

AUGUST 16, 1963

REPORT OF COMMISSION ON COMMUNITY RELATIONS: COMMITTEE ON SCHOOLS

ERNEST SHELL, CHAIRMAN
THE REVEREND NICHOLAS HOOD
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BACKGROUND

AT THE MAY 31, 1963 MEETING OF THE SCHOOL COMMITTEE OF THE COMMISSION ON COMMUNITY RELATIONS, IT WAS DECIDED THAT THE COMMITTEE SHOULD CONTACT DR. BROWNELL, SUPERINTENDENT OF DETROIT PUBLIC SCHOOLS, TO REQUEST DATA AND INFORMATION PERTAINING TO TEACHER PLACEMENT AND APPRENTICESHIP PROGRAM ENROLLMENT FOR THE DETROIT SCHOOL SYSTEM. THROUGH AN ANALYSIS OF THIS DATA, THE COMMITTEE COULD DETERMINE WHAT PROGRESS HAD BEEN MADE TO EQUALIZE OPPORTUNITY IRRESPECTIVE OF CONSIDERATIONS OF RACE FOR STUDENTS AND TEACHERS.

THE COMMITTEE FURTHER DISCUSSED THE IMPORTANCE OF A THOROUGH CONSIDERATION OF THE PROCEDURAL STEPS TAKEN TO IMPLEMENT BOARD OF EDUCATION POLICY ON EQUAL OPPORTUNITY AND RECOMMENDATIONS OF THE CACEEO; AND WHAT FURTHER PLANS THE BOARD OR DR. BROWNELL WERE CONSIDERING TO ACHIEVE AND FULLY IMPLEMENT THE STANDARD OF A NON-RACIAL OPPORTUNITY PATTERN.

MR. SHELL, THE COMMITTEE CHAIRMAN, AND MR. MARKS, SECRETARY-DIRECTOR, MET WITH DR. BROWNELL ON JUNE 10, 1963, TO DISCUSS THE AVAILABILITY OF THE DATA AS REQUESTED. ALTHOUGH THE DATA HAD NOT BEEN FORMALLY PRESENTED TO THE BOARD, DR. BROWNELL AGREED TO COOPERATE WITH THE COMMISSION AND THE INFORMATION WAS FORWARDED TO STAFF.

THE FOLLOWING REPORT IS BASED ON BOARD OF EDUCATION DATA RELATING TO THE RACIAL DISTRIBUTION OF TEACHERS AND PUPILS IN THE DETROIT PUBLIC SCHOOLS.

INTRODUCTION

THE REPORT INCLUDES A DESCRIPTION AND SUMMARY OF TEACHER PLACEMENT IN THE SCHOOL SYSTEM WHICH WILL HELP APPRAISE THE NATURE AND EXTENT OF EQUAL OPPORTUNITIES FOR TEACHER PLACEMENT.

THE 1961 FIGURES WHICH FORMED THE BASIS FOR RECOMMENDATIONS BY THE CITIZENS ADVISORY COMMITTEE FOR EQUAL EDUCATIONAL OPPORTUNITIES WERE USED IN THE ANALYSIS TO DETERMINE THE AMOUNT AND THE DIRECTION OF CHANGE WHICH OCCURRED DURING THE PAST TWO YEARS.

DATA DEALING WITH RACES "OTHER" THAN NEGRO AND WHITE HAVE BEEN EXCLUDED FROM THIS STUDY. DATA FROM SPECIAL PROGRAMS HAVE BEEN EXCLUDED FROM THE DETAILED ANALYSIS IN THIS STUDY.

IN OUR ANALYSIS, WE ASSUME THAT A TOTAL DISREGARD OF COLOR WOULD PRODUCE A DISTRIBUTION OF WHITE AND NEGRO TEACHERS APPROACHING RANDOMNESS. IF COLOR IS A FACTOR, A PATTERN SHOWING SIGNIFICANT DIFFERENCES WOULD BECOME EVIDENT.

IN MOST CASES, THE SCHOOL A CHILD ATTENDS IS DETERMINED BY WHERE HE LIVES. THEREFORE, TO A LARGE EXTENT, THE PLACEMENT OF NEGRO SCHOOL CHILDREN DOES NOT REPRESENT A DELIBERATE POLICY OF THE BOARD OF EDUCATION, BUT IS A REFLECTION OF SEGREGATED HOUSING PATTERNS IN DETROIT. ASSIGNMENT OF TEACHERS, HOWEVER, IS THE RESPONSIBILITY

OF THE SCHOOL SYSTEM. THEREFORE, THE PLACEMENT OF NEGRO PERSONNEL BECOMES A MEANS OF CHECKING WHETHER THE PROCEDURES ARE EQUITABLE AND CONSISTENT WITH STATED BOARD OF EDUCATION POLICY AND THE RECOMMENDATIONS OF THE CACEEO.

A. OVERALL DATA. SCHOOL ENROLLMENT OF "WHITE", "NEGRO", AND "OTHERS" FOR 1961 TOTALED 287,452 PUPILS, FOR 1963 ENROLLMENT TOTALED 296,689, AN INCREASE OF 9,237 PUPILS. CONTRACT PERSONNEL, I.E. ADMINISTRATORS, TEACHERS, AND COUNSELORS, FOR 1961 TOTALED 10,544 AND FOR 1963 TOTALED 10,875, AN INCREASE OF 331 CONTRACT PERSONNEL. THERE WAS, THEREFORE, A RATIO OF 1 CONTRACT PERSON TO 27 PUPILS IN BOTH 1961 AND 1963.

IN 1961 THERE WERE 131,115 NEGRO PUPILS (46%) AND 2,275 NEGRO CONTRACT PERSONNEL (22%) IN THE DETROIT SCHOOL SYSTEM. BY 1963 THESE FIGURES HAD RISEN TO 145,185 NEGRO PUPILS (49%) AND 2,648 NEGRO CONTRACT PERSONNEL (24%) AN INCREASE OF 14,070 NEGRO PUPILS AND 373 NEGRO CONTRACT PERSONNEL.

