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ASSISTED EDUCATION PROGRAMS

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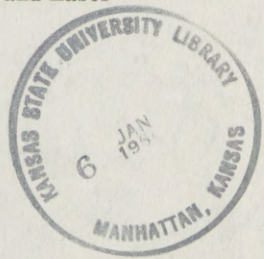
HEARING
BEFORE THE
SELECT SUBCOMMITTEE ON EDUCATION
OF THE
COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES
EIGHTY-EIGHTH CONGRESS
FIRST SESSION
ON
H.R. 7771

A BILL TO AMEND VARIOUS ACTS PROVIDING FEDERAL
ASSISTANCE FOR EDUCATION TO ASSURE THAT FEDERAL
FUNDS WILL NOT BE USED TO ASSIST EDUCATIONAL IN-
STITUTIONS WHICH PRACTICE RACIAL DISCRIMINATION

HEARING HELD IN LOS ANGELES, CALIF.,
AUGUST 12, 1963

Printed for the use of the Committee on Education and Labor

ADAM C. POWELL, *Chairman*



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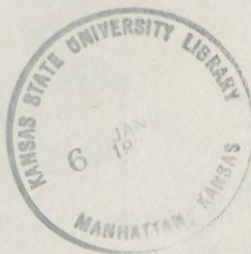
Dr. JOHN C. MUNTONE, *Director*



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III



RACIAL DISCRIMINATION IN FEDERALLY ASSISTED EDUCATION PROGRAMS

MONDAY, AUGUST 12, 1963

HOUSE OF REPRESENTATIVES,
SELECT SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON EDUCATION AND LABOR.

Los Angeles, Calif.

The committee met at 10 a.m., pursuant to call, at the California Museum of Science and Industry, 700 State Drive, Los Angeles, Calif., Hon. Augustus Hawkins presiding.

Committee members present: Representatives Augustus Hawkins and George E. Brown, Jr.

Staff member present: Dr. John C. Muntone, director.

Mr. HAWKINS. Ladies and gentlemen, I'm sorry for this delay, but due to a rule we cannot allow photographers in the room during the hearing, and we were simply allowing some latitude before the actual commencement of the afternoon session.

Now, since you have completed, the meeting will come to order, please, and we will have as the first witness this afternoon Mrs. Myers who is seated here but may I, before that, read into the record a statement concerning the purpose of the afternoon meeting.

Because of the many developments around the Nation, all of which have been thoroughly covered by the news media, it would appear that we are all well aware of the urgency surrounding the issue of civil rights. We in the Congress, and particularly of the House Committee on Education and Labor, have been considering various legislative proposals which would attack the problem in two fundamental areas; education and employment.

The results of our efforts to date have been committee approval of a fair employment practices bill and a bill which would withhold Federal funds from any schools which practice racial discrimination. The latter of these two bills, that is the one which would prohibit Federal funds to any school which practices racial discrimination, would amend five existing federally assisted education programs in order to attain the objective just mentioned. However, even enactment of this bill would leave us confronted with a very serious problem, that of de facto segregation. This is a so-called gray area, since presumably segregation of this type does not result from legislative enactment but rather it is attributed to a variety of factors most prominent among which is the development over the years of neighborhood schools.

The fact is, however, that such schools wherein racial balance is not in existence are clearly segregated schools. It has been advanced by some that this kind of situation is not in violation of the rights granted

by the Constitution. Yet it seems to others to be in complete violation of the basic tenets upon which our whole structure of democratic institutions rests.

The dichotomy is at once apparent. However, the solution remains to be uncovered. I say "uncovered" because the Golden Rule which has been with us for centuries was first given to us by one far removed and beyond our limited powers to emulate as evidenced by the disuse into which that admonition has fallen, particularly in some areas of the Nation.

Let us turn our attention to an examination of the situation as it exists here. At the same time, let us be alert to the fact that in our home area we have more than one group which has long been denied an equal opportunity to find its place in the sun.

(Text of H.R. 7771 follows:)

[H.R. 7771, 88th Cong., 1st sess.]

A BILL To amend various Acts providing Federal assistance for education to assure that Federal funds will not be used to assist educational institutions which practice racial discrimination

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

AMENDMENTS OF NATIONAL DEFENSE EDUCATION ACT OF 1958

SECTION 1. (a) Section 203 of the National Defense Education Act of 1958 is amended by adding at the end thereof the following new subsection:

"(c) After June 30, 1964, the Commissioner shall make no capital contribution to an institution of higher education under this title unless such institution is being operated, and students admitted thereto, on a racially nondiscriminatory basis."

(b) Section 303(a) of such Act is amended by striking out the period at the end of paragraph (5) and inserting a semicolon in lieu thereof, and by adding at the end thereof the following new paragraph:

"(6) provides that no equipment or services financed in whole or in part with assistance under this part will be provided after June 30, 1964, to any school which is not operated, and students admitted thereto, on a racially nondiscriminatory basis, except that a school which during the fiscal year ending June 30, 1965, does not meet the requirement of this paragraph shall be deemed to do so if the agency responsible for the operation of such school certifies to the State educational agency that it will meet this requirement on and after July 1, 1965."

(c) Section 305 of such Act is amended by adding at the end thereof the following new subsection:

"(c) After June 30, 1964, loans may be made under this section only to schools which are operated, and admit students, on a racially nondiscriminatory basis, except that a loan may be made to a school which does not meet this requirement during the fiscal year ending June 30, 1965, if it provides assurances satisfactory to the Commissioner that it will meet this requirement on and after July 1, 1965."

(d) Section 403 of such Act is amended by adding at the end thereof the following new subsection:

"(c) After June 30, 1964, no fellowship shall be awarded under this title for pursuing a course of study in a graduate program in an institution of higher education if such institution is not operated, and students admitted thereto, on a racially nondiscriminatory basis."

(e) Section 503(a) of such Act is amended by striking out "and" at the end of clause (1), by striking out the period at the end of clause (2) and inserting in lieu thereof "; and", and by adding at the end thereof the following new clause:

"(3) assurance that in the administration of both such programs services will be made available to students on a racially nondiscriminatory basis."

(f) Section 511 of such Act is amended by inserting after the first sentence the following new sentence: "The Commissioner shall require each such institute,

and the contracting institution, to be operated, and individuals admitted thereto, on a radically nondiscriminatory basis."

(g) Section 601(a) of such Act is amended by inserting after the second sentence thereof the following: "The Commissioner shall require each such center, and the contracting institution, to be operated, and individuals admitted thereto, on a racially nondiscriminatory basis."

(h) Section 611 of such Act is amended by inserting after the first sentence thereof the following: "The Commissioner shall require each such institute, and the contracting institution, to be operated, and individuals admitted thereto, on a racially nondiscriminatory basis."

AMENDMENT OF VOCATIONAL EDUCATION ACTS

SEC. 2. (a) Section 8 of the Act of February 23, 1917 (relating to vocational education) is amended by inserting "(a)" after "SEC. 8." and by adding at the end thereof the following new subsection:

"(b) After June 30, 1964, each State plan shall require that any vocational education program assisted with funds appropriated under this Act shall be operated, and students admitted thereto, on a racially nondiscriminatory basis, except that a program which during the fiscal year ending June 30, 1965, does not meet the requirement of this subsection shall be deemed to do so if the agency responsible for the operation of such program certifies to the State board that it will meet this requirement on and after July 1, 1965."

(b) Section 203(a) of the Vocational Education Act of 1946 is amended by striking out "and" at the end of clause (4), by striking out the period at the end of clause (5) and inserting in lieu thereof "; and", and by adding at the end thereof the following:

"(6) after June 30, 1964, provide that any practical nurse training program assisted with funds appropriated under this title will be operated, and students admitted thereto, on a racially nondiscriminatory basis, except that such a program which during the fiscal year ending June 30, 1965, does not meet this requirement shall be deemed to do so if the agency responsible for the operation of such program certifies to the State board that it will meet this requirement on and after July 1, 1965."

AMENDMENTS OF PUBLIC LAWS 815 AND 874, EIGHTY-FIRST CONGRESS

SEC. 3. (a) Section 6 of the Act of September 23, 1950, is amended by adding at the end thereof the following new subsection:

"(d) (1) An application of a local educational agency may be approved under this Act, only if such agency certifies to the Commissioner—

"(A) that its public schools are operated without discrimination among students on the basis of race, color, religion, or national origin, or

"(B) that it is carrying out a plan (which it has adopted and filed with the Commissioner) for desegregation of its public schools with all deliberate speed, but in any event by June 30, 1964.

"(2) For purposes of this subsection, 'desegregation' of a local educational agency's public schools means operation of its schools without discrimination among students on the basis of race, color, religion, or national origin."

(b) Section 5 of the Act of September 30, 1950, is amended by adding at the end thereof the following new subsection:

"Nondiscrimination

"(d) (1) Notwithstanding any other provision of this Act, payments may be made under this Act only to a local educational agency which certifies to the Commissioner—

"(A) that its public schools are operated without discrimination among students on the basis of race, color, religion, or national origin, or

"(B) that it is carrying out a plan (which it has adopted and filed with the Commissioner) for desegregation of its public schools with all deliberate speed, but in any event by June 30, 1964.

"(2) For purposes of this subsection, 'desegregation' of a local educational agency's public schools means operation of its schools without discrimination among students on the basis of race, color, religion, or national origin."

AMENDMENT OF LIBRARY SERVICES ACT

SEC. 4. Section 9(c) of the Library Services Act is amended by adding before the semicolon at the end thereof the following: “, and is operated on a racially nondiscriminatory basis”.

AMENDMENTS OF LAND GRANT COLLEGE ACT

SEC. 5. (a) The first section of the Act of August 30, 1890 (26 Stat. 417; 7 U.S.C. 322, 323), is amended by striking out all that follows “students” in the first proviso and inserting in lieu thereof a period: *Provided*, That any institution which was entitled to receive the benefits of such Act for the fiscal year ending June 30, 1963, shall be entitled to the benefits of such Act and subject to its provisions, as much as it would have been if it had been included under the Act of July 2, 1862.

(b) Sections 2, 3, and 4 of such Act of August 30, 1890 (7 U.S.C. 324-326), are each amended by striking out “, or the institution for colored students,” “or other institutions”, and “, or of institutions for colored students,” each place those terms appear.

(c) The amendments made by this section shall apply only with respect to payments made under the Act of August 30, 1890, after the enactment of this Act.

Mr. HAWKINS. Considering the caliber of the witnesses who will appear here this afternoon, we can anticipate that the testimony will be objective, constructive, and of great value to the committee and subsequently to the Congress.

As the first witness this afternoon, we would like to have Mrs. Mattie B. Meyers, the first vice president, central area, of the National Association for the Advancement of Colored People.

Mrs. Meyers, it is a pleasure to have you before this committee, and you may now either present your statement that you have there before you or comment on it as you see fit.

**STATEMENT OF MRS. MATTIE B. MEYERS, FIRST VICE PRESIDENT,
CENTRAL AREA, NAACP**

Mrs. MEYERS. I would like to state what I have in mind in my written report. I am the first vice president of the central area of the west coast region of the National Association for the Advancement of Colored People and immediate past president of the Fresno branch, and also I was a member of the Scope Committee, which was a committee on patterns of education which was appointed by the Fresno City School Board to study equal opportunities in the schools there.

Fresno, Calif., is a community of approximately 150,000 residents, over 13,000 being Negroes with 99.9 percent of those Negroes concentrated in the west Fresno ghetto.

The cause of de facto segregation in Fresno, I believe, is due largely to the discriminatory factors of the rigid fixation of the West Fresno School District which is geographically bounded by the Southern Pacific Railroad tracks and the freeway, and also the practice of a number of white students in the west Fresno area to transfer across town and discourage the transfer of Negro students to across-town schools.

Edison High enrollment in 1962 was 1,103 at the first of the year, over 300 of these being ninth graders. The west Fresno schools are the only ones in the city operated on a 6-2-4 basis, while the other Fresno schools operate on a 6-3-3 basis.

Fresno is a hard-core city of discrimination in employment and in housing and de facto segregation in California. Negro citizens have complained to officials about the conditions for over 2 or 3 years now. The NAACP, Fresno branch, launched a program into the community 2 years ago to study this problem, which was manned by college graduates, volunteers from many fields including religion, medicine, teaching, legal, social, clerical works, and they all participated in this program.

Parents called upon the NAACP, Fresno branch, because they felt the Negro children were receiving inferior education as compared to their white counterparts in Fresno. The purpose of this community study hall by NAACP was to stimulate and motivate high school students to do better schoolwork and acquaint them with future careers. The program got the approval of the school administration. Sometimes the halls had as many as 178 students in attendance. At first, the teachers from the west Fresno schools cooperated with the study hall, but later discouraged the students because they felt it was indictment of them.

We found that even many of the good students were far behind academically those on the same level attending schools across town. In other words, an A student at Edison High was the equivalent of a B student from Fresno High.

We found that parents were genuinely interested in their children and often brought carloads of children to the halls. The students were discouraged by school people and teachers because many teachers do not feel that the Negro student could get skilled employment even if he had learned to do this type of occupation.

High school students were seldom encouraged to set their goals high even where they possessed high IQ's. Few Fresno Negro students are academically equipped to go into State colleges or universities or even the apprenticeship program.

In making a study of the schools while I was on the Scope Committee I was told by Edison High School officials that out of this past year's graduation class of 106 Negro students only one was eligible to go to the university and four eligible to go to a State college.

Edison High in over 30 years of existence has never produced a Negro graduate who became a doctor, lawyer, or dentist, though there is need in the community for such.

Negro students have to go to junior college for 2 or 3 years to make up high school courses in order to get into a State college. Less than 1 percent of all Negro students ever finish a 4-year college, and Edison High is often referred to as a babysitting institution.

Teachers going into west Fresno to teach are often referred to as "going to Siberia" and are degraded by their colleagues because they teach in a predominantly Negro school. Many good teachers who teach in the west Fresno schools are so looked down upon by their colleagues that they resent the fact that they teach in west Fresno, and in turn this resentment is reflected in the attitude of the Negro students. Students in turn feel this and fear that teachers and administrators feel that there is no use in trying to teach a Negro anything. Students have related that they did not believe that their teachers or principal care whether they learned or not, and that Negro students were looked upon as being bad.

Students also related that they were told by the school personnel that a Negro could not get into various skill occupations and were discouraged from setting their sights in this direction. Even those students who have been top students at Edison High School have found it difficult to maintain even a C average in college.

Negro citizens last year loudly protested to the school administration in Fresno and the Fresno School Board against de facto segregation and inequality of educational opportunity for the Negro child. The school board appointed a Scope Committee to study the equality of opportunity there, but many consistently refused to recognize that Fresno had de facto segregated schools, so consequently it never did attack the problem. They did, however, recommend an open enrollment policy. The school board just recently refused to state that it recognized de facto segregation in Fresno schools. It adopted in name an open enrollment policy but the school administrators discouraged "any great mass movement of pupils from west Fresno" even in the light of the many restrictions which they had already advanced as to an open enrollment policy. The open enrollment policy was adopted to eliminate the overcrowding of schools as so stated by the administrator. Yet Edison High has the smallest high school enrollment in the city.

The Negro high school graduate in Fresno is ill prepared to go into those occupations even normally employing high school graduates.

The high school program invariably has consisted of so-called stock courses with little mathematics, languages, or sciences.

Unemployment in Fresno, like many other places, is the highest proportionately. The Negro graduate is almost closed to employment in private clerical fields and beauty operators while there is a demand for those with these skills.

There are two recommendations that I would like to make before the committee, and they are these, namely: No. 1, where de facto segregation exists Federal aid be continued on the school boards recognizing the problem exists and that sincere efforts be made to physically desegregate schools and get the Negro child into the mainstream of the school society; No. 2, a study be made of the feasibility of withholding Federal funds from any schools which refuse to take positive action to physically eliminate de facto segregation.

In closing, I would like to say that I feel that it is unfortunate to have to make a recommendation regarding the policing of school officials, but this seems to be the only way that the Negro student is going to ever get equality.

Mr. HAWKINS. Thank you, Mrs. Meyers.

Mr. BROWN, any questions?

Mr. BROWN. Mrs. Meyers, I think you have presented a very good picture of the effect of de facto segregation. I wanted to just explore a little bit more some of these effects. Could you tell us the degree to which Negro teachers are employed in the Fresno school system? Are they employed in any proportionate percentage to the number of Negro students in the whole system?

Mrs. MEYERS. No, they are not. I think out of the school system there were approximately 22.

Mr. BROWN. That would not be, say, 10 percent of the total number?

Mrs. MEYERS. No, it would not.

Mr. BROWN. You say these teachers are generally or almost always placed in the Negro schools?

Mrs. MEYERS. Yes, in the past it has been the pattern. I don't know what the coming school year will present, but I do know that in the past it has always been up to this year.

Mr. BROWN. Has there been an effort made to give them the opportunity to teach in any school of the system that they might feel that they would like to teach in?

Mrs. MEYERS. It was brought out by at least one of the administrators that he had asked some Negro teachers if they wanted to transfer, and I think that this was during the past year when we had the Scope hearings.

Mr. BROWN. Is it your feeling, and if so do you have any information which would substantiate it, that there might be a higher proportion of lesser qualified teachers in the west Fresno area; that is, those who might not have permanent certificates or in some other measurable way were not up to the level of the teachers in the other schools?

Mrs. MEYERS. No, I do not have such information.

Mr. BROWN. How about the curriculum? You mentioned in passing that the courses in the west side in Edison tended to be of a different type from the others. Is this merely because of the way in which the courses are offered or is there actually a difference in the curriculum, in the classes offered? Do they offer, for example, in the white schools do they offer languages and just do not include that as the offering in Edison?

Mrs. MEYERS. In some cases there have been some courses that have not been offered in the Edison High School that have been offered in the schools across town. Now, I feel that the reason the Negro student is not getting what he should at Edison is because of lack of interest and poor counseling or little or no counseling, and invariably these students, I have personally talked with them, and they don't have any conception of the requirements to go into college. I am speaking specifically of those students who have high IQ's and who would be college material, and the program is solely inadequate.

Mr. BROWN. In other words, because of the lack of adequate counseling and information on the part of the students there is not the demand for some of these other courses that might be offered in some of the other schools.

Mrs. MEYERS. True.

Mr. BROWN. I was going to inquire separately about the matter of services in general, including counseling, that are offered at Edison. Do you feel that there is an actual difference in we'll say the ratio of counselors to students, or difference in the quality of counseling services? Is there a difference in the quality of other types of services such as the psychological testing services and other things of this sort between the two schools, Edison and the other high schools?

Mrs. MEYERS. I think that there is inadequate counseling and I think that there is a poor quality of what little counseling there is.

Mr. BROWN. Well now, in general my feeling is that many of the schools in California have inadequate counseling, and this is due to lack of adequate financing. I am trying to get at whether there is a difference between Edison and some of the other schools in Fresno.

Mrs. MEYERS. Well, the general feeling is that Negroes, where they can't get employment, why channel them into college prep work, and they are channeled into shop courses and music or something less than what they could do.

Mr. BROWN. Into what might be called stereotyped concept—

Mrs. MEYERS. That's right.

Mr. BROWN (continuing). Of what the Negro is qualified to do.

Mrs. MEYERS. That's right. I know of a number of Edison students who have graduated and told me that they were discouraged into going into certain fields. I am thinking of one girl who wanted to go into journalism, foreign affairs, and she had been told that she couldn't get into this field, and also someone told me about engineering, that they had been discouraged from going into it, but you have very few going into college prep.

Mr. BROWN. Now, in looking at this from the larger point of view, although this is not entirely within the purview of the committee, you have indicated that what you have in Fresno is in effect a ghetto, is that right, by which the Negro community is more or less solidly segregated in the west side area.

Mrs. MEYERS. Yes, just about completely.

Mr. BROWN. So what we are stating here is the way the Northern States accomplish what the Southern States do by laws in terms of segregation, in housing, in schools, and other things of that sort.

Mrs. MEYERS. That's true. The only way a Negro can get across town is mainly through—it's very difficult. It's very difficult to get rentals. It's just about closed.

Mr. BROWN. Thank you.

Mr. HAWKINS. Mrs. Meyers, I assume that in the city of Fresno that roughly speaking all of the Negroes live on the west side of the track?

Mrs. MEYERS. 99.9 percent.

Mr. HAWKINS. And less than 1 percent live east of the tracks; is that the situation?

Mrs. MEYERS. That's right.

Mr. HAWKINS. First of all, are you speaking for the National Association for the Advancement of Colored People or for the Scope Committee, or just which one of the various groups?

Mrs. MEYERS. NAACP.

Mr. HAWKINS. Which one?

Mrs. MEYERS. NAACP.

Mr. HAWKINS. But you have been a member of the Scope Committee, the committee which was appointed by the Fresno Board of Education to study this problem.

Mrs. MEYERS. That is correct.

Mr. HAWKINS. You have been studying this problem for some time, have you?

Mrs. MEYERS. It was appointed last September, and has been going up until—

Mr. HAWKINS. I assume it is an interracial committee, is it not?

Mrs. MEYERS. It was.

Mr. HAWKINS. Composed of how many individuals?

Mrs. MEYERS. Twenty-nine members, supposedly a cross section of Fresno.

Mr. HAWKINS. Was some of this information you have given us obtained as a result of your participation on that committee?

Mrs. MEYERS. That is true. During the 9 months I had quite an experience learning about the schools.

Mr. HAWKINS. Now, you have said that the west Fresno schools are the only ones the city operates on the 6-2-4 basis, while the other Fresno schools are operated on the 6-3-3 basis. Now, first of all, what do you mean by the 6-2-4 basis and the 6-3-3 basis?

Mrs. MEYERS. Elementary, six grades, three grades junior high, and three grades senior high.

Mr. HAWKINS. And the 6-2-4 basis is not at all in operation in the Fresno schools that are east of the tracks; is that correct?

Mrs. MEYERS. That is true.

Mr. HAWKINS. Is there any reason for that?

Mrs. MEYERS. I don't know that the board would give a reason. The ninth grade is included without senior high school, is included at Edison High.

Mr. HAWKINS. Has anyone ever asked why this should be so?

Mrs. MEYERS. I don't recall.

Mr. HAWKINS. You made some other rather definite statements. For example—which I would like to direct to your attention—that Edison High in its 30 years of existence has never produced a Negro graduate who became a doctor, lawyer, or dentist and that there is need for such in the Fresno community. Now, is there any factual foundation for such a statement?

Mrs. MEYERS. Well, it has been brought up a number of times, and it is just—my husband is an old resident of Fresno, and in order for him to become—I mean to advance, he changed schools; that was 45 years ago. He went to Fresno High School, and he is a physician, but he related that if he had continued at Edison he would not have become a doctor, that he had been discouraged.

Mr. HAWKINS. Are you saying that from personal knowledge that no one knows that a Negro graduate of this school has ever become one of these professional persons?

Mrs. MEYERS. That is true. I am specifically saying Negro.

Mr. HAWKINS. Now, you mentioned various teachers who are resented because they teach in the west Fresno schools, and that this resentment is reflected in the attitude of the Negro student. Now, is this information obtained directly from the teachers involved? How was such information obtained?

Mrs. MEYERS. I am not at liberty to divulge the direct person who told me, but it is a common expression among the teachers that you are going to Siberia when you go to Edison.

Mr. HAWKINS. You personally have heard such statements being made?

Mrs. MEYERS. Yes, I have.

Mr. HAWKINS. How do you connect this with the students who you say resent the fact—that the teachers resent the fact that they teach in these schools? Now just how do you arrive at that statement?

Mrs. MEYERS. Well, this is my deduction from talking, interviewing the students. When I was on the Scope Committee I wanted to get firsthand information. As president of the branch, during 1961 and 1962, a number of complaints came to the branch, and as I said,

I was president, and of course I was in the chair, and these complaints were brought to me, but I did not have any direct contact with students telling me this at that time, and so of course I launched a personal experiment in interviewing students, and I interviewed about 50 students and this is what I gathered after talking with them.

