | 2 | 3 | 4 | 5 |
| 21. When Blacks move into an all-white neighborhood, the value of property will decrease. | No. |  | 6 | 10 | 23 | 12 | 5 |
|  | % |  | 10 | 17 | 38 | 20 | 8 |
| 22. Black supervisors, managers and administrators are appointed because they are black. | No. |  | 1 | 1 | 15 | 28 | 11 |
|  | % |  | 2 | 2 | 25 | 47 | 18 |
| 23. There should be laws restricting interracial marriage. | No. |  | 1 | 2 | 7 | 16 | 30 |
|  | % |  | 2 | 3 | 12 | 27 | 50 |

## TABLE 16

### Total Responses (N=134)
### Social Belief Inventory-Form A

| Item | | Score | 1 | 2 | 3 | 4 | 5 |
|------|---|-------|---|---|---|---|---|
| | | | | | Item Responses--Numbers and Percentages | | |
| 1. Color is not important in individual relationships. | No. | | 22 | 64 | 24 | 19 | 5 |
| | % | | 16 | 48 | 18 | 14 | 4 |
| 2. Open recognition of color may embarrass minority groups. | No. | | 6 | 31 | 47 | 37 | 9 |
| | % | | 4 | 23 | 35 | 28 | 7 |
| 3. White society is superior to minority group societies. | No. | | 17 | 17 | 19 | 50 | 32 |
| | % | | 13 | 13 | 14 | 37 | 24 |
| 4. Minority groups have a heritage of which they can be proud. | No. | | 43 | 48 | 29 | 6 | 7 |
| | % | | 32 | 36 | 22 | 4 | 5 |
| 5. Minority groups are over-sensitive. | No. | | 11 | 35 | 58 | 26 | 4 |
| | % | | 8 | 26 | 43 | 19 | 3 |
| 6. Minority groups must be controlled. | No. | | 18 | 27 | 28 | 33 | 29 |
| | % | | 13 | 20 | 21 | 25 | 22 |

## TABLE 16 (CONTINUED)

| Item | | Item Responses—Numbers and Percentages | | | | |
|------|------|---|---|---|---|---|
| | Score | 1 | 2 | 3 | 4 | 5 |
| 7. Most minority groups can handle Whites' honest behavior and feelings. | No. | 10 | 35 | 51 | 17 | 14 |
| | % | 7 | 26 | 38 | 13 | 10 |
| 8. Members of minority groups are individuals, with individual feelings, aspirations and attitudes. | No. | 49 | 40 | 21 | 8 | 11 |
| | % | 37 | 30 | 16 | 6 | 8 |
| 9. Members of minority groups are not dependable. | No. | 5 | 11 | 27 | 50 | 35 |
| | % | 4 | 8 | 20 | 37 | 26 |
| 10. "Liberal" Whites are free of racism. | No. | 7 | 16 | 51 | 38 | 16 |
| | % | 5 | 12 | 38 | 28 | 12 |
| 11. Minority persons are trying to use Whites. | No. | 12 | 16 | 44 | 40 | 14 |
| | % | 9 | 12 | 33 | 30 | 10 |
| 12. Different racial groups need to depend upon each other. | No. | 23 | 59 | 32 | 4 | 6 |
| | % | 17 | 44 | 24 | 3 | 4 |
| 13. Minority groups want a responsible society? | No. | 19 | 61 | 29 | 9 | 7 |
| | % | 14 | 46 | 22 | 7 | 5 |

## TABLE 16 (CONTINUED)

| Item | Score | Item Responses—Numbers and Percentages |  |  |  |  |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 14. The lower-class Black can be blamed for most of the prejudice against other Blacks. | No. | 13 | 21 | 51 | 33 | 9 |
| | % | 10 | 16 | 38 | 25 | 7 |
| 15. Whites cannot fully understand what it means to be a member of a minority group. | No. | 24 | 39 | 27 | 22 | 14 |
| | % | 18 | 29 | 20 | 16 | 10 |
| 16. Most minority groups are angry. | No. | 7 | 30 | 52 | 31 | 7 |
| | % | 5 | 22 | 39 | 23 | 5 |
| 17. Minority groups will always welcome and appreciate inclusion in white society. | No. | 1 | 17 | 58 | 35 | 14 |
| | % | 1 | 13 | 43 | 26 | 10 |
| 18. All members of minority groups are pretty much alike in their attitudes and behavior. | No. | 29 | 33 | 40 | 16 | 8 |
| | % | 22 | 25 | 30 | 12 | 6 |
| 19. Racial color is the real determinant of behavior. | No. | 9 | 23 | 26 | 44 | 23 |
| | % | 7 | 17 | 19 | 33 | 17 |
| 20. I may be a part of the problem. | No. | 7 | 20 | 45 | 26 | 26 |
| | % | 5 | 15 | 34 | 40 | 40 |

## TABLE 16 (CONTINUED)

|  | Score | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| Item | | 1 | 2 | 3 | 4 | 5 |
| 21. When Blacks move into an all-white neighborhood, the value of property will decrease. | No. | 23 | 27 | 39 | 25 | 11 |
|  | % | 17 | 20 | 29 | 19 | 8 |
| 22. Black supervisors, managers and administrators are appointed because they are black. | No. | 5 | 13 | 37 | 47 | 21 |
|  | % | 4 | 10 | 28 | 35 | 16 |
| 23. There should be laws restricting interracial marriage. | No. | 11 | 10 | 18 | 36 | 48 |
|  | % | 8 | 7 | 13 | 27 | 36 |

## TABLE 17

### Males Responses (N=25)

### Social Belief Inventory—Form B

| Item | Score | Item Responses—Numbers and Percentages | | | | |
|------|-------|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. Whites are not really trying to understand the situation of minority groups. | No. | 2 | 5 | 12 | 5 | 1 |
| | % | 8 | 20 | 48 | 20 | 4 |
| 2. The best way to be seen is to be heard. | No. | 4 | 7 | 8 | 3 | 2 |
| | % | 16 | 28 | 32 | 12 | 8 |
| 3. Whites cannot and will not change except by force. | No. | 2 | 7 | 9 | 6 | 1 |
| | % | 8 | 28 | 36 | 24 | 4 |
| 4. White persons are less prejudiced today than they used to be. | No. | 4 | 12 | 4 | 4 | 1 |
| | % | 16 | 48 | 16 | 16 | 4 |
| 5. Whites are distrustful. | No. | 3 | 3 | 13 | 3 | 2 |
| | % | 12 | 12 | 52 | 12 | 8 |
| 6. Whites must deal on minority group terms now. | No. | 3 | 7 | 8 | 4 | 2 |
| | % | 12 | 28 | 32 | 16 | 8 |