IN 1961 THERE WERE 154,624 WHITE PUPILS AND 8,238 WHITE CONTRACT PERSONNEL. BY 1963 BOTH THE NUMBER OF WHITE PUPILS AND WHITE STAFFS HAD FALLEN TO 149,497 WHITE PUPILS, A DECREASE OF 5,127 AND 8,200 WHITE CONTRACT PERSONNEL, A DECREASE OF 38.

TABLE I

TOTAL COUNT OF PERSONNEL AND PUPILS IN DETROIT SCHOOL SYSTEM

| | TEACHERS | | PUPILS | |
|--------|----------|--------|---------|---------|
| | 1961 | 1963 | 1961 | 1963 |
| WHITE | 8,238 | 8,200 | 154,624 | 149,497 |
| NEGRO | 2,275 | 2,648 | 131,115 | 145,185 |
| OTHER | 31 | 27 | 1,713 | 2,007 |
| TOTALS | 10,544 | 10,875 | 287,452 | 296,689 |

B. PROGRESS TOWARD DESEGREGATION. IN A PAPER "UNEQUAL SCHOOL PROGRESS IN DETROIT" IN THE JUNE 1963 EDITION OF INTEGRATED EDUCATION, THE HONORABLE MEL J. RAVITZ, COMMON COUNCIL, CITY OF DETROIT, DEALS WITH THE PROBLEM OF PERSONNEL:

"A PERSONNEL CENSUS, TOO, WAS DONE IN 1961 AND AGAIN IN 1963. THESE DATA REVEAL SOME MINOR PROGRESS TOWARD A DESEGREGATED ASSIGNMENT PATTERN. FOR EXAMPLE, THE NUMBER OF WHITE TEACHERS IN THE SYSTEM DROPPED VERY SLIGHTLY IN THE PAST TWO YEARS, WHILE THE NUMBER OF NEGRO TEACHERS ROSE TO ALMOST FOUR HUNDRED. IN EVERY DISTRICT OF THE CITY BUT ONE, THE NUMBER OF NEGRO TEACHERS INCREASED, AND IN THE SOUTHEAST DISTRICT THE NUMBER OF BOTH WHITE AND NEGRO TEACHERS WAS REDUCED. IN THE THREE VIRTUALLY ALL-WHITE DISTRICTS--NORTHWEST, NORTHEAST AND WEST--THE NUMBER OF NEGRO TEACHERS ROSE FROM 3 TO 11, FROM 10 TO 24, AND FROM 6 TO 79, RESPECTIVELY. THE WEST DISTRICT INCREASE REPRESENTS A BOUNDARY SHIFT OF SEVERAL SCHOOLS WITH SIZABLE NEGRO PUPIL AND STAFF POPULATIONS."

TABLE II

DISTRIBUTION OF NEGRO TEACHERS AND PUPILS BY DISTRICT

| DISTRICT | NEGRO TEACHERS | | | | NEGRO PUPILS | | | |
|-----------|----------------|------------|------|------------|--------------|------------|---------|------------|
| | 1961 | | 1963 | | 1961 | | 1963 | |
| | NO. | % OF TOTAL | NO. | % OF TOTAL | NO. | % OF TOTAL | NO. | % OF TOTAL |
| CENTER | 791 | 46 | 852 | 51 | 47,032 | 95 | 45,258 | 99 |
| EAST | 270 | 25 | 363 | 31 | 21,475 | 69 | 26,103 | 74 |
| SOUTHEAST | 480 | 45 | 438 | 46 | 20,717 | 73 | 18,442 | 73 |
| SOUTH | 348 | 36 | 413 | 38 | 14,193 | 60 | 17,332 | 62 |
| SOUTHWEST | 192 | 19 | 251 | 23 | 11,831 | 42 | 12,840 | 43 |
| NORTH | 175 | 13 | 217 | 16 | 13,157 | 37 | 15,612 | 43 |
| WEST | 6 | 0.6 | 79 | 6.4 | 2,186 | 8 | 8,248 | 25 |
| NORTHEAST | 10 | 1.0 | 24 | 2.5 | 326 | 1.2 | 948 | 3.6 |
| NORTHWEST | 3 | 0.2 | 11 | 0.8 | 198 | 0.5 | 402 | 1.1 |
| TOTAL | 2275 | 21.6 | 2648 | 24 | 131,115 | 45.6 | 145,185 | 49 |

C. AN EVALUATION OF PLACEMENT PATTERN. In 1961, out of a total of 266 schools, 91 were without Negro teachers. In 1963, out of a total of 271 schools, 73 were without Negro teachers. One or more Negro teachers were assigned to 175 schools in 1961 and to 198 schools in 1963. In this period, 5 new schools were opened, 23 schools received their first Negro faculty member, and the total number of schools without Negro teachers decreased by 18. In 1963, there remain 73 schools, or 27% of all schools, without Negro teachers.

TABLE III

COMPARISON OF SCHOOLS WITH OR WITHOUT NEGRO TEACHERS AND NEGRO PUPILS IN 1961 & 1963

| SCHOOLS | 1961 | | | 1963 | | |
|----------------------|------------------------|---------------------|-------|------------------------|---------------------|-------|
| | WITHOUT NEGRO TEACHERS | WITH NEGRO TEACHERS | TOTAL | WITHOUT NEGRO TEACHERS | WITH NEGRO TEACHERS | TOTAL |
| WITHOUT NEGRO PUPILS | 71 | 5 | 76 | 43 | 10 | 53 |
| WITH NEGRO PUPILS | 20 | 170 | 190 | 30 | 188 | 218 |
| TOTALS | 91 | 175 | 266 | 73 | 198 | 271 |

*SPECIAL PROGRAMS NOT INCLUDED IN THIS TABLE.

