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# RACIAL IMBALANCE

IN THE PLAINFIELD PUBLIC SCHOOLS

*The Facts, Effects and Remedies*

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by MAX WOLFF

Prepared for the Lay Advisory Committee  
to the Plainfield, N. J. Board of Education

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Letter of Transmittal

To the Lay Advisory Committee to the  
Board of Education of the City of  
Plainfield.

Transmitted herewith is my report on racial imbalance in the public elementary schools in Plainfield. It is hoped that this Study and its findings will facilitate the fulfillment of your obligation to the Board of Education.

The problems confronting the school system of Plainfield are demanding a solution in hundreds of communities, small and large, all over the country. Plainfield, by its willingness to face the problem and to gather and evaluate all the relevant data in a search for a local solution is rendering a considerable service to the Nation. Perhaps a new concept - a "Plainfield Plan" - will become a model for other communities to follow.

Professors Stuart Cook and Dan Dodson, of New York University; and Professors Milton H. Steinhauer and Merrill Harmin, of Rutgers, The State University of New Jersey, served as consultants to me. By emphasizing the importance of the Study and the potentially broad applicability of its findings, it was possible to persuade them to accept in spite of already overcrowded work schedules. I wish here to acknowledge gratefully their wisdom and advice in the development of this Study; the responsibility for its shortcomings is my own.

A word of special appreciation is due Dr. Victor J. Podesta, Superintendent of Schools, and his staff, especially Mr. Joseph Ennis, his able administrative officer. All basic data were supplied by the Superintendent's office on schedules designed by the Study. The processing, analysis and presentation of these data were entirely the work of the Study staff.

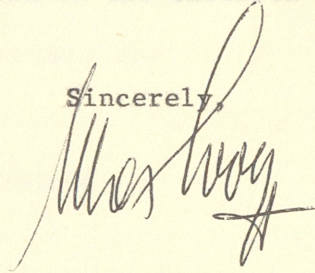
The public, also, deserves a word of thanks - the nearly 60 people who met with me individually to express their points of view on the Study topics, others who wrote to me about it, and those who attended and voiced their opinions at a meeting called by the Lay Advisory Committee. My thanks go also to the members of the committee who made all arrangements for these meetings.

In her insight and experience, Mrs. Annie Stein proved to be an indispensable co-worker on the Study. For the devotion which characterized her participation throughout, in the planning, analysis and in the writing of the report, considerable credit for the Study is hereby gratefully accorded.

I am indebted to Mr. L. D. Nierenberg, research analyst and editor, for his invaluable help throughout.

My knowledge of communities and their problems was advanced by every aspect of my work on this Study. I am glad that I accepted your invitation to undertake it.

Sincerely,



June 15, 1962

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Appendix A - Factors Affecting Education, Elementary Schools

Education that Dr. Max Wolff be retained to conduct an objective study of the local public elementary schools. The Study was to be concerned with:

1. The racial composition of the school population in each Plainfield public school.
2. The effect of "de facto segregated" education on the children involved.
3. Possible changes toward integration in order to overcome "de facto segregated" school facilities.

The Board of Education had first approved such a study on Sept. 27, 1961. On Nov. 21, 1961, the Lay Advisory Committee was appointed, for the purpose of organizing the Study. At its meeting on March 20, 1962, the Board accepted the Lay Advisory Committee's recommendation of March 13, on the basis of a memorandum submitted by the Superintendent of Schools, dated March 14, 1962 (clarified by the final agreement between the Board of Education and Dr. Wolff, dated April 17, 1962).

Dr. Wolff chose as his consultants four educators of professional rank, recognized authorities in their respective fields, who have extensive and specialized experience in the area of this assignment.

INTRODUCTIONThe Assignment

On March 13, 1962, the Lay Advisory Committee to the Board of Education of the City of Plainfield voted to recommend to the Board of Education that Dr. Max Wolff be retained to conduct an objective study of the local public elementary schools. The Study was to be concerned with:

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Dr. Wolff chose as his consultants four educators of professorial rank, recognized authorities in their respective fields, who have extensive and specialized experience in the area of this assignment.

Dr. Stuart Cook, Professor of Psychology, Head, All-  
University Department of Psychology,  
New York University.

Dr. Dan Dodson, Professor of Education; Director, Center  
for Human Relations and Community Studies,  
New York University.

Dr. Milton Henry Steinhauer, Professor of Education, Rutgers,  
The State University, New Brunswick, N.J.

Dr. Merrill Harmin, Assistant Professor of Education, Rutgers,  
The State University, New Brunswick, N.J.

June 15, 1962 was set as the date for the final report. Because of  
the short time available for this Study, it was necessary to limit the  
analysis and evaluation solely to data procured by the Board of Education,  
prepared especially for this purpose by the Superintendent of Schools  
and his staff from schedules developed by the Study. An analysis of  
attitudes and other subjective data had to be excluded.\*

The Study was instructed not to concern itself either with the  
historical development of present local school zones or with any of the  
causes leading to racial imbalance in the schools in Plainfield. It  
was thus confined to a summary and evaluation of the present situation  
in the schools, based on standard, objective measurements. Possible  
solutions to the problem were developed from these findings.

---

\* An interesting design for a study of pupil attitudes suggested by  
Professor Merrill Harmin, a Study consultant, had to be put aside for  
this reason.

Study Procedures

Collection of data:-

Through the Superintendent of Schools, the Study requested that teachers in each of the elementary schools and the home-room teachers in the junior high schools fill out a card giving the name, address and ethnic designation of each pupil. The teacher was instructed not to ask any pupil about his race, but to record it according to his own best judgment and his acquaintance with the child.

In addition, schedules designed by the Study staff were used to collect the following data:

Elementary Schools

1. School facilities and organization, including age of building; size of site; condition of classrooms, auditoriums, gymnasiums, libraries and other special rooms; maintenance and repair needs; educational equipment; enrollment data for 5 years.
2. Teaching staff and administration, including information on special instruction for gifted children and for pupils needing remedial help, and the teaching of special subjects - art, music, physical education. Qualifications and turnover of classroom teachers. Nursing care and clerical staff. Racial composition of the school personnel in the school system as a whole.
3. Annual expenditures, costs of instruction and instructional material, budget requests for 1962-63.

4. Pupil achievement in reading and arithmetic.

5. School zones and transportation facilities.

Prop Junior high schools

1. Same data as for elementary schools collected from the teachers.
2. Number of Negro and white students in each subject class. These were used to determine with some precision each child by color. These were used to determine with some precision the effect on school, prepared earlier this year by the Board of Education.
3. A study of drop-outs from junior and senior high school, prepared earlier this year by the Board of Education.

In addition to the two plans presented in this report, several methods of correcting imbalance such as open enrollment and permissive transfers or variances

Plainfield High School

1. Racial composition of the school and number of Negro and white students in each subject class.
2. Data for a special study of the subsequent education and work history of Negro pupils promoted in 1955 from the Washington, Emerson and Barlow Schools.

Community Opinion:-

The community opinion structure was studied through a series of personal interviews with the Study Director arranged by the Lay Advisory Committee. On three evenings, Dr. Wolff met with approximately 60 individuals and couples, selected by the Committee from a roster of persons who had called to request such interviews.

Other members of the Committee arranged a meeting of leading members of various community organizations who presented their views to the Director. Other opinions were received through letters from interested citizens.

Community Data:-

Interviews were held with the Police and Welfare Departments, the urban renewal officers of Plainfield, the Chamber of Commerce, youth employment agencies, and others to collect data on crime, unemployment, industrial development, renewal plans and population movements.

Proposals:-

SECTION A

The Study staff, using the school census data collected from the teachers, constructed detailed maps showing the place of residence of each child by color. These were used to determine with some precision the effect on each school of the various proposals considered. In addition to the two plans presented in this report, several methods of correcting imbalance such as open enrollment and permissive transfers or variances and several rezoning plans were tried and rejected. Negroes comprise more than 95 percent of the enrollment; in three (Cedarbrook, Evergreen and Cook) over 94 percent of the children are white. The racial composition of each school is given in Table A-1.