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## TABLE 17 (CONTINUED)

| Item | Score | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 7. Some Whites can help and "do their own thing." | No. | 3 | 15 | 3 | 2 | 0 |
| | % | 12 | 60 | 12 | 8 | 0 |
| 8. Whites are human, and whether they should or not, do have their own hangups. | No. | 8 | 13 | 1 | 1 | 0 |
| | % | 32 | 52 | 4 | 4 | 0 |
| 9. Whites will let you down when the going gets tough. | No. | 0 | 3 | 12 | 5 | 0 |
| | % | 0 | 12 | 48 | 20 | 0 |
| 10. Discussion and cooperation are possible ways to achieve progress. | No. | 4 | 4 | 12 | 2 | 0 |
| | % | 16 | 16 | 48 | 8 | 0 |
| 11. Whites are always trying to use members of minority groups. | No. | 1 | 6 | 10 | 5 | 0 |
| | % | 4 | 24 | 40 | 20 | 0 |
| 12. Different racial groups need to depend upon each other. | No. | 4 | 11 | 5 | 1 | 0 |
| | % | 16 | 44 | 20 | 4 | 0 |
| 13. White persons on the whole tend to improve other minority groups with which they come into contact. | No. | 2 | 3 | 9 | 3 | 1 |
| | % | 8 | 12 | 36 | 12 | 4 |

## TABLE 17 (CONTINUED)

| Item | Score | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 14. The lower-class White is the root of racial prejudice against minorities. | No. | 3 | 4 | 9 | 4 | 0 |
| | % | 12 | 16 | 36 | 16 | 0 |
| 15. Some Whites have "soul." | No. | 3 | 10 | 1 | 5 | 0 |
| | % | 12 | 40 | 4 | 20 | 0 |
| 16. All Whites are racists. | No. | 0 | 1 | 4 | 7 | 7 |
| | % | 0 | 4 | 16 | 28 | 28 |
| 17. Whites are united in their attitude toward minority groups. | No. | 1 | 4 | 9 | 3 | 2 |
| | % | 4 | 16 | 36 | 12 | 8 |
| 18. All Whites are alike. | No. | 2 | 1 | 8 | 8 | 5 |
| | % | 8 | 4 | 32 | 32 | 20 |
| 19. Racial color is the real determinant of behavior. | No. | 5 | 6 | 5 | 2 | 2 |
| | % | 20 | 24 | 20 | 8 | 8 |
| 20. I may be part of the problem. | No. | 3 | 6 | 3 | 7 | 0 |
| | % | 12 | 24 | 12 | 28 | 0 |
| 21. Blacks cause neighborhoods to run down. | No. | 0 | 2 | 4 | 5 | 8 |
| | % | 0 | 8 | 16 | 20 | 32 |

## TABLE 17 (CONTINUED)

| Item | | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| | Score | 1 | 2 | 3 | 4 | 5 |
| 22. Black supervisors, managers and administrators are appointed because they are qualified. | No. | 3 | 8 | 4 | 3 | 1 |
| | % | 12 | 32 | 16 | 12 | 4 |
| 23. There should be laws restricting interracial marriage. | No. | 0 | 3 | 1 | 8 | 7 |
| | % | 0 | 12 | 4 | 32 | 28 |

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## TABLE 18

### Males Responses (N=23)

### Social Belief Inventory-Form B

| Item | | Item Responses-Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| | Score | 1 | 2 | 3 | 4 | 5 |
| 1. Whites are not really trying to understand the situation of minority groups. | No. | 4 | 5 | 7 | 5 | 1 |
| | % | 17 | 22 | 30 | 22 | 4 |
| 2. The best way to be seen is to be heard. | No. | 7 | 8 | 6 | 1 | 1 |
| | % | 30 | 35 | 26 | 4 | 4 |
| 3. Whites cannot and will not change except by force. | No. | 4 | 8 | 6 | 3 | 0 |
| | % | 17 | 35 | 26 | 13 | 0 |
| 4. White persons are less prejudiced today than they used to be. | No. | 5 | 10 | 3 | 2 | 2 |
| | % | 22 | 43 | 13 | 9 | 9 |
| 5. Whites are distrustful. | No. | 2 | 11 | 6 | 2 | 2 |
| | % | 9 | 48 | 26 | 9 | 9 |
| 6. Whites must deal on minority group terms now. | No. | 4 | 11 | 3 | 2 | 2 |
| | % | 17 | 48 | 13 | 9 | 9 |

## TABLE 18 (CONTINUED)

| Item | Score | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 7. Some Whites can help and "do their own thing." | No. | 2 | 13 | 3 | 4 | 0 |
| | % | 9 | 57 | 13 | 17 | 0 |
| 8. Whites are human, and whether they should or not, do have their own hangups. | No. | 6 | 16 | 1 | 0 | 0 |
| | % | 26 | 70 | 4 | 0 | 0 |
| 9. Whites will let you down when the going gets tough. | No. | 8 | 6 | 2 | 6 | 0 |
| | % | 35 | 26 | 9 | 26 | 0 |
| 10. Discussion and cooperation are possible ways to achieve progress. | No. | 3 | 11 | 7 | 1 | 0 |
| | % | 13 | 48 | 30 | 4 | 0 |
| 11. Whites are always trying to use members of minority groups. | No. | 4 | 10 | 7 | 2 | 1 |
| | % | 17 | 43 | 30 | 9 | 4 |
| 12. Different racial groups need to depend upon each other. | No. | 2 | 12 | 6 | 1 | 0 |
| | % | 9 | 52 | 26 | 4 | 0 |
| 13. White persons on the whole tend to improve other minority groups with which they come into contact. | No. | 1 | 9 | 5 | 5 | 1 |
| | % | 4 | 39 | 22 | 22 | 4 |

## TABLE 18 (CONTINUED)

| Item | Score | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 14. The lower-class White is the root of racial prejudice against minorities. | No. | 4 | 11 | 0 | 6 | 0 |
| | % | 17 | 48 | 0 | 26 | 0 |
| 15. Some Whites have "soul." | No. | 3 | 8 | 1 | 2 | 7 |
| | % | 13 | 35 | 4 | 9 | 30 |
| 16. All Whites are racists. | No. | 0 | 3 | 2 | 12 | 4 |
| | % | 0 | 13 | 9 | 52 | 17 |
| 17. Whites are united in their attitude toward minority groups. | No. | 0 | 8 | 6 | 4 | 2 |
| | % | 0 | 35 | 26 | 17 | 9 |
| 18. All Whites are alike. | No. | 0 | 3 | 11 | 4 | 3 |
| | % | 0 | 13 | 48 | 17 | 13 |
| 19. Racial color is the real determinant of behavior. | No. | 2 | 5 | 2 | 7 | 4 |
| | % | 9 | 22 | 9 | 30 | 17 |
| 20. I may be part of the problem. | No. | 0 | 2 | 5 | 6 | 6 |
| | % | 0 | 9 | 22 | 26 | 26 |
| 21. Blacks cause neighborhoods to run down. | No. | 1 | 3 | 2 | 7 | 7 |
| | % | 4 | 13 | 9 | 30. | 30 |