OF THE 73 SCHOOLS WITH NO NEGRO TEACHERS, 30 CONTAINED SOME NEGRO PUPILS AND 43 WERE WITHOUT NEGRO PUPILS. OF THE 198 SCHOOLS, IN 1963, WITH NEGRO FACULTY, 188 OF THOSE SCHOOLS CONTAINED NEGRO PUPILS, AND IN ONLY 10 SCHOOLS WERE NEGRO FACULTY ASSIGNED WHERE THERE WERE NO NEGROES IN THE STUDENT BODY. THESE 10 SCHOOLS REPRESENT AN INCREASE OF 5 OVER THE PREVIOUS 1961 PATTERN.

OF THE 28 SCHOOLS REMOVED FROM ALL-WHITE STATUS (FROM 71 IN 1961 TO 43 IN 1963) 5 WERE DESEGREGATED THROUGH TEACHER PLACEMENT, 8 THROUGH NEGRO PUPIL ENROLLMENT, AND 15 BY BOTH NEGRO TEACHERS AND PUPILS. THE DATA INDICATES THAT THE MOVEMENT OF NEGRO PUPILS INTO PREVIOUSLY ALL-WHITE SCHOOLS GENERALLY PRECEDES OR ACCOMPANIES THE PLACEMENT OF NEGRO TEACHERS IN SUCH SCHOOLS.

TO SUMMARIZE THEN, WE VIEW IT AS EXTREMELY SIGNIFICANT THAT THERE REMAIN IN 1963, 73 SCHOOLS WITHOUT NEGRO TEACHERS AND THAT THE NUMBER OF NEGRO TEACHERS ASSIGNED INTO SCHOOLS REPRESENTING ALL-WHITE SETTINGS REPRESENTED ONLY 10 SCHOOLS--AN INCREASE OF 5 IN THE NUMBER OF EXCEPTIONS TO A RACIALLY DEFINED HOUSING PATTERN.

TABLE IV

SUMMARY COMPARISON BY DISTRICTS OF SCHOOLS WITH NEGRO TEACHERS IN 1961 AND 1963**

| DISTRICTS | 1961 | | 1963 | |
|-----------|-------------------|------------------------|-------------------|------------------------|
| | No. of SCHOOLS | WITH NEGRO TEACHERS | No. of SCHOOLS | WITH NEGRO TEACHERS |
| CENTER | 36 | 36 | 30* | 30 |
| SOUTH | 23 | 23 | 28* | 28 |
| SOUTHWEST | 30 | 30 | 30 | 30 |
| SOUTHEAST | 31 | 29 | 28 | 27 |
| EAST | 27 | 25 | 29 | 27 |
| NORTH | 30 | 20 | 31 | 26 |
| WEST | 27 | 3 | 29* | 14 |
| NORTHEAST | 27 | 6 | 30 | 9 |
| NORTHWEST | 35 | 3 | 36 | 7 |
| TOTAL | 266 | 175 ^A | 271 | 198 ^B |

*SIX SCHOOLS WERE REDISTRICTED FROM CENTER TO SOUTH AND WEST DISTRICTS.

^A170 OF THESE ALSO HAD NEGRO PUPILS

^B188 OF THESE ALSO HAD NEGRO PUPILS

**SPECIAL PROGRAMS NOT INCLUDED IN THIS TABLE

TABLE IV INDICATES THE TEACHER PLACEMENT PATTERN IN 1961 AND 1963 WITHIN EACH OF THE 9 SCHOOL DISTRICTS. IN THIS 1961 TO 1963 PERIOD, THE NUMBER OF NEGRO CONTRACT PERSONNEL INCREASED BY 373. THE NUMBER OF SCHOOLS WITH NEGRO TEACHERS INCREASED BY 23.

THE GREATEST INCREMENT, 11 SCHOOLS, OCCURRED IN THE WEST DISTRICT. THE FACULTIES OF NINE SCHOOLS WITHIN THIS DISTRICT WERE DESEGREGATED WHILE 2 SCHOOLS WITH MIXED

FACULTIES WERE REDISTRICTED TO WEST. THERE REMAIN 25 SCHOOLS IN THE WEST DISTRICT WITHOUT NEGRO TEACHERS.

DESPITE AN INCREASE OF 4 IN THE NUMBER OF SCHOOLS WITH NEGRO TEACHING PERSONNEL IN THE NORTHWEST DISTRICT, THERE ARE NOW 31 SCHOOLS WITHOUT NEGRO TEACHERS. THE INCREASE WITHIN THE NORTHEAST DISTRICT IN THE NUMBER OF SCHOOLS WITH NEGRO TEACHING PERSONNEL TOTALED 3. THIS PARALLELS THE NUMBER OF SCHOOLS ADDED TO THIS DISTRICT AND THERE ARE STILL 21 SCHOOLS WITHOUT NEGRO TEACHERS IN THE NORTHEAST DISTRICT. IN 1961 THERE WERE 10 SCHOOLS IN THE NORTH DISTRICT WITHOUT NEGRO TEACHERS; THIS WAS REDUCED TO 5 IN 1963. IN THE EAST DISTRICT THERE WERE 2 SCHOOLS WITHOUT NEGRO FACULTY IN BOTH 1961 AND 1963. THERE WAS ONE SCHOOL WITHOUT NEGRO TEACHERS IN THE SOUTHEAST DISTRICT, WHILE THE REMAINING THREE DISTRICTS MAINTAINED A PATTERN OF INTEGRATED FACULTIES IN 100% OF THEIR SCHOOLS.

OF THE 23 SCHOOLS RECEIVING NEGRO FACULTY FOR THE FIRST TIME, 18 ALSO GAINED NEGRO PUPILS DURING THIS PERIOD. THE GREAT MAJORITY OF NEGRO TEACHERS ARE ASSIGNED TO THOSE SCHOOLS WHICH ALREADY HAVE RACIALLY MIXED FACULTIES.