This Study was not given the task of determining how the segregated character of some of these schools came about. It is not relevant, therefore, to elaborate on the question of whether segregation, as found in Plainfield, is de jure (contrived by law or by public officials) or de facto segregation (the result of conditions other than any deliberate policy of an official body).

We can define the de facto segregated school, without regard to its history, as a school which, because of its high degree of racial homogeneity, is locally considered to be a "Negro school" or a "white school." In Plainfield, certainly, any school attended by 90 percent or more of one racial group is clearly of this character.

The public junior high schools and Plainfield High School are

SECTION A

RACIAL COMPOSITION OF THE PUBLIC SCHOOLS

The teachers submitted their reports on the enrollment and racial composition of their classes to the Superintendent of Schools on March 29, 1962. These showed that 37 percent of the public elementary school pupils are Negroes. There are Negro children in all but one school. Of the eleven regular public elementary schools, seven are integrated, while four are not integrated. In one of the four (Washington School), Negroes comprise more than 95 percent of the enrollment; in three (Cedarbrook, Evergreen and Cook) over 94 percent of the children are white. The racial composition of each school is given in Table A-1.

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\* Includes three pupils for whom ethnic designation was not reported, one each in the schools indicated by \*.

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School	Total	Negro	other	Negro
All elementary				
Emerson	525	340	185	64.8
Clio	356*	163	192	45.8
Jefferson	574*	248	325	43.2
Barlow	278	67	211	24.1
Cedarbrook	677	35	642	5.2
Evergreen	518	14	504	2.7
Lincoln	94	61	33	64.9
Washington				
Emerson				
Bryant				
Jefferson				
Woodland				

The public junior high schools and Plainfield High School are integrated schools. (Table A-2).

RACIAL COMPOSITION, PUBLIC JUNIOR HIGH SCHOOLS AND PLAINFIELD HIGH SCHOOL, MARCH 1962

<u>School</u>	<u>Total</u>	<u>Negro</u>	<u>White &amp; other<sup>1/</sup></u>	<u>Percent Negro</u>
TABLE A-1				
RACIAL COMPOSITION, PUBLIC ELEMENTARY SCHOOLS, March 1962				
All elementary schools	5,144*	1,905	3,236	37.0%
Washington	589*	560	28	95.1
Emerson	525	340	185	64.8
Stillman	365	217	148	59.5
Bryant	234	134	100	57.3
Clinton	356*	163	192	45.8
Jefferson	574*	248	325	43.2
Barlow	278	67	211	24.1
Woodland	439	66	373	15.0
Cedarbrook	677	35	642	5.2
Evergreen	518	14	504	2.7
Cook	495	0	495	0.0
Lincoln	94	61	33	64.9

\* Includes three pupils for whom ethnic designation was not reported, one each in the schools indicated by \*.

1/ "Other" includes Puerto Rican and races or ethnic groups other than Negro. The Puerto Rican elementary school population is as follows:

<u>School</u>	<u>Number of Puerto Rican pupils</u>
All elementary schools	21
Emerson	1
Stillman	7
Bryant	7
Jefferson	3
Woodland	3

TABLE A-2

RACIAL COMPOSITION, PUBLIC JUNIOR HIGH SCHOOLS  
AND PLAINFIELD HIGH SCHOOL, MARCH 1962

<u>School</u>	<u>Total</u>	<u>Negro</u>	<u>White &amp; other<sup>1/</sup></u>	<u>Percent Negro</u>
All junior high schools	2,007	565	1,442	28.2%
Hubbard Junior High	976	343	633	35.1
Maxson Junior High	1,031	222	809	21.5
Plainfield High School	1,447	276	1,171	19.1

<sup>1/</sup> "Other" includes Puerto Rican and races or ethnic groups other than Negro. The Puerto Rican junior high school population is three children, two in Maxson J.H.S. and one in Hubbard J.H.S.

The Racially Balanced School

The racial composition of the seven integrated elementary schools ranges from 15 to 65 percent Negro enrollment.

Although these schools are integrated now, a forward-looking community must evaluate the ever-changing population picture, determine its direction, and plan for the future before it becomes the present. Two factors make these integrated, but racially imbalanced schools a problem for the future: first, the rise in the proportion of Negroes in the population of Plainfield, particularly in the neighborhood of those schools now in the over 50 percent group; and, second the pressures and tensions in the City that result from too wide a gap in the racial composition of the schools.

There is no fixed racial composition that students of the subject consider ideal for all communities. Clearly, balance must be achieved around a fulcrum of the percentage of Negro pupils in the whole elementary school system. For Plainfield, this figure is 37 percent. A desirable distribution of white and Negro children in Plainfield would be a range of 1/3 above and below this central percentage, an optimum composition of from 24 to 49 percent Negro pupils in any school. This range is narrow enough to provide opportunities for integrated education for all children, yet broad enough to permit flexible administration and neighborhood variation, with adequate provision for population growth.

Table A-3 presents another view of this same problem. It answers the questions: "How important is this imbalance? Are many Plainfield children affected by it?"

Thirty percent of all Negro children in the public elementary schools attend the segregated Washington school. If we include Washington School, 68 percent of the Negro children attend predominantly Negro schools and only 26 percent are educated in schools having the balanced integration range of 24-49 percent. On the other hand, only 24 percent of the white children receive a well-integrated education, with 51 percent attending schools with very few or no Negro pupils.

This trend is exhibited in all but two schools (Jefferson and Woodland). Unless the pre-school composition reverses the trend, or major migrations into or out of Plainfield take place, it is evident that in three years, when the present third-graders are sixth-graders,

TABLE A-3

PERCENTAGE DISTRIBUTION OF NEGRO CHILDREN AND  
OF WHITE CHILDREN IN THE PUBLIC ELEMENTARY SCHOOLS<sup>1/</sup>

Schools (grouped by percent Negro enrollment)	Percent of Negro children	Percent of White children	Percent of all children
All schools	100.0%	100.0%	100.0%
Over 90% <sup>2/</sup>	30.4	0.9	11.7
50 - 90% <sup>3/</sup>	37.5	13.5	22.2
24 - 49% <sup>4/</sup>	25.8	22.8	23.9
(Balanced integration)			
10 - 23% <sup>5/</sup>	3.6	11.6	8.7
Under 10% <sup>6/</sup>	2.7	51.2	33.5

<sup>1/</sup> Excludes Lincoln School

<sup>2/</sup> Washington only

<sup>3/</sup> Includes Emerson, Stillman, Bryant

<sup>4/</sup> Includes Clinton, Jefferson, Barlow

<sup>5/</sup> Woodland only

<sup>6/</sup> Includes Cedarbrook, Evergreen, Cook

Emphasizing the need to look ahead a few years are the facts shown on Table A-4, comparing the racial composition in the early grades with that in the later elementary grades.

For the elementary system as a whole, 39 percent of the children in kindergarten to third grade are Negroes, four percent more than in the fourth to sixth grades.

This trend is exhibited in all but two schools (Jefferson and Woodland). Unless the pre-school composition reverses the trend, or major migrations into or out of Plainfield take place, it is evident that in three years, when the present third-graders are sixth-graders,

each school will have the racial composition of the present early classes.

For Bryant, Clinton and Barlow schools, which show a substantially higher proportion of Negro children in the early years, this rise will be particularly marked.

TABLE A-4  
DISTRIBUTION BY GRADE GROUPINGS OF NEGRO PUPILS IN  
ELEMENTARY SCHOOLS  
(Percent of total enrollment in grade group)

School	All grades	Grades Kg-3rd	Grades 4th-6th
All schools	37.0%	38.7%	34.5%
Washington	95.1	95.2	94.8
Emerson	64.8	65.6	63.6
Stillman	59.5	59.7	59.1
Bryant	57.3	61.8	48.8
Clinton	45.8	50.7	37.4
Jefferson	43.2	42.7	44.1
Barlow	24.1	27.0	20.0
Woodland	15.0	14.2	16.3
Cedarbrook	5.2	5.2	5.1
Evergreen	2.7	3.5	1.5
Cook	0.0	0.0	0.0
Lincoln <sup>1/</sup>	64.9	(ungraded)	

<sup>1/</sup> Lincoln School is a special school for mentally retarded children.