## TABLE 18 (CONTINUED)

| Item | | Item Responses–Numbers and Percentages | | | | | |
|------|-------|-------|---|---|---|---|---|
| | | Score | 1 | 2 | 3 | 4 | 5 |
| 22. Black supervisors, managers and administrators are appointed because they are qualified. | No. | | 7 | 9 | 1 | 2 | 1 |
| | % | | 30 | 39 | 4 | 9 | 4 |
| 23. There should be laws restricting interracial marriage. | No. | | 2 | 1 | 3 | 7 | 5 |
| | % | | 9 | 4 | 13 | 30 | 22 |

## TABLE 19

### Males Responses (N=49)

### Social Belief Inventory-Form B

| Item | | Item Responses—Numbers and Percentages | | | | |
|---|---|---|---|---|---|---|
| | Score | 1 | 2 | 3 | 4 | 5 |
| 1. Whites are not really trying to understand the situation of minority groups. | No. | 9 | 10 | 18 | 9 | 6 |
| | % | 18 | 20 | 37 | 18 | 12 |
| 2. The best way to be seen is to be heard. | No. | 13 | 13 | 13 | 5 | 3 |
| | % | 22 | 27 | 27 | 10 | 6 |
| 3. Whites cannot and will not change except by force. | No. | 8 | 16 | 14 | 7 | 2 |
| | % | 16 | 33 | 29 | 14 | 4 |
| 4. White persons are less prejudiced today than they used to be. | No. | 12 | 21 | 6 | 6 | 2 |
| | % | 24 | 43 | 12 | 12 | 4 |
| 5. Whites are distrustful. | No. | 10 | 13 | 16 | 6 | 5 |
| | % | 20 | 27 | 33 | 12 | 10 |
| 6. Whites must deal on minority group terms now. | No. | 8 | 18 | 10 | 7 | 6 |
| | % | 16 | 37 | 20 | 14 | 12 |

## TABLE 19 (CONTINUED)

| Item | | Score | Item Responses—Numbers and Percentages | | | | |
|------|------|------|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 7. Some Whites can help and "do their own thing." | No. | | 5 | 25 | 6 | 6 | 4 |
| | % | | 10 | 51 | 12 | 12 | 8 |
| 8. Whites are human, and whether they should or not, do have their own hangups. | No. | | 14 | 27 | 1 | 1 | 2 |
| | % | | 29 | 55 | 2 | 2 | 4 |
| 9. Whites will let you down when the going gets tough. | No. | | 9 | 9 | 12 | 10 | 3 |
| | % | | 18 | 18 | 24 | 20 | 6 |
| 10. Discussion and cooperation are possible ways to achieve progress. | No. | | 10 | 13 | 17 | 3 | 2 |
| | % | | 20 | 27 | 35 | 6 | 4 |
| 11. Whites are always trying to use members of minority groups. | No. | | 5 | 17 | 17 | 6 | 3 |
| | % | | 10 | 35 | 35 | 12 | 6 |
| 12. Different racial groups need to depend upon each other. | No. | | 7 | 21 | 10 | 2 | 1 |
| | % | | 14 | 43 | 20 | 4 | 2 |
| 13. White persons on the whole tend to improve other minority groups, with which they come into contact. | No. | | 7 | 10 | 11 | 9 | 2 |
| | % | | 14 | 20 | 22 | 18 | 4 |

## TABLE 19 (CONTINUED)

Item Responses—Numbers and Percentages

| Item | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 14. The lower-class White is the root of racial prejudice against minorities. | No. | 11 | 16 | 6 | 9 | 3 |
| | % | 22 | 32 | 12 | 18 | 6 |
| 15. Some Whites have "soul." | No. | 6 | 18 | 1 | 6 | 8 |
| | % | 12 | 37 | 2 | 12 | 16 |
| 16. All Whites are racists. | No. | 3 | 4 | 5 | 17 | 13 |
| | % | 6 | 8 | 10 | 35 | 27 |
| 17. Whites are united in their attitude toward minority groups. | No. | 2 | 11 | 15 | 6 | 5 |
| | % | 4 | 22 | 30 | 12 | 10 |
| 18. All Whites are alike. | No. | 2 | 7 | 17 | 13 | 7 |
| | % | 4 | 14 | 35 | 27 | 14 |
| 19. Racial color is the real determinant of behavior. | No. | 10 | 9 | 6 | 8 | 8 |
| | % | 20 | 18 | 12 | 16 | 16 |
| 20. I may be part of the problem. | No. | 4 | 8 | 13 | 6 | 12 |
| | % | 8 | 16 | 27 | 12 | 24 |
| 21. Blacks cause neighborhoods to run down. | No. | 3 | 8 | 5 | 10 | 16 |
| | % | 6 | 16 | 10 | 20 | 33 |

## TABLE 19 (CONTINUED)

| Item | Score | Item Responses--Numbers and Percentages | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | 1 | 2 | 3 | 4 | 5 |
| 22. Black supervisors, managers and administrators are appointed because they are "qualified." | No. | 12 | 15 | 5 | 6 | 1 |
| | % | 24 | 31 | 10 | 12 | 2 |
| 23. There should be laws restricting interracial marriage. | No. | 3 | 4 | 5 | 19 | 16 |
| | % | 6 | 8 | 10 | 39 | 33 |

After obtaining the frequency check for each item an attempt was made to determine which items in the inventory were highly related to each other. For this purpose the statistical technique of factor analysis was used. The purpose of factor analysis in this case would be to identify clusters of interrelated items in order to clarify the conceptual content of the questionnaire, and to aid in the removal of highly specific and uniformative items.

On the basis of the item intercorrelations a table of factor loadings was obtained using the conventional method of principal factor analysis (Tucker communality estimates, Kaiser's latent root one criterion for number of factors) followed by varimax and promax rotation.

The factor analysis is useful for identifying homogeneous subsets of items and can be regarded as a descriptive classification of the items on each instrument. In this case it resulted in the identification of seven factors on each form. Items which have high loadings on each factor can be expected to be highly related in terms of their observed correlations. On the basis of the promax primary factor loadings the factors which appear below were identified. Also a table of correlation among the items with loadings _ .30 is presented for each factor.