Mr. HAWKINS. Well, would you be a little clearer as to indicate just what activity is attributed to the teachers that is reflected in the Negro students, just what is it, what do they do that causes a reflection of this attitude down to the student level? Do they make statements? Do they use language or do they discourage in specific ways students or is their behavior such that the students resent it?

Mrs. MEYERS. Yes. I am sorry I didn't write down enough direct quotes from students, but I will mention this that parents have gone to the school administrators and have asked for a certain coach to be removed because of profanity among students, and to this date I have not heard of his removal, and this is on record in the school administrator's office, and of course I was present at one meeting in which this request was made, and in fact this points out in this regard that this particular person asked the Negro students—specifically there was one girl mentioned a counselor, this woman enrolled as counselor who—and she said this woman said, "Oh, well, she doesn't really care; she is an old grouch." I asked her had she ever gone in there and asked for college material, and she said, "There is no need going in, she doesn't care about me; they don't care about the Negro students," and this type of conversation that I had with the students.

Mr. HAWKINS. What I am trying to do is to try to get a distinction because I think we all know that invariably, since the beginning of history, I assume, many students don't like teachers, just like many employees don't like their employers, and tenants don't like their landlords, and so forth, and so I'm trying to get a distinction that would make it clearer that what you are referring to is not this type of resentment but rather a specific resentment that is built up as a result of the quality of teachers that are in this particular school. Now, do you make a distinction in the two things that I am making? I am trying to get us down to a more specific and substantial level, because the bill that this committee is studying and which has been recommended by the full committee, as a matter of fact, H.R. 7771, prohibits many of the things that you have indicated this afternoon, but to get the clear-cut distinction between segregation and discrimination as existing by custom or actually by law and that which exists by de facto segregation is a problem before the committee, and we must make that distinction if we are going to include in the prohibitive activity de facto segregation, and that is the reason for the question.

Now, do you make a distinction, or do you believe that the type of practice that you are indicating to this committee is one which is directly related to the type of teachers in the west Fresno schools which is let's say far different from that in the east Fresno schools? For example, in the east Fresno schools, do the students resent the teacher in the same way?

Mrs. MEYERS. I know you want specific facts pinpointed—

Mr. HAWKINS. I am asking for your opinion rather than necessarily specific facts this afternoon, but I want to make sure that the opinions

are based on something more than just a statement of a situation that you don't really have direct knowledge of. I assume from your background that you do have direct knowledge of these things.

Mrs. MEYERS. Yes.

Mr. HAWKINS. And that is the basis on which we consider the testimony very valuable, and that is the reason for asking these questions.

Mrs. MEYERS. Well, there is a distinction made to the Negro students, as I related before, in that the students have told me that there is a difference at the Edison High School, and you must remember that there are very few Negroes in the other schools across town. There are a few but not a number of them to get a big comparable picture.

Mr. HAWKINS. You mentioned counseling. I assume that the counseling that you mentioned is not available to all of the students in the west Fresno schools; is that part of the charge that you are making with respect to counseling?

Mrs. MEYERS. That's right.

Mr. HAWKINS. Some of the proposed bills that we are studying, this would be illegal because guidance counseling and testing must be made specifically available to all of the students, and this does not mean merely announcing that it is available, it must be actually made available in fact, otherwise the Federal funds would be withdrawn.

Now if this bill were now the law of the country, possibly would the west Fresno schools be in violation of it?

Mrs. MEYERS. I will give you this example: In the junior high the parents and students are called in at some period during the spring and are counseled together and the program is discussed with the parent and student together. This is not done in the west Fresno schools and I know it to be done in east Fresno schools.

Mr. HAWKINS. Now, may I say to you, Mrs. Meyers, and at the same time announce to the other witnesses, that we will keep the record open for at least 2 weeks after this date, and any additional information that anyone cares to submit to the committee will be incorporated in the record as we present it to the full committee, so I hope that anyone who has any documentations of any of their statements made this afternoon or any additional statements will take advantage of that and file with the committee such other documentation as may be available.

Thank you very much.

The next witness is Mr. Rudolph Rivas.

Mr. Rivas, would you identify yourself for the record, and I assume you have a prepared statement; do you?

STATEMENT OF RUDOLPH RIVAS, ATTORNEY, LOS ANGELES, CALIF.

Mr. RIVAS. Well, Congressman Hawkins, I at this time will only have the data that we would use to prepare a written statement so that we can forward it to your committee.

Due to the time element involved, we have caught ourselves a little short in assembling the actual facts in written form for the benefit of this committee.

Mr. HAWKINS. You will submit at a later date a statement?

Mr. RIVAS. Yes, we will.

Mr. HAWKINS. You will make comments this afternoon.

Mr. RIVAS. Yes.

Mr. HAWKINS. Will you proceed, then?

Mr. RIVAS. Mr. Chairman and Congressman Brown, my name is Rudolph Rivas. I am appearing here as part of a committee, which I think is still sitting back in the audience, on the issue of de facto segregation in the Mexican-American community. However, before we can discuss de facto segregation, perhaps we can clarify just what is de facto segregation as it applies to the Mexican-American community.

Congressman Brown has certainly defined it as far as the Negro community is concerned. However, where the Mexican-American is concerned, the individual Mexican-American has no difficulty in moving out of his particular area. If he reaches an elevated economic standing or a higher standard of living, he is readily acceptable in almost any community and becomes a part of that community, and a very active part in most instances, losing his identity with the Mexican-American community.

So that if a school is designated to serve the Mexican-American community, which is actually predominately a Mexican-American community within a specified area, this in and of itself would not be a de facto type segregation because there are many non-Mexican-Americans living within that community itself. We would have to look one step further, and that is to establish whether or not the caliber or the curriculum of the schools that serves the Mexican-American community are below the standard or vary from the schools that are servicing the predominately non-Mexican-American community.

Due to the time that the committee has come into this particular area—

Mr. HAWKINS. Just a moment, Mr. Rivas. We can't hear you due to this outside interference.

All right, the committee will come back to order, please.

Would you continue, Mr. Rivas?

Mr. RIVAS. Yes. Thank you, Mr. Hawkins.

Due to the fact that the committee has come into this particular area at a time when our local schools are on vacation, the records that we wanted to get were unavailable to us, or purportedly unavailable to us. However, working from the Los Angeles city schools on subjects and classes pertaining to junior and senior high schools for the fall semester of 1962, we have compiled some statistics to try to establish our claim that the predominant Mexican-American communities are being looked on as a de facto kind of segregation, we have taken the schools—and of course we have just chosen certain schools because of their geographical areas—Eagle Rock, Hollywood High, University, Venice—which are predominantly non-Mexican-American or Anglo-Saxon student bodies; we have taken Franklin, Wilson, Jordan, Lincoln, and Roosevelt, which vary from—we don't have the statistics because apparently the board of education claims that no such records appear, however, we will have those statistics for you in the near future—they vary from a small attendance of Mexican-Americans in the school to Roosevelt, which is predominantly Mexican-American.

We find in our studies that Eagle Rock has approximately 64 percent of its courses dedicated to academic courses as opposed to 36 percent which are dedicated to vocational industrial arts type courses, which give us a variance of 28 percent, variance between the vocational and the academic courses, and the scale goes down to where we come to a marginal area that is an area that is in transitional stages from a minority group of Mexican-Americans—or rather a non-Mexican-American area into a Mexican-American area—and at that point we find that it usually boils down to about 51 percent academic courses as opposed to 49 percent vocational and industrial arts courses, and then it swings just in the opposite direction. Going to a school at the peak of the extremes here—to graphically illustrate to the committee I will furnish the graphs later on in pamphlet form—Roosevelt High School, we find that 47 percent of the courses are courses in academic studies, whereas 53 percent of the courses would be dedicated to vocational and industrial types, industrial arts training, which means that vocational and industrial arts courses are 6 percent higher than the academic courses.

I will just at this time inform the committee that in many of these schools they have the high school and also junior high school grades, which means that many of these courses would be mandatory courses as required by the State for purposes of graduation. We have not broken it down at this time because of the time element, but we have indications that once we have broken it down to a purer sense where we can show the type of actual training the school program has set up, we will come up with some rather startling figures.

Now, talking about the areas where the schools are in their transitional change from predominantly nonminority to minority, and taking one of the areas, which was the Florence Nightingale School area, we find that there is an overlapping of districts from a predominantly Mexican-American school to one that is again in its transitional stages, which would be Florence Nightingale. We find that with this overlapping of districts, they call this an optional area whereby the students can and do transfer to the school of their liking, and indications are on inconclusive figures, but we will have these figures, again, indicate that the non-Mexican-Americans are allowed to transfer into the Florence Nightingale within this optional area and the Mexican-Americans are encouraged to stay within the school that they were attending prior to the change in areas.

This, coupled with the fact that from the southern area of the districts, the Negro students are transported at board of education expense into the area itself, instead of perhaps allowing them to go into the area closest to them on an optional basis. Really by the inducement of transportation, they are then bringing them into the Florence Nightingale School area, and yet, within a radius of approximately four to six blocks, the students from the higher income areas, which would be the Mount Washington area, are allowed to transfer to the Burbank School district which is a school district that is beyond the change of population area.

From our studies, and also from the discussions that our committee has had, we find that perhaps the high school and junior high school areas are not as much to blame—they are to blame to an extent—as the elementary school areas. We find that the reason the educators have

for having these variances in vocational as opposed to academic courses is that the IQ classification of the students warrants this type of training.

Now, assuming that all students have the same rate of intelligence or measure of intelligence—of course, if I may vary a little, I was very amazed to find that apparently the Mexican-American has a higher rate of mentally retarded children in that the schools such as Roosevelt, Wilson, Lincoln have—have nine, six, and three courses for mentally retarded children, whereas Eagle Rock, which is a non-Mexican-American area, Hollywood, and the other schools, apparently enjoy a mentally retarded free population. So that perhaps this could be used to argue against my statement that assuming that all children are of an equal par mentally, then the academic courses should also be given in these schools servicing the Mexican-American population.

We feel that this IQ testing, once the child has been classified as below a certain IQ level or mentally retarded, the schools then will set the schedule to service this type of student, and the schedule will usually encompass vocational or industrial arts training, so that in fact they are segregating this particular ethnic group of Mexican-Americans into an economic group which is in fact a vocational type of worker-laborer who is not afforded the opportunities of higher education. This, of course, would tend to frustration of the child himself to a point where if he sees that it is no use to continue to study because he can see no future possibility of going into—

Mr. HAWKINS. Just hold it again for a minute or two, Mr. Rivas. We are making efforts to eliminate the noise.

Go right ahead, Mr. Rivas.

Mr. RIVAS. This is going back a little. We feel that perhaps the fact that the student himself sees no future in continuing to school and being delegated to woodshop, metal shop, or auto shop, when in fact he feels he has the potential of going on to higher education, would certainly help in increasing the dropouts in school in that the child himself will lose interest in the studies afforded him.

Now, once the child has been classified by the elementary school as fitting one particular category, which is industrial-vocational type study, then the junior high school, instead of creating a new program, merely takes the easiest course and adjusts to the program already set forth by the elementary schools and will start teaching vocational type training, and of course this also applies to the high school where the child is not given any opportunity to at least take some kind of remedial training so that he can qualify for the academic courses.

The very existence of junior colleges in our area would certainly reflect a failure of the school system to try to prepare the child, and predominantly the child in the ethnic groups, the minority groups, for a higher type, university-type of study.

Now, we have the question of mentally retarded students within the Mexican-American school areas. We feel that perhaps these are functional or organic types of deficiencies and not mental deficiencies on the part of the student. There is no indication that these students were ever submitted to a thorough physical examination before they were classified and put into this particular type of class.

Congressman Hawkins, we had a study—or rather we made a study in 1950 and 1952. We broke this down into subjects, and just as an

example, let me just quote some figures here. Again Hollywood High at one time had four French classes. Jordan, predominantly a Negro school, Lincoln, Roosevelt, and Wilson, had none.

In Latin, we find that Hollywood had one, the other schools had none, with the exception of Roosevelt that had one.

College preparatory mathematics, Hollywood had one course, the other schools had nothing.

English, B-10, Hollywood had 14, Jordan had none, Lincoln had 8, Roosevelt had 6, and Wilson had 6.

We find that Hollywood had 211 classes preparatory for college or academic courses, and the others ranged from 105 to 142. As opposed to the vocational courses where Hollywood had 22, Roosevelt had 40, Lincoln had 36, Jordan had 15, and Wilson had 10.

We later made a study, approximately 4 years later, and found there had been very little change with the exception that Hollywood had lost one of its French courses.

We feel, Mr. Hawkins and Congressman Brown, that to classify a student who perhaps is not mentally retarded nor below the standard of the normal IQ could classify him and subject him to a particular economic strata such as work, or vocational, vocational training that particular field, merely frustrates the child, in fact segregates him from the rest of the community in that he has to return to that particular area, thereby lowering the standard of the area, forcing him to live within the area, not by race, not by creed, but solely by forced economics. We feel that this is basic. It is in fact segregation, in fact it is de facto segregation. We feel that all of the courses should be on a par, and if the students in the predominantly Mexican-American areas fall below the norm in intelligence—and I use the word loosely—I feel that, perhaps, and this is the consensus of opinion—that the deficiency is in lack of exposure of the child to arts, crafts, to the courses that can be offered, such as the courses that have been pursued, courses of study pursued in New York in the field of higher horizons, and I feel that the schools should be made to recognize this and not to classify the students just because their IQ shows on the graph that it is lower than the other students.

Mr. HAWKINS. Does that complete your statement?

Mr. RIVAS. That completes my statement, sir.

Mr. HAWKINS. Mr. Brown?

Mr. BROWN. Mr. Rivas, just more or less by way of summarizing your testimony here, is it the gist of what you have to say that there is at least a strong tendency within the schools of the minority community, Mexican-American particularly in your case, to make it easy for the nonminority student to move out of the particular school and make it more difficult for the minority students to move out, thus increasing the concentration of minority students in the schools in these areas, and that furthermore, either as a result of or even if not a result of, actually there occurs a tendency to develop a certain type of educational pattern which is based upon an assumption of lower intelligence and lack of ability to prepare themselves for college learning and we'll say for the higher economic levels of occupation? Is this in general what you are trying to present to us here?

Mr. RIVAS. Yes, it is.

Mr. BROWN. Would it be your recommendation that the exact opposite should be the situation, that we should make an effort to

integrate these schools and to provide them with more attractive offering so that this enforced restriction of minority students to lower income and occupations and lesser opportunity for higher education could be reversed and their opportunities would be actually increased, which is what is needed in these communities?

Mr. RIVAS. No; I don't think that they should be reversed. However, before I can answer your question on this, Congressman Brown, I feel that we must also realize that when you speak of integration, subjects of that nature, we must distinguish between the ethnic group, whether you are speaking of the Negro-American or the Mexican-American. The Mexican-American is not and has been for many years unconcerned about integration. The theory of integration does not apply to the Mexican-American as an individual. It would apply as a community. As an individual, the Mexican-American is readily acceptable as long as he meets on the same economic or professional standards of the rest of the population. So that the Mexican-American is not as much interested in integration as he is in equal opportunity in the course of study, in the availability of the academic courses, so that he can proceed to higher horizons in the higher field of education.

Now, you have touched on the subject here whether the non-Mexican-American student, whether facilities are made easier for him to transfer out. We believe that they are. We have no proof of this, but from the evidence that I believe that we will be able to compile, there will be a very strong inference of this.

We notice that in many of the schools they have what they call academically enriched courses. Only God knows what that means, by the board of education's definition, but we have asked several teachers or educators just what does academically enriched courses mean, and we have got different definitions, but the one that is the most prominent is that these are courses that are enriched with academic courses that would be preparatory to college, and we find that there is a very interesting thing here. Most of your academically enriched courses are in the predominantly Mexican-American schools, yet the classes, the attendance is predominantly non-Mexican-American, so that we feel that the students that do not take advantage of the facilities of transferring out of this district are then channeled into the academically enriched courses for the purpose of qualifying them for college entrance or examinations, and this does not include the predominantly Mexican-American student body in that school.

Of course, this conclusion has been only from observation and not figures, but we intend to get these figures too.

Mr. BROWN. One further thing. You have made certain comments with regard to the classification of students and indicating that possibly the classification based on intelligence tests has resulted in a downgrading of the student in the Mexican-American community. I am interested to know whether or not you feel that there has been any recognition of the cultural differences between the Mexican-American and the Anglo-Saxon community and the fact that this might very well be reflected in the scores on the normal type of intelligence tests which tend to a considerable degree to reflect the predominant culture and place a handicap on those who are not part of that culture.

Mr. RIVAS. Very definitely we feel that this downgrading of the Mexican-American in the IQ test does not reflect his capacity of learn-

ing nor his intelligence. This merely reflects a lack of exposure, and also more or less a rejection by the non-Mexican-American of his culture. Now, a Mexican-American in school is discouraged or has been discouraged to fall back on his own culture for the purpose of expressing himself or for the purpose of accepting what is being taught to him. We feel that there should be an exposure of the Mexican culture as a basis of understanding between the non-Mexican and also the exposure of the Mexican-American to the various other cultures for the purpose of better understanding.

Mr. BROWN. Mr. Rivas, I have been very interested in your comments, and I have not attempted to raise questions as to their validity, but I think that it is only proper to say that the committee would expect you to be able to document this to the fullest extent possible in order to provide support for the type of contentions that you have made here, and I hope that you will be able to do that within the period that the chairman has specified.

Mr. RIVAS. Very definitely, Congressman Brown, and Mr. Chairman. We will give you the figures on the Los Angeles city schools on the subjects and classes, so for the authenticity of those figures I have to request that the committee look to the board of education.

Mr. HAWKINS. Mr. Rivas, first of all a couple of clarifying questions. You have indicated some channeling of students into the academically enriched program courses. Are you indicating by that that the counseling and the testing, that the cultural deprivation that these students suffer from is not being considered and in this manner they are being channeled into the other courses away from those that would prepare them for higher learning and into the vocational type of courses? Is that the proposition?

Mr. RIVAS. Very definitely. This is the start of the sin and it progressively gets worse.

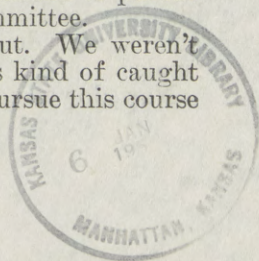
Mr. HAWKINS. Now, also, you, for the purposes of clarification, referred to something about, indicated something about students being equal in intellectual capacity. Were you suggesting by that that they are not necessarily equal in intellectual capacity but that their intellectual capability is normally distributed among the various groups, that each group would have a certain number of geniuses, a certain number of normal students and a certain number of retarded students; is this the essence of what you are saying, rather than that each student is necessarily equal in intellectual capacity with another?

Mr. RIVAS. I stand corrected in that respect.

Mr. HAWKINS. Now, you have indicated some statements here today which I think are very articulate. I am wondering whether or not some of the things that you have indicated as findings of the group with which you have been identified have been presented to the Los Angeles Board of Education or to the State board of education or to both of these agencies.

Mr. RIVAS. We have been meeting with some of the people at the board of education, and they appear to be very helpful, and we intend to proceed with this type of study with them. We intend to pursue this beyond the report that we will submit to this committee.

We are very interested in what we are finding out. We weren't aware of these facts. I believe that the interest has kind of caught fire, and we are forming at this time committees to pursue this course



of study, and also to work with the board of education to find some sort of a solution for it. We feel that once we can perhaps remedy this erroneous basis of classification of the student, and then we can get the junior high and high school to go along with the changed programs, because we feel that the predominantly non-Mexican-American communities certainly have individuals that are capable of learning vocational trades, and we certainly don't want to deprive them of the opportunity—

Mr. HAWKINS. The point that I am trying to make at this time is whether or not the findings that you have made have been submitted to the local agencies of education, either the local Los Angeles Board of Education or the State department of education. Have you formally presented these findings to either one of these agencies?

Mr. RIVAS. Congressman Hawkins, I have before me a rough—or just the results of the studies we have been carrying on all this week. There are a tremendous amount of computations that we have to go through and break down all of these classes, it's an entire book, a rather heavy book of 293 pages of nothing but statistics. When we have this information—and of course we have submitted some of the information to some of the people on the board of education here, and they were surprised at some of the findings that are reflected by our graphs which are based again on the statistics given to us by the board of education. As soon as we have formalized this and put it in a formal print, then we will be only too glad to submit it, and we will use this as a working basis to work with the board of education.

Mr. HAWKINS. Then the answer is that on a formal basis you have actually not presented the findings to the local agencies but that you have discussed these matters with them, and that you do intend to submit your findings formally to the local agencies.

Mr. RIVAS. That is correct.

Mr. HAWKINS. And then the question arises as to what do you suggest in terms of Federal involvement; on the Federal levels, then, how can we get involved in the same problem? By legislation?

Are you familiar with the proposal which is before this committee, H.R. 7771, the so-called Gill bill, or any of the other proposals?

Mr. RIVAS. Yes, I am.

Mr. HAWKINS. Are you acquainted with these proposals, and do you care to make any comment as to whether or not you believe that these proposals will assist in reaching this situation?

Mr. RIVAS. I believe that any proposals that would be furnished to increase the value of the caliber of schools would assist, however, whether this proposal as you have asked would directly assist our program, I don't know, and I doubt it, but I would feel this, that the Federal aid to education is certainly a strong enough basis to see that an equal opportunity for higher education and a formal type education are afforded to all of the students in every school district, and every school in the State.

Mr. HAWKINS. This proposal, Mr. Rivas, would deny any Federal funds to any program that was not equally available to every student, in other words, to any program that would involve any discrimination against a student would automatically be cut off from any Federal funds.

Now, do you agree with that or not?

Mr. RIVAS. Not unless I knew what the board or the committee meant by "program." Being an attorney, words mean an awful lot to me. If "program" means the basic elementary programs that are required for the purpose of graduating, then I would say it would have no effect on this at all, but if it means beyond that the curriculum of each school that would prepare the student for a higher education, I would say definitely it would be a tremendous asset.

Mr. HAWKINS. We are covering in this proposal every phase of it, including counseling and testing that you have testified to today, and that if in any phase of the program, whether counseling, testing, the availability of courses to a student, or any of the other benefits provided by taxpayers' money, if in any phase of this program there is any form of segregation or discrimination that under this proposal Federal money would be withheld.

Now, just on the basis of that general statement—I realize that you are not acquainted with the specific provisions—I am merely asking you as a matter of general policy, do you believe that Federal money should be withheld from any educational institution that practices discrimination or segregation in any phase of the program?

Mr. RIVAS. Very definitely, Congressman Hawkins. However, may I point something out before I answer this completely? We have testing. We also have programs that do not discriminate against the student based on his testing, but this is what we are objecting to, the type of testing. If the Federal Government can then enforce a course that would require that ethnic backgrounds, cultures, and exposure be taken into consideration, then I would most emphatically say that this program should come within the Federal aid from the Federal Government and the Federal Government could then control this type of erroneous basis that exists at the present time.

Mr. HAWKINS. Do you believe that that deprivation is a form of discrimination?

Mr. RIVAS. Very definitely.

Mr. HAWKINS. Then it would be covered under the proposal. Thank you, Mr. Rivas. You have been a very valuable witness.

The next witness is Assemblyman Mervyn Dymally.

Mr. Dymally, it is a pleasure to have you before the committee. As one who is very close to myself, I welcome you in your present capacity. I just want to say that I understand you are making a brilliant record in the State assembly, and we are very pleased to have you before this committee today in your new capacity. The last time that I believe you were before the committee you were then a candidate. The chairman at least wishes to commend you on a very successful election, a very unfortunate and long-drawn-out legislative session. We are very pleased to have your statement.

STATEMENT OF ASSEMBLYMAN MERVYN M. DYMALLY, COMMUNITY RELATIONS CONSULTANT FOR LOCAL 1021 OF THE AMERICAN FEDERATION OF TEACHERS—AFL-CIO

Mr. DYMALLY. Mr. Chairman, Congressman Brown, I still have not found out how you get bills out of the Senate committee.

Mr. HAWKINS. In 28 years I never did find out either.