The tendency observed in Table A-4, the higher ratio of Negro children to white in the earlier grades in elementary school, is apparent throughout

the school system (see Table A-2), with the percentage of Negro children

dropping from 37 in the elementary schools to 28 in the junior highs to 19 in the high school.

Several factors affect these percentages:

1. The return to the public school system in the ninth grade of about 90% of the children who have been attending parochial schools. There are presently 1118 children in the parochial schools of Plainfield, of whom about 30 are Negroes.
2. The high proportion of drop-outs of Negro children beginning at the junior high level and accelerating during the first two years of high school.
3. The fact that the adult white population tends to be older, with older children, as contrasted to the Negro population of Plainfield.<sup>1/</sup>

Population Trends

The population tables below were designed to show the changes in population for the City as a whole, and for the age groups which attend school, to provide a basis for estimating the changes to be expected in the racial composition of the schools in the next 5 years. The population data of the 1960 U.S. Census are compared with the school enrollment and composition reported by the March 29, 1962 school census taken for this Study.

---

<sup>1/</sup> The Census tract (No. 97) that includes the Evergreen school shows the median age of the female population as 33.4 for whites; tract No. 93, covering the Washington school zone shows 22.9 as the median female age, non-white; tract No. 95 which includes Clinton, give the white female median age as 34.8 and the nonwhite female median age as 22.8.  
U.S. Censuses of Population and Housing: 1960. Census Tract. Final report PHC (1)-105, pp. 98-9. US Govt. Printing Office, Washington D.C., 1962.

Table A-5, comparing the population of Plainfield in 1950 with its population in 1960, shows a small decrease in the total white population and a growth in the proportion of Negroes in the population as a whole (from 14 percent to 22 percent). The white school-age children population did not reflect the loss in the total white population, showing a growth of almost 1,000 children in the ten years. The Negro children population in the same age group grew by a little more than 1,000 increasing its proportion in the general population of that age group from 15 to 25 percent. Table A-6 shows these same population increases in greater detail for children in the elementary and junior high school age groups.

TABLE A-5

Source: PLAINFIELD POPULATION CHANGES 1950-1960 1960 PC (1)-32B N.J. Table 20, p.72.

	<u>1950</u>	<u>White</u>	<u>Nonwhite</u>	<u>Percent nonwhite</u> <sup>1/</sup>
All ages	42,336	36,598	5,768	14%
5-14 years	5,745	4,898	847	15
<u>1960</u>				
All ages	45,330	35,389	9,941	22
5-14 years	7,761	5,848	1,913	25

Source: Compiled from U.S. Bureau of the Census, 1960 PC (1)-32B, N.J. Table 20, p. 72, and 1950, PC, N.J., Table 3, p.63.

<sup>1/</sup> The Census category "Nonwhite" includes, in addition to Negroes, an insignificant number of other groups such as Chinese, Filipinos, and others, which did not exceed 0.2% of the total population of Plainfield in 1960.

The 1960 school enrollment and its racial composition to the general population in that year. Table A-7 presents that comparison, the method used for estimation described in footnote 2 and presented in greater detail in N.J. Table 20, p. 72, and 1950, PC, N.J., Table 3, p.63.

an estimated enrollment of 93 TABLE A-6 in the parochial schools in 1960;

almost POPULATION, 5-14 YEARS, BY AGE GROUP AND COLOR, 1960 school

children was 1,118 in 1962, of whom only about 30 are Negroes, the 1960

Age group	Total	White	Non-white <sup>1/</sup>	Percent Negro
5-14 years (Elem. & J.H. ages)	7,761	5,848	1,913	25%
5-11 years (Elem. ages)	5,620	4,187	1,433	26
5-8 years (Kg.-3rd grade)	3,331	2,480	851	26
9-11 years (4th-6th grade)	2,289	1,707	582	25
12-14 years (Junior high ages)	2,141	1,661	480	22

and we find that the enrollment of white children in the public schools

Source: Compiled from U.S. Bureau of the Census, 1960 PC (1)-32B N.J. Table 20, p.72.

<sup>1/</sup> The Census category "Nonwhite" includes, in addition to Negroes, an insignificant number of other groups such as Chinese, Filipinos and others, not exceeding 0.3% of the total population of Plainfield.

has continued.

Has the population trend of the decade 1950-60 continued since 1960?

In order to arrive at the answer to this question, it was necessary first to relate the 1960 school enrollment and its racial composition to the general population in that year. Table A-7 presents that comparison, the method used for estimation described in footnote 2 and presented in greater detail in the Appendix.

The proportion of Negroes attending public elementary and junior high schools in 1960 was 3 percent greater than in the general population, 25 percent as compared to 28 percent. This difference is accounted for by

an estimated enrollment of 937 children in the parochial schools in 1960; almost all of these were white. Since the number of parochial school children was 1,118 in 1962, of whom only about 30 are Negroes, the 1960 estimate would seem reasonably reliable.

Table A-8 brings us to the answer to the question above. Since 1960, the proportion of Negroes in the public elementary and junior-high enrollments has grown from 28 to 35 percent or about 3½ percent a year. This growth represents a composite of two factors.

1. We noted that the white adult population decreased in the decade 1950-60, while the number of white children increased. Since 1960, however, the reduction in the adult population has affected the child population, and we find that the enrollment of white children in the public schools has gone down by several hundred in the last two years.

2. The trend of the last decade of growth in the Negro child population has continued.

The percentage of Negro children in the public schools was not known, but is approximately the same as the percentage of Negro children in the non-public schools. The percentage of Negro children in the public schools is about 35 percent, which is about the same as the percentage of Negro children in the non-public schools. The percentage of Negro children in the public schools is about 35 percent, which is about the same as the percentage of Negro children in the non-public schools.

PERCENTAGE OF NEGRO CHILDREN IN THE ELEMENTARY AND JUNIOR-HIGH SCHOOLS IN 1960 AND 1962

	Percent Negro in 1960	Percent Negro in 1962
Elementary	28	35
Junior High	27	37
Total	27	28

TABLE A-7

PERCENTAGE OF NONWHITE CHILDREN IN PLAINFIELD IN 1960  
(U.S. CENSUS) COMPARED TO PERCENTAGE OF NEGRO  
CHILDREN IN PUBLIC SCHOOLS IN 1960

Census age group	All Plainfield children - % nonwhite <sup>1/</sup> 1960	School level	Public school children - % Negro, 1960 (estimate) <sup>2/</sup>
5-14 years	25%	Elementary and J.H.	28%
5-11 years	26	Elementary grades	29
12-14 years	22	Junior High grades	27*

Source: Computed from U.S. Census, 1960, PC (1)-32B N.J. and from Board of Education data.

<sup>1/</sup> See footnote 1, Table A-6.

<sup>2/</sup> Total 1960 enrollment in the Plainfield public elementary and junior high schools was 6,824. U.S. Census total for 1960, for ages 5-14, was 7,761, a difference of 937. The 937 were assumed to be white children in non-public schools, and were subtracted from the Census white total. The remaining proportions of white and nonwhite were used to obtain the public school racial composition for 1960.

\* The ages of the children in the public schools was not known, but is assumed to be the appropriate chronological age for that grade. However, the percentage presented includes an unknown number of children older than 14 years who were left back and are not in their expected chronological grade.

TABLE A-8

PERCENTAGE OF NEGRO CHILDREN IN THE ELEMENTARY AND  
JUNIOR HIGH SCHOOLS IN 1960 AND 1962

	Percent Negro in 1960 (estimate) <sup>1/</sup>	Percent Negro in 1962
Elementary and junior high schools	28%	35%
Elementary schools	29	37
Junior high schools	27	28

<sup>1/</sup> Estimated as in Table A-7.

The significance of these data and estimates lies in the guidance they may give to the need for concern about the schools which are racially unbalanced as well as the schools that are presently de facto segregated. Even a small white out-migration and Negro in-migration into neighborhoods of unbalanced schools will create the danger of Plainfield's having not one, but two or three segregated schools. For this reason, the Study, in the analysis and proposals that follow, did not limit its concern solely to the one presently de facto segregated Negro school, Washington.