Form A

Factor I  Belief in whites' knowledge and understanding of black culture, competence and mannerisms.

| Loading | Item/Description |
|---------|------------------|
| .68     | 2 Open recognition of color may embarrass minority groups. |
| .66     | 23 There should be laws restricting interracial marriage. |

| Loading | | Item/Description |
|---------|---|------------------|
| .63 | 22 | Black supervisors, managers and administrators are appointed because they are black. |
| .58 | 9 | Minority groups are not dependable. |
| -.55 | 4 | Minority groups have a heritage of which they can be proud. |
| .38 | 16 | Most minority groups are angry. |

Item Intercorrelations--Factor I

|    | 2 | 23 | 22 | 9 | 4 | 16 |
|----|-----|-----|-----|-----|------|------|
| 2  | —   | .21 | .15 | .25 | -.17 | .20  |
| 23 | .21 | —   | .36 | .43 | -.47 | .31  |
| 22 | .15 | .36 | —   | .40 | -.30 | .33  |
| 9  | .25 | .43 | .40 | —   | -.45 | .43  |
| 4  | -.17| -.47| -.30| -.45| —    | -.33 |
| 16 | .20 | .31 | .33 | .43 | -.33 | —    |

Tables 14 and 15 give a comparison of responses, by sex, on each of the items relating to this factor. The comparisons for this and other factors are listed below. For the purpose of this study those responses, listed in percentages, are reported in three categories, Agree, Unsure, and Disagree. Strongly Agree and Agree were combined as were Disagree and Strongly Disagree.

Factor I--Items--Form A

|  | Male | Female |
|---|---|---|

2 Open recognition of color may embarrass minority groups.

| | Male | Female |
|---|---|---|
| A | ·35% | 16% |
| U | 37% | 33%. |
| D | ·26% | 45% |

23 There should be laws restricting interracial marriage.

| | | |
|---|---|---|
| A | 26% | 5% |
| U | 14% | 12% |
| D | 51% ·· | 77% |

22 Black supervisors, managers, and administrators are appointed because they are black.

| | | |
|---|---|---|
| A | 16% | 4% |
| U | 30% | 25% |
| D | · 40% | 65% |

9 Minority groups are not dependable.

| | | |
|---|---|---|
| A | 14%. | 9% |
| U | 24% | 15% |
| D | 42% | 77% |

4 Minority groups have a heritage of which they can be proud.

| | | |
|---|---|---|
| A | 65% | 67% |
| U | 23% | 20% |
| D | 11% | 9% |

16 Most minority groups are angry.

| | Male | Female |
|---|---|---|
| A | 35% | 17% |
| U | 31% | 48% |
| D | 30% | 35% |

Factor II   Belief in overaggressiveness of blacks.

| Loading | | Item/Description |
|---|---|---|
| .61 | 11 | Minorities are trying to use whites. |
| .56 | 19 | Racial color is the real determinant of behavior. |
| .44 | 6 | Minority groups must be controlled. |
| .38 | 5 | Minority groups are oversensitive. |

Item Intercorrelations--Factor II

| | 11 | 19 | 6 | 5 |
|---|---|---|---|---|
| 11 | --- | .38 | .45 | .21 |
| 19 | .38 | --- | .40 | .25 |
| 6 | .45 | .40 | --- | .34 |
| 5 | .21 | .25 | .34 | --- |

The male--female responses for items in this factor were:

11 Minorities are trying to use whites.

| | Male | Female |
|---|---|---|
| A | 33% | 7% |
| U | 30% | 35% |
| D | 32% | 59% |

19  Racial color is the real
    determinant of behavior.

|   | Male | Female |
|---|------|--------|
| A | 31% | 13% |
| U | 16% | 23% |
| D | 44% | 56% |

6  Minority groups must be controlled.

|   | | |
|---|------|--------|
| A | 47% | 15% |
| U | 20% | 22% |
| D | 32% | 63% |

5  Minority groups are oversensitive.

|   | | |
|---|------|--------|
| A | 38% | 30% |
| U | 39% | 47% |
| D | 23% | 22% |

Factor III  Belief of blacks' dependence upon whites.

| Loading | Item/Description |
|---------|------------------|
| .68 | 17  Minority groups will always welcome and appreciate inclusion in a white society. |
| .50 | 14  The lower-class black can be blamed for most of the prejudice against blacks. |
| .47 | 1  Color is not important in individual relationships. |
| .41 | 7  Most minority groups can handle whites honest behavior and feelings. |

Item Intercorrelations--Factor III

|     | 17    | 14    | 1     | 7     |
|-----|-------|-------|-------|-------|
| 17  | --    | -.27  | .36   | .24   |
| 14  | -.27  | --    | -.31  | -.19  |
| 1   | .36   | -.31  | --    | .27   |
| 7   | .24   | -.19  | .27   | --    |

Male--female responses:

17 Minority groups will always welcome and appreciate inclusion in a white society.

|     | Male  | Female. |
|-----|-------|---------|
| A   | 17%   | 7%      |
| U   | 38%   | 50%     |
| D   | 36%   | 37%     |

14 The lower-class black can be blamed for most of the prejudice against blacks.

|     |       |       |
|-----|-------|-------|
| A   | 23%   | 27%   |
| U   | 41%   | 35%   |
| D   | 25%   | 38%   |

1 Color is not important in individual relationships.

|     |       |       |
|-----|-------|-------|
| A   | 62%   | 67%   |
| U   | 20%   | 15%   |
| D   | 16%   | 18%   |

7 Most minority groups can handle
whites' honest behavior and
feelings.

|   | Male | Female |
|---|------|--------|
| A | 33% | 31% |
| U | 34% | 43% |
| D | 14% | 22% |

Factor IV Belief in the superiority of Whites.

| Loading | | Item/Description |
|---------|--|------------------|
| .66 | .10 | "Liberal" whites are free of racism. |
| .44 | 3 | White society is superior to minority group societies. |

Item Intercorrelations--Factor IV

|     | 10 | 3 |
|-----|------|------|
| 10 | -- | .26 |
| 3 | .26 | -- |

When there are only one or two items in a factor it is difficult to
tell exactly what they mean; however, the one and two factor items are
presented any way. Male--female responses on this factor were:

10 "Liberal" whites are free of racism.

|   | Male | Female |
|---|------|--------|
| A | 19% | 13% |
| U | 35% | 42% |
| D | 36% | 45% |

3 White society is superior to minority group societies.

|   | Male | Female |
|---|------|--------|
| A | 31%  | 16%    |
| U | 16%  | 12%    |
| D | 53%  | 72%    |

Factor V  Belief in whites' ability to empathize with minority problems.

Loading                                   Item/Description

.65            15 Whites cannot fully understand what it means to be a member of a minority group.

Male--female responses for Factor V.

15 Whites cannot fully understand what it means to be a member of a minority group.

|   | Male | Female |
|---|------|--------|
| A | 47%  | 45%    |
| U | 19%  | 22%    |
| D | 23%  | 32%    |

Factor VI  Belief in interdependence of the races.

Loading                                   Item/Description

.52            12 Different racial groups need to depend upon each other.

Male--female responses.

12 Different racial groups need to depend upon each other.

|   | Male | Female |
|---|------|--------|
| A | 61%  | 60%    |
| U | 18%  | 32%    |
| D | 10%  | 5%     |

Factor VII  Belief in the worth of individuals, regardless of color.

Loading                                    Item/Description

.48         20  I may be part of the problem.