Mr. DYMALLY. Perhaps you could help me before I go back in 1964.

I am here in the capacity of community relations consultant for the American Federation of Teachers, and I emphasize the American Federation of Teachers because it has been my experience as a teacher and recently as a legislator that the other school organizations have dragged their feet on this question of teacher-placed method of de facto segregation, and they have not made a contribution in this field. It is very regrettable.

I want to just briefly present six points which have been presented to the local board of education by the American Federation of Teachers over a period of some 3 years.

The AFT has decried the existence of de facto segregation of teachers and pupils in the Los Angeles city schools for the past 3 years.

The board of education and administrative reaction has varied from a complete denial of such segregation to a plaintive excuse that housing is primarily responsible for de facto segregation and the schools can do nothing about it.

The AFT contends that it is the responsibility of our schools to change the social climate in the community and not to drift along with an intolerable human relations problem.

Repeated requests by the AFT for changes in transfer policy, examination procedures, and compensatory education have largely been ignored by the administrative staff and the board of education.

The school district's long history of inaction in the face of an obvious area of inequality has convinced the AFT that only through community pressure and legislation can progress be made in this area.

Therefore the AFT would support legislation of the nature of H.R. 7771 which would combine the helping hand of the Federal Government and men of good will on school boards, while at the same time provide for meaningful sanctions should school boards continue to ignore the immensity of the problem.

I hope, Mr. Chairman, in the years to come we will not have to resort to legislation to correct some of these educational problems, but I am afraid that educators are not moving along as fast as they should in this area. I suspect very strongly that they do not want to take cognizance of this problem.

One of the problems is that the educators in this State, I suppose in this country, assume an air of infallibility. I have substituted in over 100 schools, and I have yet to find an administrator who admits that there is something wrong with our educational system, and because of this attitude they fail to acknowledge the fact that de facto segregated schools do in fact exist, that there is discrimination in teacher placement and teacher hiring.

As a matter of fact, I want to refer to another paper I have here I will not read but there is one pertinent point I want to raise. I offered a bill to make it a misdemeanor for any superintendent of public instruction or any member of the board of education to discriminate in teacher hiring, and this bill is only supported by—it got out of the assembly but died in the senate committee—and after the death of the bill, then all of the educators came to me and sympathized with me, but not once did they ever raise their voice to—except for Mr. Trullingame of this county, while at the same time they were pushing very

hard for a pay increase of superintendents. So out of 58 superintendents in this State only 1 superintendent gave support to this bill.

Now, quite naturally the bill died in senate GE Committee I think because of lack of support from the educators for the bill.

I have asked also for the school board association to call a meeting of their members, a voluntary meeting, and invite the community leaders of the Negro community and the Mexican-American community to discuss this problem of teacher placement because, as I stated before, many of them take the attitude that there is no discrimination in the school because they believe in this theoretically, but in practice this is not the case, and they have dragged their feet on this.

What is going to happen on it, it will require legislation to move in this direction, and educators are opposed to legislators messing around, as they claim, in educational problems. But they have failed to recognize that this condition exists, and as a result it is imperative that we have some sort of legislation to correct these situations.

In Los Angeles County many of the school districts do not now hire Negroes. As a matter of fact, I think in 1961 only 10 percent hired Negroes. I think that figure has increased to about 28 percent.

This is a brief summary of my presentation.

Mr. HAWKINS. Thank you, Assemblyman Dymally. Mr. Brown?

Mr. BROWN. Mr. Dymally, in the previous testimony we had an indication of the fact that there are rather subtle ways in which equality of opportunity is denied to some students because of cultural differences, and this also includes what is sometimes called socioeconomic differences, and I think that an objective analysis indicates that probably we do not take adequate cognizance of these cultural and socioeconomic differences.

I want to ask you to comment with regard to any progress that California as a whole may be making in this problem. I understand that the recent session of the legislature that there was legislation enacted, and you can correct me if I'm wrong, having to do with strengthening the programs for culturally deprived students. I want to ask you to what extent, if this legislation was passed, do you think it will have an impact on this problem, and whether or not this is one approach which may be fruitful as compared with the approach of withholding funds, which we are discussing here in this specific legislation, where there are districts which actually segregate or discriminate in some fashion.

Mr. DYMALLY. If I may digress for just a little bit.

That was what they called the S.B. 150 bill, the McIntyre bill. My criticism of the bill was just a little too late, that instead of having pilot projects it ought to have been a permanent program in our school system. I think there will be pilot projects in some of the suburban areas. This not adequate because what will happen, at the end of 2 years they will have to go back to the legislature again to ask for more money and to reconstitute the program again. I thought at the time that it should have been a permanent program and there should have been more money given to that project.

Then we had S.B. 170 which was sponsored by the Commission on Equal Opportunities for Teachers, which would now add a consultant to that commission to help school boards draw lines based on ethnic distribution. It is not a mandatory bill. The school boards may or may not solicit this help.

So in these two some promise was made but not enough. I think what we need is a crash program in this area with adequate counseling so that the boys and girls who find themselves in these de facto segregated schools can be adequately prepared for the challenge of our Nation. I don't think that our counseling system is adequate, especially in these schools. Negro graduates are going into teaching or social welfare work. We don't have boys and girls who are being counseled about the opportunity, for instance, in public relations or advertising. You probably know that in the Negro magazines now, many of the industries are in this market, and there are avenues that have opened up, and the electronics industry. I don't think we have adequate counseling, and I think in conjunction with the denial of funds to schools which practice discrimination in any form, we should also have some permanent program to institute a crash program for adequate counseling and enriching the programs that we now have in segregated schools.

Mr. HAWKINS. One brief question, Mr. Dymally. I think that it is very obvious that in some sections of the country it isn't difficult to recognize a segregated school district, that in some other areas, and possibly Los Angeles, segregated districts are not easily recognizable, and yet this legislation must deal with both types.

Now, would you care to comment on the question of de facto segregation and how this could be made more recognizable under the operation of this law which would be administered by the Office of Education, and also whether or not those districts including the district which is involved in de facto segregation should, let's say, receive Federal assistance to engage in the dynamic forward-looking program to remove the last vestiges of segregation, the same as we will be providing money for the districts that are clearly segregated to also desegregate, and the thing that is not very clear in the administration of such a proposal is how do you bring de facto segregated districts under the purview of the bill to the extent that they will not only be prohibited from receiving Federal funds but also how they will, at the same time, be assisted in a dynamic program to actually accomplish what we are trying to achieve in this particular field, and what the Supreme Court has said we have got to achieve?

Mr. DYMALLY. On the one hand, I am advocating that those schools that have de facto segregated schools and are not doing anything about it be denied funds, and those schools which are trying to do something about it be given more funds.

I think some of the speakers who will follow me have specific signs and evidences of how you determine those kinds of schools.

First, I think that when a board of education in good faith meets with the community and wants to do something, recognizes the problem, and the board is endeavoring to change, when they are not deliberately gerrymandering lines, I think when a board is acting in good faith then I think it can qualify. But when a board deliberately avoids any attempt to desegregate schools, and I am really thick enough to conclude that there are some schools that would be segregated because of the nature of the housing, but I do not think that the board ought to use this as an excuse to keep other schools segregated where in those areas, such as the case at Jordan High which is less than a block away, be segregated as a result of a housing problem. Because

in this instance this is a good example of how a school can be segregated, can be desegregated just by changing the lines with a pin, whereas you take a school like, say, Ascari Elementary School, it would be difficult to desegregate that school. But how do we enrich the program and give the same quality of education that the boys and girls on the west side have, the qualified teachers, and having an integrated faculty and raise the level of education? I suppose this is one of the ways.

In conclusion I must point out to you that it is difficult for a board, a city school board, to talk about de facto segregation when they do not, in fact, have anyone who knows anything about the problem. In a system as large as this one they do not have a Negro or a Mexican-American at the top of their staff, and you have a group of experts who live in Beverly Hills talking about a problem in Central Avenue, and they have never been on Central Avenue, and they really don't know what the problem is.

My suggestion to the board recently is that they should have one of the Negro principals on the administrative staff, I mean an associate superintendent who could really give full and meaningful expression of the community frustration. You have people here who look at the thing theoretically, and they are great at making charts. You can't beat them at making charts and compiling statistics, but this is not really the community feel, this is not expression of what is really happening in the community, because I suspect very strongly the same thing applies in a district; until you go into a district and teach in the school and experience these things, you really don't know what is going on, and I kind of feel that I have some knowledge of it having taught in many schools.

The last time I spoke to you as a member of the Subcommittee on Technology and Automation, I raised the point that there was a pattern of discrimination in teacher placement, and I stated then that I have substituted in over 100 schools or 101 schools, and I recall specifically that I went to the west side office, because I lived on the west side, and I told them that I would like to be given an assignment on the west side, and it was even suggested to me that if I refused three assignments on the east side that I would not be teaching in the schools any more. I continued on the east side.

Mr. HAWKINS. Is that the reason you ran for the assembly?

[Laughter.]

Mr. DYMALLY. This was a subtle way by which they assign teachers on the east side. Out of the 100 schools in which I taught, 90 of them or probably more were in the south-central area, the south side and Mexican-American community, although I lived in a west district.

Mr. HAWKINS. Thank you, Mr. Dymally.

(Assemblyman Mervyn Dymally's prepared statement follows:)

PREPARED STATEMENT OF ASSEMBLYMAN MERVYN DYMALLY RELATIVE TO DISCRIMINATION IN CALIFORNIA SCHOOLS

The Supreme Court of the United States in the *Brown v. Topeka* case in 1954 declared that there is no equality of educational opportunity in schools that discriminate on the basis of race. The Supreme Court further ordered that desegregation of the schools should take place with deliberate speed. At that time many persons thought this historic decision would affect only the southern part of the United States. But this was not to be the case, for there is a more subtle

and just as deadly form of school segregation in the northern and western parts of the United States. De facto school segregation as we know it in the North is just as vicious and as much a denial of equality of educational opportunities as is the hard-line discrimination of the South. However, in the North and West the blame for school desegregation is placed on housing discrimination, residential living patterns.

In California, various school districts are saturated with racial discrimination. The State board of education has issued policy statements and directives intended to alleviate and relieve some of the racial discrimination in the school districts of the State. The California State Supreme Court in the *Jackson v. Pasadena* case again pointed up that there can be no equality of educational opportunity in school districts where boundary lines are gerrymandered to contain ethnic and racial groups.

In Los Angeles County alone, as of July 1963, there were 99 separate school districts, of which some 29 receive Federal funds under Public Law 874, and of those receiving Federal funds approximately 25 have no Negro teachers or administrators. There is discrimination in teacher placement in most of the school districts of California. Approximately 21 percent of the school districts in California employ Negro teachers, and these are located for the most part in the urban and suburban communities. The Los Angeles-Long Beach area has over 60 percent of the Negro teachers employed in California. This tends to indicate a definite pattern of racial discrimination in the hiring and placement of Negro teachers, and this cannot be blamed on residential discrimination.

There is also discrimination in boundary lines in the larger school districts, and particularly in Los Angeles. Jordan High School is a prime example of this, for it sits on its own eastern border and is filled to capacity, while South Gate High School has openings and many Negro children live closer to it and for reasons of transportation could more easily attend South Gate. The little-known policy which permits transfer during the 17th week of a school semester is inadequate in this instance, because the real solution is to redraw and boundary lines so as to include Negro youth in order to insure them an equal education.

We therefore petition Congress to pass legislation which will assure all American children an equal education, and we demand specifically that Congress make certain that all school districts receiving Federal funds exercise no discrimination on the basis of race, and that Negro teachers and Negro students be given an equal opportunity to participate in the learning experience.

Mr. HAWKINS. The next witnesses we will try to call together, several groups together. Suppose Mrs. Aceves and Mrs. Davis and I think Mrs. Nieto, suppose we take the three of you together. If you will seat yourselves comfortably around the table, which one of you young ladies will we hear from first?

STATEMENT OF MRS. LILLIAN ACEVES, HIGHER HORIZON PROGRAM

Mrs. ACEVES. I am Lillian Aceves, an interested parent in the community and active in various organizations. I have written up something on attitudes because I feel it is very important what is going on in the city Terrace area in which I live which is predominantly Mexican-American.

Do you think that parents want the best for their children, even though in many cases they do not know how to go about getting the best for them or even what the best is? I believe this, and I believe that the Mexican community, the Mexican-American community, wants the best education of their children in the public schools, who do not seem to be a part of the community.

I am going to tell you of some of the attitudes in the city Terrace area. I have heard them from friends, neighbors, people I have met in PTA meetings, mothers, clubs, Cub Scout meetings, coordinating councils and conferences and also from working in two studies in

which I went into the homes, into the Spanish-speaking homes, and I am not too sure exactly what the numbers were, but I think it was close to 50.

In my neighborhood many families have both parents working. In most cases the families are large, and the mothers come home to more hard work. Most of the schools never hold their meetings in the evenings where people would have the opportunity to go, and I have asked a few of my neighbors if they would go and attend a meeting at school if it were held in the evening. Not many of them have committed themselves, but they have all asked in what way they could help their children by attending meetings. They felt that this was more than a neglect. Not many have committed themselves, but this is a challenge, it is a challenging question, and if it could be answered to the parents' satisfaction, I think that they could come.

Most of these families, while they don't attend meetings, they are dissatisfied with the schools. In the early grades they are disappointed because the children come home with so many paintings and they don't seem to learn how to read. If their children are in junior high or in senior high school, the dissatisfaction is even greater.

The parents that are active or have been active in PTA's and mothers' clubs are the most dissatisfied. They have dropped out of these organizations for more reasons than having babies and small children. They have told me that the meetings are not helpful in any way to academically benefit their children. Another reason is that they are run by the principals or their staff and they feel very much that the staff is patronizing and not very sincere.

In listening to principals and teachers speaking at meetings and at conferences and conversations with me, they say that they are doing the maximum and the best job to educate our children, but the children, their parents in the community as a whole are not interested in education and that the community as a whole does not want to better itself.

This angers many of us because we feel the teachers should inspire the children and give them challenging or interesting material and not be begrudging because they do not appreciate "what this wonderful teacher is doing for them."

Public schools were made for the people who cannot afford to go to private schools and do not have the facilities to educate themselves. I feel that good teachers should be recruited to teach in our area that will respect the fact that a child that does not meet the standards of the instructor so far as cleanliness or position in material things is capable of thinking and has a mind that can be developed the same as his was, perhaps even to exceed him.

Our community has been stereotyped to our disadvantage. Principals in our area will go around talking about the poor, poor children, overburdened with problems that cause them to be unable to learn. Teachers that have never taught on the east side quote them and tell us they would never teach on the east side. Principals and teachers joke about the poor underprivileged children.

There is a constant turnover of teachers. In many cases the good teachers transfer out because the administration is unbearable, and good teachers are leaving the teaching profession for that reason. Sincere teachers have told me that they feel like a complete failure

because they cannot teach our children. They feel inadequately trained and prepared to do their job.

Too many teachers and principals see the symptoms and do not see the causes. Too often, and too many of them, are too willing to accept the theory that it is the children, not the teacher that causes the problem.

I feel it is very important to bring attitudes to your attention because of the stereotyping of the ability of the minorities and the people in the low economic status which must be changed. It not only needs to be changed by enriching the curriculum and recruiting good teachers, but also by doing inservice training of teachers and principals to help them understand the child's background. This child needs more help. He needs to have hope that he will not be forever an outcast in society. Many people claim it is a language barrier, but many teachers have told me that it is not the emigrant parents that are not cooperative or not giving encouragement to the children but the parents who are the products of our schools.

The school has made them feel like second-class citizens and since they are second-class citizens they have no contribution to make to society.

Why hasn't and why can't our educational system instill a desire to want to change this? Why can't we see a child as a human being with many capabilities instead of an underprivileged child that has been stifled? Why can't our training for teachers challenge both the teachers and the students? I feel we can by changing the policy and the attitudes toward minorities and peoples that are of social and economic substandard.

Mr. BROWN. Thank you very much. I think we might have the statement from the other two, and there may be some questions, and if we do have some questions then, we can ask them.

Please give us your name if you will for the record.

STATEMENT OF MRS. NINFA NIETO

Mrs. NIETO. My name is Ninfa Nieto. I live at 11343 Missouri Avenue in West Los Angeles. I am an elementary school teacher, and I am with the Los Angeles city schools, and I have taught for 12 years with them, but I come to you today as a private citizen and to discuss a project which I feel has possibilities of helping combat discrimination against Mexican-American children which is based primarily on language barriers.

I first encountered this problem when I was teaching a citizenship English class to adults at a recreation center called Regis House which is sponsored by the Junior Public Service Auxiliary. The problem that I found here was that there are many children in the local schools who, because of the language problem, were not progressing satisfactorily in school. Sometimes these children—and many of them were in the primary grades—were placed in lower achievement groups. Sometimes they were tested and found to be retarded. Sometimes they were passed along to the next grade with barely passing grades and were not finding success in their environment there.

The gravity of this we can see at this point in potential dropouts due to failures in the common school. Because my background was in elementary teaching and because I am bilingual, I knew that this was

a place where I could possibly help my community. With the help of the director of Regis House and my local community service organization we initiated projects. By contacting parents, first of all, we gathered together a small group of 7- to 9-year-olds who were having this speech problem in the schools. Because of the time element, because I am a full-time employee, we had the class meet at night and met one night a week and gradually worked up to two nights a week. The class expanded because the children brought their older brothers and sisters, and soon we had a junior high school group moving.

Knowing that the heart of the school program is based on reading, I felt it best to attack them this way and we started with what they call the reading school and they come 1 night a week and I would handle them with remedial reading techniques, and gradually went out to some of the other areas in which they most needed help.

At about the 10-week period I was able to visit a few of the teachers and found that they were very encouraged by this. This is a very small project but one which I feel could help to combat some of the dissatisfactions the children are meeting.

The results were primarily with the children, they found success in what they were doing, they found satisfaction in their schoolwork. Therefore, many of them, the attendance was much more punctual than previously and they felt more a part of the school environment which is so essential to their well-being.

On the part of the parents, the few that I spoke to, and some of them were very timid, many of them had not contacted the school themselves, and I encouraged them to do so. Some of them did so. They became more interested in the child's work, and more than that they demonstrated it to the child, which we all know is very essential, and on the part of the school they made a formal recognition of the problem and approval was extended to our project by several of the teachers contacted.

That is the extent of my presentation.

Mr. BROWN. Thank you very much.

Mrs. Davis?

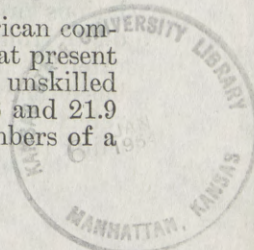
STATEMENT OF MRS. GRACE DAVIS

Mrs. DAVIS. My name is Grace Davis, and I live in the Lincoln Heights community. I am a member of the coordinating council and many of the Mexican-American organizations where women have been given any kind of recognition.

[Laughter.]

I would like to make a statement that would possibly give a broader scope to the problems being presented here about the Mexican-American community, and this is that you are probably all aware of, probably were some months ago, that there were articles in our press which stated that within the next 10 or possibly 15 years we would be facing a society in which about one-third of the population would be unemployed.

In looking at the figures in regards to the Mexican-American community, particularly in the east Los Angeles area where we at present have something like 38.1 percent of the population there as unskilled laborers, in which the dropouts are anywhere between 10.8 and 21.9 percent in the school system in this area, I feel that as members of a



total society with the interests that we have in the education of the Mexican-American is going to be of great benefit to the total society, and therefore we are not isolating ourselves a community but rather looking to the overall community of the United States.

I have a personal experience which I would like to relate to you. My husband is a schoolteacher in a school in Lincoln Heights or Lincoln High School, and because he is a teacher there he has brought to my attention many of the problems that are based by the over 80-percent enrollment, especially Americans at the school. One of the things that was quite dramatic was the fact that last February in the honor roll of 12 students there was only 1 Mexican-American on the honor roll, and he said to me, "What is your community going to do about it?"

It seems the basis for the problem that made this kind of fact available was always the fact that the children seem to be lacking in the ability to read, and through the Congressman's office I was made aware of some classes that possibly might be able to help me become a teacher with my knowledge. I was willing to help the children.

We had again a problem which we had to circumvent, and this was the fact that the schools by law cannot in any manner give you any names of students or addresses. Therefore, my husband made it known to some of the students who definitely needed help that I would be willing to help them on my own time, and it would be up to them to tell their parents and then have them contact me. I immediately got response from all of the children, and this summer since school closed I have been helping these children for 2 hours daily at one of the local schools where I was granted permission to use the facilities.

I have been floundering in the dark because there is no material for children of junior high school age as far as remedial material, it is all aimed at the elementary school level, although they do have remedial classes in junior high schools, but of course this material is not available to me.

I have eight children that have been consistently attending the classes, and what I have found—and I am not a trained person, but, however, it seems that as an untrained person the facts should have been more obvious to the trained people in the schools. These children are all supposedly at the same mental or reading level because of the fact that they all come from the same grade, eighth graders. However, I found that with a few weeks of contact with them that they immediately all went off in all different directions because they developed their reading ability, and the only basis on which I can judge at which they started was using the library books which are marked preprimer, and first and second grade. We started very humbly with preprimers, and these children supposedly are very low in IQ, and they are now reading at second grade, and they are very enthusiastic about their reading.

There were children obviously with emotional problems, family relations problems, and of course your economic problems, yet, and I quote from one of the teachers that I talked to, "They have never been referred, particularly those with emotional problems; unless the child has either tried to commit suicide or to kill the teacher, they cannot be referred to the school." This may sound like an exaggeration, but I think the person was very sincere in saying this.

I also would like to make it clear that these children confine themselves at whatever level they do at their school grade not because these courses that are being taught I don't feel are substandard—I don't like to think that my husband is teaching at a substandard level, in fact I have seen the material he prepares—however, these children cannot assimilate the information because they cannot read. Yet the examinations by law that come through to schools are aimed at what the normal and the standard courses are that are being taught. I have seen some of the geography examinations of some of these people that I am teaching, the results, and they cannot be graded on the level at which the counselor or the examiner suggested because they would have all failed. And this is not just in this one class but in all of the four social study classes. They had to be graded on the curve to have some of them pass.

Again, too, were the particular schools mentioned by Mr. Rivas in which we have this optional area where we have a lot of minority people going to the so-called better schools, I do not suggest that we force these people to return to the school in the area from which they are corresponding because of residence, but I would suggest introducing remedial reading and any other remedial aids necessary so that all of these children who are Mexican-American can come up to the standards and make the school attractive to the nonminority and thus I think we can achieve integration by making the educational standards of the educational facilities attractive enough to everyone and bring up the standards of our own children.

I recognize the fact that private schools do not enter into this because it is a private school and not public. However, in the same area of which we are speaking there are two Catholic high schools at which 75 to 80 percent are Mexican-American students. Now, taking into account all of the other factors, tuition and what have you, at one of the girls' schools at which 120 students are annually admitted as freshmen, one-fourth of these are in remedial classes, and yet these children when they graduate do not go into the so-called non-skilled labor and so on, they go into your white-collar and business professions, and they are of use to society and to themselves.

I wonder if with the Federal funds and possibly by establishing some kind of communication with our school board, which I think will be possible after these hearings, whether it would be possible to channel moneys through the schools to help to set up programs in the community such as those that have been presented here by these three women, would it be possible to obtain and let them give us material so that we can help because it is going to be a job that will take many years. There are volunteers who are willing to do what I am doing, and we would need material, we would need guidance, and certainly approval of the school board, and this is where I feel there is a tie-in with Federal funds.

Thank you.

Mr. HAWKINS. Thank you, Mrs. Davis.

Mr. Brown?

Mr. BROWN. I am quite interested in the suggestions you have made, all of you here this afternoon. I think it points out the need to take a very positive approach to this problem of de facto segregation and the resulting effects in terms of the economic and social status of the minority students.