The Court struck down the 66-year old doctrine that separate but equal school facilities were constitutional. In the Brown v. Board of Education\* case, the children of the plaintiffs had been denied admission to white schools. The Court found:

...In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.

...To separate them (the Negro children) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone....

...We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal....

\* 347 U.S. 483.

The New York City Board of SECTION B In 1954 said of the decision:

THE EFFECT OF "DE FACTO SEGREGATED" EDUCATION  
ON THE CHILDREN

In its famous decision of May 17, 1954, the Supreme Court of the United States asked this question: "Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities?" It responded to this question: "We believe that it does."

The Court struck down the 66-year old doctrine that separate but equal school facilities were constitutional. In the Brown v. Board of Education\* case, the children of the plaintiffs had been denied admission to white schools. The Court found:  
 ...In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.

...To separate them (the Negro children) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone....  
 ...We conclude that in the field of public education the doctrine of 'separate but equal' legal has no place. Separate educational facilities are inherently unequal....

\* Brown v. Board of Education, Civil No. 60-4098 S.D.N.Y.  
 347 U.S. 483.

The New York City Board of Education in 1954 said of the decision:

We recognize it as a decision which applies not only to those cases in litigation, but also as a challenge to Boards of Education throughout the nation, in Northern as well as Southern communities, to re-examine the racial composition of the schools within their respective systems in order to determine whether they conform to the standard stated clearly by that Court.

This application of the Supreme Court decision to de facto segregated schools where the segregation is not 100 percent nor imposed by law is reflected in the decision in the New Rochelle school case,\* where the Court held:

....The fact that the Lincoln School contains approximately 6 percent whites surely cannot divest Lincoln of its segregated character. In a community such as New Rochelle, the presence of some 29 white children certainly does not afford the 454 Negro children in the school the educational and social contacts and interaction envisioned by Brown (the Supreme Court case).

Effect on the Negro Child

In most urban communities in the North, lines of separation of the white and Negro citizenry have been drawn in such vital areas as where they live, where they work, where they shop, and where they go to school. This separation is enforced by legal means or by social practice.

\* Taylor v. Board of Education, Civil No. 60-4098 S.D.N.Y. Jan. 24, 1961.

See Clark, Kenneth, Prejudice and Your Child, Boston, Beacon Press, 1955.

"Negro" was made synonymous with "inferior". This identification extended to the Negro home, the Negro place of employment, the Negro restaurant, the Negro neighborhood, and the Negro school. The alienation of the Negro led to the development of a culture within the culture of the majority group. This culture has values in part identical and in part different from the values of the majority group, fitting the special conditions of the life of the Negro. Such cultural variation can enrich or impoverish our communities to the extent that variation is accepted or denied, respected or looked down upon.

For many years now, the Negro has sought a path to equal status wherever he could discover or build such roads. Examples are the Negro's role in American music and American sport, in which he has succeeded in making an important place for himself.

Early in life, the Negro child is made aware of the equating by the larger world of "Negro" and "inferior." He learns about "his place" in the community.\* It is at this point in his life that the school exercises a decisive influence on his future growth. If his school is a "Negro school" it adds to his feelings of lesser worth the burden of attending a school held in generally low esteem by the community. The dilemma of reduced opportunity creates lower motivation and ambition. The educators and the teachers in the

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\* See Clark, Kenneth, Prejudice and Your Child, Boston, Beacon Press, 1955.

segregated school are similarly influenced by the considerations of the more meager opportunities open to their pupils. Such considerations do not obtain in the integrated school, where a broader horizon is visible.

Equality of education and of educational opportunity, stimulation and motivation of each child to strive for a better education in order to qualify for the kinds of jobs that modern industry has to offer, are practical, democratic goals. Such motivation and such opportunities cannot be provided by a school that is "inherently unequal".

#### Effect on the White Child

The white American will meet and work with Negroes at college, in the Armed Services, or in the factory. How he will relate to a Negro co-worker, colleague or supervisor will depend on the experiences he has had with Negroes as schoolmates, as teachers, as neighbors. An employee of a community service agency, who had asked to be interviewed by the Director of the Study expressed hope that there would be more integrated education at an early age in Plainfield. He reported that the agency had much greater success in its programs when the children had had previous interracial experiences.

#### The Concern of the Community

The undereducated child becomes the unskilled adult. The unskilled make up by far the greatest proportion of these presently unemployed.

The largest percentage of the unemployed are our young people of 16 to 24 years of age; and of this group, the heaviest burden falls on the youth of minority groups.

It is evident that the school authorities have made deliberate efforts to achieve equity in the treatment of all schools. They are all At the same time, industry is demanding better educated, higher-skilled workers to man its new machines. Plainfield, like many communities, is "importing" skilled labor and professionals from out of the City, while a growing number of unemployed, unskilled young people wait for opportunities that may never arise. they are

The problems are not only in the province of education. However, the school systems have been singled out by the Supreme Court decision to play the leading role in providing equal opportunities. Their task is to create the educational base through the integration of schools. Taken alone, may not constitute a serious handicap in the education of the children attending Washington School. Taken together, these deprivations do affect adversely the quality of the education provided at Washington, and reflect the general low esteem in which the school is held in the community.

If the relative importance of the various educational factors is considered, perhaps most important are the attention given the children by administrators, and the experience, skill and stability of the teaching staff. In these key areas, Washington ranks low: its principal has the highest student load of any administrator in the system, its percentage of teachers on tenure is low and its problem of turnover is acute.

Findings for Plainfield then, to find that Washington's pupil

achievement ranks lowest in the City, and that the children enter the integrated junior high almost two years behind the children educated in the predominantly white schools. Their chance for academic success all maintained in good condition, funds are allocated in the budget on a per-pupil basis, there is no overcrowding in any group of schools, class size is good in all but the Cedarbrook school, and the number of Negro children in all classes is in proportion to the Negro enrollment in each school. Where disparities exist, they are not gross.

However, as appears from the tables that follow, which compare objective measurements of numerous school characteristics, Washington School is found consistently in the lowest ranks. Each of the disparities, taken alone, may not constitute a serious handicap in the education of the children attending Washington School. Taken together, these deprivations do affect adversely the quality of the education provided at Washington, and reflect the general low esteem in which the school is held in the community.

If the relative importance of the various educational factors is considered, perhaps most important are the attention given the children by administrators, and the experience, skill and stability of the teaching staff. In these key areas, Washington ranks low: its principal has the highest student load of any administrator in the system, its percentage of teachers on tenure is low and its problem of turnover is acute.

39 It is not surprising, then, to find that Washington's pupil achievement ranks lowest in the City, and that the children enter the integrated junior high almost two years behind the children educated in the predominantly white schools. Their chance for academic success in junior high is thereby markedly reduced. (Table B-23.)

The children are placed in separate junior high school "ability" tracks while they are still in the 6th grade of elementary school. The track is determined by the child's score on the group I.Q. test and on his elementary school achievement. This policy is not unique to Plainfield, but has been common practice in many school systems throughout the north. However, it is now recognized that the group I.Q. test puts a premium on fast reading ability. The good reader will score well, the poor reader will be at a disadvantage. Where reading achievement is low, the group I.Q. measures not so much the child's potential as his current reading level. For a school like Washington, where the reading level is lowest, the I.Q. is a doubtful measure of "ability."

Placing the Washington School child in a "slow" junior high school track even before he enters the school tends to keep him behind and reduces his chance of achieving academic success.

Plainfield is exceptional in that nearly all of its school plant is in satisfactory condition. The only exception is Bryant school, which the State Department of Education recommended be closed within four years. It still has toilet facilities only in the basement and taking a much reduced academic program. (See Table B-22.) As many as

39 percent of the 6th grade children in Washington school were a year or more behind in reading. (See Table B-5.) Although the percentages are not directly comparable, some measure of the growth of the gap is obtained by observing the 66 percent are placed in the Y category in high school (10th grade) English. (See Table B-23.)

Thus, for the graduates of the Washington School, their academic careers, their hopes for future employment, and, to a degree, the future prosperity of Plainfield are strongly influenced by the low status of their school.

The tables below present specific factors that influence the academic standing of a school. These do not exhaust the many factors that could be compared. Because of the sharp limitation of time for this Study, the more time-consuming but equally important questions of comparative curriculum, staff attitudes, guidance techniques and other somewhat subjective factors could not be evaluated.