.34          8  Members of minority groups are individuals, with
                individual feelings, aspirations and attitudes.

Item Intercorrelations--Factor V

|     | 20  | 8   |
|-----|-----|-----|
| 20  | --  | .25 |
| 8   | .25 | --  |

Male--female responses were:

20  I may be a part of the problem.

|   | Male | Female |
|---|------|--------|
| A | 19%  | 22%    |
| U | 32%  | 35%    |
| D | 41%  | 35%    |

8 Members of minority groups are
  individuals with individual
  feelings, aspirations and attitudes.

|   | Male | Female |
|---|------|--------|
| A | 63%  | 69%    |
| U | 16%  | 15%    |
| D | 12%  | 16%    |

Form B

Factor I Belief in racist tendencies in whites.

| Loading | Item/Description |
|---|---|
| .83 | 18 All whites are alike. |
| .83 | 17 Whites are united in their attitudes toward monority groups. |
| .74 | 16 All whites are racists. |
| .73 | 23 There should be laws restricting interracial marriage. |
| -.52 | 15 Some whites have "soul." |
| .51 | 21 Blacks cause neighborhoods to run down. |

Item Intercorrelations--Factor I

|  | 18 | 17 | 16 | 23 | 15 | 21 |
|---|---|---|---|---|---|---|
| 18 | -- | .58 | .67 | .63 | -.40 | .45 |
| 17 | .58 | -- | .52 | .66 | -.51 | .41 |
| 16 | .67 | .52 | -- | .59 | -.35 | .39 |
| 23 | .63 | .66 | .59 | -- | -.40 | .29 |
| 15 | -.40 | -.51 | -.35 | -.40 | -- | -.23 |
| 21 | .45 | .41 | .39 | .29 | -.23 | -- |

Tables 17 and 18 show a comparison of responses, by sex, on each of the items relating to this factor. The comparisons for other comparisons for this and other factors are listed below. As with the reporting of Form A results, responses are listed in percentages and are reported in three categories, Agree, Unsure and Disagree. Strongly Agree and Agree were combined as were Disagree and Strongly Disagree.

Factor I--Items--Form B

18  All whites are alike.

|   | Male | Female |
|---|------|--------|
| A | 12% | 13% |
| U | 32% | 48% |
| D | 52% | 30% |

17  Whites are united in their attitudes
toward minority groups.

|   |   |   |
|---|------|------|
| A | 20% | 35% |
| U | 36% | 26% |
| D | 20% | 26% |

16  All whites are racists.

|   |   |   |
|---|------|------|
| A | 4% | 13% |
| U | 16% | 9% |
| D | 56% | 69% |

23  There should be laws restricting
interracial marriage.

|   |   |   |
|---|------|------|
| A | 12% | 13% |
| U | 4% | 13% |
| D | 60% | 52% |

15  Some whites have "soul."

|   |   |   |
|---|------|------|
| A | 52% | 48% |
| U | 4% | 4% |
| D | 20% | 39% |

21 Blacks cause neighborhoods to run down.

| | Male | Female |
|---|---|---|
| A | 8% | 17% |
| U | 16% | 9% |
| D | 52% | 60% |

Factor II  Belief in the interdependence of races.

| Loading | | Item/Description |
|---|---|---|
| .60 | 12 | Different racial groups need to depend upon each other. |
| .54 | 10 | Discussion and cooperation are possible ways to achieve progress. |
| .53 | 22 | Black supervisors, managers, and administrators are appointed because they are qualified. |
| .51 | 3 | Whites cannot and will not change except by force. |
| .46 | 2 | The best way to be seen is to be heard. |

Item Intercorrelations--Factor II

| | 12 | 10 | 22 | 3 | 2 |
|---|---|---|---|---|---|
| 12 | --- | .33 | .39 | .17 | .34 |
| 10 | .33 | --- | .33 | .17 | .33 |
| 22 | .39 | .33 | --- | .16 | .13 |
| 3 | .17 | .16 | .16 | --- | .27 |
| 2 | .34 | .33 | .13 | .27 | --- |

Male--female responses on Factor II were:

12 Different racial groups need to
depend upon each other.

| | Male | Female |
|---|---|---|
| A | 60% | 35% |
| U | 20% | 26% |
| D | 4% | 4% |

10 Discussion and cooperation are
possible ways to achieve progress.

| | | |
|---|---|---|
| A | 32% | 61% |
| U | 48% | 30% |
| D | 8% | 4% |

22 Black supervisors, managers, and
administrators are appointed because
they are qualified.

| | | |
|---|---|---|
| A | 44% | 69% |
| U | 16% | 4% |
| D | 16% | 13% |

3 Whites cannot and will not change
except by force.

| | | |
|---|---|---|
| A | 36% | 52% |
| U | 36% | 26% |
| D | 28% | 13% |

2 The best way to be seen is to be heard.

| | | |
|---|---|---|
| A | 44% | 65% |
| U | 32% | 26% |
| D | 20% | 8% |

Factor III   Belief in blacks' ability to handle exploitive tendencies
            of whites.

Loading                                      Item/Description

.76          14. The lower-class white is the root of racial
                 prejudice against blacks.

.61          11  Whites are always trying to use members of
                 minority groups.

.33          6   Whites must deal on minority terms now.

Item Intercorrelations--Factor III

|    | 14   | 11   | 6    |
|----|------|------|------|
| 14 | ---  | .49  | -.25 |
| 11 | .49  | ---  | -.10 |
| 6  | -.25 | -.10 | ---  |

Male--female responses on Factor III were:

14  The lower-class white is the root of
    racial prejudice against blacks.

|   | Male | Female |
|---|------|--------|
| A | 28%  | 65%    |
| U | 36%  | 0%     |
| D | 16%  | 26%    |

11  Whites are always trying to use
    members of minority groups.

|   | A | 28% | 60% |
|---|---|-----|-----|
| U |   | 40% | 30% |
| D |   | 20% | 10% |

6  Whites must deal on minority terms now.

| | Male | Female |
|---|---|---|
| A | 40% | 65% |
| U | 32% | 13% |
| D | 24% | 18% |

Factor IV  Belief in superiority of whites.

Loading                                          Item/Description

.62        13  White persons on the whole tend to improve other minority
               groups with which they come into contact.

.58        19  Racial color is the real determinant of behavior.

.39        20  I may be part of the problem.