TABLE V

DISTRIBUTION OF NEGRO TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS FOR 1961 & 1963*

| SCHOOLS | 1961 | | 1963 | |
|------------|----------------|---------------------|----------------|---------------------|
| | No. of Schools | With Negro Teachers | No. of Schools | With Negro Teachers |
| ELEMENTARY | 219 | 135 | 216 | 148 |
| SECONDARY | 68 | 40 | 65 | 53 |

*SPECIAL PROGRAMS NOT INCLUDED IN THIS TABLE
DISCREPANCIES ARISE FROM COUNTS MADE OF SEVERAL ELEMENTARY AND JUNIOR HIGH SCHOOLS ON BOTH SEPARATE AND COMBINED BASIS.

OF THE 219 ELEMENTARY SCHOOLS IN THE DETROIT SYSTEM IN 1961, 84 SCHOOLS OR 39% WERE WITHOUT NEGRO TEACHERS. THE NUMBER OF ELEMENTARY SCHOOLS IN 1963 TOTALED 216 AND 68 OF THESE SCHOOLS OR 31% WERE WITHOUT NEGRO TEACHERS. THE PATTERN OF NEGRO TEACHER PLACEMENT IN SCHOOLS AT THE ELEMENTARY LEVEL SHOWS LITTLE CHANGE OVER THIS TWO YEAR PERIOD.

AT THE SECONDARY SCHOOL LEVEL, OUT OF 68 SCHOOLS IN 1961, 28 SCHOOLS OR 41% WERE WITHOUT NEGRO FACULTY MEMBERS. IN 1963 THERE WERE 65 SECONDARY SCHOOLS AND 12 OF THESE, OR 18% HAD NO NEGRO TEACHERS.

IN THE SECONDARY SCHOOLS, THERE HAS BEEN A SUBSTANTIAL DROP IN THE NUMBER OF SCHOOLS WITHOUT NEGRO TEACHERS. IT SHOULD BE NOTED THAT THE NUMBER OF NEGRO TEACHERS ASSIGNED TO THE LARGE FACULTIES OF THE JUNIOR HIGH AND HIGH SCHOOLS IN OUTLYING DISTRICTS REMAINS RELATIVELY LOW. OF 437 SECONDARY SCHOOL TEACHERS IN THE NORTHEAST DISTRICT, 17 ARE NEGRO. OF 581 SECONDARY LEVEL TEACHERS IN THE NORTHWEST DISTRICT, 8 ARE NEGRO, AND OF 523 TEACHERS IN SECONDARY SCHOOLS OF THE WEST DISTRICT 31 ARE NEGRO.

INTERRACIAL EXPERIENCE IN THE SCHOOL SETTING. ALL NEGRO CHILDREN COME INTO CONTACT WITH PERSONS OF DIFFERENT RACES IN THE EDUCATIONAL SETTING. THE OPPORTUNITY FOR WHITE CHILDREN TO EXPERIENCE SOME MIXED RACIAL SITUATION VARIES ACCORDING TO GRADE LEVEL.

TABLE VI

NUMBER OF WHITE PUPILS IN THE EDUCATIONAL SETTING WITHOUT CONTACT WITH NEGRO TEACHERS*

| SCHOOLS | 1961 | | | 1963 | | |
|------------|------------------------|---|---|------------------------|---|---|
| | WHITE PUPIL ENROLLMENT | NO CONTACT WITH NEGRO TEACHERS & PUPILS | NO CONTACT WITH NEGRO TEACHERS/ CONTACT WITH NEGRO PUPILS | WHITE PUPIL ENROLLMENT | NO CONTACT WITH NEGRO TEACHERS & PUPILS | NO CONTACT WITH NEGRO TEACHERS/ CONTACT WITH NEGRO PUPILS |
| ELEMENTARY | 99,595 | 46,000 | 13,137 | 88,178 | 28,352 | 15,972 |
| JR. HIGH | 18,436 | 11,042 | 1,191 | 23,680 | 6,227 | 1,405 |
| SR. HIGH | 34,432 | 10,440 | 1,715 | 36,901 | 0 | 5,375 |
| TOTAL | 152,463 | 67,482 | 15,043 | 148,759 | 34,579 | 22,752 |

*SPECIAL PROGRAMS NOT INCLUDED IN THIS TABLE.

OF THE 99,595 WHITE STUDENTS ENROLLED IN ELEMENTARY SCHOOLS IN 1961, SOME 46,000 OR 46% HAD NO INTERRACIAL CONTACT WITH PUPILS OR TEACHERS. AN ADDITIONAL 13,137 WHITE STUDENTS ATTENDED SCHOOLS WITH RACIALLY MIXED STUDENT BODIES BUT WITH NO NEGRO TEACHERS. THE TOTAL NUMBER OF WHITE STUDENTS AT THE ELEMENTARY LEVEL WITHOUT NEGRO TEACHER CONTACTS WAS 59,137 OR 59%.

ENROLLMENT OF WHITE STUDENTS IN ELEMENTARY SCHOOLS IN 1963 WAS 88,178. OF THIS NUMBER, 28,352 OR 32% HAD NO CONTACT WITH NEGRO TEACHERS AND NEGRO PUPILS. ANOTHER GROUP OF 15,972 WHITE STUDENTS HAD SOME CONTACT WITH NEGRO STUDENTS BUT NONE WITH NEGRO TEACHERS. IN 1963, THEREFORE, THE TOTAL NUMBER OF WHITE STUDENTS AT THE ELEMENTARY LEVEL WITH NO OPPORTUNITY FOR CONTACT WITH NEGRO TEACHING PERSONNEL WAS 44,324, OR 50% OF ALL SUCH STUDENTS.

ENROLLMENT OF WHITE STUDENTS IN JUNIOR HIGH SCHOOLS TOTALED 18,436 IN 1961.