These tables cover the data for all elementary schools with the exception of the Lincoln School for mentally retarded children.

#### Physical Characteristics.

Plainfield is exceptional in that nearly all of its school plant is in satisfactory condition. The only exception is Bryant school, which the State Department of Education recommended be closed within four years. It still has toilet facilities only in the basement and

a general structure appropriate to the standards of 77 years ago.

The next oldest school, Washington, had two serious fires in the last 10 years, necessitating extensive repairs and modernization. A new section of 8 classrooms was built in 1958.

TABLE B-1

PHYSICAL CHARACTERISTICS OF ELEMENTARY SCHOOLS

Professor Milton H. Steinbauer, one of the consultants, reminded us that "older buildings were usually constructed as two story buildings on small sites." Responding to today's conception of desirable school space per child, the N. J. State Department of Education recommends a basic five-acre site plus one acre for each 100 pupils. A 400-pupil school would then have a 9-acre site. In order to adjust older buildings on small sites to modern standards, their utilization for school purposes could be appropriately reduced.

\* Excludes wooded area and pond (9 acres) at Cook School.

- 1/ Additions to original buildings were: Washington, 1958; Emerson, 1922; Jefferson, 1922; Barlow, 1953; Evergreen, 1922; Cook, 1953.
- 2/ Square feet of ground floor.
- 3/ Area used, or available, for instruction.

Facilities and Equipment

Plainfield has recognized the educational disadvantage of having no library in some of its elementary schools, among them Washington. Books available in each classroom do not replace a library under the supervision of a school librarian. The Superintendent of Schools in his budget message appealed again for additional funds. He stated:

The school library is an integral part of the classroom instructional program, not an extra, added feature. The library is a classroom, whose reading resources far exceed those of the normal classroom.

TABLE B-1

PHYSICAL CHARACTERISTICS OF ELEMENTARY SCHOOLS

<u>Schools</u> (grouped by % Negro en- rollment)	<u>Age of<sup>1/</sup> Original building (years)</u>	<u>Size of site (acres)</u>	<u>Space per pupil (sq. ft.)</u>		
			<u>Build- ing<sup>2/</sup></u>	<u>Instruc- tional area<sup>3/</sup></u>	<u>Play- ground &amp; lawn</u>
Washington 95%	54	2.5	34	45	154
50% and over	47	2.0	39	48	164
10% - 49%	21	3.5	60	50	310
Under 10%	25	8.1	56	47	337*

All of the schools now have classroom libraries and books are purchased on a per-pupil basis.

\* Excludes wooded area and pond (9 acres) at Cook School.

<sup>1/</sup> Additions to original buildings were: Washington, 1958; Emerson, 1922; Jefferson, 1922; Barlow, 1953; Evergreen, 1922; Cook, 1953.

<sup>2/</sup> Square feet of ground floor.

<sup>3/</sup> Area used, or available, for instruction.

Facilities and Equipment

Plainfield has recognized the educational disadvantage of having no library in some of its elementary schools, among them Washington. Books available in each classroom do not replace a library under the supervision of a school librarian. The Superintendent of Schools in his budget message appealed again for additional funds. He stated:

The school library is an integral part of the classroom instructional program, not an extra, added feature. The library is a classroom, whose reading resources far exceed those of the normal classroom.

The school librarian is a teacher, who works with children in their classroom, with small groups and with individuals in the library. It is the teacher-librarian, not the collection of books that makes the elementary school library an essential part of a good educational program.

The budget for 1962-63 now provides for the establishment of regular libraries with librarian service at the rate of two schools each year until all the elementary schools have the same facilities. These libraries are special rooms, designed for a library program.

All of the schools now have classroom libraries and books are purchased centrally on a per-pupil basis.

The equalization of educational equipment, particularly reading accelerators and pacers should also receive attention. Emerson, Clinton, Evergreen and Cook schools have such equipment now. TVs are in the Cook and Stillman schools only. The TVs are used for a special experimental French program.

School Organization

TABLE B-2

LIBRARIES AND EDUCATIONAL EQUIPMENT

The Plains not only in the generally good condition of the schools, but also in the utilization of the school plant. Only one school, Callahan (crowded, resulting in excessive class size (32).

<u>Schools</u> (grouped by percent Negro enrollment)	<u>Libraries</u> <sup>1/</sup>	<u>Equipment</u> <sup>2/</sup>
Washington 95%	None	12
50% and over	None	12*
10% - 49%	1 good 1 adequate 2 none	13*
Under 10%	2 adequate 1 inadequate	15*

<u>Schools</u> (grouped by percent Negro enrollment)	<u>Enrollment</u> (3/29/62)	<u>Utiliza- tion</u> <sup>1/</sup>	<u>Average class size</u> <sup>2/</sup>
95%	428	78	25
50% and over			
10% - 49%			23
Under 10%	563	91	27

\* Average for group.

<sup>1/</sup> Refers to special rooms set up as libraries; does not include classroom libraries or textbook supplies. Additional library facilities are in the budget for 1962-63.

<sup>2/</sup> Includes TV's, radios, tape-recorders, movies, etc. For details, see Appendix A.

- <sup>1/</sup> Utilization means the percent of capacity now in use. School capacity is computed by multiplying the number of good classrooms by 27, the desirable class size.
- <sup>2/</sup> Excludes Kindergarten.

School Organization

Teachers for gifted children, for remedial reading and speech, for instrumental music, art, music and physical education are not not only in the generally good condition of the schools, but also in attached to any one school. They are assigned by the Board of the efficient utilization of the school plant. Only one school, Cedarbrook, is overcrowded, resulting in excessive class size (32). Washington School with 88 percent utilization, is not overcrowded, but could well be reduced in enrollment because of the small size of its site.

TABLE B-3

SCHOOL ORGANIZATION

Schools (grouped by percent Negro enrollment)	Enrollment (3/29/62)	Utiliza- tion <sup>1/</sup>	Average class size <sup>2/</sup>
Washington 95%	589	88%	25
50% and over	428	78	25
10%-49%	412	84	23
Under 10%	563	91	27
(average)	5	1.1	

<sup>1/</sup> Utilization means the percent of capacity now in use. School capacity is computed by multiplying the number of good classrooms by 27, the desirable class size.

<sup>2/</sup> Excludes Kindergarten.

All schools

Special Instruction children in all elementary schools who receive  
 Teachers for gifted children, for remedial reading and speech,  
 for instrumental music, art, music and physical education are not  
 attached to any one school. They are assigned by the Board of  
 Education for days or parts of days to the various elementary schools.  
 The time spent by these teachers at the Washington school is generally  
 less than in the other schools in proportion to the number of children  
 served. (Tables B-4, B-5, and B-6.). In the number of pupils  
 receiving instruction for gifted children, Washington school ranks  
 fourth out of nine, but the special teacher devotes only one quarter  
 of a day per week to these children.

TABLE B-4

SPECIAL INSTRUCTION FOR GIFTED CHILDREN

<u>Schools</u> (grouped by percent Negro enrollment)	<u>No. of</u> <u>pupils</u>	<u>Percent</u> <u>of</u> <u>enrollment</u>	<u>Teacher</u> <u>days</u> <u>per week</u>
Washington 95%	10	1.7%	$\frac{1}{4}$
50% and over (average)	5	1.1	$\frac{1}{4}+$
10%-49% (average)	5	1.3	$\frac{1}{2}-$
Under 10% (average)	9	1.7	$\frac{1}{2}$
All schools	68	1.3	$4\frac{1}{2}$

The number of children in all elementary schools who receive instruction for gifted children is 68, 1.3 percent of the enrollment. Remedial Reading and Speech instruction is given to 550 students. In Washington school, 50 children receive such instruction, 31 in remedial reading and 19 in speech. The remedial-reading teacher spends a day and a half at Washington school with 31 children and in contrast, spends two days at Evergreen, teaching 27 pupils. In order to evaluate whether or not this service is adequate, we must take into account the number of children needing remedial help.