Item Intercorrelations--Factor IV

| | 13 | 19 | 20 |
|---|---|---|---|
| 13 | -- | .29 | .15 |
| 19 | .29 | -- | .28 |
| 20 | .15 | .28 | -- |

Male--female responses for Factor IV:

13  White persons on the whole tend to
    improve other minority groups with
    which they come into contact.

| | Male | Female |
|---|---|---|
| A | 20% | 43% |
| U | 36% | 22% |
| D | 16% | 26% |

19 Racial color is the real determinant of behavior.

| | Male | Female |
|---|---|---|
| A | 44% | 31% |
| U | 20% | 9% |
| D | 16% | 48% |

20. I may be part of the problem.

| | Male | Female |
|---|---|---|
| A | 36% | 9% |
| U | 12% | 22% |
| D | 28% | 52% |

Factor V Belief in whites' ability to aid the black cause.

| Loading | Item/Description |
|---|---|
| -.69 | 7 Some whites can help and "do their own thing." |
| .47 | 1 Whites are not really trying to understand the situation of minority groups. |

Item Intercorrelations--Factor V

| | .7 | 1 |
|---|---|---|
| 7 | -- | -.33 |
| 1 | -.33 | -- |

Male--female responses for Factor V:

7 Some whites can help and "do their own thing."

| | Male | Female |
|---|---|---|
| A | 72% | 66% |
| U | 12% | 13% |
| D | 8% | 17% |

1 Whites are not really trying to understand the situation of minority groups.

|   | Male | Female |
|---|------|--------|
| A | 28% | 39% |
| U | 48% | 30% |
| D | 24% | 26% |

Factor VI   Belief in the humaneness of whites as evidenced by a change of white attitudes toward blacks.

| Loading | Item/Description |
|---------|------------------|
| .57 | 4 White persons are less prejudiced today than they used to be. |
| .51 | 8 Whites are human, and whether they should or not, do have their own hangups. |

Item Intercorrelations--Factor VI

|   | 4 | 8 |
|---|---|---|
| 4 | --- | .32 |
| 8 | .32 | --- |

Male--female responses for Factor VI:

4 White persons are less prejudiced today than they used to be.

|   | Male | Female |
|---|------|--------|
| A | 64% | 65% |
| U | 16% | 13% |
| D | 20% | 18% |

8  Whites are human, and whether
   they should or not, do have
   their own hangups.

|   | Male | Female |
|---|---|---|
| A | 84% | 96% |
| U | 4% | 4% |
| D | 4% | 0% |

Factor VII  Belief in the trustfulness and truthfulness of whites.

| Loading | | Item/Description |
|---|---|---|
| .44 | 5 | Whites are distrustful. |
| .41 | 9 | Whites will let you down when the going gets tough. |

Item Intercorrelations--Factor VII

|   | 5 | 9 |
|---|---|---|
| 5 | -- | .13 |
| 9 | .13 | -- |

Male--female responses for Factor VII:

5  Whites are distrustful.

|   | Male | Female |
|---|---|---|
| A | 24% | 57% |
| U | 52% | 26% |
| D | 20% | 18% |

9  Whites will let you down when the
   going gets tough.

|   | Male | Female |
|---|---|---|
| A | 12% | 61% |
| U | 48% | 9% |
| D | 20% | 26% |

Though both Form A and Form B of the inventory provided useful information about the attitudes of students toward the opposite race, the writer chose not to venture conclusive statements about how students' beliefs and cognitions affect their behavior toward the opposite race. Such would not be desirable considering the unsystematic way the sample was drawn, among other reasons. It is worth noting that the trend of the data at hand indicates that white females tended to feel more strongly about, and respond with more sensitiveness than did white males to factors one through four. There was less difference in the manner of responses in factors five through seven. In the case of both male and female, the older students, grades 11-12, tended to respond less strongly on factors one and two.

In general there were sexual differences in the way blacks responded to factors two through four. Black females tended to be stronger in their belief about those factors than did black males. It was interesting to note that black males and females tended to record a higher percentage of "Unsure" responses to the items in their inventory. It was likewise interesting to note that the older students, grades 11-12, were quite strong in the beliefs in factors five through seven.

CHAPTER VI

ANALYSES--PLAN, PROGRAMS, PRACTICES, PROCEDURES

A Summary of Ewing's Objectives and Plan

The Ewing Board of Education was notified in November, 1969 by the New Jersey Equal Educational Opportunity Office that its schools were racially imbalanced, and that the district had a shortage of black teachers. The month following the notification the Board met with EEO representatives to gain clarity on charges and to learn about guidelines the latter had established for districts that were imbalanced. From the date of that meeting the Board and its school officials busied themselves laying the groundwork for the implementation of a plan that would be acceptable to its patrons as well as to EEO.

Using the guidelines established by EEO and recalling an earlier practice that had been used in the district, the Board elicited the help of a Citizens Advisory Committee made up of 65 persons representing a cross-section of the community's civic, social and educational groups. The Committee, which later subdivided into three subcommittees, sought to identify problem areas in race relations, to examine the racial imbalance that existed in some schools, and to furnish the Board with recommendations on these items.

Emanating from the Committee were recommendations that the "middle school" concept and the "central school" concept might be meritorious for Ewing, especially in light of the charges of imbalance. Using the impetus gained from the Committee's work and recommendations, and taking advantage of contacts that had been made with the broader community the Board developed what was referred to as The Reorganization Plan.

The reasons, thus objectives for the plan were 1) to improve the educational system; 2) to achieve better racial balance; and, 3) to ease the overcrowding at the secondary level.

According to school officials The Reorganization Plan has been and is being successfully implemented. With student grouping in Grades 6-7 and 7-8 the district has made better utilization of staff and added a greater variety of new programs at the sixth grade level, thus satisfying, in part, objective number one. As for objective number two, the district hired outside consultants who made use of the computer in redistricting. A racial balance standard of a minimum of 18% non-white and maximum of 23% was established for and adhered to in each elementary school. The effect of redistricting was not only racial balance but to some extent the retention of the neighborhood school concept. The third objective was achieved by way of a $150,000 referendum which financed the purchase of five relocatable classrooms that could be used at the central school.

The Ewing plan was not widely known and advertised as a desegregation plan, though impetus for the plan came from EEO charges of imbalance. It did not require closing down schools or building new schools, though the latter was once considered. Rather the plan called for the use of every school concurrently owned and operated by the Board, but with population shifts in several. For example, there were seven elementary schools in the district before reorganization and there would be seven afterwards. The difference was instead of housing K-6, each with the exception of a small elementary school, would house K-5. One of the two junior highs before reorganization was converted to a "middle school" where all of the district's sixth and seventh graders were assigned. The remaining junior high school became the "central school" for all of the districts eighth

and ninth graders. Tenth, eleventh and twelth graders continued to go to the only high school in the district.

Ewing's plan resulted in some shifts of teachers, but no firings or demotions. It resulted in some expansion of busing which cost the Board an estimated additional $60,000, but the busing was two-way and didn't require extremely long rides, or before day pickups or after dark deliveries. Those affected by the plan, for example parents, teachers and students, though perhaps inconvenienced by it, were not so disrupted as to cause any rejection of it. In fact these persons as a group were supportive of or at least accepting of the plan.