OF THIS TOTAL 11,042 HAD NO INTERRACIAL EXPERIENCE IN THE SCHOOL SETTING AND AN ADDITIONAL 1,191 STUDENTS HAD MINIMAL CONTACT WITH NEGRO STUDENTS AND NONE WITH NEGRO TEACHERS. A TOTAL OF 12,233 WHITE JUNIOR HIGH PUPILS OR 66% HAD NO CONTACT WITH NEGRO TEACHERS. IN 1963, ENROLLMENT OF WHITE STUDENTS IN JUNIOR HIGH SCHOOLS WAS 23,680. OF THIS TOTAL 6,227 STUDENTS HAD NO CONTACT WITH NEGRO TEACHERS OR PUPILS; 1,405 ATTENDED SCHOOLS WITH SOME STUDENTS AND NO NEGRO TEACHERS. THE TOTAL NUMBER OF JUNIOR HIGH STUDENTS WITH NO OPPORTUNITY FOR CONTACT WITH NEGRO TEACHERS WAS 7,632 OR 31% OF ALL SUCH STUDENTS.

SENIOR HIGH WHITE STUDENT ENROLLMENT FOR 1961 WAS 34,432. OF THESE STUDENTS, 10,440 HAD NO INTERRACIAL CONTACTS IN THE EDUCATIONAL SETTING AND AN ADDITIONAL 1,715 HAD

SOME CONTACT WITH STUDENTS AND NONE WITH NEGRO TEACHERS. THUS, WE HAVE IN 1961 A TOTAL OF 12,155 HIGH SCHOOL STUDENTS WITH NO CONTACT WITH NEGRO TEACHING PERSONNEL. THERE WAS A TOTAL ENROLLMENT OF 36,901 WHITE HIGH SCHOOL STUDENTS IN 1963. OF THESE, 5,375 OR 14% HAD NO CONTACT WITH NEGRO TEACHERS BUT LIMITED CONTACT WITH NEGRO STUDENTS.

OPPORTUNITIES FOR WHITE PUBLIC SCHOOL STUDENTS TO COME INTO CONTACT WITH NEGRO TEACHERS IN THE JUNIOR HIGH AND HIGH SCHOOL GRADES HAVE INCREASED SINCE 1961.

AS A RESULT OF THE INSIGNIFICANT CHANGE IN THE OVERALL TEACHER PLACEMENT PATTERN, HOWEVER, THERE REMAINS IN 1963, A DISPROPORTIONATELY HIGH NUMBER OF WHITE ELEMENTARY SCHOOL STUDENTS WHO HAVE NO OPPORTUNITY FOR CONTACT WITH NEGRO TEACHERS.

OPPORTUNITY IS MOST LIMITED AT THAT LEVEL AT WHICH IT IS MOST DIFFICULT TO JUSTIFY.

SIGNIFICANCE OF CHANGES. INVESTIGATING THE NEGRO PUPIL/TEACHER RATIO IN TERMS OF TEACHER ASSIGNMENT, IT WAS FOUND THAT THE PROPORTION OF NEGRO TEACHERS IN A SCHOOL CLOSELY PARALLELS THE PROPORTION OF NEGRO PUPILS IN THE SAME SCHOOL. IN 1961, BASED ON 270 DETROIT SCHOOLS, THE CORRELATION OF NEGRO PUPILS AND TEACHERS IN A SCHOOL WAS +0.86. IN 1963, BASED ON 281 DETROIT SCHOOLS THE CORRELATION WAS +0.88. THUS, THE CORRELATION HAS BEEN MAINTAINED FOR TWO YEARS. THE RELATIONSHIP BETWEEN THE PRESENCE OF NEGRO CHILDREN IN A SCHOOL AND WHETHER ANY SCHOOL HAS ONE OR MORE NEGRO TEACHERS AS COMPUTED IN A CHI-SQUARE TEST OF SIGNIFICANCE, WAS SIGNIFICANT BEYOND THE .001 LEVEL OF PROBABILITY IN BOTH 1961 AND 1963. WHILE THERE HAS BEEN A REDUCTION IN THE STATISTICAL VALUE, THE RELATIONSHIP CONTINUES TO FALL FAR OUTSIDE OF THAT RANGE WHICH COULD BE DUE TO CHANCE. (SEE TABLE VII)

| | | |
|-----------------|---|-------|
| 1961 CHI-SQUARE | - | 160.4 |
| 1963 CHI-SQUARE | - | 98.5 |

ANOTHER INDICATION THAT CHANGES WITHIN THE SCHOOL SYSTEM IN THE PAST YEARS DO NOT REFLECT TEACHER ASSIGNMENT WITHOUT REGARD TO RACE IS TO BE FOUND IN THE RATIO OF NEGRO PUPILS TO NEGRO TEACHERS. THIS RATIO HAS REMAINED NEARLY CONSTANT FROM 1961 TO 1963 AND FROM DISTRICT TO DISTRICT. THE LONE EXCEPTION TO THIS IS IN THE WEST DISTRICT WHERE A DISPROPORTIONATELY HIGH RATIO FELL SOMEWHAT AFTER SCHOOLS WITH ALREADY INTEGRATED FACULTIES WERE ADDED TO THE DISTRICT.

D. OPPORTUNITIES FOR CHANGE IN THE RACIAL PATTERN. A CHARACTERISTIC OF THE DETROIT SCHOOL SYSTEM IS THE CONSTANT MOVEMENT OF PERSONNEL WITHIN IT.

IN 1961 THERE WERE A TOTAL OF 10,208 PERSONNEL EMPLOYED BY THE BOARD. IN 1963 THE NUMBER OF PERSONNEL INCREASED TO 10,429.