The present procedure in Plainfield, following a not uncommon practice in school systems throughout the North, is to give remedial reading help to those children only whose I.Q. scores indicate that they are achieving below their individual potential. This would imply that all children in Washington school who, according to their achievement are in need of remedial reading but who do not get it, are incapable of improving their reading. However, as discussed earlier, much doubt has been raised about the validity of the group I.Q. test as a measure of the individual child's ability\*. By denying a child remedial help in reading because of a doubtful I.Q. score, we may be preventing him from ever reaching his full potential.

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\* Professor Stuart Cook, one of the consultants, stated that in his work with these tests, many of the children who do poorly on the group I.Q. test score much better on the individual I.Q. test which does not rely on reading ability.

The Board of Education TABLE B-5 hours of nurse duty to each school.

TABLE B-6 SPECIAL INSTRUCTION-REMEDIAL READING AND SPEECH shows nurse

Schools (grouped by percent Negro enrollment)	Pupils needing remedial help (percent) <sup>1/</sup>	Pupils receiving remedial reading and speech		No. of teacher days
		No.	Percent of enrollment	
Washington	39%	50	8.5%	2½
95% and over				
50% and over (average)	27	49	11.4	2+
10% - 49% (average)	13	48	11.6	2-
Under 10% (average)	4	54	9.6	2⅓
All Schools (average)	14%	550	10.9%	24¼

<sup>1/</sup> Number of pupils scoring less than 5.2 (one year below national average) on the 6th-grade Iowa Reading Comprehension Test given to all 6th-grade Plainfield public school children in October, 1961. This is a standard achievement test used throughout the country. The score 5.2. is read, "Five years, two months". To be on grade level, a child should have scored six years, two months on this test.

Art, Music and Physical Education are given to all children in the public elementary schools. A traveling teacher devotes a fixed number of hours to the children in each school in each of these subjects. To evaluate the proportionate amount of teaching time in each of these subjects given to each school, the enrollment of each school was divided by the number of teacher days allotted. (Table B-6.) Washington school ranks 10th out of 11 schools in Art and Physical Education and seventh out of 11 in Music.

The Board of Education gives 8 hours of nurse duty to each school. Since some schools are large and some small, Table B-6 shows nurse care as related to enrollment.

TABLE B-6

SPECIAL SUBJECT TEACHING AND NURSE CARE

Schools (grouped by percent Negro enrollment)	Pupils per teacher day			Pupils per Nurse <sup>1/</sup> day
	Art	Music	Physical Education	
Washington 95%	295	147	337	589
50% and over (average)	264	149	274	428
10% - 49% (average)	253	134	264	412
Under 10% (average)	282	135	282	563

<sup>1/</sup> A nurse is assigned to each school for 8 hours per week.

Administration and Teaching Staff.

As indicated above, the quality of the administration and the teaching staff, as judged by the standard criteria of tenure, experience and education, and the ratio of administrators to pupils, are the key to successful pupil achievement. Stability of staff and time to teach, combined with a high degree of professional skill, can overcome almost any other handicap of age of school, poor equipment, and the like.

Unfortunately, here as in most northern cities, the de facto segregated school suffers. The generally low status assigned by the community to the segregated school makes it hard to staff and difficult to keep good teachers. Generally, school systems tend to send their youngest, least experienced teachers to such schools. As soon as they can, these teachers leave for more favored posts and are again replaced by inexperienced new teachers. Sometimes the inexperienced staff can be trained quickly and their assets of youth and dedication to their new profession can be guided into a rewarding and successful career by a principal who can devote the extra amount of time needed for such leadership. Washington school, however, shares one principal with another large school, Jefferson. This principal has a pupil/administrator load of 775 children. (Table B-7.). Even an extraordinarily able administrator would be hard pressed to find the time properly to train an inexperienced staff under these circumstances.

Table B-7 shows the comparative loads carried by the principals and vice principals in Plainfield. Five of the seven elementary school principals serve two schools each. The budget for 1962-63 provides for funds to eliminate such double loads by the hiring of additional beginning principals.

The Study did not interview or evaluate any individual teachers and it should be emphasized that the data are presented with no implication of criticism of individual teachers or staffs. Washington school, as this Table shows, shares the staff problems common to de facto segregated schools.

TABLE B-7

QUALIFICATION ADMINISTRATION TEACHERS

Schools (group)	Schools <sup>1/</sup> No. of	Tenure (percent with tenure)	Pupils per administrator <sup>2/</sup> (BA or higher)	Experience (percent with five or more years)
Washington-Jefferson			775	
Clinton-Cedarbrook	21	57%	689	57%
Woodland-Cook			623	
Emerson	15	72	525	71
Evergreen			518	
Stillman-Bryant	16	58	399	60
Barlow-Lincoln		72	248	60

1/ Combined schools are presently served by a single principal. Funds for additional principals are budgeted for 1962-63.

2/ This ratio is computed by adding together the enrollments of the two schools with a common principal and dividing the sum by 1.5. Counted as one-half staff. The administrator is the vice-principal, a regular classroom teacher with added administrative duties. (Table 15, ptn.3.)

Table B-8 shows the status of Washington school with regard to the standard measures of teacher excellence. These criteria, through not infallible, are the standards by which the salary scale is determined, and are therefore used here. The Study did not interview or evaluate any individual teachers and it should be emphasized that the data are presented with no implication of criticism of individual teachers or staffs. Washington school, as this Table shows, shares the staff problems common to de facto segregated schools.

TABLE B-8

QUALIFICATIONS OF CLASSROOM TEACHERS

<u>Schools</u> (grouped by percent Negro enrollment)	<u>No.</u> of teachers	<u>Tenure</u> <sup>1/</sup> (percent with tenure)	<u>Education</u> (percent with BA or higher )	<u>Experience</u> (percent with five or more years)
Washington 95%	21	57%	76%	57%
50% and over (average)	15	72	72	71
10% - 49% (average)	16	58	86	60
Under 10% (average)	19	72	84	60

<sup>1/</sup> There was one substitute in the elementary schools in 1961-62.

Table B-9, Teacher Turnover, reflects again the inability of a segregated school to attract and retain a stable teaching staff. The special problem of turnover at the Washington school (Table 15, ftn.3.) is especially revealing. A core of experienced teachers who have been at the school for many years carry the heaviest burden of the teaching load. More than half of the staff, however, show a rapid turnover rate. Every parent of Washington school pupils interviewed by the Director of the Study, expressed concern over this problem.

TABLE B-9

TURNOVER OF CLASSROOM TEACHERS

Schools (grouped by percent Negro enrollment)	Percent of present teaching staff	
	Left in last 5 years <sup>1/</sup>	Added in last 5 years <sup>2/</sup>
Washington <sup>3/</sup>	114%	124%
50% and over (average)	82	84
10% - 49% (average)	94	98
Under 10% (average)	64	83

- 1/ Excludes those leaving for newly organized junior highs. Includes estimated losses for June 1962.
- 2/ Excludes those added to teach additional classes.
- 3/ Special problem of turnover at Washington school:

No. of teachers, 1961-62, total	21
No. on staff for 14-41 years	6
No. on staff for 3-13 years	4
No. on staff under 3 years	11

The 11 teachers with less than 3 years' service had a turnover rate of 218 percent over the past 5 years; i.e., half the total staff turned over more than twice each year.

Racial Composition of the School Personnel

The proportion of Negroes in the school administration and teaching staffs is of importance to the community for three related reasons. First, it is a measure of the opportunities for employment

Added to the other staff difficulties is the strain put on the teachers by the extra clerical work required of them. Each of the elementary schools has one clerk. For large schools like Washington and Cedarbrook, much of the clerical work may have to be carried by the teachers. Where other staff problems are great, additional clerical tasks are especially burdensome. Table B-10 shows the comparative pupil load of the clerical staff:

TABLE B-10

Schools (grouped by percent Negro enrollment)	Pupils per clerk <sup>1/</sup>
Washington 95%	589
50% and over (average)	428
10% - 49% (average)	412
Under 10% (average)	563

<sup>1/</sup> Each school has one clerk

#### Racial Composition of the School Personnel

The proportion of Negroes in the school administration and teaching staffs is of importance to the community for three related reasons. First, it is a measure of the opportunities for employment

the City is providing its Negro citizens; second, it serves as an inspiration to the "future teachers of America" trained in the City's schools; third, Negro staff members can exert a strong influence in helping to overcome prejudice and in teaching democracy through direct experience. Many stereotyped concepts disappear in the real-life situation of an interracial environment. White children have the experience of meeting Negroes in positions of authority and commanding respect. Negro children are encouraged by seeing people of their race in positions of leadership, as examples to emulate, and with whom they can identify more readily than with a white teacher. Negro administrators and teachers can help white personnel understand their Negro pupils better, help bridge the gap of communication between peoples of different backgrounds. Such teachers are sensitive to unconscious wrongs that people unknowingly commit, are more alert to opportunities for reaching the Negro child, and are frequently able to interpret for the white teacher behavior that he may find difficult to understand.

