

## PUPIL INTEGRATION

At the regular meeting on June 8, 1965 (p. 691), the Board of Education referred the report on pupil integration back to the Superintendent for further development of one of the two projects proposed. The report has been revised, Superintendent Brownell stated, with the project elaborated in Sections V and VI. Approval is requested of the revised report which follows:

### Pupil Integration in Detroit Public Schools

#### I. Introductory

The Detroit Board of Education has long favored and taken many steps to aid pupil integration. During the past several years much special attention has been devoted to programs designed to further this goal.

The Detroit Public Schools are concerned, too, with providing quality education and equal educational opportunities for all pupils. Pupil integration, quality education, and equal opportunities have not been achieved in Detroit for all pupils. Efforts are continuing and must continue to achieve these goals on the part of the school staff, the Board of Education, and the community.

In a city as large as Detroit, school needs vary in differing parts of the total community and among the schools. Procedures for making progress toward the above goals have to take these differences into consideration.

The report which follows sets forth plans which it is believed will materially strengthen and supplement our other efforts for improved quality education and school integration for pupils. In order to see and understand the relevance of these plans it is necessary to consider how they relate to steps which already have been taken.

#### II. Some steps which have been taken during the past number of years to further pupil integration in Detroit Public Schools

Without attempting to be all inclusive in the listing, here are some of the policies and procedures which have been undertaken in recent years to aid pupil integration:

- A. A review of attendance areas and boundaries each semester to see that boundary changes aid rather than retard pupil integration.
- B. The policy of transporting those pupils who must be transported to relieve overcrowding to the nearest school with available space.
- C. The policy of having the children bussed to a school included in classes and activities of the school along with the children who walk to school, rather than keeping them as separate groups.
- D. The policy of open school enrollment where room is available; with the capacity for a high school being figured at 115% of its normal working capacity, and with permits not being granted from one open school to another open school.

- E. The placement of special classes and vocational programs in schools so as to serve several attendance areas.
- F. Expansion of inter-school pupil activities so as to promote pupil relationships on curricular and extra-curricular activities from schools in different sections of the city.
- G. Provision of special materials for school staffs in changing neighborhoods to help them understand and work with parents and pupils, and to promote better understanding and relationships between home and school.
- H. Special paid workshops held with administrators and teachers to further their understanding of changing neighborhoods and the implications for the school program.

These policies and procedures will be continued and made more effective to the fullest extent possible.

III. The special situation of sustaining integration

During the past three years the total school population in Detroit schools has changed racially in this way:

	<u>1961</u>	<u>1964</u>	<u>1961</u>	<u>1964</u>
No. of Negro pupils	130,765	155,852	45.8%	53%
No. of white pupils	153,046	136,077	53.6%	46.3%

There is a tendency for some parents and school personnel to feel that movement out of and into a neighborhood diminishes the quality of education. Neighborhood change has always been a factor of concern for both old and new settlers. This concern has in some instances contributed to a community attitude or belief that the school program has deteriorated, and to the feeling of some school personnel that they should not expect as much from the new pupils as from those who formerly lived there. Special efforts of the schools to be certain that with change in racial composition of the neighborhood the school program does not deteriorate seem necessary to increase pupil integration.

IV. A proposal to help sustain and retain integration of pupils in schools with a considerable percentage of both Negroes and whites (Project No.1)

At the present time it is the considered judgment of many persons concerned with integration that maintaining integrated areas is the most crucial aspect of city school integration.

Detroit has several high school areas which fall most noticeably in this classification. The high schools, and the elementary and junior high schools that feed into them, have an enrollment that is approximately 40% Negro and 60% white. The concern of many is whether or not these areas will remain integrated neighborhoods or become all-Negro through a shift in population because more whites move out of the neighborhoods and more Negroes take their places.

The communities around the schools are confronted with all the tensions that exist in urban cities where neighborhoods are going through a change. There are, however, many citizens in these areas--white and Negro--who are committed to the idea of integration and want to do all that is possible to retain an integrated community.