AS INDICATED BY TABLE VIII, THERE WERE A TOTAL OF 5,190 PERSONNEL CHANGES IN THE '60-'61 SCHOOL YEAR. SOME 51% OF ALL SCHOOL PERSONNEL WERE INVOLVED IN CHANGES, OR CHANGES OCCURRED ON THE AVERAGE OF ONE PER EVERY 1.96 SCHOOL PERSONNEL. IN THE '61-'62 SCHOOL YEAR, THERE WERE A TOTAL OF 5,695 PERSONNEL CHANGES, INDICATING THAT 54% OF ALL SCHOOL PERSONNEL WERE INVOLVED IN CHANGES, OR AN AVERAGE OF 1 CHANGE FOR EVERY 1.83 PERSONNEL. THESE CHANGES OCCURRED THROUGH RESIGNATION, SCHOOL EXPANSION, DEATH AND TRANSFER, AND DO NOT INCLUDE RECLASSIFICATIONS, ADJUSTMENTS, PROMOTIONS, AND ESRP STATUS CHANGES.

OVER THIS TWO YEAR PERIOD THERE WERE 10,885 PERSONNEL CHANGES THROUGHOUT THE SYSTEM. THESE 10,885 CHANGES REPRESENTED SIGNIFICANT OPPORTUNITIES FOR THE BOARD OF EDUCATION TO DEMONSTRATE A PATTERN OF TEACHER ASSIGNMENT WITHOUT REGARD TO RACE.

NUMBER OF NEGRO PUPILS

NUMBER OF NEGRO TEACHERS 1963

| | 0 | 1-2-3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 | 16 17 18 | 19 20 21 | 22 23 24 | 25 26 27 | 28 29 30 | 31 32 33 | 34 35 36 | 37 38 39 | 40 41 42 | 43 44 45 | 46 47 48 | 49 50 51 | 52 53 54 | 55 56 57 | 58 59 60 | TOTAL | |
|-----------|------------|----------|-------------|-------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------|-----|
| 0 | •••••••••• | ••••• | | | | | | | | | | | | | | | | | | | | | 61 |
| 1-165 | •••••••• | •••••••• | ••• | ••• | | | | | | | | | | | | | | | | | | | 68 |
| 166-330 | ••• | •••• | ••• | •• | •• | • | | | | | | | | | | | | | | | | | 21 |
| 331-495 | | •• | ••• | •• | ••• | ••• | | • | | | | | | | | | | | | | | | 16 |
| 496-560 | | •• | •• | ••• | | | • | | | | | | | | • | | | | | | | | 9 |
| 561-725 | | • | ••• | • | ••• | ••• | •• | ••• | | | | | | | | | | | | | | | 26 |
| 726-890 | | • | | • | ••• | ••• | •• | ••• | •• | | | | | | | | | | | | | | 22 |
| 891-1055 | | • | ••• | •• | • | • | • | | •• | ••• | • | | | | | | | | | | | | 15 |
| 1056-1220 | | | • | • | • | | | ••• | | | | | | | • | | | | | | | | 7 |
| 1221-1385 | | | | • | | • | • | | | | | • | • | • | | | | | | | | | 6 |
| 1386-1550 | | | | • | | • | | •• | • | | •• | • | • | | | | | | | | | | 9 |
| 1551-1715 | | | | | • | • | •• | | | •• | • | | | | | | • | | | | | | 8 |
| 1716-1880 | | | | | | | | | | | | • | | | | | | | | | | | 1 |
| 1881-2045 | | | | | | | | • | | | | • | | | | | | | | | | | 2 |
| 2046-2210 | | | | | | | | | | • | | | | | | | • | | | | | | 2 |
| 2211-2375 | | | | | | | | | • | | | | • | | •• | | | | | | | | 4 |
| 2376-2540 | | | | | | | | | | | | | | | | | • | | | | | | 1 |
| 2541-2705 | | | | | | | | | | | | | | | • | | | | | | | | 2 |
| 2706-2870 | | | | | | | | | | | | | | | | | | | | | | | 0 |
| 2871-3035 | | | | | | | | | | | | | | | | | | | | | | • | 1 |
| TOTAL | 81 | 52 | 26 | 19 | 23 | 20 | 11 | 15 | 5 | 6 | 5 | 4 | 5 | 1 | 3 | 0 | 3 | 1 | 0 | 0 | 0 | 1 | 281 |

Each Dot = 1 School

TABLE VIII

SUMMARY REPORT OF PERSONNEL TRANSACTIONS

| SCHOOL YEARS | ACCESSIONS | | | | | SEPARATIONS | | | | | TOTAL CHGS. | TOTAL PERSONNEL | RATIO CHG. TO PERSONNEL |
|-----------------|-------------|-----------------|---------|--------------|-----------------------|-------------|--------|---------|--------------|------------|----------------|--------------------|-------------------------------|
| | NEW ESRP | NEW TEACHERS | TRANSF. | SCH. CHG. | RETURN OF LAY OFFS | RESIGN. | DEATHS | TRANSF. | SCH. CHG. | LAY OFF | | | |
| 1960/61 | 390 | 773 | 510 | 443 | 606 | 468 | 20 | 536 | 433 | 1011 | 5190 | 10208 | 1: 1.96 51% |
| 1961/62 | 461 | 735 | 551 | 536 | 647 | 476 | 20 | 620 | 535 | 1114 | 5695 | 10429 | 1: 1.83 54% |

SUMMARY

- A. OVERALL DATA. THE 1962-63 SCHOOL ENROLLMENT OF 296,689 SHOWED AN INCREASE OF 9,237 PUPILS OVER THE 1960-61 ENROLLMENT OF 287,452. NEGRO PUPILS, HOWEVER, HAD INCREASED BY 14,090 AND TOTALED 145,185 OR 49%. WHITE PUPILS HAD DECREASED BY 5,127 AND TOTALED 154,624.