Division	Number	Negroes
Administrative (Superintendent's teachers & special classroom teachers)	21	4
Negro schools	61	9
Negro schools	65	1
schools	58	2
Junior high schools	104	8
Senior high school	93	1
Secretarial staff	32	0
<b>TOTAL</b>	<b>490</b>	<b>28</b>

1/ Non-custodial employees only.

Cost of Operating the Elementary Schools

Table B-12, showing the cost of operating the elementary schools, (averaged for four years) indicates that there is no special favor shown

TABLE B-11 The larger schools are, of

course, more RACIAL COMPOSITION OF SCHOOL PERSONNEL<sup>1/</sup>ly that the  
 Bryant school is very expensive even though it provides  
 an inferior school plant for the persons of Cedarcreek shows the  
 lowest operating cost per pupil, reflecting large class size, a result  
 of overutilization.

<u>Division</u>	<u>Number of persons on staff</u>	<u>Number of Negroes</u>
Administrative Staff (Superintendent's Office & Principals)	21	0

TABLE B-12

<u>Division</u>	<u>Number</u>	<u>Annual expenditure per pupil</u> <sup>1/</sup>
Special-Subject teachers & special services	26	2
Health services	9	1
Elementary schools classroom teachers		\$302
Washington 95%	21	4
Bryant 50% and over		375*
Negro schools 10% - 49%	61	9
Negro schools Under 10% Negro schools	65	1
Bryant School	58	299
Clio		310
Junior high schools	104	8
Barlow		325
Senior high school	93	1
Average for 10%-49% schools		304
Secretarial staff	32	0
Cedarcreek TOTAL	490	28
Evergreen		297
Cook		296
Average for under 10% schools		284

<sup>1/</sup> Non-custodial employees only.

Cost of Operating the Elementary Schools

\* Bryant is the most expensive school because of its age  
 Table B-12, showing the cost of operating the elementary schools,  
<sup>1/</sup> Average for 4 years, 1958-59 through 1961-62. For all  
 (averaged for four years) indicates that there is no special favor shown  
 the Board of Education.

any school in the allocation of funds. The larger schools are, of course, more economical. The data point up strikingly that the Bryant school is very expensive to operate even though it provides an inferior school plant for the children. Cedarbrook shows the lowest operating cost per pupil, reflecting large class size, a result of overutilization. (See Appendix A for detail.)

TABLE B-12

COST OF OPERATING EACH ELEMENTARY SCHOOL

<u>Schools</u>	<u>Annual expenditure per pupil<sup>1/</sup></u>
Washington	\$302
School Emerson	306
Stillman	286
Wash Bryant	375*
Emerson	Average for 50% and over Negro schools 270 \$309
Stillman	Average without Bryant School 299
Clinton	310
Jefferson	287
Barlow	325
Woodland	305
Woodland	Average for 10%-49% Negro schools 260 304
Evergreen	259
Cedarbrook	262
Evergreen	297
Cook	296
1/	Average for under 10% for 1961-62. Negro schools 284

\* Bryant is the most expensive school because of its age (77 years) and small enrollment (234).  
<sup>1/</sup> Average for 4 years, 1958-59 through 1961-62. For all schools the expenditures for 1961-62 are estimates made by the Board of Education.

Expenditures for teacher and administrator salaries per child reflect again the lower cost of the over-size classes (Table B-13.). In this category, Washington school fares less well than in overall expenditures because of the heavy pupil load of its administrator. Expenditures for books and instructional equipment, averaged over the 4-year period, exemplify an equitable allocation of funds among the schools. (See Appendix A for detail.)

Thus, it is evident that a substantial proportion of the Washington school children are undereducated. This is a composite of factors. However, the

TABLE B-13  
EXPENDITURES FOR ADMINISTRATIVE AND TEACHER SALARIES

<u>Schools</u>	<u>Annual expenditure per child for principals and teachers<sup>1/</sup></u>
Washington-Jefferson	\$255
Emerson	270
Stillman-Bryant	275
Clinton-Cedarbrook	242
Barlow	277
Woodland-Cook	260
Evergreen	259

<sup>1/</sup> Average for 4 years, 1958-59 through estimated costs for 1961-62.

What is often asked is, "Can the Negro child perform as well scholastically when he may have weaker motivation, or more difficult problems, or less opportunity?" That the answer is "yes" is strongly suggested by the experience of the Washington, D.C.

Pupil Achievement

There, reading achievement since 1955, when the school In Tables B-14 through B-18, the achievement level of the Washington school children is compared with that of children in the other school groups. Throughout, the Washington school ranks lowest in the city, with the gap in reading scores between Washington and the predominantly white schools more than two years in the 4th grade and more than a year and a half in the sixth grade. Thus, it is evident that a substantial proportion of the Washington school children are undereducated. This reflects a composite of factors. However, the low rank of Washington in practically all the school-controlled factors described above must play a major role in bringing about this result. At least we can say that whatever factors outside of the school may affect pupil achievement, the school has not compensated for them.

The significance of the fact that the sixth grade class of 1958-59 reached or exceeded the national level is striking. The 1958-1959 group (71.6 percent of six tests that were at or above the national level) of the sixth graders (62.2 percent Negro) were below six tests.

No community can afford to have a substantial proportion of its children undereducated. No factory that produced 39 percent of rejects would stay in operation very long. How much more urgent that a school which is failing to educate 39 percent of its students up to standard be reorganized and retooled.

The Negro child's potential and intelligence is in no way different from the white child's. What is often asked is, "Can the Negro child perform as well scholastically when he may have weaker motivation, or more difficult problems, or less opportunity?" That the answer is "yes" is strongly suggested by the experience of the Washington, D.C.

school system. There, reading achievement since 1955, when the schools became integrated by Supreme Court decision, has risen rapidly. Washington's public-school enrollment is now about 80 percent Negro. No great expenditure of money to improve the system was made. Yet its achievement compares favorably with any school system in the country, although in 1955 it had lagged far behind.

The Superintendent of the Washington, D.C. schools, Dr. Carl F. Hansen describes it thus:<sup>1/</sup>

The improvement in performance at the 6th-grade level is striking. The 1958-1959 group (71.6 percent Negro) scored median grade equivalents in five out of six tests that were at or above the national norm of 6.6 for the testing period. In 1955-1956, the sixth graders (62.2 percent Negro) were below the national standard from .5 to 1.2 grades in the six tests.

The significance of the fact that the sixth grade class of 1958-59 reached or exceeded the national norms in five out of six tests can be made clear if it is understood that the school population of the District of Columbia is predominately composed of pupils whose economic and cultural backgrounds are, on the average, more than normally limited.

<sup>1/</sup> Iowa Tests of Basic Skills, Reading Comprehension.  
<sup>2/</sup> Average is weighted by the number of children examined.

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<sup>1/</sup> Carl F. Hansen, "The Scholastic Performances of Negro and White Pupils in the Integrated Public Schools of the District of Columbia," Harvard Educational Review, vol. 30, No. 3, p.229.

TABLE B-14

PUPIL ACHIEVEMENT IN READING, OCTOBER 1961<sup>1/</sup>  
(Mean grade equivalent scores)

	<u>4th Grade</u>	<u>6th Grade</u>
National average	4.2	6.2
<u>Schools</u> (grouped by percent Negro enrollment)		
Washington	3.9	6.0
95%	3.2	5.9
50% and over (average) <sup>2/</sup>	4.1	6.1
10% - 49% (average) <sup>2/</sup>	4.6	6.7
Under 10% (average) <sup>2/</sup>	5.0	7.3
Gap between Washington and schools with less than 10% Negro enrollment	1 yr., 1 mo. 2 yrs., 1 mo.	1 yr., 3 mos. 1 yr., 6 mos.