As we have worked with these schools and the parents and have studied what can best be done, we have developed a special project by which the schools would assist citizens in those areas as fully as possible to retain and sustain these areas as integrated areas.

The plan calls for community coordinators to work with the schools and communities; special programs and features within schools to help retain the school population; research people to provide information and insights for staff and community, consultants to help with neighborhood workshops, meetings, etc.

The chief elements of the plan are these:

- A. High schools in the Project, along with their feeder junior high and elementary schools, would be considered a laboratory in which to sustain and maintain the voluntary integration which exists by assuring the maintenance of the good schooling they now have and by adding services which will increase their excellence.
- B. Federal, state and local funds would be sought and used to extend educational services and improve the quality of education in the areas and to research the resultant effects on the pattern of integration and the quality of the school product.
- C. Within the areas a careful re-examination of school organization and operations would be made to discover possible changes which would maintain the integration currently present in each high school.
- D. An information services specialist would be assigned to this area to provide school personnel and community groups with facts regarding school programs, achievement levels, incidence of (behavior problems of) juveniles, housing patterns, real estate values, etc.
- E. Funds would be allocated for an intensive in-service education program for school personnel within the project areas. Such a program would include provision of an instructional aids center to provide and assist teachers in the development of instructional materials, workshops for teachers, lectures, the use of outside consultants from the universities and the community to help school staff develop increased sensitivity to school-community relations, intergroup relations, and special problems.
- F. Each high school area would plan periodic exhibitions of students' work in the different subject matter fields. Such exhibits would include examples from elementary and junior high schools as well as the high school. These exhibits should be of major importance and could be combined with a fine arts festival or some other kind of program for the community presented by children from all of the feeder schools.

- G. Each of the project high school areas would periodically prepare a report of school activities and progress. Such reports covering all the schools in the high school area would be published in tabloid form, and be distributed to all homes in the community.
- H. A School-Community Council would be established in each school area. This council would be composed of representatives of parent organizations, school personnel, and representatives of the community. One purpose of the group would be to acquaint members with the school program and publicize it throughout the community.
- I. Within each of the schools in the project the following special services be provided as far as possible:
  - 1. Community workers to provide additional help to the professional staff through tutoring, clerical assistance, teacher aides, hall and lunchroom supervision, etc.
  - 2. School-community agents to encourage community participation in school-oriented activities.
  - 3. Increased opportunity for after-school special ability classes.
  - 4. Increased visiting teacher service for children needing specialized help with emotional problems.
  - 5. Increased testing and diagnostic service from the psychological clinic for the purpose of identifying highly gifted children, as well as those who might be in need of special education facilities.
  - 6. Extension of the school library beyond the regular school hours unless a school is located within a short distance from a public library. Community workers might be enlisted to work in the library under the direction of a trained librarian.
  - 7. Remedial reading and math instruction during the school day, both elementary and secondary.
- J. In the senior high schools there would be provided:
  - 1. Increased counselor service.
  - 2. Advanced placement courses offered to 12th grade students.
  - 3. Enough teacher service to provide advanced courses which might not ordinarily be offered because of small classes.
  - 4. Provision for gifted students to receive greater opportunity for seminar classes and/or individualized instruction programs.
  - 5. Science and arts programs instituted or continued at the three target schools, as well as at Cass.

K. In the junior high schools:

1. The pupil-counselor ratio would be reduced.
2. Sufficient teacher service would be provided to provide full curriculum offerings in such fields as science, mathematics, social studies, English, foreign language, fine and practical arts.
3. After-school special ability and remedial classes would be made available in larger numbers than at present.

L. In the elementary schools:

1. After-school special abilities classes would be organized in such a way that schools will conduct classes which draw from other schools in the region as well as their own.
2. A foreign language be offered in each elementary school.

M. In all schools experimentation would be encouraged.

Recognizing that the full support of school personnel and community representatives is needed to ensure success for this project and that it is desirable to have those most closely involved consulted, it is planned that field executives, principals, and representatives from the communities will be given opportunities to review this program and recommend modifications, additions, or deletions.