As mentioned earlier the Ewing Board of Education had the perfunctory task, but overriding goal to satisfy its patrons while developing a plan that met with the approval of state officials. The patrons were involved through the Citizens Advisory Committee, "coffee klatches," the Board's meeting and other means. The state officials were kept informed through memoranda from the Superintendent to the Director of New Jersey's EEO Office, and they were involved whenever the district saw the need to do so.

## Ewing District--As A Comparative Desegregation Project Site

As was explained to the Superintendent and the Board when the invitation was extended for Ewing to participate in the project, the district was chosen because it had been identified from source data as one that was successful in bringing about conflict-free desegregation. The project's major purpose was to identify and describe the processes that led to that success. While looking in retrospect at Ewing as one of the sites selected,

an attempt is made here to match the district against the initial criteria used for selection to see how its plan, programs, practices, and procedures stack up on the basis of observation.

Below are listed the criteria which relate to students, staff, parents, and instructional settings that were used in the site selection process, and some indicators that were used as the Study Team made its onsite visit.

Criterion 1. Evidence that majority and minority students and staff are structurally integrated* into the social system of the school so both hold statuses and play roles that are equal in power and prestige.

C-1 Indicators—1. Composition of student body in each school—Each elementary school (K-5) in Ewing has between 18%-23% non-white in its student body. There is only one middle school (6-7), one junior high (7-8) and one high school (10-12), thus all students are assigned there to without regard to race.

—2. Ethnic composition of staff in each school (refer to Table 5)—Ninety-four (94%) of the total full-time staff in Ewing is white,

---

*Structural Integration (definition used by the California State Department of Education)—that situation in which staff members, children and parents of all ethnic groups hold statuses and play roles throughout the school system that are equivalent in power and prestige to those statuses occupied by members of other ethnic groups.

six (6%) non-white (or black). Of the 297
full-time classroom teachers, sixteen (16) or
5% are non-white. There are eight librarians
in the district, none are non-white; there
are ten counselors, two are non-white (black).
Three of the six vice principals, or 50% are
black.

--3. Distribution of majority/minority group
students in each class (the Ewing Reorganization
Plan did not address the way students were
distributed in each class, only in each
school)—At the local school level, elementary
principals generally assigned students to
classes heterogeneously, on the basis of such
variables as race, sex and personality of
student and teacher. Heterogeneous grouping
is also used in the middle school except for
mathematics where student ability groups are
used. Students are basically assigned to
classes at the eighth grade level by the
principal and counselor on the basis of ability
and prior teachers' recommendations. From
grade nine through grade twelve students are
"given the opportunity to select courses."
Where discrepancies exist between a teacher's

perception of students' ability and the course selected, the matter is resolved by the counselor. The net result of the procedure is that a large number of blacks are found in basic and average classes while white students are found in advance courses.

--4. Discipline—Each school, from the middle school through the senior high school, had and shared discipline codes. Each reportedly interpreted and reinterpreted the code to students each year. Most students interviewed stated that discipline is uniformly administered, though some voiced dissenting opinions. The same opinion was voiced by teachers, counselors and principals, though a few of the former indicated that some of their peers didn't understand nor would accept the behaviors and life styles of students who differed from theirs.

--5. Integration of minority group students into organizations and activities of school—equal participation—The schools, especially at the upper levels, don't feel the need to "insure" equal participation because these schools never operated as segregated institutions.

Tables 10-13 show that there is minority
representation in clubs and athletics. It was
learned that a lack of representation was
basically by student choice. It was also
found that black students hold offices and
positions such as president and vice president
of the student council at the high school,
captain of the boys basketball team,
co-captains of the football, soccer, wrestling,
baseball and track teams.

6. Patterns of student/student interaction—In
general, students at the elementary level
interacted freely in classes, lunchrooms,
cafeteria, on playgrounds and the like. The
pattern of interaction as students advanced
in grade and age was one of "gravitating
toward friends." Usually the friends were of
the opposite race.

Criterion 2. Evidence that racial/cultural isolation has been
reduced and is reflected in the heterogeneity of
academic and nonacademic activities.

C-2 Indicators—1. (In addition to all of the above indicators)
A sense of fellowship and mutual respect, as
demonstrated by staff and student planning,
exists—little evidence was seen as student/staff

planning. Programs and procedures seem to be
staff inspired and initiated. This caveat
must be mentioned in fairness, that such
planning if it exists could have been overlooked
due to timing as it related to the Study Team's
visit.

--2. Evidence of avoidance of academic
stereotyping—though "self selection" of courses
was reported to be the practice in upper grades
the net result was placement of non-white
students in basic and average classes and white
students in advanced. Though schools don't go
out of their way to stereotype students as
inferior or superior, no strong evidence was
presented to show tendencies in the opposite
direction.

--3. Evidence that teachers have the authority
that enables them to work confidently and
flexibly with students of varying abilities
and talents—Teachers were found to have
freedom to structure their classes and
programs to the extent needed to meet varying
needs and abilities.

Criterion 3. Evidence of mutual understanding and positive
interaction between majority and minority students
and staff.

C-3 Indicators--1. Schools' atmosphere—there was little evidence
of strained relationships that existed
between students and staff. The atmosphere
of the schools didn't appear to have been
affected either positively nor negatively by
the reorganization plan. As was mentioned
previously there is more student to student
interaction between races of lower levels,
and more of a tendency toward separation at
the upper levels. There was no evidence of
student protests or conflicts, however.

--2. Students attitudes toward school—At the
junior and senior high levels students
interviewed were neither overly positive nor
overly negative about their school. When
asked to share specifically their feelings
about their teachers in general, the expressions
tended more in a positive direction.

--3. Counseling and guidance services—these
services were available to students without
distortion of race or color. The Study Team
encountered no resentment on the part of

students to conslut counselors, nor observed
any resentment on the part of counselors to
consult with students.

Criterion 4. Evidence of curricular offerings and materials
reflecting cultural diversity.

C-4 Indicators--1. Curriculum offerings related to minority
experience or to majority/minority relations—As
a recommendation of the Curriculum Subcommittee
of the Citizens Advisory Committee black
studies was expanded to all grade levels as a
part of established history and the social
studies program. Materials on black spirituals
and profiles on other black contributors to
the American society were developed by an
advisory specialist in the district to be
used as resources.

--2. Library volumes related to the minority
experience or by minority group authors—Each
library observed at the upper levels
subscribed to minority related periodicals,
and had a collection of books on the minority
experience. However, the Team's effort was
concentrated on the Ewing High School to
determine the comprehensiveness of the
collection and subscriptions. This library

subscribes to at least eight minority-related periodicals, namely Africa Report, Ebony, Journal of Negro Education, Journal of Negro History, Negro History Bulletin, CORE (bi-monthly) CRISIS-NAACP (monthly) and Equal Opportunity-Newsletter of the N.J. Division on Civil Rights. The library's collection includes approximately 300 books and other reference materials on or by blacks, excluding films, records and transparencies on same.