CONTRACT PERSONNEL NUMBERED 10,875 IN 1963, AN INCREASE OF 331. IN 1963, NEGRO CONTRACT PERSONNEL NUMBERED 2,648, REPRESENTED 24% AND AN INCREASE OF 373, WHILE WHITE CONTRACT PERSONNEL NUMBERED 8,200, A DECREASE OF 38.

- B. PROGRESS TOWARD DESEGREGATION. IN EVERY DISTRICT OF THE CITY BUT ONE, THE NUMBER OF NEGRO TEACHERS INCREASED. IN THE THREE VIRTUALLY ALL-WHITE DISTRICTS, THE NUMBER OF NEGRO TEACHERS ROSE FROM 3 TO 11 IN THE NORTHWEST, 10 TO 24 IN THE NORTHEAST, AND 6 TO 79 IN THE WEST DISTRICT. HOWEVER, MOST OF THE CHANGE IS DUE TO THE ASSIGNMENT OF NEGRO TEACHERS TO SCHOOLS WITH ALREADY INTEGRATED FACULTIES IN THE WEST DISTRICT AND THE REDISTRICTING OF 2 SCHOOLS WITH RACIALLY MIXED STAFFS FROM CENTER TO WEST.

- C. EVALUATION OF PLACEMENT PATTERN. DISTRIBUTION OF WHITE AND NEGRO TEACHERS. OF THE 266 SCHOOLS IN 1961, A TOTAL OF 91 WERE WITHOUT NEGRO TEACHERS. OF THE 271 SCHOOLS IN 1963 THERE REMAIN 73 SCHOOLS OR 27%, WITHOUT NEGRO TEACHERS AND 43 SCHOOLS OUT OF THIS 73 WERE ALSO WITHOUT NEGRO PUPILS. IN 1961, NEGRO TEACHERS WERE ASSIGNED TO ONLY 5 SCHOOLS WITH ALL-WHITE STUDENT BODIES, AND IN 1963 THE NUMBER OF SUCH ASSIGNMENTS INCREASED TO 10.

INTERRACIAL EXPERIENCE. OPPORTUNITIES FOR CONTACT WITH NEGRO TEACHERS IS MOST LIMITED FOR THE WHITE ELEMENTARY SCHOOL CHILD; 44,324 OR 50% HAD NO CONTACT WITH NEGRO TEACHERS IN 1963.

SIGNIFICANCE OF CHANGES. IN 1961 THE CORRELATION BETWEEN NEGRO TEACHERS IN A SCHOOL AND NEGRO PUPILS IN THE SAME SCHOOL WAS +0.86, IN 1963 IT WAS 0.88. THIS RELATIONSHIP BETWEEN THE PRESENCE OF NEGRO CHILDREN IN A SCHOOL AND WHETHER ANY SCHOOL HAS A NEGRO TEACHER WAS FOUND TO BE SIGNIFICANT BEYOND THE .001 LEVEL OF PROBABILITY IN BOTH 1961 AND 1963 AND COULD NOT HAVE OCCURRED BY CHANCE.

- D. OPPORTUNITIES FOR CHANGE. DESPITE THE FACT THAT TURNOVER AND MOVEMENT OF PERSONNEL REPRESENTED 51% OF 10,208 CONTRACT PERSONNEL IN 1960-61 AND 54% OF 10,429 CONTRACT PERSONNEL IN 1961-62, THE NUMBER OF SCHOOLS WITH NEGRO TEACHERS AND NO NEGRO PUPILS ONLY INCREASED FROM 5 TO 10 FROM 1961 TO 1963. THESE 10,885 PERSONNEL CHANGES REPRESENTED SIGNIFICANT OPPORTUNITIES TO DEMONSTRATE A PATTERN OF TEACHER ASSIGNMENT WITHOUT REGARD TO RACE.

CONCLUSIONS

OUR CURRENT STUDY INDICATES THAT THE SITUATION AS REPORTED IN 1962 BY THE CACEEO COMMITTEE ON PERSONNEL REMAINS VIRTUALLY UNCHANGED. "THAT THE BOARD OF EDUCATION HAS FOLLOWED A PRACTICE OF (1) ASSIGNING NEGRO TEACHERS PREDOMINANTLY WITHIN CERTAIN DISTRICTS WHERE THERE ARE LARGE NUMBERS OF NEGRO PUPILS, AND (2) ASSIGNING NEGRO TEACHERS CHIEFLY TO RACIALLY MIXED SCHOOLS, IN MANY CASES ON A PROPORTIONAL BASIS. IF THERE ARE NO NEGRO CHILDREN IN A SCHOOL, NO NEGRO TEACHERS ARE ASSIGNED THERE; THIS RULE HAS FEW EXCEPTIONS TO DATE."

RECOMMENDATIONS

1. THE BOARD OF EDUCATION HAS FULL RESPONSIBILITY FOR POLICY IN THE DETROIT PUBLIC SCHOOLS, THERE IS NO QUESTION IN OUR MINDS AS TO THE MEANING OF THE POLICY ADOPTED BY THE BOARD ON NOVEMBER 11, 1955, "THAT THE MICHIGAN FEPC ACT BE ACCEPTED AS THE PRACTICE AND POLICY OF THE DETROIT BOARD OF EDUCATION."

THERE CAN BE NO DOUBT IN THE MINDS OF DETROIT RESIDENTS THAT THE FIRM POLICY OF THE BOARD OF EDUCATION IS THAT RECRUITMENT, ASSIGNMENT, TRANSFER AND PROMOTION OF ANY AND ALL PERSONNEL BE ACCOMPLISHED WITHOUT RACIAL DISCRIMINATION, AND THAT THE BOARD OF EDUCATION ACCEPT ITS OBLIGATION NOT ONLY TO HAVE NONDISCRIMINATORY POLICIES AND PROCEDURES BUT THAT IT WILL DO EVERYTHING NECESSARY AND POSSIBLE TO ACHIEVE EQUAL EMPLOYMENT OPPORTUNITY FOR ALL PERSONNEL AND EQUAL EDUCATIONAL OPPORTUNITY FOR ALL STUDENTS.