The foregoing is an outline of the project. Filling in the outline would be done by school staff and community working together.

V. The special problem of schools in areas where residents are of one race.

Pupil integration has been considered by the general public and by many school systems primarily from the point of view of merely seeing that some Negro and some white pupils were enrolled in the same school. The impression is thus given that if there is membership of both races in a school racial integration of pupils is accomplished.

Detroit schools, through the Board and staff, recognize that the important aspect of pupil integration is the attitudes and understandings between Negro and white pupils which leads to mutual respect and to engaging in common activities without regard to race. These attitudes are easier to develop in schools where there are both Negro and white pupils, in neighborhoods where there are both Negro and white residents, and in communities where pupils observe in stores, restaurants, churches, parks and community gatherings both Negroes and whites dealing with each other without regard to race.

There are parts of most large cities in which children have few opportunities through their home, community activities, or stores to observe children or adults other than of their own race. When they do see them, the opportunities are not available to know about them much other than that they have a different appearance.

Schools have tried, with some success, to develop plans and procedures which would increase the number of schools in which there were enrolled both Negro and white pupils, and to see that in these schools the experiences of pupils of both races contributed to their mutual understanding and respect for each other. The procedures used in Detroit have been set forth in an earlier section of the report as ones in operation and to be continued.

It is recognized, however, that there is a special problem of increasing pupil integration in schools which are located in areas where the population is entirely or mostly of one race, either Negro or white.

A proposal, which is called Project No. 2, has been developed to deal with this problem.

VI. A proposal to increase pupil integration through providing bi-racial school experiences of pupils who reside in areas where residents are entirely or largely of one race (Project No. 2). Schools regularly are engaged in extending the contacts of pupils with others and in helping children to understand and appreciate other people. These other people include other pupils in the school, the teachers and principal, and other school employees, the adults who live in the school neighborhood, pupils who attend other schools in the city or in other districts, public workers and officials, peoples who live in other parts of the nation and the world.

Schools have developed and use many ways to bring about this understanding. Reading and audio-visual aids are used extensively when other persons cannot be met personally. Bringing visitors to schools from elsewhere, having pupils visit other places, or exchanges of pupils and/or teachers are all used as means of increasing contacts and adding to understandings of persons with whom there is not daily associations in school or community.

The special project proposed would use extensively effective means that have been used in a limited way, and develop additional means of contacts and understandings between Negro and white pupils who live in areas that have entirely or mostly Negro or white residents. The project would involve 20-40 schools. Sets of two schools, one with mostly Negro pupils and one with mostly white pupils which would work together as teams for 3 to 5 years, would provide contacts and activities together in ways to bring about greater racially-integrated experiences for pupils.

The combined staffs of each set of two schools would be encouraged to develop new ideas as a result of working together in carrying out these activities. Special resources would be provided to the schools in order to provide these activities and experiences.

Types of experiences which it is anticipated would be developed would be--

A. Planning and carrying out field trips. Teachers and pupils from both schools would confer on the planning, with committees from each school going to the other school. Plans would include ways to see that the pupils from each school became acquainted with pupils in the other school, and that responsibilities were shared. Exchanges of reports, both oral and written, between the classes would further make the trip a shared experience.

- B. Planning and carrying out of assembly programs which would be given at both schools by pupils from both schools, and to which parents from both schools would be invited.
- C. Preparation of common lesson projects, with some members of classes exchanging schools for a day or more at a time while the project was under way.
- D. Short-term exchanges of small groups of pupils or of individual teachers, for a day or several days, as has been done successfully between schools in the city in order to become acquainted with the similarities and differences between the two schools.
- E. Faculty exchanges for a semester or a year in order to provide a greater feeling between the schools of unity.
- F. Exhibits of class work, school programs, and extra-curricular groups which included pupils from both schools.
- G. Parent activities which would provide opportunities for parents from both schools.

These are suggested as samples of what faculties would do.