--3. Evidence of varied instructional techniques designed to meet the different learning styles of students—The team observed that the traditional, row-by-row, lecture-type teaching dominated the classrooms observed. This is not to say that there were no classes observed in which differential instructional techniques were used. However, it is to suggest that beyond the elementary levels, such practices were scarce.

Criterion 5. Evidence of successful academic achievement by both majority and minority students.

C-5 Indicators--1. Achievement data on students in school. Except for the total reading score and total mathematic scores attained by each elementary

school on the Metropolitan, with an average computed for the district; no achievement data were sought from the schools. These total scores were not broken down by ethnic groups.

Criterion 6. Evidence of comprehensive efforts to develop and offer programs aimed at equalizing educational opportunity.

C-6 Indicators--1. Evidence of use of Title I, ESAP or other funds to develop compensatory programs--The team found no evidence which indicated that compensatory programs were set up with Title I or other funds. However Title IV funds were used for other purposes (see Indicator 3 below).

--2. Evidence of use of resources within and outside the school district to help devise programs aimed at equalizing educational opportunity--The Director of the New Jersey EEO Office was called on whenever the Board felt a need for her services. Through her help the district was able to receive Title IV funds that were used for redistricting plans and for in-service (see Indicator 3 below).

--3. Attempts at in-service training aimed at such program development--Title IV funds, in the

amount of $100,000 for the first year the plan

was being implemented, were used to pay teachers

to attend workshops and conferences for

self-improvement during the summer and during

the regular year.  One of the district's black

teachers was hired full time as an "advisory

specialist."  In this role she helped coordinate

in-service training activities which included

integrating New Jersey and Black history,

finding media resources dealing with Afro-American

studies, writing a reading curriculum for

upgraded schools.  As an extension of the

training a "home visitation" program designed

to bring teachers into contact with prospective

kindergartners was established.  This component

had the effect of teachers meeting parents

and students on their own "turf" and gaining

a first hand awareness of students' background

prior to their enrolling.

Criterion 7.   Evidence of parent and community involvement in the

desegregation process.

C-7 Indicators--1.   Existence of a citizen's committee, or

advisory committee, to assit with desegregation

plans—The 65 person Citizens Advisory Committee

commissioned by the Ewing Board was a very

strong component in the latter's scheme.

--2. Evidence of bi-racial school committees—The
Team did not find any trace of bi-racial
school committees existing. When local schools
referred to committee work they usually pointed
to the Advisory Committee as the structure.
Though the Board itself would not be considered
a "bi-racial school committee" it might be
pointed out here that it does have black
representation. Two of the nine members are
black females, one of whom was recently voted
vice president.

--3. Evidence that parents and school community are
kept informed about problems and successes in
the integration process—Ewing's board publishes
periodically a newsletter, Ewing Township Board
of Education News, which is sent to each known
household in the community. This official house
organ is used to convey school news in general.
Additionally, the school administration set
up a "rumor phone" into which problem calls
could be placed by parents, students or others.
The phone was one way of giving the public
almost immediate access to a school official
who could address their problem.

CHAPTER VII

"INTEGRATION" IN RETROSPECT

Some Concluding Observations

Jane Mercer, a Sociologist at the University of California at Riverside,
California, uses in her studies of school districts desegregation a five stage
policy model designed to determine where on the segregation to integration
continuum a district falls. Since her model has implications for this paper
it is briefly described below:

> Stage 5 - <u>Moving Toward Integration</u>: Philosophic Stance--Equality
>
> of educational output, cultural pluralism.

> Stage 4 - <u>Comprehensive Desegregation</u>: Philosophic Stance--Schools
>
> should have the same ethnic proportions as the district's
>
> population, students should have equality of educational
>
> opportunity--the latter defined in terms of input, same
>
> teachers, schools and texts.

> Stage 3 - <u>Token Desegregation</u>: Philosophic Stance--District no
>
> longer denies responsibility to desegregate, it alters
>
> boundaries, builds new schools, moves toward open
>
> enrollment and uses as the underlying theme freedom
>
> of choice.

> Stage 2 - <u>DeFacto Desegregation</u>: Philosophic Stance--The Board
>
> of Education does not have the responsibility to change
>
> a pattern that it did not cause. The main theme is the
>
> neighborhood school.

Stage 1 - <u>DeJure Segregation</u>:  Philosophic Stance--It is not the
legal responsibility of the Board to desegregate.  The
question is raised as to whether the responsibility
belongs to the state or to the district.

Ewing was judged to be a racially imbalanced district in 1969 by the
New Jersey EEO Office.  But, even at the time in question Ewing was beyond
Stage 1 on the above continuum.  Currently, Ewing is observed to be somewhere
between Stage 4 and Stage 5, based on perceptions received from people who
were interviewed and those received from activities, programs and practices
observed.

This school district has effected an ethnic proportion per school which
resembles that of the district.  Its plan listed as one of its basic
objectives improving the educational program for all students.  It has given
attention to input variables such as texts, curricular offerings, and to
some extent teachers.  All of these attributes are characteristic of Stage 4.

Beyond this stage the Ewing Board has moved in the direction of cultural
pluralism as it mandated that black studies be expanded to all levels and
that they be integrated into New Jersey history and into the social studies
program.  There has been some attempt to bolster the non-white staff, some
attempt to get parents, regardless of race, involved at the district level.
Except in isolated instances, there didn't seem to be serious obstacles to
students sharing in equal status in extra-curricular activities on the
individual school level.  Even so there some things that suggest that the
district has not yet reached Stage 5.

First of all, the focus in desegregating or racially balancing has been at the district, i.e., schools in the district having the same ethnic proportions as that in the district, and on each student having access to equality of educational opportunity, as defined by input variables. There seems to have been less emphases on equality of outcomes as they relate to the academic placement and skills performance of students. For example, schools at the upper level pointed with pride to the fact that students select their own courses. However, these schools did not offer explanations of what they were doing to enhance non-white students' performance in skill subject, or what they were doing to reduce the number of such students who are placed, in many instances, disproportionately in the "Below Average" and similar classes. The point here is that schools were not operating under the same kind of mandate that the district was. Therefore, they have not reached the same point on the continuum as has the district.

Secondly, though there were reported attempts to increase the non-white teaching staff in the district, still only 5% (16 of 297) classroom teachers are non-white, in this case black. There are no non-white principals or librarians. At the central office level, there is no minority person on staff, even in clerical positions. The status of affirmative action in the district and schools could be questioned on the basis of these figures.

## Final Remarks

The data in this report were generated from formal and informal observations and from structured and unstructured interviews. These data are not exhaustive, as they were collected by a team of six persons who made a four-day site visit to Ewing, visiting six of the district's ten schools. Time and space constraints made it humanly impossible to capture every moment of the Ewing drama as it unfolded. However, the team attempted to extract the substance of all conversations and observations and to record them correctly and objectively in the hope that the Ewing portrait might prove beneficial to others.