I am particularly interested in the comments that were made with regard to your being a bilingual teacher, for example. I want to ask you if this might point to the need for programs in which there will be a wider use of bilingual teachers in the Mexican-American community particularly. And in the Negro community, I think it would indicate the need for teachers who were perhaps bicultural if not bilingual, from the standpoint not only of better communication with the students and understanding the problems of the students, but also of establishing this communication with the family, and helping in this way to create a family motivation which may frequently be at the root of some of these problems.

Would it appear to you that this type of a program in our schools would be valuable?

Mrs. NIETO. I am sure that it would be valuable, although I think that we have to be careful in our approach to it because you may come back to the same problem. I have always taught in a school at which I am the only one that is different. I can't really approach the problem from that standpoint, I can't see it that way as well, but I do feel when I have worked with these small children that when I can talk to the parents in their own language and they feel that they can talk to me, there is a definite bond of communication, but again you may meet other problems—

Mr. BROWN. Do you feel that there would be insurmountable difficulties in obtaining and placing bilingual teachers? Is there in fact a shortage of teachers with a Mexican-American background or would it be impossible to provide bilingual skills for a reasonable number of teachers?

Mrs. NIETO. No; I don't believe so. Of course, now we are expanding our program into teaching Spanish in the elementary schools so they are looking for us. There are not very many—I don't know what the proportion is but I am sure it is low—of Mexican-American teachers. It is growing but in proportion it is small, but now that they are seeking us out, you will find us across the schools, and since it is now a value to be able to speak Spanish in the elementary schools, they may be able to use this in both ways.

Mr. BROWN. Thank you. I do feel that the comments that you have all made this afternoon, as I indicated before, point to the solution of some of these problems and in a far more constructive way than what might be termed punitive legislation, which is all too frequently the approach which is made when we have to legislate at a distance from some of these problems.

Mr. HAWKINS. May I thank the witnesses and indicate that some of the problems that you have touched on, particularly Mrs. Davis, are the subjects of two other bills before the Education and Labor Committee which will cover some of the points raised by you and which cannot be handled in this bill because of certain constitutional and other difficulties; one is the National Service Corps, which I think would touch the problem that you have outlined. This is pending in the Education and Labor Committee and is scheduled for an early hearing. The other bill is the Youth Opportunities Act, which has been recommended by the committee, and is now in the Rules Committee awaiting further action before it is brought to the House.

I merely wanted to point out that some of the problems are reached in other phases of the work of the Education and Labor Committee,

and we are very, very hopeful that we will also act favorably on these two proposals at an early date.

May I thank the witnesses for being before us this afternoon. Thank you.

The next witnesses we will also call in a panel, Mrs. Althea Simmons, Mrs. Marnesba Tackett, and Mrs. Nira Hardon.

I also welcome you three before the committee, and I know that all three of you have certainly been dedicated in this field, and certainly have had very distinguished careers, and we are very, very pleased to have you before the committee.

Now, which one of you is going to lead off?

Mrs. SIMMONS. I will lead off.

Mr. HAWKINS. All right, Mrs. Simmons.

**STATEMENT OF MRS. ALTHEA T. L. SIMMONS, FIELD SECRETARY,
SOUTHERN AREA, WEST COAST REGION, NATIONAL ASSOCIATION
FOR THE ADVANCEMENT OF COLORED PEOPLE**

Mrs. SIMMONS. Mr. Chairman and members of the subcommittee, Mrs. Hardon will testify for the Los Angeles branch of the NAACP, and Mrs. Tackett will testify for the UCRC, and I will testify for the region NAACP.

My presentation will be presented to the evils of de facto school segregation and the roles that we feel our Government can play in a limited situation. The testimony I give today will be general in nature inasmuch as the west coast region covers the States of Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Utah, and Washington.

The poverty of Negro education has meant an immense national loss. The Negro child's relegation to a role of second-class citizenship coupled with the cultural disadvantages inherent in the low socioeconomic group make for an attitude of frustration and defeatism often resulting in dropouts.

The 1959 and 1960 reports of the Civil Rights Commission points out that the U.S. Government is the greatest patron of education in world history. While operating schools of its own for Federal employees and wards, it spends far more in grants to other publicly supported and privately supported institutions of learning, for their general support and for research programs and special projects. It also makes grants to individuals for graduate study and research.

The Negro child suffers under a burden of what is called group stigma which attaches itself to the individual within the complex of his social environment. So long as the Negro or other minority group child is channeled into educational institutions which are segregated by law or in fact, the deadweight of prejudice bears down on them placing an added burden on the individual child.

The deficiencies of the segregated school are numerous—the attitudes of administration and staff that the Negro has lesser ability and therefore standards of accommodation are substituted for standards of excellence, the assigning of either the newer teachers, teachers nearing retirement age, or the teacher who has fallen into bad graces of the administration to segregated schools, lowers the morale and limits the individual child's opportunities. It is obviously clear that

the severe educational and psychological effects of segregation are not restricted to that enforced by law. Feelings of inferiority, lowered motivation and inferior educational achievement, in short, the damage to the Negro child required to attend a so-called de facto segregated school in the North or West is similar if not identical to the damage resulting from legally enforced segregated education in the South. The damage to white children is equally as grave. Although not expressed in terms of academic retardation, the effects of segregation result in distortions affecting basic personality structure and produces confusion in the child's moral sense.

This double stigma is expressed in the Supreme Court's phrase, "Separate educational facilities are inherently unequal." In the larger school systems, the segregated schools are the most overcrowded. For example, most of Los Angeles 53 Negro schools are on double sessions. With the highest proportion of temporary and substitute teachers, the most rapid turnover of teachers, the fewest classes for gifted children and other special facilities, the most inadequate remedial reading programs and inferior curriculum offerings. Vocational and educational counseling are too often based on stereotypes and prejudice, rather than actual ability or learning capacity of the individual student. Flagrant discrimination in training and employment opportunities in apprenticeship, vocational, and cooperative schoolwork programs also exist. President Kennedy in his recent civil rights speech said, "The Negro baby born in America today has about one-half as much chance of completing a high school as a white baby born in the same place on the same day; one-third as much chance of completing college; one-third as much chance of becoming a professional man; twice as much chance of becoming unemployed." In short, the Negro child in segregated schools is grossly shortchanged at every educational level subject to measurement.

Another area of grave concern is discriminatory practices affecting the employment of Negro and other racial or ethnic minority group teachers and administrators and the failure of school authorities to assign Negro teachers through the school system.

The NAACP takes issue with the proponents of the sacrosanctity of the neighborhood school policy per se. We concur with Justice Frankfurter who noted, that local customs, however hardened by time are not decreed in Heaven. The neighborhood school policy certainly is not sacrosanct. It is valid insofar as it is operated within the confines established by the Constitution. It cannot be used as an instrument to confine Negroes within an area artificially delineated in the first instance by official acts. If it is so used, the Constitution has been violated and the courts must intervene.

Our contention that the Federal Government should in no way be a party to discrimination was first asserted in the brief of the United States in the restrictive covenants cases decided by the U.S. Supreme Court in 1948 in *Shelley v. Kramer* and *Hurd v. Hodge* where it was stated: It is fundamental that no agency of Government should participate in any action which will result in depriving any person of essential rights because of race or color or creed.

This same thesis has been enunciated by two U.S. Presidents: in 1953, then President Eisenhower was quoted as saying that he did not see how any American could justify legally, logically, or morally any

discrimination in any activity involving Federal funds. In Executive Order 10925, President Kennedy said:

Discrimination because of race, creed, color, or national origin is contrary to the constitutional principles and policies of the United States.

The U.S. Supreme Court in a long line of decisions has established this principle as a basic constitutional doctrine.

It is our opinion that there is ample precedent through legal decisions and Executive sanctions to embark on a process of full implementation of this principle to the end that the Federal Government no longer participates in any program which will support discrimination. This we feel is the responsibility of Congress. Congress has enacted various grant-in-aid programs without establishing a procedure to insure that the program will be administered constitutionally.

We recognize that the executive branch has taken some steps toward compelling compliance with the 1954 Supreme Court decision in the school cases. We note that in the last few days the Pentagon issued an order to base commanders in 15 Southern and Border States outlining steps to be taken to assist in having the children of military families entered in nonsegregated schools. Similar action was taken in January of 1954 prior to the decision by the Defense Department. In 1962 former HEW Secretary Ribicoff issued a regulation which would ban segregated schools as unsuitable to receive Federal aid. Since that time the Department of Health, Education, and Welfare has proposed a plan to build new schools on bases in Alabama, Georgia, and South Carolina for all eligible children, irrespective of race, while continuing to pay roughly \$180 a year to the county system for the education of any such child who wishes to attend a segregated offbase school. Under such plan, the county systems would not only receive Federal money, provided for impacted areas, to operate segregated schools off bases, but will also be asked to run the new onbase schools which are intended to be integrated. This, NAACP contends would make the Federal Government a partner in the continuation of racial segregation in public schools and fails to square with the mandate of our Constitution.

It is not enough for us to say that all on-base schools are officially integrated even when operated by State and local school authorities if on the other hand we also say that schools operated by local school districts in areas adjacent to military installations, attended in whole or in part by military dependents, will conform to State laws and generally follow the local community pattern in States where integrated schools are permissible.

It is the position of NAACP that the protection of civil rights is not the province of the executive, the judiciary, or the Congress alone. The association believes that in this climate of social revolution it is going to be necessary for the three branches of the Government to join hands in giving all-out support to the Constitution of our great Nation.

Specifically, Congress has the authority to pass laws to prohibit the expenditure of Federal funds in any instance where such funds are found to be used in a discriminatory manner. We would venture to say that it is presumed that in providing for the grant-in-aid program that Congress intended that they be administered in accordance

with the Constitution. However, Congress could eliminate any doubt by the enactment of a law (H.R. 7771) explicitly stating that Federal funds will not be used to assist educational institutions which practice racial discrimination.

We submit that there is an urgent need for this legislation in view of the fact that only 7.9 percent of all students in border and Southern States now attend desegregated classes. In 1960, aid to those 11 States which, as a matter of official policy, continue to, in large measure, require, support, or condone discrimination in violation of the Constitution amounted to \$1,116,900,000.

The 1958 National Defense Education Act in authorizing over \$1 billion in Federal aid to strengthen education, public and private, from the first grade through graduate school does not contain a non-discrimination provision. The enactment of H.R. 7771 would amend this act and provide for the withholding of Federal funds from educational institutions which practice racial discrimination.

Mr. HAWKINS. Thank you, Mrs. Simmons. Mr. Brown?

Mr. BROWN. No questions.

Mr. HAWKINS. Apparently your statement is so clear cut, Mrs. Simmons, that it really doesn't need much supplementation.

The next one of you will be Mrs. Hardon? Your statements have heretofore been presented to the committee?

Mrs. HARDON. Yes.

Mr. HAWKINS. Thank you.

STATEMENT OF MRS. NIRA HARDON, EDUCATION CHAIRMAN, NAACP, LOS ANGELES BRANCH

Mrs. HARDON. Congressman Hawkins, Congressman Brown, and Congressman Bell, I am Nira Hardon, chairman of the education committee of the Los Angeles branch of the NAACP.

The NAACP endorses H.R. 7771 introduced by Mr. Gill, and we are pleased to have the opportunity to comment on the bill.

After careful study of the bill as it now reads, we believe it is necessary to present to you our suggestions as to how the bill should be strengthened in order to realistically fulfill the valid needs and rights of all citizens.

This bill is very much needed in our southern areas where school segregation is still practiced, but I am pleased to note that it applies to segregation on a de facto level. In order for the bill to be effective in areas other than the South, Federal funds must be cut off when it is found that a local district refuses to take steps to eliminate de facto segregated schools.

This bill does not go far enough. For example, the language on page 2 seems to indicate that the contribution of Federal funds would be limited to schools which admit students on a racially nondiscriminatory basis. We believe that the phrase, "school which is not operated on a racially discriminatory basis," should be changed to include employment of school personnel, upgrading of certificated and classified employees, and placement of teachers in schools on a nondiscriminatory basis as well as contracts, purchasing of supplies, et cetera.

Congressman Hawkins has indicated that it is implicit in the bill that curriculum and counseling be included so I won't go into that.

We have had complaints from teachers who believe that they were discriminated against in terms of placement, upgrading, et cetera, and we are in the process of confronting the board of education with these grievances.

Now, the problem of discrimination in terms of teacher employment is that it is very subtle. I cannot say that the board is deliberately segregating our teachers on a discriminatory basis. I have to admit that when an individual grievance is given to the board or to the personnel committee, generally the teachers have had some sort of satisfaction. But the problem is that the system is so constituted now, it is easy for a principal to abuse his discretion in terms of teacher placement and teacher transfers, that there is a rapid program of discrimination in terms of teacher placement as is evidenced by the fact that most of the Negro teachers are placed in the predominantly Negro schools. We feel that our particular board should take steps to eliminate the abuse of discretion on the part of the principal in accepting teachers by insuring that there will be a check on the principal's discretion.

We also feel that as the examinations are so set up today that it is quite easy for a Negro teacher to fail the examinations that would bring him into an administrative position. This is because many of our Negro teachers are not placed in training schools. My biggest complaint comes from Negro males who feel that they have not been placed in the west districts particularly in our area where we have training groups, and as a result they do not have the proper training and experience which would raise their average on the examination.

We also have complaints from the classified area. Some of these complaints have been dealt with. One deals with the truckdrivers who have sometimes complained about their discrimination in not being considered for the bus driving jobs. I am not prepared to go into the complete detail, but I might say that at one time there was a suggestion and this was immediately changed that the examination for bus driving in the Los Angeles City School System be a 100-percent oral exam, and after a great deal of complaints this was changed so that at this time the exam is a 50-percent oral, 50-percent written exam for the busdrivers.

Also our truckdrivers who are predominantly Negroes in the school districts have complained that at times they were not informed of such exams. This is being immediately changed. On the other hand, it is noted by many of the truckdrivers that at one time most of the truckdrivers were drawn from the truckdriver crew, but now that this has rapidly become an all-Negro group, the busdrivers are now being drawn from another place.

I am saying all this to say that I raise some question as to the implementation of this bill because discrimination in the northern or in other than the southern area can be so subtle that I wonder whether we will be able to implement this bill effectively in the northern area.

Perhaps the committee will be interested in the effect this bill could have on the Los Angeles Unified School District, and please correct my spelling.

Only one-tenth of 1 percent of our total income includes Federal funds. The funds are broken down as follows:

1. The National Defense Education Act, 1962-63, is \$94,728.

2. The veterans education program, 1962-63, which supplements the tuition of varying junior colleges, consists of \$18,434.

3. The vocational training program, which takes up the largest proportion of Federal funds, consists of \$405,501.

And I am aware that if we discuss eliminating Federal funds in segregated areas that we are very often hurting ourselves because I suspect that the vocational training program has gone predominantly in the Negro and Mexican-American districts, but this points out to us that we are concerned in a greater principle, and that is desegregating.

The forestry reserve fund for 1962-63, \$2,400; the Atomic Energy Commission gave a grant to the Valley Junior College which consisted of \$4,081.

I have pointed these figures out to show you that unfortunately as the bill exists at this point, it has very little effect on our school budget because, as I have stated, it is one-tenth of 1 percent of our total income.

Thus far our district has not qualified for the impacted program. We are in favor of the proposal which would reduce the percentage of Government students from 6 percent to 3 percent in a district of over 35,000 students. At this time, only 5.2 percent of our students are Government children, yet this is an added burden to our budget and we do not feel that the larger districts should be so penalized.

I am not only in favor of this program so that we can have more effective penalties in larger school districts. As a taxpayer and a concerned resident in this city I do feel that our larger school districts as in federally impacted programs so constituted have been penalized because they are paying for the schooling of these children, and yet the Government lands, of course, are not taxed, so I do feel it should be reduced for other reasons other than racial.

If the Los Angeles district should come under this program, it would mean an additional \$3 million to our income. Then the effect of such a bill under consideration at this hearing would be more significant.

In conclusion, may I reiterate that while the NAACP favors this bill, we strongly urge that it encompass racial nondiscrimination on the employment level, purchasing of supplies, and construction contracts as well as in the admission of pupils.

Respectfully submitted, Nira Hardon.

Mr. HAWKINS. Thank you, Mrs. Hardon. Mr. Brown?

Mr. BROWN. No questions.

Mr. HAWKINS. Well, Mrs. Hardon, may I say that the Chair is certainly in agreement with you as to the wording of the bill, and it is my understanding that the subject of whether or not the present wording includes employment, for example, as you have indicated, is something which is now being at least discussed in the Department of Health, Education, and Welfare. There is strong feeling of the sponsors of the bill that perhaps the point raised by you is already covered under the terms of the operation of the school district but if there is some clarification which is needed, I quite assure you that I for one will certainly support and will offer such clarifying language, because I believe that it was the intent to include the full operation of the school district, and I think that the other suggestions are equally good, and we are certainly glad to have these suggestions which you have offered to us.

Mrs. HARDON. I might state that the figures regarding Federal contributions were figures I received from the board of education.

Mr. HAWKINS. Yes; now most of these would be increased under the bills now pending rather substantially, and which I think go to the point that you raised that the effect of such a nondiscriminatory policy would then be much more valid because the Federal contribution would be much more substantial, so I think that perhaps we are moving somewhat in the direction that you have suggested, but perhaps not as fast as we should, but we have 435 Congressmen and 100 Senators, and we are trying through these hearings to obtain some kind of public support behind a specific proposal so that we could possibly speed up the process.

Mrs. HARDON. Some of the members of the committee did have a question to ask, whether the budget is now so set up that this could not take effect until after June 30 of 1964. We were thinking that in some instances this would give many school systems particularly in the Southern States 2 years to comply, and we just wondered whether it was necessary for this to begin so late. I am referring particularly to page 2 of the bill.

Mr. HAWKINS. The consultant to the committee has reminded me, Mr. Muntone, that this matter which we had discussed in the committee—I was a little vague as to why we had suggested that date—and I am now reminded that it goes to the question of certification. We had representatives before us from the Office of Education, and it was a question of whether or not, having been certified, that it was possible to put a date in on a plan which had been certified and in that manner withdraw that which had already been committed, and I think that it was a means of clarifying the language for purely administrative purposes that this particular date was inserted.

However, there was I think general agreement, and I say rather optimistically for future prospects that there was bipartisan support for the specific cutoff date, and that was the reason for submitting the 1965 date for those schools that had an actual program underway, and while the date may seem to impose strong action, it must be kept in mind that this was for the ensuing fiscal year rather than for the present fiscal year, and many of these things are done a year in advance, and it is necessary therefore to anticipate a year or so. There was some administrative difficulties, as I recall, in suggesting these dates. We may perhaps have many other obstacles in getting this legislation through and that where there are administrative difficulties added as another basis of opposition it makes it very, very difficult to argue on the basis of 6 months or a year in the operation of a program.

Mrs. HARDON. I would like to add that my figures did not include the recent program of aiding school districts which are trying to overcome the school dropout. Our school board did vote to engage in that program, which will be supplemented by Federal funds, and my figures did not include that, but I believe it's about 16,000, which also will go into predominantly the Negro area.

Mr. HAWKINS. That, of course, is a different situation, because from the President's emergency fund it did not require any legislation, so that was really beyond the scope of the—

Mrs. HARDON. Yes. No; I meant the Federal fund—

Mr. HAWKINS. Perhaps, as you say, for factual reasons it should have been added. Thank you.

Mrs. Tackett?

STATEMENT OF MRS. MARNESBA TACKETT, MEMBER OF NAACP

Mrs. TACKETT. Mr. Chairman, Congressman Brown, I do not have a prepared statement. The pressure of time and all of the things requiring my time during this period haven't made it possible for me. However, I do represent the newly formed NAACP United Civil Rights Committee, and I am education chairman.

Before you today I had planned to talk about de facto segregation as it relates to Los Angeles, and I have a map on the wall that I would like to call your attention to. This is a map of the Los Angeles City School District, which covers much of the area of Los Angeles, and goes into some of the neighboring incorporated areas such as Huntington Park and South Gate. It extends, as you can see, far into the valley, because wherever you see the blue dots on the map it represents an area over which our Los Angeles City Board of Education has jurisdiction.

The area that you see colored on the map is the business tract map of 1960 which we have superimposed upon the Los Angeles Board of Education map. The area that is red represents an area that is more than 75 percent Negro in its population makeup. The pink represents an area that is more than 60 percent Negro in its makeup, and the purple more than 45 percent, and it goes on to dark blue down to light blue, the dark blue, the gray and the white, large white areas or uncolored area represent the areas in which there is less than 7 percent Negro population.

As the result of this housing pattern that we have, naturally we have de facto segregation in Los Angeles, and in the area that is red and pink we have some 50 schools that are almost 100 percent Negro, and in those schools we have, in most of them, we have administrative staffs that are white, and we have almost 100 percent Negro faculty. So that although the hiring of Negroes as teachers has increased in recent years, the placement of Negroes has been on a discriminatory basis or upon a segregated basis in that many of them have been placed in the predominantly Negro schools.

Now, our problem here—sir, perhaps first I should say that we do favor the bill in UCRC. We represent all of the civil rights organizations of this area, and many organizations that are not civil rights organizations but are made up of right thinking people. Among us are such organizations as CORE, ACLU, the American Jewish Congress, the Urban League, and our ministerial organizations, the Baptist Ministers Conference, the Interdenominational Ministers Alliance, the AME Ministers groups. So that we represent over a million people. We do favor bill 7771. I do believe that is the number of it. And we would like to have you to find a way along with us to make it very applicable to Los Angeles, Calif. We do not favor Federal funds being spent on schools that practice discrimination, nor do we favor really any tax funds being spent on schools that are segregated, whether that segregation is de facto segregation or whether it is segregation by law.

In Los Angeles we do have some areas that I think should be brought to your attention. Along the periphery of the predominantly Negro area there are some 30 elementary schools. By changing these schools, by redrawing some lines and by changing these schools from the

6-3-3 plan that we have now to a 3-3-3-3 plan, that is, the Princeton plan of making one school an elementary or primary school, and then making the other schools an elementary school, we could do something to eliminate this de facto segregation.

There are many areas in Los Angeles along the periphery where lines could be redrawn. We believe this so strongly that a suit has been filed to stop the board of education from spending a million and a half dollars for building Jordan High School, or rebuilding Jordan High School, until such time as our board of education has found a way to desegregate this school.

Now, Jordan High School is located on the extreme eastern boundary of our Negro population, and the western boundary of the predominantly white population. It is also on its own extreme eastern boundary. For instance, if South Gate, which is a mile and a half away should have its boundaries extended for two blocks, it would take in the physical plant of Jordan High School. Only a junkyard separates Jordan High School from Alameda, which is its boundary line. I understand the board of education has now purchased the junkyard, and they are going to build a 21-room building there.

We are for better education, and we know that the Jordan plant needs to be rehabilitated, and it no doubt needs to be enlarged to accommodate the students in the best possible way, but we are not interested in Jordan or any other school becoming the best Negro school in the State of California. We want all of our schools integrated, and we feel that the expenditure of Federal funds or tax funds on this particular school now—and by the way, Federal funds are being spent because the dropout program is centered at Jordan—so that everything is being done by our board really to make it a very fine segregated school. We want it to be a fine school, but we want it to be the finest integrated school.

We have other areas that I could mention, but the time is far spent. In the Darcy area where, because of transfers, this school has become—and because of the population movement—this school has become a predominantly Negro, almost wholly Negro and oriental school or minority school, and through the years if you follow the pattern of movement here in Los Angeles, you will find that the boundaries have sort of crept along with the population change, so that as the area has changed in its makeup the school boundary just moves a block or two to make that school predominantly a minority school.

I think that I have given you a sufficient picture of what we have in Los Angeles. Our problem before our board of education now—and I am not sure how you can help us with this, federally, at this time—of course the courts and the President, New Jersey, and other States have said that we must do something about de facto segregation. In fact, our own case in Pasadena, *Jackson v. the Board of Education*, has set the pattern, but our people in Los Angeles, our board of education, does not seem responsive to it, so that we do need the Federal Government perhaps to help us to find a way to have little Sally or Susie, who perhaps live in an area far to the west where there is no coloring, and little Johnny, who lives in that red area right in the center of that red area, somehow before they reach college age or before they reach maturity and must go out and find life for themselves in an integrated society, how can you help us to give them an

integrated experience while they are young enough to take it naturally and normally, because there is hardly an institution in which either white, Negro, Mexican, Japanese, Chinese, or what have you can work where they will work in with just one ethnic group, and we believe that since they must have this integrated experience after leaving school, that they should have the integrated experience while they are still in school.