It is recognized that as the schools worked together they would discover increasingly ways to provide integrated experiences. It is recognized that much of the success of such a project would depend upon the desire and concern of the respective school faculties to make it a success, upon providing freedom for the faculties to experiment and to try out ideas with full administrative support, upon providing resources for transportation and materials and manpower to plan and undertake the extra programs, and upon continuing the program over several years so that the relationships between the schools could grow and pupils in each school could develop a feeling of acquaintance and mutual interest in the other school.

Securing the resources to make this program effective poses a problem, but one which we believe can be resolved.

Some Federal and some State funds may be available under special project grants for portions of the project costs. The newly authorized buildings under the recently enacted bonding authority will remove some of the building inadequacies which handicap some of the schools. Every effort will and must be made to secure these or other funds in order to carry forward this program to the fullest extent possible.

Approval is requested to proceed to secure the necessary resources and to undertake the two proposed projects.

In this connection, Member Robinson expressed concern as to whether or not the revised report is a total and adequate response to the questions which he posed at the last meeting of the Board when this matter was discussed. There are many facets to consider in the total problem of integration, Super-

intendent Brownell stated. The statement presented at this time covers two special projects in which the schools should be involved: (1) to deal with areas that are already integrated, and (2) to deal with special problems that are being faced.

While the projects proposed may not be a total answer to the questions which have been raised, Member Kasle stated, they do represent a procedure and program vitally important to the areas to be involved.

Recognizing that these programs, valuable as they may be, do not fully implement the objectives and goals of the public school system with reference to pupil integration in the Detroit Public Schools, Member Kasle moved, supported by Member Miss Grace, that the Board approve the revised report as presented by the Superintendent, inasmuch as the proposed projects are important to advance to in the matter of maintaining and improving quality education for all students.

It was noted by the President that this revised report is a statement of progress which contains two projects which are to begin in September as an aid to further integration of students, but it is not to be considered as a final resolution of the problems involved in pupil integration. If the Board is to have concern for the total problem of pupil integration, Member Robinson stated, the statement should be accepted with the understanding that it contains certain actions for maintaining and improving the quality of education, but it is not to be construed as the final action of the Board in this regard.

After further general discussion, the motion was carried with Member Robinson voting "No." In explaining his vote, Member Robinson spoke as follows:

"My vote isn't a vote against quality education, but a vote to register my belief that this is not an adequate plan towards integration in these areas. I am for the improvement of the schools involved and all other schools in the manner as prescribed in the statement. This does not mean that they will all be integrated. My registering a protest vote here is on the topic of pupil integration in Detroit schools. I think the manner as presented here is not as relevant as suggested."



Detroit Public Schools  
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PUPIL INTEGRATION PLAN - PROJECT #2

In June, 1965, the Detroit Board of Education approved two plans for pupil integration presented by the Superintendent. The first plan (Project #1) is concerned with maintaining racial integration currently existent in three high school areas through improving the schools in those areas. The second plan (Project #2) is a proposal to increase pupil integration through providing bi-racial school experiences for pupils who reside in areas where residents are entirely or predominantly of one race.

The need for Project #2 is evident from studies of the racial distribution of pupils in Detroit schools which have been made for the past several years. In spite of gains made in equal rights and integration throughout the community, the city remains divided along racial lines in its housing pattern. The existence of distinct racial subcommunities within the urban setting is reflected in the pupil membership of individual schools. Approximately 2/3 of the schools in Detroit have a student population which is either predominantly white or predominantly Negro. In October, 1964, thirty-five schools had no Negro pupils and sixty had fewer than 10%; while seven schools had no white children and ninety-two had fewer than 10%.

These students, whose school experiences with pupils of another race are limited, live in areas where even these limited experiences are not strengthened by after-school contacts. Yet they are part of a total society which is multi-racial and will be entering an adult world where contacts with individuals of another race will be the usual pattern.

Recognizing that the best way to prepare students for life in an integrated society is to educate them in an integrated setting, educators have a responsibility for devising means of overcoming the handicaps experienced by students attending a school which is entirely or predominantly of one race.