IF THERE IS ANY RESERVATION ON THE PART OF THE BOARD FOR THE AFFIRMATION THAT THIS HAS BEEN AND IS THEIR INTENTION AS A PUBLIC BODY, THEN IT MUST BE STATED.

2. THE BOARD HAS FULL RESPONSIBILITY FOR POLICY; THE SUPERINTENDENT, HIS ADMINISTRATIVE STAFF AND THE PERSONNEL DIVISION HAVE THE RESPONSIBILITY FOR ACHIEVING IN PRACTICE THE REQUIREMENTS OF POLICY.

IN A DEMOCRATIC SOCIETY, WITH A PUBLIC BODY, THERE ARE GRAVE CONSEQUENCES WHENEVER THERE IS (1) REFUSAL TO CARRY OUT A POLICY, (2) WHERE FACTORS ARE CONSCIOUSLY PERMITTED TO IMPINGE ON THE PROCESS AND SUBVERT THE POLICY, OR (3) WHERE NO ACTION IS TAKEN TO CONTROL THE OPERATION OF FACTORS WHICH WOULD RENDER ACHIEVEMENT OF THE POLICY IMPOSSIBLE.

DESPITE THE OBLIGATION TO FORMULATE AND FOLLOW PROCEDURES WHICH WOULD ACCOMPLISH EQUAL OPPORTUNITY GUARANTEES AS ESTABLISHED UNDER POLICY ADOPTED IN NOVEMBER, 1955, AND DESPITE THE POSITIVE SHOWING IN THE REPORT OF THE CACEEO IN 1962 THAT THERE WAS A CONTINUING PATTERN OF UNEQUAL OPPORTUNITY, VERY LITTLE OF A POSITIVE NATURE OCCURRED. THE 73 SCHOOLS OR 27% OPERATED BY THE BOARD OF EDUCATION WITH ALL-WHITE TEACHING STAFF ARE TESTIMONY TO THAT FAILURE.

THE ACHIEVEMENT OF BOARD POLICY FOR THE RECRUITMENT, ASSIGNMENT, TRANSFER AND PROMOTION OF PERSONNEL, WITHOUT REGARD TO RACE MUST TAKE PRIORITY OVER ANY OTHER CONSIDERATION.

1. IN JUNE 1963, THE SUPERINTENDENT TOOK A PARTIAL STEP IN THE CONTROL OF THE PROBLEM OF RACIALLY DEFINED AREAS OF ASSIGNMENT BY REQUIRING THAT "ASSIGNMENTS OF NEW TEACHERS (BE) MADE FROM THE LIST OF VACANCIES IN ORDER AND WITHOUT A CHOICE OF THE FIRST THREE."

THE KEY REQUIREMENT IN THE ASSIGNMENT OF ANY AND ALL PERSONNEL IS THAT NEED DETERMINE PLACEMENT. ASSIGNMENTS MUST BE MADE ON THE BASIS OF NEED AT THE CONVENIENCE AND JUDGMENT OF THE BOARD. FACTORS UNRELATED TO PREPARATION OR QUALIFICATION, SUCH AS: GEOGRAPHY OR PERSONAL PREFERENCE, WHICH WOULD RESTRICT OR DENY OPPORTUNITY BASED ON RACE CANNOT BE GIVEN PRIORITY IN THE DECISIONS RELATED TO ASSIGNMENT.

IF THERE IS ANY RESERVATION ON THE PART OF THE ADMINISTRATIVE STAFF TO TAKE AFFIRMATIVE RESPONSIBILITY FOR THE IMMEDIATE FULL, COMPLETE AND DEMONSTRABLE ACHIEVEMENT IN PRACTICE OF THIS POLICY OF EQUAL EMPLOYMENT OPPORTUNITY, THEN IT MUST BE SO STATED.

3. BECAUSE WE BELIEVE THAT THE BOARD OF EDUCATION AND THE ADMINISTRATION HAVE BOTH A MORAL AND A LEGAL OBLIGATION TO THE PUBLIC TO DEMONSTRATE POLICY WITH OBSERVABLE PRACTICE IN ALL SCHOOL SETTINGS, WE THEREFORE RECOMMEND:
 - A. THAT THE SUPERINTENDENT BE DIRECTED TO IMMEDIATELY BEGIN TO WORK WITH EXISTING PERSONNEL TO EQUALIZE OPPORTUNITY WITHIN EVERY SCHOOL SETTING AS THE FIRST STEP TOWARDS THE CONFIRMATION OF POLICY BY OBSERVABLE PRACTICE.
 - B. THAT THE SUPERINTENDENT BE DIRECTED TO TAKE THOSE STEPS WHICH WILL CONFIRM AND ACHIEVE ON A CONTINUING BASIS THE RANDOM, NON-RACIAL ASSIGNMENT OF TEACHERS BASED ON NEED.
 - C. THAT THE SUPERINTENDENT BE DIRECTED TO SUBMIT TO THE BOARD A SPECIFIC PLAN FOR THE ACCOMPLISHMENT OF THE ABOVE POLICY.
 - D. THAT THE BOARD APPOINT A FIVE MEMBER CITIZEN COMMITTEE TO REVIEW ALL PERSONNEL TRANSACTIONS WITH THE PERSONNEL DIVISION ON A MONTHLY OR WEEKLY BASIS TO DETERMINE THAT ALL PROPER STEPS ARE BEING TAKEN TO ACHIEVE EQUAL EDUCATIONAL OPPORTUNITY IN THE ASSIGNMENT OF ALL SCHOOL PERSONNEL; AND
 - E. THAT THIS COMMITTEE BE DIRECTED TO REPORT ITS FINDINGS AND EVALUATIONS TO THE BOARD ON A QUARTERLY BASIS UNTIL ITS WORK IS COMPLETED.