Mr. HAWKINS. Thank you, Mrs. Tackett. I believe that the organization that you represent, that is the group of organizations, has presented some rather specific recommendations to the Los Angeles Board of Education, and I am quite sure that this committee would be very interested in receiving those specific recommendations and having them made a part of the record. If you don't have them this afternoon, I have already indicated that the committee files will be kept open for at least 2 weeks to receive such information, and I think it would be of interest to us to have the benefit of knowing what those recommendations are and what response you have received from the local board of education.

Mrs. TACKETT. We have made three specific recommendations for immediate action. These involve, first, the redrawing of district lines where it is possible, or along the periphery, I should say, by September to effect greater integration in the schools there.

Our second is that we have asked the board of education to transport children from overcrowded schools on half-day sessions to under-enrolled schools or schools where there are empty classrooms, and to do this in such a way as to bring about a greater degree of integration.

And third, we have asked, by September, to integrate all of the faculties of the schools in Los Angeles by permitting teacher transfers, by upgrading of personnel, and by placing minority members of minority faculties into places of administration.

These are the three things that we have asked specifically and then we have also asked Dr. Cunningham to do some of these things in the county.

Our board of education has not responded to any of these requests, and the motions that have been put before them by Mrs. Mary Tinglof, a member of the board, to implement some of these requests have all been voted down.

I might say that our board of education has begun a remedial training program and they allotted \$737,000 for the purpose of placing additional teachers in 179 schools, to lower the class norm and to help to bring these students up to a level with other students, of other children in the same grade.

Mr. HAWKINS. Thank you.

Mr. Brown?

Mr. BROWN. No questions.

Mr. HAWKINS. We thank you, and if you have that to file, Mrs. Tackett, thank you, it might be a good time at this point to ask if there is a representative of the Los Angeles Board of Education. Mrs. Tinglof had indicated that she would be present, but I see that she is not yet in attendance, and if there is a representative or any representation from the Los Angeles Board of Education, we certainly would like to give them an opportunity to make a statement.

**STATEMENT OF J. C. CHAMBERS, MEMBER, LOS ANGELES CITY
BOARD OF EDUCATION**

Mr. CHAMBERS. Mr. Chairman, members of the committee, I am a member of the Los Angeles City Board of Education. I am here primarily in the role of an observer. There have been many meetings held in our district recently by various organizations, and I have tried to attend as many as possible so that I can get the best possible cross section of their views.

I am reneging on a board meeting at the moment and I will try to get over before it closes. I did not know that Mrs. Tinglof intended to be here, nor did I learn until this morning that the committee was meeting.

I have very little to add except to say that I am in general sympathy with the objectives of the proposed legislation, and in sympathy with most of those who spoke here today with what they would like to accomplish.

Perhaps if I differ, it is in the matter of method and what can be accomplished by law and what must be accomplished by society.

First let me say that I have served on the board for some 4 years now, and during that 4 years we have been ever mindful of the minority problem and have done a great many things and spent a great deal of money in the minority sections in order to improve the situations that we have found.

There was a reference earlier today to the bilingual teachers. We have searched thoroughly and have great difficulty in finding anywhere near the number of bilingual teachers qualified to teach that we would like to have. I personally would like to see one in every school in the Mexican-American section, in the kindergarten and the primary grades and more scattered through.

I have, as a board member, continually urged that we make Spanish a requisite language throughout our entire school system because of our proximity to the Mexican border, and have argued at times with others who have leaned toward Russian and other languages which I feel have less use to us at the present time.

In the matter of employment, may I say this that research by the State fair employment practices commission has developed statistical information indicating that the Los Angeles City district has one out of every two Negro teachers and administrators in the entire State. On the basis of our school population we should have one out of five. So I think that we are well up from the standpoint of the State. They also say that numerically this represents something over 2,000 in our school system, and again may I point out that on a count—and the only count that is permissible under the present law, since we can't keep records on this subject—by taking the yearbooks of the schools and looking at the faculty pictures, I come up with 13 percent of our faculty, which is in excess of the ratio of population. So we can't be too bad on that.

On the question of whether the teachers have the opportunity for promotion, may I say that I attended an elementary administrators dinner not too long ago with about 200 present and counted 53 Negro administrators in that group. This is a good percentage again of the number attending that.

In connection with promotion, let me add one more thing. It is only roughly since the end of World War II that Negro teacher candidates have become generally available to our school system, and this may be true of others in the North, and therefore there is a much lesser seniority on the part of those that we have within our system, and our statistical information shows that the average teacher who is promoted to a vice principal has had 11 years of experience within our system, that the teacher who is promoted to principal has had 16 years of experience, that the one who is promoted to an assistant superintendent has had 22 years, and the one who has been promoted to an associate superintendent has had 27 years of experience.

Now, with this kind of a lead in experience, I think it is understandable why more people in the top echelon who are non-Negro and less Negroes are in this position. But I still think the movement has been tremendously rapid in the direction of upgrading and promotion.

On the matter of transfers which was mentioned here, we had a study presented just recently by our associate superintendent of the elementary schools which showed that over the last 3 years all but two-tenths of 1 percent of the requested transfers had been effected.

In our secondary schools, in our junior high and our high schools, the figure is somewhat different. It was all but about 8 percent. Here the problem is much more complex. Unfortunately for education generally, the teacher training institutions of America have majored more people in social studies than they have in any other field of training. The result is that it is more difficult to get the teachers to teach in science and mathematics and the various subjects that are basically a part of our secondary program. Therefore if a teacher wants to transfer from one high school to another and the teacher has a major in social science, and a math teacher or a science teacher is needed, obviously this is not going to be a transfer in the interest of education. These things must be understood, and I am afraid sometimes the applicants for transfer don't quite understand that we have a problem in making sure that we have balanced faculties as to subject matter in the secondary schools, balanced faculties as to age and experience, in order not to have an entire school faculty retiring at the same time, for instance. In the elementary we don't have to be concerned so much with the specific subject matter, and therefore we can effect a higher degree.

I think in most of these problems that have been raised there is a logical answer and that the board is moving and I think sincerely and wants to do all it can to assist in solving this perplexing problem that we have.

The Jordan High School situation that was mentioned here came about by the acquisition of the area. This was originally Watts High School, a part of the Watts community. The other school, which is a mile and a half away, was a part of South Gate, and we acquired these schools. We would not normally have built them within this close proximity. The junkyard stands to the west of the Jordan High School, and Alameda, as those of you who know the community know, is an enormously heavy truck-traffic street and therefore is an effective natural boundary for a school district if there were no others. Were we to move the Jordan boundary into the South Gate boundary, it would bring in some white youngsters into this school, this is true, but it would create an illogical boundary there and aggravate a situa-

tion which, because we already have a crowded situation in Jordan which we must cope with by additional buildings, and we do not have a similar crowded condition in the other school at the present time.

So there are answers. I have nothing to say as to the legislation proposed in itself. I would have no objection to Congress imposing a penalty on a school district that deliberately acted in the area of segregation or failed in its responsibilities to recognize the needs and rights of all of the people. I don't like to see punitive legislation, nor do I like to see any kind of Federal aid involved in too much control, because this is the one great weapon that is used by opposition, and the fear that a great many people have that Federal aid means Federal control, and I think that if you word legislation in such fashion that part of the legislation is a demand that a school will do thus and so, you are moving directly into that category.

I think that the school district, the philosophy of the local school is a good one. I think the philosophy of the neighborhood school within the local school system is good, and I think that you should keep that in mind. And I think that the school system either merits assistance because the assistance itself is valuable and does something for the Government or it doesn't regardless of this type of regulation; however, in that respect you are on your own.

I shall be glad to try to answer any questions that the committee might wish to ask.

Mr. HAWKINS. Mr. Brown?

Mr. BROWN. Mr. Chambers, I want to compliment you on your testimony. I think you have very quickly given us some very good information about the problems as they appear from the school board's viewpoint, and I have always been convinced that the Los Angeles School Board is anxious to correct any problems which might exist in the general pattern of education in this area. I think we all have to recognize that for too long we have accepted a situation which we are coming now to realize is not a healthy situation, and is not entirely due to education; it is due to many other factors also.

What we are seeking to do today is aggressively, and maybe in the viewpoint of some people too aggressively, move to correct some of these problems which are of a long-standing nature. I am interested—I think the committee and the Congress is interested—in knowing what Los Angeles is doing to solve some of these problems. They are not unusual, they are rather typical of large districts in the Northern States, and we are very much interested in keeping abreast of Los Angeles.

I know that there has been considerable criticism. There have been demonstrations, of which we are all aware, and I personally feel that these are healthy and helpful indications of a growing community concern which will keep us moving in the right direction.

I am offering these statements not by way of questioning because I think your own statement provided us with a very good explanation of the matters which have been brought up here, but to indicate to you that I think there is going to be continual pressure not only on the Los Angeles School Board but all school boards to move aggressively to correct some of these problems.

Mr. CHAMBERS. I think, Mr. Brown, that you are quite right, and that a good deal of what is happening here is simply a part of the

total pattern, and in some cases I feel it is more a part of the total than specifically directed against us, because many of the things that are being asked for we have already done.

Mr. HAWKINS. Mr. Chambers, I was quite interested in your statement about Federal aid to education and the possibility of Federal control. I am wondering whether or not you might be a little too much apprehensive about this since we have had Federal aid to education since the Ordinance of 1787. Nobody seems to have worried about it, but have accepted the Federal money.

Now, are you implying that in the proposal H.R. 7771 that there is some Federal control lurking in the background?

Mr. CHAMBERS. Well, Mr. Hawkins, legislation would be ineffective if you didn't have a means of enforcing your own legislation, so it would be control, and lest you get the wrong impression that your statement has gone unanswered about the overly apprehensiveness, I have had a great deal of experience with Federal control of education under the veterans' retraining acts after World War II, and suffered through a considerable amount of overcontrol, and had finally to resort to the Federal courts to recover on behalf of the schools, a client of mine, in connection with that. So I do know what Federal control can mean, and it can be very dangerous and very damaging.

Mr. HAWKINS. I agree with you as to the undesirability of Federal control, but it has been testified, and I think correctly so, that you are now receiving money from the National Defense Education Act. Is that Federal control?

Mr. CHAMBERS. The National Defense Education Act, as I understand it, calls for schools to engage in certain projects or programs that would assist the country from a defense standpoint, and this is primarily in the areas of science training and doing some things a little beyond what many schools are doing. We have participated in that in part. We have accepted things that we have felt were a logical part of our program, and we have always gone on this basis, certainly I have as a board member, that I will support entering into a project that I feel that we can continue if the Government decides to discontinue.

Mr. HAWKINS. So that encouragement then is not, in your opinion, Federal control. Now you are also receiving money under the veterans' education program and vocational training program and many other programs. Now, are you saying that these programs are Federal controlled?

Mr. CHAMBERS. No, only to the extent that they call for specific programs, but when you get in the area of the bill that you now propose, you are beginning now to dictate the general philosophical operation of the school and to take the position perhaps that the school may not be doing what it should be doing in the area of dealing with the community, then it is an entirely different area. I think you are skating on the very edge of tight Federal control.

Mr. HAWKINS. Do you see anything in this bill which relates to curriculum or any control over the management of the schools?

Mr. CHAMBERS. I don't know what you are going to have by the time you get your final language. I have heard the discussions here.

Mr. HAWKINS. Let us take the act as it is now proposed.

Mr. CHAMBERS. I don't have it before me, Mr. Hawkins. I'd be glad to debate it with you.

Mr. HAWKINS. I am not trying to debate with you. I am simply trying to find out just—

Mr. CHAMBERS. If you will hand me a copy of the bill, I think I can perhaps tell you.

Mr. HAWKINS. Well, I can hand you a copy, but I don't think you are going to be able to read this and tell me in a minute or two whether or not—

Mr. CHAMBERS. I think I can.

Mr. HAWKINS (continuing). There is Federal control involved in it.

Mr. CHAMBERS. Well, page 2, beginning at line 7, paragraph (6):

* * * provides that no equipment or services financed in whole or in part with assistance under this part will be provided after June 30, 1964, to any school which is not operated, and students admitted thereto, on a racially nondiscriminatory basis * * *

Now, let's stay out of the area or the basis of what is discrimination at this moment. Here you are stating a condition under which Federal funds will be available. Now, Federal funds are collected from everybody, are they not?

Mr. HAWKINS. That's right.

Mr. CHAMBERS. Now, you are going to disburse those funds or pay them out only to those that you decide are doing what you under this bill have called for them to do. This becomes Federal control.

Mr. HAWKINS. Now, are you suggesting this, then, that Federal funds should be paid out in a discriminatory manner?

Mr. CHAMBERS. Mr. Hawkins, I would personally rather that we didn't have any Federal funds in education, but since we do have—

Mr. HAWKINS. Are you rejecting any Federal funds?

Mr. CHAMBERS. We are rejecting some, yes. We have one board member that consistently votes against all Federal aid. I don't feel that dogmatic about it.

Mr. HAWKINS. Well, then, if you reject Federal funds, then there is absolutely no control if you don't want the Federal funds of any kind.

Mr. CHAMBERS. That's right.

Mr. HAWKINS. Even assuming that you would be correct that there is some control, it seems to me that you are not distinguishing between a social evil and administrative control. You don't think that the Federal Government is just going to turn money over without some accounting of some kind, some administrative safeguards that the money will be used for the purpose for which it is freely collected by the local district; the local district doesn't have to accept it, but I understand that you would like to get impacted school aid money, federally impacted school aid money.

Mr. CHAMBERS. We haven't asked for it as a board as of yet.

Mr. HAWKINS. It was testified this morning that you wanted to qualify for it. Mr. Dick Lawrence testified before this committee this morning. Now, it seems to me that he was asking us to amend the law in order to get the money, and now this afternoon you tell me you don't want the money.

Mr. CHAMBERS. I am telling you what I think, and I am telling you that as a board we have not acted on this matter. Now, Mr. Lawrence is a legislative representative.

Mr. HAWKINS. And he isn't speaking for the board, then?

Mr. CHAMBERS. He is speaking under the direction of the superintendent, but I do not recall a board motion or anything having come before the board to make this a formal request.

Mr. HAWKINS. Are you saying that the superintendent of schools is making statements and asking for certain moneys that are not in accordance with the policy of the board of education?

Mr. CHAMBERS. No, where you come here as a committee to get the feeling of the community. You have gotten it from—the superintendent might come and make an entirely different statement on a thing of this kind than I might as a board member if the matter had not been reviewed by the board. If it had, I would tell you what the board action had been. If it has not been reviewed by the board, it would be entirely in order for the superintendent to tell you that he feels in a point of equity that this readjustment should be made, and this may very well be right. I would not make the request on the basis—and I don't think he would—that we just simply want this amount of money. The request would be made on the basis of equity in distribution, and I think that this is an entirely different area than we are talking about in the area of control.

No, I wouldn't expect the Government to pay out Government funds—

Mr. HAWKINS. Now, you have glanced through that bill, and I assume that from what you have said thus far that you believe that to disburse Federal funds without any control as to whether or not they are going to be used in a racially nondiscriminatory manner or in a discriminatory manner is Federal control. Is that the conclusion that you draw?

Mr. CHAMBERS. Yes; I would say—

Mr. HAWKINS. Is that the conclusion that you draw from this proposal?

Mr. CHAMBERS. I would say that it has all the way through the distinct element of control, and I have no objection to what you are trying to accomplish here, but the question is, who is going to interpret it and on what basis—

Mr. HAWKINS. Well, how do you suggest that we accomplish the objective of living up to the law of the land in the field of segregation; just what would be your approach to the problem?

Mr. CHAMBERS. Well, I think we are approaching it very, very well at the present time.

Mr. HAWKINS. Well, there are people in the community who don't agree with you.

Mr. CHAMBERS. That is true, people in the community don't, and there are people in the community who do, and they represent all races and all cultures on both sides.

Mr. HAWKINS. Has anyone come before the board and told you that disbursing money in a discriminatory manner is good or is desirable?

Mr. CHAMBERS. No; certainly not.

Mr. HAWKINS. Well, you have heard the statements made today that, for example, Negroes are not employed on the administrative staff at the top policy level.

Mr. CHAMBERS. Yes; I have heard that. And I explained to you the area of experience in these promotions and these people have simply not been in the system with the proper qualifications to reach that level as of yet, and this is true in many areas.

I submit to you that we don't have to go back too many years until we didn't have very many lawyers or doctors or other professional people coming out of the group. This is increasing rapidly. Education is the answer, and I think the schools are the answer to the whole problem, but it is not to be accomplished in my opinion by indiscriminate mixing of people but by providing the proper educational opportunities, and this we are trying to do.

Mr. HAWKINS. Well, that is what this bill is trying to accomplish.

Mr. CHAMBERS. I realize that. I am not disagreeing with your bill. I only raise the point of control, that in the interest of accomplishing—

Mr. HAWKINS. Well, if you were definitely assured that in this bill there is no Federal control involved, would you then support the bill?

Mr. CHAMBERS. Well, there is a good deal that is not necessary in it as I see it. Now again, remember I am speaking now as a citizen, and I am not trying to argue with you on the area of discrimination or anything pertaining to race. But I think that the majority as applied to public schools, most of the things that are proposed or covered are things we ought to be doing anyway, and in the main I think that we are trying to do them in most of the cases.

Mr. HAWKINS. Well, if you are doing it, then to that extent the bill would have no application.

Mr. CHAMBERS. It might not. It just might not.

Mr. HAWKINS. Well, in view of the fact that it definitely does have application in other sections of the country, would you feel that other sections of the country should be brought up to the level of what you think Los Angeles is already doing?

Mr. CHAMBERS. I think it is your duty to deal with the country as a whole, and that there may be sections of the country where this has a much greater application than it would in ours, and I would be stupid to say to you that because I feel that we might get along without it that the country should be treated the same. I don't think so.

Mr. HAWKINS. Do you believe that the board upholds the principle enunciated in the 1954 Supreme Court decision that segregation is an evil and should be eliminated?

Mr. CHAMBERS. I believe that the board respects that decision.

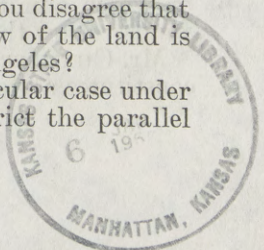
Mr. HAWKINS. Does it support that decision?

Mr. CHAMBERS. Yes, we support the Supreme Court in its decision, but now let's get over to one point. That Supreme Court decision dealt with a specific case, and you know as well as I do that the Supreme Court does not make law. It decides issues brought before it, and that is the law of the case. Now, many people have stated that that decision is the law of the land, and therefore every school district in the United States must instantly start doing something to change its entire school pattern. This I disagree with, sir.

You and the Congress are the ones to make law along this line, not the Supreme Court.

Mr. HAWKINS. Well, that is what they are saying in Mississippi and Alabama, that it isn't the law of the land, but do you disagree that the Supreme Court correctly interpreted what the law of the land is in that decision and that it does not apply to Los Angeles?

Mr. CHAMBERS. Yes, I think they did in that particular case under those circumstances, but we do not have in our district the parallel circumstances. We simply don't have it.



Mr. HAWKINS. Well, we have a law in this State which says that you can't segregate, and this law was passed prior to the 1954 decision.

Mr. CHAMBERS. Yes, I know that.

Mr. HAWKINS. The law of this State says that you can't segregate.

Mr. CHAMBERS. We don't segregate and never have, not to my knowledge.

Mr. HAWKINS. I asked you whether or not you believe that it is the position of the board that they at the present time, either if you want to base it on the decision of the Supreme Court or the law of the State, are actually opposed to segregation in our schools.

Mr. CHAMBERS. Opposed to what?

Mr. HAWKINS. To segregation in the schools.

Mr. CHAMBERS. I am opposed to segregation. I would oppose it under any circumstances in our schools or anywhere else. I believe it is wrong.

Mr. HAWKINS. Do you believe that there is any segregation existing in the schools?

Mr. CHAMBERS. There is no deliberate segregation.

Mr. HAWKINS. Is there any type of segregation?

Mr. CHAMBERS. If you chose to call it what is referred to as de facto segregation, segregation in that sense, but I still feel that this is a natural gravitation of people within areas. These are community living patterns.

Mr. HAWKINS. Do you feel that the board of education should not have an affirmative program to do something about it?

Mr. CHAMBERS. The board of education has no control over housing patterns. Our job is to provide—

Mr. HAWKINS. Do you have control over where the district lines should be drawn? In the school districts you have control over transfers and control over the assignment of teachers.

Mr. CHAMBERS. That's right, and our record is clean on that. We have teachers scattered throughout the district. Minority teachers are in the vast majority of our nonminority schools.

Mr. HAWKINS. Well, it certainly isn't the purpose of this committee to come out and to pursue this policy too far.

Mr. CHAMBERS. This is what I fear. The only thing I fear in this is how it will be interpreted, and what are your intentions on this? Do you consider percentages in each school in each location? Is this what is to be called upon to satisfy it?

Mr. HAWKINS. No. There is no percentage in that bill. I think that if you read the bill, it is very clear cut. It is based on the Supreme Court decision, and it simply says that Federal money will not be given to any district which is segregated or in which it is operated or the student admitted on a discrimination basis or discriminatory manner, and that's all the bill says.

Mr. CHAMBERS. Well, we have no problem.

Mr. HAWKINS. It does not go to the control of any curriculum. It only says that a district which is operated on a discriminatory manner or which admits students in that manner shall not receive Federal funds. Now that is all it says. It is very simple.

Mr. CHAMBERS. Well, this depends on whose interpretation of what constitutes a violation of these terms.

Mr. HAWKINS. It would be left up to the Office of Education of the Department of Health, Education, and Welfare from which you get the other Federal funds.

Mr. CHAMBERS. What law are they going to rely on?

Mr. HAWKINS. What law are they going to rely on?

Mr. CHAMBERS. Yes.

Mr. HAWKINS. The law of the land as interpreted in the 1954 Court case.

Mr. CHAMBERS. All right, let's pursue that a moment.

Mr. HAWKINS. And certainly all of the other districts would be operating under the same principle.

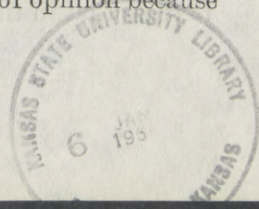
Mr. CHAMBERS. If in the case it decided there were known discrimination, that deliberate discrimination did exist, and the courts asked for a reversal of that and a positive integration to avoid that, if because of those circumstances, would they then come into Los Angeles and say, "You take half of the youngsters out of the red section on the map and move them into the white section and white children into that section," is that the way—

Mr. HAWKINS. This is a factual situation that was left to the Court. If there is any indication that you are segregating students or that you are discriminating in their admission, then certainly you would be in violation of the law. Now that is what it says. It says that we assume that the ruling will be that in the assignment of teachers, for example, you have a shortage of teachers and you have historically had a shortage of teachers and there are teachers, let's say, available, Negro teachers, and you refuse to assign them to the schools, this would be a case of discrimination, and that if this is so, if this factual situation exists, then you could do it but you wouldn't be able to obtain Federal funds, as far as the Federal Government is concerned, you could continue to do it, but I suspect that someone also take you into court if this situation existed.

Mr. CHAMBERS. I would expect them to, and if we did such a thing we would deserve it. We haven't been doing it. We haven't done it. We have been very fair in our employment practices and our transfer practices and our promotional practices.

Mr. HAWKINS. Well, Mr. Chambers, I can at least commend you on coming forward with your frank views this afternoon. I think that if there are more individuals who perhaps differ with some of the views expressed here, that they should come forward, and in that respect I certainly want to commend you. I can't help but say that I differ with you radically, and I think that certainly much more should be done and has to be done by the board of education, and it is certainly my hope that that will be true, and I certainly want to say that if I thought that there was Federal control in this proposal, I also would not support it, and I certainly think that we will make sure that there will be no Federal control as such in this bill, but if you are saying that to operate the schools in a nondiscriminatory manner is Federal control, then I certainly would disagree with you, and certainly this particular provision we cannot certainly amend out of the bill because that is the bill.