Project #2 has been designed to give students of one race opportunities to share meaningful school experiences with students of another race, even though the school attended is not an integrated one. It is hoped that these integrated learning experiences, carefully structured for curricular as well as intercultural goals, will help students develop attitudes and human relations skills necessary to successful and productive citizenship in an integrated society.

## ORIENTATION OF SCHOOL STAFFS

The success of this project is dependent upon the degree of enthusiasm and creativity of the school staffs involved, as well as the degree of community support which can be built. Each school in the project should have a steering committee of teachers and parents to work with the school administration.

The intercultural coordinators and curriculum coordinators should serve as resource people throughout the year. The intercultural coordinators in particular should meet regularly with school steering committees.

## THE SCHOOL STEERING COMMITTEE

The school steering committee should be composed of teachers who are vitally interested in the success of the project and who have some leadership status in the school. A carefully selected human relations committee might be the nucleus of the project steering committee for the school. Certainly, the human relations building chairman should be involved in the committee. In many instances, the human relations chairman will be the logical chairman of the steering committee since this project will be the major human relations program of the school. We will need to be quite sensitive and skillful in our planning to insure (1) that the steering committee for the project is enthusiastic and (2) that the work of the steering committee is not unrelated to the work of an existing human relations committee.

It is suggested that at least two parents should be members of the steering committee. Again the principal will need to consider the inclusion of the PTA human relations and citizenship chairman if one has already been appointed.

The school steering committee should be responsible for the over-all planning of the project within the building, although activities should definitely not be limited to steering committee members. Staff involvement in the project should be as broad as possible. The principal will need to work closely with the steering committee.

## SUGGESTED ACTIVITIES FOR STUDENTS

Once two schools have decided to work together, planning for specific activities will be the responsibility of the joint steering committees working with the principals and the two school staffs. Creative teachers and parents will undoubtedly think of many activities not here suggested. A "brainstorming" session held by the two staffs should prove helpful, and students themselves might suggest worthwhile programs.

Out of the many possibilities, schools will select those which appear best for them. In the final determination of programs to be carried on, both intercultural and curricular implications should be considered.

### Intercultural Implications

Primarily, this project is designed for the purpose of helping pupils learn to understand and appreciate a racially integrated society. In order to live successfully in such a society, individuals of one race must be able to communicate with individuals of another race in an atmosphere of mutual respect and understanding. It is hoped that the project will help students to avoid some of the prejudices and stereotypic thinking which result from a lack of experience with people of another racial group.

### Curricular Implications

Any program conducted by the schools should strengthen the basic learnings of the school curriculum. Field trips should be related to the subject matter pupils are studying. Emphasis in this project should be on learning together, not just being together. Activities planned for the project should be educationally sound, meaningful to the students involved, and as closely tied to the basic curriculum as possible.

With this in mind, schools may wish to consider some of the following activities for students, each one to be conducted as a cooperative program involving pupils from more than one school:

1. Joint field trips planned at almost any level either as motivation for or culmination of a unit of study. Teachers and pupils from both schools would confer on the planning, with committees from each school going to the other school. Plans would include ways for children to become acquainted and to share responsibilities. Exchanges of reports, both oral and written, between the two classes would be one provision for educational followup.
2. Assembly programs prepared with students from both schools. These could be presented at each of the two schools for students and parents. Or special assembly programs might be presented at one school for either students or parents of both schools.
3. Preparation of common lesson projects, with some members of each class exchanging schools for a day or more at a time while the project was underway. An example might be a language arts unit at the sixth grade level during which students shared the experience of making a mural, writing a play, or preparing a scrapbook.
4. Short-term exchange visits of small groups of pupils for a day or several days during which the pupils would become a part of the regular school activities of the class to which they were assigned.
5. Exhibits displaying the class work as well as the extra-curricular activities of pupils from both schools to which both school communities would be invited.
6. Special interest groups for students from both schools to meet either after school or during the school day. Camera clubs, art clubs, or scouting groups are examples. Some schools might wish to designate a certain period of time each week when children can participate in one of several special interest groups scheduled, with bus transportation provided. Other schools might have only one or two such groups with transportation being provided by parents.
7. After-school special ability and/or remedial classes organized to serve students from both schools.
8. Combined glee clubs, orchestras, bands, or drama groups which work together over a period of time, then culminate their work with a program for both school communities.