Mr. CHAMBERS. Well, I understand that, it is the whole basis of the bill, and I am not at all objecting to the philosophy here because I think we are living by it now. There are differences of opinion because



there are people who would like to push ahead too fast and others that would like to hold it back too long. I think that we have to move and move in the direction of fair play, and I believe we are doing so, and many times we are charged with things that are not realities, and the question of contract discrimination, discrimination in contracts, we have had for several years a clause in our contracts which insures that there will be no discrimination. It didn't appear to be strong enough, and we have rewritten it and stated a philosophy which spelled it out so that no one can misunderstand it. That has been done. It was stated here today that we should do this. This has been done. This is an accomplished fact, and a great many of the things that we have been requested to do are accomplished facts.

Mr. HAWKINS. This committee is interested in fair play and facts, and if there are any charges made that you are not guilty of, I certainly assure you that we will be very glad to get that information just as much as we will be glad to get information from the other witnesses who have appeared here, so that if you feel that you have been unjustly challenged in anything and have been accused of something, we certainly would like the opportunity of putting that into the record so the record will be kept open for any statement that you or the board or any of the members of the board would like to submit to this committee.

Mr. CHAMBERS. Perhaps our superintendent will make a general statement in writing, because I think you ought to be brought up to date on some of the things.

Mr. HAWKINS. One thing that I think should be clarified, one specific thing, and that is whether or not the testimony this morning on impacted school aid is in line with the board's position because certainly there will be a conflict in the record to the extent that one member of the board denies that it is the policy of the board, and I assume that you are correct in that, and yet the inference I think certainly was given this morning that you do favor reducing the percentage. Now, if you don't want this money, I am sure there are other districts that do want it, and we will be very glad to see that if this school district doesn't want it that it goes elsewhere, but I am afraid that we may have to offer some explanation to the taxpayers who also don't want their taxes raised, and if we don't obtain this Federal money, we are certainly going to have to raise taxes.

Mr. CHAMBERS. Well, the matter has not come to our board as yet. When it does come it will have five votes for it and possibly two against it, one certainly against it, so in all probability if it is it will reflect the policy.

Mr. HAWKINS. Would you say that the board is going to approve it, then?

Mr. CHAMBERS. Well, in all probability, because this is a difference in philosophy of board members—

Mr. HAWKINS. Well, you took the board out of the purview, now you are sneaking it back in.

Mr. CHAMBERS. No. This is not done for any ulterior motive. I said to you that the board to my knowledge had not acted officially either to support or to oppose this provision of the bill or the bill. I also agree that it would be entirely proper for the superintendent to state that in the matter of equity that this should be revised.

Now, I know that the impacted area legislation did come into existence because there were some areas that were almost totally dependent on what happened in Government, and they received an enormous amount of additional school load as a result of Government activity.

I had as a client the Lombo School District up here at Vandenberg, and I urged them to apply for that because this particular community had its school population almost trebled by action of the Government in opening that.

I am familiar with what happened down in Florida at Cape Canaveral down there, and here again was a place that it was needed.

Mr. HAWKINS. Well, may I inform you that the impacted school aid bill that is now before the Congress and the one that we are going to act on has a nondiscrimination clause in it.

Mr. CHAMBERS. That's all right.

Mr. HAWKINS. If you claim that that is Federal control, you are going to get it if you accept that money.

Mr. CHAMBERS. I don't know whether you misunderstand me or deliberately misunderstand me here. The control is in the method in which you will apply the rule, this is all. I am for nondiscrimination. Now please understand me. I am opposed to discrimination. I am also opposed to contrived integration or artificial integration. I would move in every way possible for fairness and the best possible treatment for all minorities. But we don't want to do foolish things.

And so here we have a district that covers over 800 square miles of area. Are we going to run a shuttle bus system over this entire community to make sure that every school has a certain percentage of Negroes and a certain percentage of Mexicans and of Chinese and of Scotch and Irish and what have you, or are we going to allow our country to live as it has been for a good many years on a neighborhood basis where you and I choose the neighborhood we want to live in and move into and send our children to the school in that community?

Now, people as they grow in stature and through education we have solved the racial problem, a great many problems. We had an Irish problem in this country. We had an Italian and a Polish problem in different cities, and these have all been solved, and the Negro problem will be solved the same way. That is the way it will be solved. We will have to give greater aid perhaps and do some special things, and this I recognize.

Mr. HAWKINS. Well, the committee is very glad to have your views, Mr. Chambers. I apologize. I didn't know you were present. Otherwise I would have called on you earlier. I didn't know that anyone was present from the board to testify. Thank you very much.

The next and I think final witness is Mr. Gutierrez from the Human Relations Commission of the County of Los Angeles, is it, Mr. Gutierrez?

Mr. GUTIERREZ. Yes.

STATEMENT OF WILLIAM GUTIERREZ, HUMAN RELATIONS COMMISSION, COUNTY OF LOS ANGELES

Mr. GUTIERREZ. I am speaking just from notes. I have no written statement. I am speaking as a member of the staff of the human relations commission and not as a member of the Mexican-American community, although I am of Mexican background.

Before going into this human relations consultant role it is imperative that I become acquainted with all of the aspects of de facto segregation, because the Mexican-American community is very much interested in what is de facto segregation, and because de facto segregation has meant one thing to one large minority group, and it is beginning to take shape in terms of what it means to the Mexican-American community.

Being a member of the Los Angeles County Commission on Human Relations, we are concerned with the conflicts of interest that sometimes arise as a result of conflicts and misunderstandings in terms of approaches to problems, so that therefore I would like to say that the role that we are—or let me put it this way—the program that we are attempting to adopt to implement through the human relations commission the problems of Mexican-Americans will have many conflicting attitudes. It is within these conflicting attitudes, therefore, that we would like to describe what we are sensing as being the attitude toward de facto segregation.

We are sensing, for instance, that de facto segregation isn't only the idea that there is segregation in fact, but there are also many other concepts such as, for instance, the various approaches to the problem of de facto segregation such as we have had related here this afternoon, the attempts at gerrymandering of the school districts, the redistribution of students, and many other conflicts like the hiring of teachers in minorities, job placement, and this kind of thing. It is within these programs that it is implicit within de facto segregation that you find the many conflicts of interest in the Mexican-American communities.

Now, we are only concerned over the fact that there are at least conflicts. We want to know, for instance, what will be the stand or what will be the predominant attitude of the Mexican-American community in general, and then when one does prevail that we begin to outline the attitude in such a way that we can explain their feelings about the approaches that comprise de facto segregation.

I am not an expert in education, although I am generally interested in the field of dropout problems, of delinquency patterns, which, naturally, we can say stem from education, lack of education, and that in trying to understand the problem we must therefore give close attention to what is commonly interpreted as de facto segregation.

In essence, the commission is going to be sensitive to the interpretation of the Mexican-American community as to whether they are for de facto segregation or not, in view of the many programs implied by the words "de facto segregation."

Now, this means that there may be some conflicts of interests with the Negro community. This is often brought out in many discussions, and what we want to do as a commission is to be sure that we understand the views and have the criteria and the substantiation for these views so that we can make a proper interpretation, say, to the Negro community or the Negro leadership, so that we can lessen what may be a strong, more violent conflict of interests, because we are interested in creating a better relationship among minority groups as well as between minority groups and the majority group.

The program that we were attempting, or the approach that we are attempting to develop to the understanding of these various conflicts of interests in terms of the programs of de facto segregation is

to first of all understand, for instance, the Mexican-American who is the educator, who is a teacher, who may be the spending administrator or vice principal or principal, and get his viewpoints. We will also attempt to get the attitudes of the community worker, the probation officer, the parole officer, the social worker, who deal with a youngster when a youngster is on a delinquent pattern or predelinquent pattern, and the social worker is interpreting it as having been as a result of lack of education. He has a different point of view, or may have a different point of view because he sees this from the psychological emotional point of view and not from the motivational point of view.

We also are going to try to attempt to see what the attitude of the individual is of Mexican ancestry who is following the political avenue toward de facto segregation. He seems to have an attitude, and then there are many, many people within the so-called Mexican-American community here, which would include the housewife, the voluntary leader, and others.

Now, this seems like a very complex thing, but it is a very important thing for us to understand before we can actually say that there is one strong point of view from the Mexican-American community regarding de facto segregation. In essence, the commission is only attempting to lessen the emotion, the anxiety among some of these various segments of the Mexican-American community or the various ethnic groups to such an extent that there can be some discussion or some communication take place on some of the issues or some of the programs that could result in the developing of a program to do away with some of the educational problems.

There is no question, for instance, that the Mexican-American community is very much interested in the dropout problem. If de facto segregation in all its aspects are responsible for a large percentage of school dropouts in the Mexican-American ethnic group, I think that very soon you will find a unity of purpose toward giving de facto segregation in its many forms a greater interest, more attention, and for that reason you can expect that more and more Mexican-American leaders will be coming before you, the school boards will be asking research organizations for specific research designs on some of the problems.

This afternoon we heard about the language barrier. Well, some of us recognize that that is a very, very important factor, but how important is it? We want to know. How important is it for us to give the youngster of Mexican background, for instance, what basic forensic principles he needs to get into the community when he first starts school.

If this is the case, the Mexican-American community is going to take much much more interest in developing programs around this area.

Now, I think that the Commission on Human Relations has made its role, and that is to interpret de facto segregation as one minority group feels it to another minority group, to such an extent that perhaps communications can come about so that both groups can therefore tackle one particular aspect of the problem together, or for them to understand it psychologically, the approach to one aspect of de facto segregation such as, for instance, in the area of language coun-

selling or—let me put it this way—the conflicts that may come as a result of being bilingual and coming say from a home that—a home where de facto segregation is not understood. It can be tackled in a different way, in a different form, and for the say Negro community to understand that this is a program within this area of de facto segregation, but a different approach and thus eliminate these conflicts.

I have attempted to outline just a few, what possibly may be some recommendations to at least look at, and one of them is, of course, is that yes, no loan to areas where de facto segregation exists. Yes, that far is the need for research in specific areas where the Mexican American is concerned. Close attention to the universities, the colleges—Occidental, UCLA, Institute of Industrial Relations, East Los Angeles—in terms of what they are finding out. More help to them. As loans from the Federal Government are going to assist in these areas, I would suspect that there would be a greater cry for specific research, specific educational programs or the observations made by research and special design, and an increase of communication media to reach the entire community, and this may be by perhaps more films with Mexican-American characters depicting the problem vividly.

The roles that are going to be adopted by the many segments of the Mexican-American leadership should be given careful consideration. So that within this ethnic group itself the role of the political leader can understand the role of the professional and constituted leader and the role of the constituted leader can understand the role of the natural leader.

This is the gist of the concern from the consultant, human relations point of view.

Mr. HAWKINS. Thank you, Mr. Gutierrez. May I suggest that in return for the fine recommendations that you have given to us that the Commission might well study the various grants that are now available under the National Defense Education Act. I think some of those grants could be made in some of the very areas that you have specified today. I think it would be excellent if the Commission would not only analyze those grants that are now available, but also whether or not they are actually in fact being fully utilized in the local community.

Mr. GUTIERREZ. Are you inferring that perhaps the Commission might be eligible for a grant?

Mr. HAWKINS. I understand that specifically title 3 and title 7 of the National Defense Education Act, specific ones, they are the specific ones that would cover some of the problems.

Mr. Brown?

Mr. BROWN. No questions.

Mr. HAWKINS. Thank you, Mr. Gutierrez.

That concludes the hearing in Los Angeles of the Select Subcommittee on Education. We will next meet upon the call of the Chair, and there is no specific time set for the next hearing. I want to express our appreciation to the witnesses and to those who have stayed through, and certainly to those who have assisted in this hearing.

That concludes the hearing, and we are now adjourned.

(Whereupon, at 4:45 p.m., Monday, August 12, 1963, the hearing was adjourned sine die.)

(The following material was submitted for the record:)

TO MEN OF GOOD WILL

A STATEMENT OF MAJOR GRIEVANCES AND IMMEDIATE REQUIREMENTS OF THE
NEGRO COMMUNITY

Presented by Dr. Christopher Taylor, Mr. Wendell Green, Mrs. Marnesba Tackett, Mr. Thomas G. Neusom, Esq., Mr. Norman B. Houston, Rev. H. H. Brookins to community leaders of Los Angeles City and County, June 6, 1963.

This spirit of Birmingham stirs in the hearts of Californians, too. It is not enough that the Negro children and adults of Alabama brave the rake of high-pressure hoses and the lacerating jaws of dogs to win their birthright.

Rev. Martin Luther King has wisely told us: "You can help us in Birmingham by getting rid of segregation and discrimination in Los Angeles."

Thus, both to help our brothers in Birmingham and to achieve our own birthright in Los Angeles, we now press forward our task.

We had better be frank. We are not here to intimidate, to threaten, to bully. We have been intimidated, threatened, bullied, too long to inflict these indignities upon others.

Neither are we here to debate the basic question—to quibble over the evidence—to engage in delaying processes.

These are the simple facts:

There is grossly intolerable segregation and discrimination against Negroes and other minorities in Los Angeles City and County.

Such segregation and discrimination in our society is illegal, immoral, and destructive to all citizens.

Without further delay, every effort must be made to eliminate these evils and to speed the achievement by all citizens of the full and complete freedom, justice, and equality promised by the U.S. Constitution.

In the immediate future, the most urgent advances must and can be made in housing, schooling, relations with law enforcement agencies, and employment.

I want at this point to call upon four of my colleagues briefly to underscore the nature of our grievance in each of these areas.

We are grateful for this opportunity to meet on this occasion with such a representative and influential group of citizens, concerned, we trust, as we are to eliminate an evil in this community and collectively to take a giant social step forward.

The Los Angeles Times in its lead editorial of yesterday morning (June 5) stated a proposition which can well serve as a theme for this meeting of our minds:

"There can no longer be any question about it: a tide is running all across the United States starting in the South and spreading North and West that seeks to inundate an evil thing called discrimination.

"Specifically, in the present solemn instance, such discrimination means denial of civil rights to any citizen because of the color of his skin.

"Strife in Mississippi, Alabama, Florida, and even Pennsylvania attests the gravity of the situation, the determination of the protesting Negro minority, and the urgency for intelligent action by good-willed Americans everywhere regardless of race."

Indeed, a new spirit of freedom—the spirit of Birmingham—abounds in our land.

This spirit is a new determination and an old impatience—100 years after the Emancipation Proclamation—that Negro citizens shall immediately achieve their constitutional, democratic, moral American birthright: equal rights, equal freedom, equal justice.

Further delay in this achievement is intolerable. "All deliberate speed" has meant no speed at all. The spirit of Birmingham means integration now in every way.

FAIR HOUSING

There is more racial residential segregation in Los Angeles than in any major Southern city in the United States.

Los Angeles is more racially segregated in housing than all of the large Northern cities with the exception of Chicago and Cleveland.

Ninety-four percent percent of the total Negro population is compressed in the central district of Los Angeles and 87 percent of this total is confined to 9 communities of the 30 communities of the central district.

Outside of the city, Negroes live in highly segregated communities located in Compton, Long Beach, Monrovia, Pasadena, and Santa Monica. In the other 62 cities in Los Angeles County, the Negro population is one-fifth of 1 percent.

Rigid racial segregation in Los Angeles is a fact and this is the Negro ghetto we talk about. It is a condition that is steadily growing worse as the Negro population in the county increases at the rate of more than 2,000 per month.

Less than 1 percent of the total census tracts in Los Angeles show more than 15 percent of the housing in a dilapidated or deteriorated condition. Sixty-four percent of the census tracts showing more than 15 percent dilapidated and deteriorated housing are populated from 75 to 100 percent with minority group concentrations.

Thus Negroes not only are restricted to clearly defined segregated areas, but are forced to live in the worst housing conditions in the city and county.

Studies also show that Negroes pay higher rents for dilapidated and substandard housing than other citizens pay for standard housing.

This map dramatically shows where Negroes are permitted to live in Los Angeles. The first map shows the concentration in 1950. The second in 1960.

The increase in the Negro population in the county rose 112 percent between the two censuses. In the city, the growth was 96 percent. As you can plainly see, this dramatic growth only intensified the density of the ghetto and enlarged its peripheral areas.

The tightly segregated Negro communities in Los Angeles are the root of most of the racial problems.

The evils produced by racial ghettos are almost too numerous to mention.

In addition to the soul-searing demoralization and psychological damage produced by tightly racially segregated living areas and the segregated schools they produce, it creates economic, political, and social problems that almost beggar description.

Negroes pay a "black tax" in higher rents, higher interest rates, higher insurance rates, and premium prices for overpriced properties as they enlarge the peripheral areas of the ghetto.

The socioeconomic problems created by the ghetto often produce political action based on pure racial considerations.

The frustrations and dehumanizing social factors of the ghetto often erupt into activity creating police problems.

The bottled-up emotions, resentments, and downright anger created by the ghetto and other facets of racial discrimination have created a tinder box that can easily explode under the prodding of extremists and black nationalist movements.

One could go on interminably listing the many evils created by the Negro ghetto, but, of all of them, perhaps the most important is that the Negro community is effectively sealed off from the rest of the population, cutting off the communication and understanding we so desperately need to eliminate racial tension, conflict, and social and economic ills created by discriminatory acts based on skin color.

Such communication can only take place in an unsegregated living pattern producing the nonsegregated schools, institutions, and human interaction necessary for man to live in harmony with his fellow man.

It is quite evident that the cancer of the racial ghetto must be eliminated from our city. We just cannot afford to place property rights above human rights in a world in which the central international issue is the equality of all mankind.

The enormous drain on public moneys used trying to meet the problems created by the ghetto and racial discrimination is a costly operation that the taxpayer can well do without.

The question now posed is what do we want about the situation.

The multiple problems of housing discrimination based on race, religion, or national origin are being attacked by civil rights and human relations agencies at the local and State level in many sections of the country. Several States already have laws making discrimination in the sale or rental of housing illegal.

Such a bill is before the State legislature in Sacramento now. The fair housing bill, A.B. 1240, as passed by the assembly is a big step in the right direction.

We consider it incumbent on the city council and the board of supervisors to immediately pass resolutions supporting the fair housing bill and to send representatives to appear before the senate committee holding hearings on the bill to testify in support of the bill as passed by the assembly.

We consider it vitally necessary for the city council and the board of supervisors to, with all possible speed, pass local fair housing ordinances.

We also want:

1. Newspaper publishers to put the full weight of their influence behind passage of this necessary legislation and to inform the public of the compelling reasons why such legislation is needed.

2. Business and community leaders who represent the power structure of our city and county to recognize the value and necessity of such legislation and to use their considerable influence to assure passage of such legislation on the local and State level.

3. The Los Angeles Realty Board to accept all licensed brokers as members to fully participate in branch boards and not just members at large which is its present practice with the five or six Negro brokers who have been accepted in the last 6 months. If this necessitates amending its constitution, then it should be amended. The board should take immediate steps to eliminate this practice and to implement the policy statement of the California Association of Real Estate Boards which discourages discrimination in its member boards.

4. The Los Angeles Realty Board to enunciate a policy of publicly rendering service on a nondiscriminatory basis and publicize to clients that it is the ethical policy of the real estate association of boards to render service to all people. Every branch board should have at least one person who has access to multiple listings designated to assure minority clients service on these listing. (This could be done through a community organization, if necessary, if there are no members willing to give this service.)

5. The Apartment House Owners Association to have a meeting immediately and engage in a direct program to encourage its members to take all qualified applicants regardless of race. The association should immediately indicate its cooperation with followup meetings with representatives from our group for implementation and progress checking.

6. The National Association of Home Builders to make a blunt statement of policy that the association will get behind individual builders and go to each for immediate agreement that all will cease policies of discrimination with the same followup plan as above.

7. The immediate discontinuance of discriminatory insurance and interest rates and the practice of financial institutions withholding financing to preserve "white neighborhoods."

If we are going to take positive action to break up the racial ghetto, we must enforce the above points right now.

These are not exorbitant or impossible demands. They are acts that can be immediately put into operation to remove a growing cancer from our society that threatens the entire life of our community.

INTEGRATION OF THE PUBLIC SCHOOLS

When the U.S. Supreme Court handed down its historic decision in 1954 in the case of *Brown v. Board of Education*, many of us may have thought that the Court was addressing itself only to those Southern States in which segregated schools have been a conscious and deliberate expression of the outworn mores of the South.

But, if "separate schools are inherently unequal" in Alabama and Mississippi, they are no less unequal in Los Angeles, even though their existence may be attributed to unfair housing or other inadvertent causes.

As many as 50 elementary and secondary schools under the jurisdiction of the Los Angeles City Board of Education are segregated—because their pupil enrollments are almost totally Negro. Add to this a comparable number of schools which are almost entirely Mexican-American in pupil enrollment. It is immediately clear that de facto segregation is depriving thousands of Negro and Mexican-American children of "equal educational opportunity" in the letter and spirit of the U.S. Supreme Court ruling.

The total number of Negro teachers in the teaching force here has increased in recent years. But 80 percent of these Negro teachers are assigned to schools of heavy Negro enrollment, despite continuing efforts by these teachers to be transferred to schools in other areas.

The almost complete absence of Negroes among the administrative and supervisory staffs of all the school districts in the county tells clearly the story of promotion practices which operate against qualified Negro teachers.

Beyond these concrete evidences of grievance, we have long been aware of other shortcomings in our schools, such as—

(1) The inadequate provision made for the compensatory education of many Negro children who, handicapped by primitive southern schooling, need special help to overcome their educational deficiencies.

(2) Subtle types of counseling in the schools which tend to shunt Negro pupils off into lower income vocations in the domestic and unskilled fields despite their desire and ability to seek technical and highly skilled vocational and professional training.

(3) Textbooks and other teaching materials which present either a wholly inadequate or obviously false picture of the status of the Negro in American society.

We recognize that, in the long run, good education of the children of this community can eliminate the ignorance and prejudice which lie at the base of segregation and discrimination.

But, we insist that education for integration can effectively be offered only in schools which are themselves integrated.

We are in some measure pleased that the Los Angeles City Board of Education has recently recognized and has begun to deal with the problem of de facto segregation.

On May 20, this board adopted four recommendations of a special committee aimed at improving the condition of our schools in this respect. We think these recommendations are sound, as far as they go, and hope that further steps will be taken in the future.

But, we fail to find in the board's newly adopted statements adequate recognition of the urgency required to implement the proposed changes. We do not expect an educational revolution by day after tomorrow. Some changes can be made "tomorrow," however, which would convince us that the board means what it says and that we may have confidence that the larger, longer program will follow.

We would like to make reference to the Pasadena Board of Education which recently, through its superintendent, made perhaps the most comprehensive plan for dealing with de facto segregation by setting a ceiling on the percentage of Negro students attending any one of its high schools.

We think the Los Angeles board now knows in which schools the Negro enrollments are intolerably high and, along the periphery of the Negro "districts," knows where enrollment lines can be modified to produce a high degree of integration in selected schools. We ask that this be done before the opening of school next September.

We believe the board is also aware that some "Negro schools" are grossly overloaded and on half-day sessions, whereas some "white schools" less than 15 miles distant have empty classrooms or light enrollments. We ask the board to effect, by means of free school transportation, an equalizing of enrollments and, at the same time, a greater degree of integration in these "white schools."

We think that one clear index of full integration of our schools would be the proportionate distribution of Negro and other minority teachers throughout the entire school system and in all levels of professional rank and responsibility.

We believe the board knows how to remove the barriers which now obstruct the transfer and promotion of Negro teachers.

We ask that these barriers be removed immediately.

STATEMENT BY THOMAS G. NEUSOM ON POLICE PRACTICES AND LAW ENFORCEMENT

The 14th amendment to the Constitution of the United States years ago accorded to Negroes the right of equal treatment as a legal principle. No one who is conversant with the facts of life in the United States since the enactment of the 14th amendment will say there has been anything but feeble attempts at partial implementation.

Police practices and law enforcement, as they affect the Negro, have traveled at relatively the same snail's pace as other areas of civil and political rights involving Negroes.

In the past 15 years in the city and county of Los Angeles, the Negro community working through the Legal Redress Committee of the NAACP, the Law Enforcement Committee of the Community Relations Conference, a group of independent ministers of various churches and faiths, acting on complaints received by them and several other organizations of lesser importance to secure

for the Negro better treatment at the hands of police officers and more equal opportunity for employment and advancement in the police department, the sheriff's office as well as the Los Angeles City and County Fire Departments.

On various occasions, statistics have been gotten and presented, the last instance being to the Civil Rights Commission Subcommittee which met here in Los Angeles last year.

We are not, at this time, going to labor with statistics or individual complaints, we say to you that Negroes do not receive equal treatment at the hands of law-enforcement officers in the city of Los Angeles and the county of Los Angeles. That the persons guilty of this conduct may be a small minority but unchecked as they are, except in very flagrant cases, the community continues to suffer and the long-smoldering resentment remains.

Communication between the Los Angeles Police Department and the minority community is very poor. Communication with the sheriff's department, though better with the sheriff himself, breaks down when efforts are made to solve problems at lower levels.

On one or more occasions during the past 15 years through the various groups mentioned above conferences have been held with the chief of the Los Angeles Police Department and the sheriff of Los Angeles County and, in some instances, these conferences have resulted in improvement. The fact is, however, partial measures are no longer adequate, and the community is not disposed to accept further partial remedies.

The physical abuse of a single Negro simply because he is a Negro or the breaking into homes and the destruction of furniture because the owners are Negroes, the insulting of Negro drivers when stopped by law-enforcement officers is completely intolerable and must be stopped.

The principal problems areas are:

(1) The establishing of an independent agency in both the city of Los Angeles and the county of Los Angeles of nondepartmental persons who are responsible and respected in the community who would have the authority to evaluate claims of malpractices and discipline officers for those proven cases so as to eliminate such practices.

(2) The elimination of the use of statistics relating to arrests and criminal activity based on alleged race in an effort to discredit Negroes as a group.

(3) Discrimination in employment upgrading and assignment of Negroes in the Los Angeles Police Department and the Los Angeles sheriff's office.

(4) The lack of a sufficient or adequate human relations training program for members of the Los Angeles Police Department and the Los Angeles County sheriff's office.

We ask this assemblage to call upon the chief of police of the city of Los Angeles and necessary members of the police commission of the city and the sheriff of Los Angeles County to meet with a responsible number of men of this community and representatives of this group for the purpose of determining ways and means of setting up independent review of complaints of police malpractice and discrimination based on race and to improve practices of recruitment involving members of the minority community as well as upgrading and job assignment.

Evidence of the past several months has indicated that this is a potential powder keg which men of good will, acting in good faith, should seek to resolve before our city is involved in dangerous incident with the resulting unfavorable publicity.

THE EMPLOYMENT SCENE

Racial discrimination in employment in Los Angeles is a fact. The old theme of "last hired—first fired" still prevails in the employment of Negroes in the Los Angeles area. While there have been long-range gains, the principle of merit employment is not practiced by employers across the board. There has been obvious reluctance on the part of employers to take firm initiative in establishing and maintaining programs of merit employment and equal job opportunity for all positions and on all levels.

Evidence of continuing discrimination can be found, for example, in testimony presented to the assembly judiciary committee on April 8, 1963, concerning a survey of employment agencies in the Los Angeles area to ascertain their employment practices. Of 127 agencies contacted, 87½ percent accepted a job order for a "white Protestant secretary." The job order was accepted even though it was in contravention of the Fair Employment Practices Act. We doubt whether employment agencies would have accepted such a discriminatory order if the practices of the employers who use their services did not demand it.

Many employers do pay lipservice to equal opportunity employment. Throughout industry it is now possible to find token integration. But, extra qualifications are often required of the Negro applicant. He is expected to be something special. One hundred years after the Emancipation Proclamation, we insist on being treated by employers not as something special but as any other employee—to be hired or fired on the basis of our qualifications. We expect no special privileges, and we demand that no special handicaps be imposed. The handicaps which are now in existence must be removed now.

It is conceded by labor leaders that some unions maintain discriminatory practices against Negroes despite the national AFL-CIO and international unions' policy to the contrary. We are therefore making demands upon labor as well as management. While there is evidence of progress in integration of employees in most departments of city and county government and the board of education, there still exist patterns of rank discrimination, written policy notwithstanding. Such patterns also exist in other cities of the country.

Certain industries, with some exceptions by a few companies within those in industries, are notorious for their discriminatory employment practices. The transportation industry is one. The petroleum industry is another. These are just two outstanding examples. Many large and small businesses continue their long-existing, closed-door policy toward the Negro job applicant. Some content themselves with a policy of tokenism and gradualism. That is not enough.

We demand total integration and merit employment in the recruitment, selection, training, promotion, and job assignment of Negroes and of all other persons. This overall demand is made to management, to organized labor, and to government. To attain fair employment of Negroes and other minority citizens requires more than lipservice—it demands action now by all of us. Specifically, we call for:

(1) Your influence in achieving the enactment of AB 1246, a bill to empower the Fair Employment Practices Commission to initiate complaints against offending employers.

(2) Employers, employment agencies, and chambers of commerce to recognize that any discrimination in employment is an unethical and harmful practice, and to assume leadership and initiative in fully practicing merit employment and urging its adoption by the total community. Policy statements are not enough. We demand immediate action.

(3) The inclusion in every city, county, State and board of education contract of a nondiscrimination clause which clearly states that no business will be done with any contractor, labor union or vendor who practices discriminatory employment.

(4) Reduction of oral interview weights on civil service examinations and elimination of oral interviews on examinations for jobs not involving public contact or supervision of others. Also the elimination of the "rule of three" which allows the hiring of either of the top three applicants rather than the top one on the basis of examination results.

(5) Unions to end all discriminatory practices in membership, hiring, apprenticeship, and upgrading.

(6) We call upon the Los Angeles County Federation of Labor, the Teamsters Joint Council and all local and international unions to cooperate with us in the implementation of these demands.

(7) Unions to demand of and cooperate with employers in ending the discriminatory practices in hiring, training, and upgrading of employees; and that management demand of and cooperate with unions in ending such discriminatory practices.

These demands are so fundamental that there is no practical or moral reason why they cannot be implemented now. We stand ready to advise, assist, and cooperate with you. Be sure, however, that every legal means will be used in pressing for immediate implementation.

IMMEDIATE REQUIREMENTS

Complete equality is our goal—at the earliest moment. Let there be no mistake that we will not be satisfied until this status is achieved.

But, we recognize that all the malignancies of ignorance, prejudice, and violent bigotry cannot be cut away overnight.

We have here made clear the areas of life where our greatest present grievances lie and which certainly are ready for quick remedies.

Partly for their own inherent good and partly as symbols of good faith, we ask that the following acts be performed within the time limits defined :

To establish the right of every person to rent or buy a home wherever he wants to live at whatever fair price he can afford, we call for—

(1) Enactment by the California Legislature, before adjournment on June 21, of A.B. 1240, in its strongest, most comprehensive form.

We ask that those assembled here, representative as they are of the persuasive influences in this community, bring immediate pressure to bear upon the members of the California State Senate to insure the passage in unemasculated form of A.B. 1240.

(2) In the event that A.B. 1240 should fail to pass, or be so weakened as to be ineffective, we call for enactment in July by both the Los Angeles City Council and the Los Angeles County Board of Supervisors of strong, comprehensive "fair housing" ordinances.

We ask the full support of all organizations represented here to insure such enactments.

To accelerate the integration of pupils and teachers in the Los Angeles city schools, we call for—

(1) Before the opening of the school term next September, the redrawing of school district lines for all elementary and secondary schools wherever such redrawn lines will effect significant integration of the pupil enrollment of these schools.

(2) Development of a plan before the opening of the school term in September whereby, within circles of 15-mile diameter, Negro and other minority pupils now attending overloaded schools on half-day sessions may be transported to underenrolled schools populated predominantly by Caucasian children. We ask that, when this plan is complete, it be announced publicly.

(3) The immediate revision of transfer and promotion procedures for teachers, counselors, and administrators so that a more proportionate distribution of Negro and other minority personnel throughout the entire school system may be achieved, and so that qualified Negroes and other minority individuals may advance in professional status.

(4) Other school districts in which substantial Negro and Mexican-American populations exist to concern themselves with actions similar to those indicated above.

To improve the relationship between the Negro and other minority communities and the police and sheriff's departments, we call for—

(1) The immediate institution of procedures affecting both the Los Angeles Police Department and the Los Angeles County sheriff, through which individuals who feel aggrieved by law enforcement agents because of race may seek redress before representative, independent, citizen boards or commissions.

(2) Improved recruitment, training, and promotion procedures in both the Los Angeles City Police Department and the Los Angeles Sheriffs' Department.

We ask immediate review of present procedures by a qualified commission, appointed by the city council and board of supervisors, and public report before January 1964.

To strengthen "fair employment" practices for Negroes and other minority citizens, we call for—

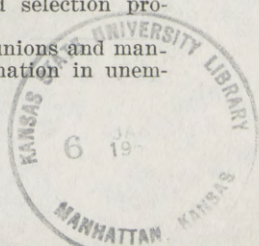
(1) Your influence in achieving the enactment of A.B. 1246, a bill to empower the fair employment practices commission to initiate complaints against offending employers.

(2) Employers, employment agencies, and chambers of commerce to recognize that any discrimination in employment is an unethical and harmful practice; and to assume leadership and initiative in fully practicing merit employment and urging its adoption by the total business community. Policy statements are not enough. We demand action now.

(3) The inclusion in every city, county, and State agency and board of education contract of nondiscrimination clauses which clearly state that no business will be done with any contractor, labor unions, or vendor who practices discriminatory employment.

(4) Revision of civil service examination weights and selection procedures.

(5) Unions to end all discriminatory practices and that unions and managements place demands upon each other for nondiscrimination in unemployment.



To bring to bear also the effective strength of government in accelerating these high priority steps toward full integration, we call for—

- (1) The immediate institution of a Los Angeles City Commission on Human Relations, adequately financed and empowered to promote speedy integration in the city of Los Angeles.
- (2) Substantial increase in both appropriations and authority for the Los Angeles County Commission on Human Relations.

CLOSING STATEMENT BY DR. CHRISTOPHER L. TAYLOR

I want this distinguished assemblage to understand that we are not here to arrogantly impose our will upon you.

Nor are we here asking for special favor.

We are here because we love our great city and want to see it become the greatest city in the world.

We are equally dedicated to the proposition that Los Angeles be the kind of city where all citizens, regardless of skin color, religion, or national origin, can live together in harmony and engage in the full pursuit of happiness guaranteed all American citizens under our Constitution and democratic heritage.

The pressures in our community are building up to a full head. Los Angeles Negroes want complete freedom now.

We have presented to you some of our basic grievances and a program for immediate action.

We firmly believe that immediate progress can be made through conferences, negotiations, and consultations.

There is great frustration and emotional upheaval in our community because of racial discrimination and segregation practiced in Los Angeles.

We are doing our best to channel these volatile forces into a positive, programmed course of action.

We can only do this with your complete cooperation.

We are already suspect with many elements in our community because we are taking the course of conference first instead of action now.

There are good historical reasons for this suspicion, as conferences on racial problems have only developed high-sounding phrases and no real action to resolve the problems.

Action, not talk, is a loud cry in our community. Some want to launch immediate massive demonstrations, boycotts, picketing; and, once commenced, who knows what other activity to secure recognition of our basic right to live with respect and dignity may occur.

The difference is that we believe that reasonable men can sit down together and achieve the immediate goals of our community without resorting to direct action.

If we cannot, together, work out immediate achievable goals such as we have presented today, the techniques of direct action will prevail, out of sheer frustration and desperation.

Direct action based on frustration and desperation, and the fear that is the inevitable reaction, are not the kind of emotions easily controlled.

We are willing to accept challenge and go forward together in making Los Angeles a reality of the American dream.

LOS ANGELES, CALIF., August 24, 1963.

Congressman A. HAWKINS,
Chairman, Subcommittee on Education and Labor,
House of Representatives, Washington, D.C.

DEAR MR. HAWKINS: Enclosed are two maps¹ showing unfair discrimination in assigning libraries and cafeterias to the Los Angeles city schools in their elementary division. The data used in making these maps was given to me by the appropriate official of the Los Angeles city schools. The data is up to date, as of August 11, 1963.

There are more than 400 elementary schools in the Los Angeles city school system. Since you will observe more than 100 schools have no library or a substandard one, and more than 100 schools have no cafeteria, each school so

¹ It is not possible to reproduce these maps in the printed transcript of the hearing. They are on record in subcommittee files.

deprived is unfairly discriminated against. If facilities cannot immediately be provided for all, one would expect library and cafeteria facilities first to be set up where there is the greatest need; lowest income families; greatest educational lack in the home; and in the case of libraries, homes farthest away from public city libraries.

But the data shows that the districts having most schools without equal cafeteria and library services are the east, south, and west where there are most Mexican-Americans and most Negro-Americans. While it is true that certain of the schools without libraries or cafeterias are not lower in income or cultural background nevertheless it is true that many schools which are predominantly Negro or Spanish-American are discriminated against by lack of opportunities for libraries and cafeterias.

Particularly ironic is the fact that Government surplus food is supplied free when so many of the lowest income schools have no chance to have the free lunch which the county supervisors plan to have supplied to children whose families are on relief or aid to needy children. Free milk is still supplied to needy in some schools which have lost their cafeterias, but it is unfair discrimination that so many schools, supposedly equal to the others, still do not supply a nourishing complete lunch to the eligible.

It will also be noted that many schools lack both library and cafeteria. I live on the borderline between Glen Alta and Huntington Drive Schools. Each has no library or cafeteria; each is comparative of lower income status. Many parents have not much education. Since these two schools are mostly of the Mexican minority, perhaps the Los Angeles City School Board could be influenced to stop discriminating against these and similar schools by pointing out that those of Mexican descent are not given the same advantages as the majority of schools in the Los Angeles City School District. When any citizen of Glen Alta District asked when Glen Alta School will receive a library an evasive answer is given. Anyone who persists in making queries finally is told that there are more than 100 schools which have no school library or a substandard library and this condition is being corrected at a rate of five a year.

Lack of frankness to the public is particularly unfortunate about libraries since there is a real field for individual and organization private donation—such as presenting to most needy schools books, book tables, and bookcases or shelves.

The situation in regard to music education is also discriminatory. Glen Alta School once had instruction in piano and violin years ago. Now it does not have even a chorus. Only one school in the neighboring two areas has a teacher with real music classes. This teacher is placed at Farndale Elementary which has library, cafeteria, higher income parents with more education, smaller families, and smaller proportion of Mexican descent than Glen Alta or Huntington Drive.

Los Angeles City School Board is chosen in a way that does not give any one board member special districts—therefore complaining citizens cannot pin down any one member for responsibility for upgrading any district equal to the others. Certain Congressman are more concerned in preventing discrimination than city or other local officials, and should be commended for their sympathy and knowledge on conditions.

The Los Angeles City junior and senior high schools are to have a new four-point program in 15 or so selected schools—with corrective reading, afterschool libraries, and evening availability of counselors for students to meet parents.

While such a program is a splendid step in the right direction it has been criticized for being like the unsuccessful method of cleaning the Augean stables: For every shovelful of ignorance thrown out of the high school in this way, seven shovelfuls of ignorance will enter from elementary schools discriminated against.

The best way to help students to do their best in secondary school is to continue a program of undiscriminatory opportunity which has begun in the elementary schools. The Los Angeles City Board of Education deserves praise that it maintains schools largely free of the grosser forms of overt racial discrimination. However, many of the thinking citizens of our district would like to give full support to Representative Roybal's bill to withhold Federal funds from institutions practicing racial discrimination. We feel such a bill would be powerful to curb many abuses, small and great.

Yours truly,

BERTHA E. HANSON.

REPORT OF THE CITIZENS COMMITTEE FOR EDUCATIONAL IMPROVEMENT

Schools having very high percentages of students from one minority group exist by the nature of the geographical concentration of large numbers of these people in certain sections of Los Angeles. One such section is in the eastern part of the city, where the population is predominantly Mexican-American; another is the southeastern part of the city, where the population is predominantly Negro. However, unlike the Negro community, *de facto* school segregation in the Mexican-American community is created by forced economic conditions which are the direct result of the scope of education afforded the Mexican-American by the school system.

Since these schools are *de facto* segregated—that is, segregated because of economic necessity, etc.—and because this presentation will limit itself to Mexican-American problems, the question to which we will address ourselves is, Do these segregated schools give the children they serve equal educational opportunities, equal chances for betterment, and equal preparation for life and the “pursuit of happiness” that schools serving nonminority groups do?

On the basis of our limited investigation we are forced to admit that the answer is “No,” and that the schools serving the predominantly Mexican-American community tend to channel Mexican-American students back into the lower economic status into which they were born.

When we examine the number and type of courses taught in the schools serving minority groups and compare them with other schools, it becomes quite apparent that the schools differ significantly. Tables showing the courses offered in a group of selected schools are appended to this report.¹ These figures indicate that schools serving the minority groups have a disproportionate number of so-called vocational courses. They show that they also have a disproportionately smaller number of academic and college-preparatory courses. These differences cannot be justified by saying that minority groups lack the ability for courses other than vocational courses. “According to present knowledge, there is no proof that the groups of mankind differ in their innate mental characteristics, whether in respect to intelligence or temperament. The scientific evidence indicates that the range of mental capacities in all ethnic groups is much the same.”²

Neither can the schools justify channeling Mexican-American (and Negro) students into vocational courses on the grounds that the schools have to prepare them for what is available to them. It is the duty of the schools to provide to all students equal opportunities for success in life, and they are failing to meet this duty if they are not giving working class children the same opportunities to achieve the same goals that other children are given.

The schools cannot justify the disproportionate share of vocational courses in minority schools by stating that there is no demand for academic courses. Part of the function of the schools, we believe, is to create the demand. The key to this demand is the ability to read and write. The junior-high achievement-test program of the Los Angeles City schools clearly showed that retardation in reading in the minority areas has reached crisis proportions. A crash program in remedial reading is direly needed. The alternative to learning to read well is school failure and a rise in the dropout statistics.

Remedial measures in the schools to bring the students up to the normal achievement levels now denied them would also benefit nonminority pupils for, with the Mexican-American student making greater contributions to his school's academic success, the non-Mexican's culture would be enriched through this association. This, we believe, could be done by devoting more time to reading and writing skills, not only for children who have demonstrated ability, but also with the so-called slow learners (oftentimes merely language-handicapped children) who so desperately need these skills.

A small students-per-teacher ratio is desirable in any classroom, but it is absolutely urgent in an area where living conditions are at best difficult and language may be a barrier. As the American Federation of Teachers points out, California is fourth from the bottom in the whole Nation in progress to

¹ Included also is a similar study made by Los Angeles Community Service Organization in 1950 to show that the community has been concerned for a long period of time about these problems as well as to show the scant progress that has been made over a decade.

² UNESCO Courier: 1950, p. 1. Quoted in “Society and Education,” R. J. Havighurst and B. L. Neugarten, p. 327.

ward reducing teacher overload. This problem needs to be attacked with special vigor in minority neighborhoods.

That the children of minority groups need motivation and encouragement toward scholastic achievement by the schools and the community itself is evident when we examine their environment. To illustrate, the east Los Angeles area, predominantly Mexican-American, has—

Poor housing: East Los Angeles area has 9.3 percent homes, valued at under \$10,000, compared to 4.5 percent for Los Angeles County. It has 21.7 percent deteriorated homes, compared to 7 percent for Los Angeles County, and 24.2 percent dilapidated homes, compared to 8.8 percent for the entire county.³

Low income: East Los Angeles has a median income of \$5,167, compared to \$7,046 median income for Los Angeles County.³

Highest percentage of unskilled workers: 38.1 percent for East Los Angeles, compared to 17.8 percent for the Los Angeles labor market.³

Disproportionate high percentage of unemployment, especially among the young.³

Low educational achievement among adults: East Los Angeles has less than 9 grade years, in comparison to 12.1 years for the county as a whole.³

In addition, the median age for the county is 30.5 years for men, and 32.4 years for women. The median age for the Mexican man and woman, however, is approximately 5 years younger. Under the circumstances outlined above, these young people, products of the public schools of this area, have nothing to look forward to, and little or no chance for gainful employment throughout what should be their most productive years.³

As America's teachers are recruited almost exclusively from its middle class, most of these teachers have stereotyped notions of minority children, their characteristics, and their abilities. An adequate and continuing inservice program to better acquaint teachers and administrators with children of lower socioeconomic groups is a vital necessity.

The disproportionately higher number of students taking vocational courses can be traced in part to faults in the counseling and testing procedures of the schools. It is well known that most school intelligence tests are "middle-class oriented," and therefore penalize working class and minority children.

We are also aware of the obverse (and adverse) effect that these tests have on the western section of the city where schools have a limited number of vocational courses. Students not suited for academic courses are being denied the opportunity to adequately prepare for life as they will have to face it because of this limited number of vocational courses.

There exist some "culture-free" and individual tests which tend to overcome these testing difficulties. However, our experience has been that these tests are used very sparingly in the Los Angeles schools.

Further, some school counselors tend to channel Mexican-American children into vocational courses in the belief that the children must be guided toward realistic goals. We believe that the duty of the schools is not to prepare the students to merely get by but to prepare them and urge them to attempt the highest possible goals. In many instances the student in the Mexican-American community who has achieved academic success has done so in spite of the counselor's advice and because of the encouragement of either parents, an interested person, or group. We have personal knowledge of many such persons.

In all fairness to counselors performance, it must be pointed out that they, like teachers, have a formidable students-per-counselor overload. With the present stated ratio of one counselor per 665 students,⁴ counselors must necessarily be papershufflers, rather than professionals developing personal relationships with students.

We cannot know exactly what the world will be like 20 or 30 years from now, but abundant evidence shows that children are best prepared for what may come when they have mastered basic skills. The school should provide a basic, broad education that enables the student to determine his vocation or

³ Quoted from the 1960 census by the Youth Opportunity Board of Greater Los Angeles, Apr. 23, 1963.

⁴ Youth Opportunities Board of Greater Los Angeles, Apr. 23, 1963, p. 8, proposal for a demonstration contract under Manpower Development and Training Act of 1962.

profession based on his own ability, natural desire, and initiative. Even if his choice is a vocational one he should have a liberal education to enable him to study and to understand the world around him on his own. He must feel that he has a contribution to make to his community and thus be a useful member of society.

Realistically, we realize that the conditions in the schools and the community cannot be changed overnight or by one piece of legislation. The schools, the community, and legislature have a responsibility of working together toward a solution through a long-range program. We will not, however, be satisfied unless we are given constant proof that action is being taken and progress is being made.

In conclusion, we feel that—

1. There are definite differences in the curriculum of the schools serving minority groups and those serving the majority groups.
2. The schools serving the minority groups tend to have a great many so-called vocational courses.
3. The value of these vocational courses is questionable. Many are removed from the realistic employment needs of the community and many do not prepare the students for any useful work (leathercraft, etc.).
4. These vocational courses to which most of the minority group students are channeled deprive these students of more useful academic or basic study (i.e., reading) courses.
5. The fact that there is no demand for academic courses in minority group schools might be due to lack of encouragement by school officials, ability tests that discriminate against culturally deprived children and lack of adequate attention to these children in the lower grades.

We respectfully recommend and suggest to the committee of Congress :

1. Measures to counter de facto segregation should be written into H.R. 7771.
2. Any Federal aid to school programs must have Federal supervision or standards so that some of the same problems are not perpetuated with Federal funds.
3. Federal Government should conduct studies to verify and suggest remedies if applicable to above problems.
4. Federal Government should set aside special funds for work on minority educational problems.