9. A series of children's workshops in art, science, industrial arts, or homemaking. These could be held after school or on Saturday morning.
10. Parent-child classes organized around special interests. For example, several father and son teams from each school might join together for a class in woodworking, model building, or gardening. Mother and daughter teams could learn cooking, sewing, cake decorating, etc.
11. A cooperative school newspaper contributed to by pupils from both schools, produced by a joint student staff, and distributed to homes in both school communities.
12. A letter-writing project between students from both schools. Periodic visits or combined activities would make the "pen-pal" concept more meaningful.
13. Joint meetings of the two student councils to discuss common problems and to plan joint activities.
14. Special lessons prepared and presented at the Children's Museum for classes from both schools.
15. A school camp experience for a group of students from both schools. A number of Detroit schools have already been successful in camp programs. Two schools could easily do it together.
16. Junior or senior high schools might wish to organize certain of their curriculum offerings in such a way that some courses are offered at one school for both groups of students and other courses at the other school. For example, if two junior high schools are reasonably close to each other, German might be taught at one and French at the other, with pupils from both schools given their choice of language. Schools might even find it possible to teach 9B history in one school and 9A history in the other. This would take a high degree of coordination in the scheduling.

#### SUGGESTED ACTIVITIES FOR SCHOOL STAFFS AND PARENTS

In order to undergird the activities designed for students, it is important that plans be made for joint activities of school staffs and parent groups. While all pupil programs would be the result of cooperative planning between the two groups of adults involved, and this in itself would necessitate many contacts and much communication, schools participating in the project might also wish to develop adult activities such as:

1. Joint meetings of the two parent organizations in the schools. These could be planned around almost any subject of mutual interest.
2. Joint staff meetings for in-service training, either as related to the project or in subject matter fields such as the new Math.
3. Joint parent-teacher workshops to discuss community problems, educational problems, intergroup relations, etc.

4. Combined social activities such as a tea for new teachers or the end-of-the-year school luncheon.
5. Exchanges of teaching assignments between the two schools either for a day or for longer periods of time.
6. Joint research projects conducted by teachers in both schools.
7. Surveys of community facilities and resources in each school area planned and conducted by teams from each school.
8. Utilization of community resources in each school area for students from both schools. For example, a trip through a local business might be arranged.
9. Utilization of the skills of parents or other community people from both areas on a volunteer basis. For example, a group of parents from one school might be willing to volunteer their services in the other school as teacher aids, tutors, clerical assistants, etc. A community person who has slides from a trip might be asked to show these slides in both schools.
10. Sharing of individually developed teaching aids among the staff of both schools. A bulletin board, for example, might be sent from one school to the other. A teacher who plans an imaginative visual aid to teach a safety lesson might be willing to lend it to a teacher at the other school.

#### PROVISIONS FOR EVALUATION

It is important that careful evaluation be made of the project so that its benefits to children can be assessed. It is expected that schools will keep their field executive informed of their plans and that both the intercultural coordinator and the curriculum coordinator assigned to the region will be a part of the total effort.

Individual teachers should be encouraged to keep as detailed reports as possible of each significant activity with special attention paid to results in terms of children's attitudes and basic learning patterns. Principals should be prepared to submit brief monthly reports of activities carried out as well as those being planned for the coming month. These need not be in detail, but a comprehensive report will probably be asked for at the end of the year.

Periodically during the school year, each staff should meet together and ask themselves how the project is going and what values are evident from it. A record should be kept of complaints or problems as well as progress.

It should be emphasized that no schools can be expected to undertake all of the activities suggested, nor is any school limited to those here described. This is basically an experimental project to encourage integrated learning experiences for pupils who might otherwise be deprived of such an opportunity, to assess these experiences in terms of the value to students, and to determine which kinds of experiences might profitably be adapted for use by other schools throughout the city.