APPENDIX

Table I—Analysis of Junior and Senior High School Curriculum, Los Angeles City School District, fall 1962 :

Definition of abbreviations used :

A.E. : Academically enriched classes, for the above-average student.

L.I. : Low index classes, for the slow learner.

H. : Honors classes.

N.E. : Non-English-speaking classes.

R. : Remedial classes.

Table II—Analysis of High School Curriculum, Los Angeles City School District, November 1950.

List of schools studied

Name	Grade level	Student composition
Nightingale.....	Junior high school.....	Approximately 80 percent Mexican-American.
Burbank.....	do.....	Predominantly white.
Irving.....	do.....	Do.
Webster.....	do.....	Predominantly white with small percentage of Mexican-American.
Eagle Rock.....	6-year high school.....	Predominantly white.
Franklin.....	Senior high school.....	Predominantly white, approximately 20 percent Mexican-American.
Hollywood.....	do.....	Predominantly white.
Jordan.....	do.....	Predominantly Negro.
Lincoln.....	6-year high school.....	Approximately 75 percent Mexican-American.
Roosevelt.....	Senior high school.....	Approximately 70 percent Mexican-American.
University.....	do.....	Predominantly white.
Venice.....	do.....	Predominantly white, small percentage of Mexican-American.
Wilson.....	6-year high school.....	Approximately 30 percent Mexican-American.

TABLE I.—*Analysis of junior and senior high school curriculum, fall 1962 (number of classes in school), Los Angeles City School District*

ACADEMIC SUBJECTS

Subject	Night- ingale	Bur- bank	Irving	Web- ster	Eagle Rock	Frank- lin	Holly- wood	Jordan	Lin- coln	Roose- velt	Univer- sity	Venice	Wilson
Language:													
French.....	0	0	1	3	5	4	9	3	0	3	18	10	3
Latin.....	0	0	0	0	2	2	3	0	1	0	5	3	0
German.....	0	0	0	0	0	0	4	0	0	0	4	3	1
Russian.....	0	0	0	0	0	0	0	0	0	0	2	0	0
Spanish 1 to 4.....	3	4	6	6	10	10	14	7	7	8	15	17	13
Spanish 5 to 8.....	0	0	0	0	2	2	4	1	1	2	5	5	1
Advanced placement Spanish.....	0	0	0	0	0	0	0	0	0	0	1	0	0
Total.....	3	4	7	9	19	18	34	11	9	13	50	38	18
Mathematics:													
Junior high school mathematics.....	21	34	25	27	16				21				34
Junior high school mathematics, A.E.....	5	0	2	2	0								
Junior high school mathematics, L.I.....	6	0	5	5	6								
Algebra 1.....	1	3	3	3	2								
Algebra 2.....	1	2	1	3	2								
Geometry 1.....					5		4	2	0	3	6	7	2
Geometry 2.....					2		10	2	2	2	10	5	0
Geometry 2, H.....					6		6	2	1	2	6	4	0
Algebra 3 and 4.....					2		0	0	0	0	0	0	0
Algebra 3 and 4, A.E.....	0	0	0	1	0		5	1	2	0	8	9	1
Trigonometry.....					2		2	0	0	0	0	0	0
Trigonometry, A.E.....					0		1	1	0	3	3	3	1
Basic mathematics, 1 and 2.....					0		3	10	3	11	0	0	0
Basic mathematics, 1 and 2, L.I.....					0		0	0	0	5	0	5	5
High school mathematics, 1 and 2.....					6		0	0	0	5	1	0	0
Senior mathematical analysis.....					3		1	2	0	3	5	6	1
Mathematical analysis 1.....					2		0	0	0	3	2	4	1
Mathematical mathematics, 1 and 2.....					0		0	0	1	1	1	0	0
Industrial mathematics and trigonometry.....					0		0	1	2	1	0	0	1
Advanced algebra and trigonometry.....					0		0	0	0	0	1	0	0
Advanced plane analytical geometry and calculus.....					0		0	0	0	0	1	0	0
Total.....	34	39	36	43	43	32	42	30	41	36	48	55	59

TABLE I.—Analysis of junior and senior high school curriculum, fall 1962 (number of classes in school), Los Angeles City School District—Con.

ACADEMIC SUBJECTS

Subject	Night- ingale	Bur- bank	Irving	Web- ster	Eagle Rock	Frank- lin	Holly- wood	Jordan	Lin- coln	Roose- velt	Univer- sity	Venice	Wilson
English:													
Junior high school English	21	49	30	35	25				39				43
Junior high school English, A-E	10	1	3	3	0				0				0
Junior high school English, L-I	9	0	6	7	0				2				0
Drama, 1 and 2	1	2	1	1	3	2	4	1	2	1	2	1	3
Journalism, 1, 2 and 3	1	1	1	1	0	1	2	0	1	1	1	1	3
Speech, 1 and 2	1	0	1	1	0	0	2	0	1	1	1	2	4
Basic reading, 1 and 2	3	1	0	0	2	0	2	9	4	1	0	0	2
Reading improvement	2	1	2	1	3	3	2	1	0	0	1	0	2
Power reading	1	0	0	0	0	0	0	0	16	24	0	0	0
English for non-English speaking	0	5	0	0	0	0	0	0	0	0	5	7	1
Literature					3	3	2	0	0	2	1	0	0
Literature, A-E					0	0	0	0	0	0	0	0	0
Language skills					0	1	1	2	0	0	0	0	0
Advanced placement English					0	0	0	0	0	0	1	0	0
High school English					21	27	44	20	26	33	36	51	20
High school English, A-E					0	3	0	0	3	0	5	1	0
High school English, L-I					0	4	0	5	0	11	1	0	0
High school English, R					0	0	0	0	0	0	0	6	0
High school English, H					0	0	0	0	0	0	0	0	0
Senior English					3	2	3	3	2	4	3	3	3
Senior composition					1	0	9	1	1	1	4	3	1
Senior composition, A-E					0	0	0	0	1	0	0	0	0
Advanced composition					3	2	2	0	1	0	3	2	0
Advanced composition, A-E					0	0	0	0	1	1	0	0	0
Advanced composition, H					0	0	1	0	0	1	0	0	0
Total	49	60	44	48	74	48	75	55	99	85	73	78	79
Science:													
Junior high school science	11	24	19	17	14				23				19
Junior high school science, A-E		5	0	0	1				0				0
Junior high school science, H	5	0	0	2	0				0				0
Life science, 1, 2					11	16	23	12	12	14	13	28	11
Life science, 1, 2, A-E					0	1	0	0	1	0	1	0	0
Life science, 1, 2, L-I					0	1	0	3	0	5	2	0	1

[illegible]

TABLE I.—Analysis of junior and senior high school curriculum, fall 1952 (number of classes in school), Los Angeles City School District—Con.

ACADEMIC SUBJECTS

Subject	Night- ingale	Bur- bank	Irving	Web- ster	Eagle Rock	Frank- lin	Holly- wood	Jordan	Lin- coln	Roose- velt	Unver- sity	Venice	Wilson
Art:													
Art 1, 2, 3, 4	9	11	9	11	4				11				11
Artcraft 1, 2, 3	1	1	0	2	2				0				0
Art service	1	0	0	0	0				3				0
Ceramics 1, 2, 3	1	0	0	2	0	3	2	1	3	2	2	2	2
Ceramics 1, 2, 3, I, J					1	0	3	4	0	1	3	0	0
Senior high art—illustration 1, 2					1	2	3	4	4	5	3	3	1
World of art					1	1	1	1	1	1	1	1	1
Advertising design, 1, 2, 3					0	1	1	1	1	1	1	1	0
Art production 1, 2, 3					3	2	3	1	4	4	3	4	0
Costume craft design, 1, 2, 3					1	1	1	0	0	0	3	1	0
Jewelry 1, 2					1	1	1	0	0	2	3	3	0
Life drawing and painting, 1, 2, 3					2	0	1	0	0	0	3	0	0
Photography, prints, and illustrations					0	0	1	0	0	0	4	0	0
Science illustration					0	0	0	1	1	0	0	0	0
Stage design, stagecraft, 1, 2, 3					1	0	1	1	1	0	1	0	0
Total	12	12	9	15	16	10	19	9	25	17	24	14	16
Music:													
General music	5	5	4	5	2	2	3	2	3	3	3	3	4
Glee club, chorus choir, voice ensemble	1	2	3	2	4	0	0	0	2	0	0	0	5
String instrument, 1, 2	1	1	1	1	0	0	0	0	2	0	0	0	1
Wind and percussion, 1, 2	1	1	1	1	1	1	1	1	1	1	1	1	1
Band, beginner and advanced	0	0	0	0	1	1	1	0	1	0	1	1	1
Orchestra, beginner and advanced	2	2	2	2	1	1	1	0	1	0	1	1	0
Occasional orchestra					1	1	1	0	1	0	1	1	1
Piano, beginner and advanced					0	0	1	1	1	0	1	1	0
World of music					0	0	1	1	1	0	1	1	1
Music history 1, 2					0	1	2	1	1	3	2	0	1
Music reading 1, 2, 3					0	0	2	1	1	1	0	0	0
Harmony 1, 2, 3					0	0	1	1	0	0	0	0	0
Instrumental class instruction					0	1	0	2	1	2	1	1	0
Total	11	13	11	12	9	6	11	8	17	12	9	8	15

COMMERCIAL SUBJECTS

Typing 1, 2, 3, 4.....	5	5	6	7	7	21	34	25	36	29	44	25	51	28
General business 1.....	1	0	1	0	0	2	5	7	5	2	7	1	15	13
Shorthand and transcribing 1, 2, 3, 4.....	0	0	0	0	0	0	0	0	0	0	0	0	7	2
Bookkeeping 1, 2, 3, 4.....	---	---	---	---	---	---	---	---	---	---	---	---	12	6
Business machines 1, 2, 3.....	---	---	---	---	---	---	---	---	---	---	---	---	6	3
Business English and law.....	---	---	---	---	---	---	---	---	---	---	---	---	4	1
Merchandising 1.....	---	---	---	---	---	---	---	---	---	---	---	---	3	1
Office practice 1, 2.....	---	---	---	---	---	---	---	---	---	---	---	---	0	0
Salesmanship 1, 2.....	---	---	---	---	---	---	---	---	---	---	---	---	3	1
Total.....	6	5	7	7	7	21	34	25	36	29	44	25	51	28

HOME ECONOMICS

Homemaking, 1, 2, advanced.....	12	13	10	12	12	6	---	---	---	---	---	---	---	10
Clothing 1, 2.....	4	5	2	1	1	2	---	---	---	---	---	---	---	4
Food.....	1	0	1	1	2	0	---	---	---	---	---	---	---	2
Family, home, social and personal arts.....	2	2	2	0	0	0	---	---	---	---	---	---	---	0
Boys' homemaking.....	1	1	0	0	0	0	---	---	---	---	---	---	---	0
Clothing, personal, development, textile.....	---	---	---	---	---	---	4	5	6	6	11	6	8	8
Food and management, nutrition.....	---	---	---	---	---	---	1	5	3	3	5	5	6	3
Child care and family health.....	---	---	---	---	---	---	0	1	0	1	0	2	1	1
Home living and apparel art.....	---	---	---	---	---	---	0	1	0	1	2	1	4	0
Senior homemaking.....	---	---	---	---	---	---	0	0	0	0	0	1	0	0
Total.....	20	21	15	14	13	9	12	9	12	24	18	15	19	30

INDUSTRIAL EDUCATION (VOCATIONAL SUBJECTS)

Industrial drawing 1, 2, 3, 4.....	4	3	3	4	4	2	---	---	---	---	---	---	---	5
General woodshop.....	6	5	5	4	4	3	---	---	---	---	---	---	---	7
Electricity 1, 2, 3, 4.....	2	5	3	3	3	3	---	---	---	---	---	---	---	2
General metal 1, 2, 3, 4.....	5	5	5	3	5	5	---	---	---	---	---	---	---	4
Graphic arts, 1 through 6.....	3	5	5	6	6	5	3	8	5	3	5	5	5	3
Industrial crafts 1, 2, 3, 4.....	3	2	0	0	0	0	---	---	---	---	---	---	---	0
Stagecraft 1, 2, 3, 4.....	1	0	1	1	1	1	2	0	0	0	1	0	1	1
Industrial drafting.....	---	---	---	---	---	---	---	---	---	---	---	---	---	5
Technical and architectural drafting 3, 4, 5, 6.....	---	---	---	---	---	---	---	---	---	---	---	---	---	1
Architectural drafting 3, 4, 5, 6.....	---	---	---	---	---	---	---	---	---	---	---	---	---	10
Auto mechanics 1 through 6.....	---	---	---	---	---	---	---	---	---	---	---	---	---	8
Electronics 1 through 6.....	---	---	---	---	---	---	---	---	---	---	---	---	---	3
Light and heavy metal 1 through 6.....	---	---	---	---	---	---	---	---	---	---	---	---	---	0
Upholstery 1 through 6.....	---	---	---	---	---	---	---	---	---	---	---	---	---	5
Woodworking, 1 through 6.....	---	---	---	---	---	---	---	---	---	---	---	---	---	0
Vocational: cabinetmaking, cosmetology, dressmaking, power sewing, printing.....	---	---	---	---	---	---	---	---	---	---	---	---	---	0
Total.....	24	25	22	22	22	30	31	27	26	37	53	30	37	41

TABLE I.—*Analysis of junior and senior high school curriculum, fall 1962 (number of classes in school), Los Angeles City School District—Con.*

PHYSICAL EDUCATION

Subject	Night-ingle	Bur-bank	Irving	Web-ster	Eagle Rock	Frank-lin	Holly-wood	Jordan	Lin-coln	Roose-velt	Univer-sity	Venice	Wilson
Boys' physical education.....	15	15	12	13	21	15	21	15	25	20	24	31	24
Boys' corrective physical education.....	0	2	2	2	2	2	2	2	2	4	2	2	2
Boys' corrective posture physical education.....	0	0	0	0	2	2	1	2	0	4	2	0	2
Girls' physical education.....	15	13	12	13	20	14	21	14	27	23	26	28	24
Girls' corrective physical education.....	0	2	3	2	2	2	2	2	3	2	2	2	2
Girls' corrective posture physical education.....	0	2	0	2	2	2	1	2	3	3	0	2	2
R. O. T. A.....	0	2	0	2	0	1	1	0	5	1	1	0	2
Total.....	30	34	29	34	49	38	49	38	64	53	57	68	58

TOTAL ENRICHMENT COURSES OFFERED

English.....	4	3	3	2	7	8	20	9	6	12	18	9	6
Foreign languages.....	0	0	1	3	9	8	20	4	4	5	35	11	5
Mathematics.....	2	5	4	9	19	16	33	12	11	13	39	39	15
Science.....	---	---	---	---	2	2	6	1	1	4	9	0	2
Commercial subjects.....	---	---	---	---	0	0	0	0	0	1	0	0	0
Advanced academic history.....	---	---	---	---	5	5	2	5	0	7	6	7	3
Art.....	---	---	---	---	5	2	10	2	2	5	12	4	2
Industrial education, drafting.....	---	---	---	---	3	0	1	1	2	0	0	1	1
Music.....	---	---	---	---	0	2	6	5	4	8	0	3	2
Total.....	6	8	8	14	50	43	96	39	28	55	123	80	36

TOTAL LOW INDEX COURSES

Junior high school mathematics.....	6	0	5	5	0	0	0	0	0	0	1	0	2
Basic mathematics 1 and 2.....	---	---	---	---	0	0	0	0	0	5	0	0	0
Junior high school English.....	9	0	6	7	0	4	0	5	0	11	1	0	0
High school English.....	---	---	---	---	0	0	0	---	0	---	---	---	0
Junior high school science.....	5	0	0	2	0	0	0	0	0	0	2	0	0
Life science.....	---	---	---	---	0	1	0	3	0	5	0	0	1
Modern science.....	---	---	---	---	0	0	0	1	0	0	0	0	0
Junior high school social studies.....	---	---	---	---	0	0	0	0	0	0	0	0	0
World problems and geography.....	5	0	2	3	0	0	0	1	0	3	0	0	0
U.S. history and government.....	---	---	---	---	0	4	0	2	0	2	2	0	0
Ceramics.....	---	---	---	---	0	0	0	0	0	1	0	0	0
Total.....	25	0	13	17	0	9	0	12	0	27	6	0	3

TABLE II.—Analysis of high school curriculum (number of classes in senior high schools) Los Angeles city schools, November 1950

ACADEMIC SUBJECTS

Subject	Hollywood	Jordan	Lincoln	Roosevelt	Wilson
Languages:					
French.....	4	0	0	0	0
Latin 1-4.....	4	1	0	3	1
Latin 5-8.....	1	0	0	1	0
German.....	1	0	0	0	0
Spanish 1-4.....	12	3	2	8	7
Spanish 5-8.....	2	1	2	1	1
Total.....	24	5	4	13	9
Mathematics:					
College preparatory mathematics.....	1	0	0	0	0
Algebra 1.....	3	1	1	3	3
Algebra 2.....	2	1	1	1	2
Algebra 3.....	2	0	0	1	1
Algebra 4.....	1	0	0	0	0
Plane geometry 1.....	6	1	1	3	2
Plane geometry 2.....	4	1	1	2	1
Solid Geometry.....	0	0	0	1	0
Trigonometry.....	1	0	1	1	1
Basic mathematics 1.....	0	8	4	7	1
Basic mathematics 2.....	1	2	1	4	1
Basic mathematics 3.....	1	0	0	0	0
Basic mathematics 4.....	1	0	0	0	0
Industrial mathematics 1.....	0	1	4	1	0
Industrial mathematics 2.....	0	0	0	1	2
Total.....	23	15	14	25	14
English:					
B-10 English.....	14	0	8	12	6
A-10 English.....	7	5	5	8	3
American literature.....	9	6	8	10	4
Public speaking.....	1	1	0	0	1
Senior drama.....	0	1	0	0	1
Play production.....	0	0	1	0	1
English literature.....	4	0	0	0	0
Modern literature.....	1	0	0	0	0
Development English.....	1	0	3	9	0
Advanced composition.....	10	0	1	2	0
Senior English.....	0	3	2	4	2
Journalism.....	2	1	1	2	3
School annual.....	1	1	1	1	1
Reading improvement.....	1	1	0	1	0
Language skills.....	0	0	1	0	0
Development of American literature.....	0	0	1	1	0
Total.....	51	19	32	50	22
Science:					
Advanced science.....	4	2	0	1	0
Applied physics.....	0	0	0	0	0
Chemistry 1 and 2.....	6	2	1	3	3
Household science.....	0	1	3	0	0
Life science 1.....	13	9	5	13	6
Life science 2.....	3	5	5	5	3
Physics 1 and 2.....	3	0	1	3	1
Physiology 1 and 2.....	8	0	1	2	3
Development life science.....	0	0	1	7	0
Total.....	37	19	17	34	16
Social studies:					
World history and geography.....	3	2	0	0	2
U.S. history, B-11.....	11	6	7	13	5
U.S. history, A-11.....	5	3	5	7	3
Senior problems, A-12.....	2	6	4	9	4
Senior problems, B-12.....	0	4	0	0	0
Current history.....	1	0	0	0	0
Total.....	22	21	16	29	14
Total academic classes.....	157	79	83	151	75

TABLE II.—Analysis of high school curriculum (number of classes in senior high schools) Los Angeles city schools, November 1950—Continued

FINE ARTS SUBJECTS

Subject	Hollywood	Jordan	Lincoln	Roosevelt	Wilson
Art:					
Art 1 and 2.....	2	2	2	2	2
Art composition.....	1	0	0	0	1
Art appreciation.....	3	0	0	1	0
Artcraft.....	0	0	1	0	0
Advertising art.....	2	1	0	3	1
Costume design.....	1	0	0	1	0
Interior decorating.....	1	0	0	0	0
Life drawing.....	1	0	0	1	0
Ceramics.....	0	2	1	5	0
Total.....	11	5	4	13	4
Music:					
Chorus.....	1	0	1	1	0
Glee club.....	0	0	0	5	2
A cappella choir.....	1	1	0	0	1
Orchestra.....	1	1	0	1	1
Band.....	1	1	1	2	0
Music appreciation.....	3	1	2	2	0
Music history.....	1	0	0	0	0
Harmony.....	0	0	0	1	0
Band and orchestra instruments.....	0	1	3	1	0
Piano.....	0	1	0	3	1
Violin.....	0	1	0	0	0
Voice.....	0	0	0	2	0
Vocational orchestra.....	0	0	1	0	0
Total.....	8	7	8	18	5

COMMERCIAL SUBJECTS

Bookkeeping 1.....	2	2	0	5	2
Bookkeeping 2.....	0	1	1	3	1
Bookkeeping 3.....	0	0	1	1	0
Bookkeeping 4.....	0	1	0	0	0
Business English.....	1	0	1	2	1
Business law.....	1	0	1	1	0
Business practice.....	1	0	1	2	0
Clerical practice.....	0	0	0	2	0
Economic geography.....	0	0	3	0	0
Business machines.....	1	0	0	0	2
Merchandising.....	0	0	0	1	0
Salesmanship.....	0	0	0	1	0
Shorthand 1.....	2	2	1	2	2
Shorthand 4.....	0	0	0	1	0
Typing.....	5	2	2	4	3
Total.....	13	8	11	25	11

TABLE II.—*Analysis of high school curriculum (number of classes in senior high schools) Los Angeles city schools, November 1950—Continued*

VOCATIONAL SUBJECTS

Subject	Hollywood	Jordan	Lincoln	Roosevelt	Wilson
Power sewing.....	0	0	3	1	0
Basic drafting.....	0	1	0	5	0
Architectural drafting.....	0	0	0	0	1
Mechanical drafting 1 and 2.....	3	0	4	5	2
Mechanical drafting 3 and 4.....	0	0	1	1	0
Auto mechanics.....	6	2	2	0	0
Basic woodworking.....	0	2	3	3	1
Cabinetmaking.....	5	0	2	4	1
Basic electricity.....	2	2	0	1	0
Electricity and radio.....	0	0	0	1	1
Basic general metal.....	0	2	3	2	1
Machine shop.....	0	0	0	0	0
Printing.....	5	1	3	2	3
Stagecraft.....	0	1	0	6	0
Upholstery.....	0	0	9	3	0
Handicraft.....	0	3	0	0	0
Aircraft sheet metal.....	0	0	0	0	0
Audio visual.....	1	0	0	0	0
Body and fender.....	0	1	0	0	0
Vocational auto mechanics.....	0	0	3	0	0
Cosmetology vocational.....	0	0	0	3	0
Vocational dressmaking.....	0	0	0	3	0
Vocational electricity.....	0	0	0	0	0
Vocational machine shop.....	0	0	0	0	0
Vocational upholstery.....	0	0	3	0	0
Total.....	22	15	36	40	10
Student enrollment.....	1,684	2,654	1,670	2,332	1,681
Total classes per school, all subjects.....	211	109	142	247	105

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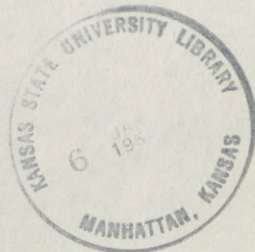


Table 1. Summary of high school enrollment in public schools by race and sex, 1950-1959.

Total enrollment		White enrollment		Negro enrollment	
Year	Sex	Year	Sex	Year	Sex
1950	M	1950	M	1950	M
1950	F	1950	F	1950	F
1951	M	1951	M	1951	M
1951	F	1951	F	1951	F
1952	M	1952	M	1952	M
1952	F	1952	F	1952	F
1953	M	1953	M	1953	M
1953	F	1953	F	1953	F
1954	M	1954	M	1954	M
1954	F	1954	F	1954	F
1955	M	1955	M	1955	M
1955	F	1955	F	1955	F
1956	M	1956	M	1956	M
1956	F	1956	F	1956	F
1957	M	1957	M	1957	M
1957	F	1957	F	1957	F
1958	M	1958	M	1958	M
1958	F	1958	F	1958	F
1959	M	1959	M	1959	M
1959	F	1959	F	1959	F