<sup>1/</sup> Iowa Tests of Basic Skills, Arithmetic Test No. 1  
<sup>2/</sup> Iowa Tests of Basic Skills, Reading Comprehension.  
Average is weighted by the number of children examined.

TABLE B-15

PUPIL ACHIEVEMENT IN ARITHMETIC, OCTOBER, 1961<sup>1/</sup>  
 (Mean grade equivalent scores)

	<u>4th Grade</u>	<u>6th Grade</u>
National average	4.2	6.2
<u>Schools</u> (grouped by percent Negro enrollment)		
Washington		
95%	3.9	6.0
50% and over (average) <sup>2/</sup>	4.1	6.1
10% - 49% (average) <sup>2/</sup>	4.6	6.7
Under 10% (average) <sup>2/</sup>	5.0	7.3
Gap between Washington and schools with less than 10% Negro enrollment	1 yr., 1 mo.	1 yr., 3 mos..

<sup>1/</sup> Iowa Tests of Basic Skills, Arithmetic Test No. 1

<sup>2/</sup> Average is weighted by the number of children examined.

October 1958-Oct. 1960: Stanford Achievement Tests, Reading Test No. 1.

October 1957: 4th grade: Stanford Achievement Tests, Reading Test No. 1.

6th grade: California Reading Achievement Test No. 1.

<sup>2/</sup> Weighted by number of children examined.

TABLE B-16

PUPIL ACHIEVEMENT IN READING, AVERAGE  
OF 5 YEARS<sup>1/</sup>  
(Mean grade equivalent scores)

	<u>4th Grade</u>	<u>6th Grade</u>
National average	4.2	6.2
<u>Schools</u> (grouped by percent Negro enrollment)		
Washington 95%	3.3	5.4
50% and over (average) <sup>2/</sup>	3.7	5.5
10% - 49% (average) <sup>2/</sup>	4.5	6.6
Under 10% (average) <sup>2/</sup>	5.4	7.3
Gap between Washington and schools with less than 10% Negro enrollment	2 yrs., 1 mo.	1 yr., 9 mos.

<sup>1/</sup> October 1961: Iowa Tests of Basic Skills, Reading Comprehension.

<sup>2/</sup> October 1958-Oct. 1960: Stanford Achievement Tests, Reading Test No. 1.  
October 1957: 4th grade: Stanford Achievement Tests, Reading Test No. 1.  
6th grade: California Reading Achievement Test No. 1.

<sup>2/</sup> Weighted by number of children examined.

TABLE B-17

PUPIL ACHIEVEMENT IN ARITHMETIC, AVERAGE  
 OF 5 YEARS<sup>1/</sup>  
 (Mean grade equivalent scores)

Schools	4th Grade			6th Grade		
	1957	1961	Change	1957	1961	Change
(National average Negro enrollment)				4.2	6.2	
Schools (grouped by percent Negro enrollment)						
50% and over	3.0	3.2	+0.2	5.9	5.9	0.0
Washington 95%	3.7	3.6	-0.1	5.8	6.1	+0.3
50% and over (average) <sup>2/</sup>	4.3	4.5	+0.2	5.6	5.6	0.0
Under 10%	5.2	5.3	+0.1	7.0	7.5	+0.5
Under 10% (average) <sup>2/</sup>	4.2	4.2	0.0	6.4	6.4	0.0
Under 10% (average) <sup>2/</sup>	4.7	4.7	0.0	6.9	6.9	0.0

Gap between Washington and schools with less than 10% Negro enrollment. findings on the 1 year, the 1 yr., 3 mos. rank for each of the factors investigated is given in Table B-19. Wherever

<sup>1/</sup> Arithmetic part of Achievement Tests as Table 21, footnote 1. rank.  
<sup>2/</sup> Weighted by number of children examined.

Thus, if two schools have the same numerical value in any category, they were given the same rank and the total number of schools compared was thus reduced by one. If three schools are tied, the total number of schools is 9 instead of 11. A glance at the Table shows that, in nearly all categories, Washington school is found in the lowest ranks. In only two categories does it achieve a middle or better status, - in utilization and in the number of children (10) receiving gifted instruction.

TABLE B-18

CHANGE IN READING ACHIEVEMENT SCORES  
FROM OCTOBER 1957 TO OCTOBER 1961

	<u>4th Grade</u>			<u>6th Grade</u>		
	1957	1961	Change	1957	1961	Change
<u>Physical characteristics</u>						
<u>Schools</u>						
Age (grouped by percent)						
Size (Negro enrollment)						
Building space per pupil						
Inst. (Washington)						
Play (95%)	3.0	3.2	+0.2	5.9	5.9	0.0
Library (50% and over (average))	3.7	3.6	-0.1	5.8	6.1	+0.3
Educational equipment (10% - 49% (average))	4.3	4.5	+0.2	6.6	6.7	+0.1
School Util. (Under 10% (average))	5.2	5.3	+0.1	7.0	7.5	+0.5
Average class size						
<u>Special instruction</u>						

Rank of the Washington School

To summarize the findings on the status of the Washington school, its rank for each of the factors investigated is given in Table B-19. Wherever two or more schools had the same position they were assigned the same rank. Thus, if two schools have the same numerical value in any category, they were given the same rank and the total number of schools compared was thus reduced by one. If three schools are tied, the total number of schools is 9 instead of 11. A glance at the Table shows that, in nearly all categories, Washington school is found in the lowest ranks. In only two categories does it achieve a middle or better status, - in utilization and in the number of children (10) receiving gifted instruction.

(continued on next page)

TABLE B-19

RANK OF WASHINGTON SCHOOL<sup>1/</sup>

	Out of (total of 11 schools reduced by the num- ber of ties)	Rank <sup>2/</sup>
<u>Physical characteristics</u>		
Age of original building	8	7
Size of site	10	7
Building space per pupil	9	8 6
Instructional area per pupil	10	8
Playground space per pupil	10	8 6
<u>Library achievement</u>	(unranked)	(none)
<u>Educational equipment</u>	6	5
<u>School organization</u>	11	11
Enrollment, 1961	11	10
Utilization <sup>3/</sup>	9 6	2 6
Average class size	10 9	6 9
<u>Special instruction</u>		
Percent of enrollment receiving:		
Instruction for the gifted	9	4
Remedial reading and speech	11	11
Needing remedial help	11	11
<u>Special subject teaching</u>		
Art (pupils per teacher day)	11	10
Music (pupils per teacher day)	11	7
Physical education (pupils per teacher day)	11	10
<u>Nurse care</u>	11	10
<u>Pupils per clerk</u>	11	10
<u>Administration and teachers</u>		
Pupils per administrator	7	7
Percent teachers with tenure	10	9
Percent with BA or higher degree	10	7
Percent with 5 or more years experience	11	9
Turnover (% left in 5 years)	11	11

(continued on next page)

TABLE B-19 (cont'd.)

RANK OF WASHINGTON SCHOOL<sup>1/</sup>  
 Out of (total of 11 schools  
 reduced by the number of ties)

Cost per pupil

Annual expenditures	11	6
Annual expenditures for administration and teachers	7	6

Pupil achievement

Reading, 1961		
4th grade	11	11
6th grade	11	11
Arithmetic, 1961		
4th grade	6	6
6th grade	9	9
Change in achievement in 6th grade reading	11	10

- 
- 1/ First rank in each category is given to the school having the most favorable, or least undesirable, standing.  
 2/ Ties were assigned the same rank.  
 3/ Based on deviation from 90-percent utilization.
- 

The Junior High Schools.

When the child who has been educated in the de facto segregated elementary school enters the integrated junior high, how does he fare? On the average he is already 1 year and 9 months behind the white child from the Cedarbrook, Evergreen and Cook schools in reading; 1 year and 3 months behind in arithmetic. Because of this retardation, he tends

to be placed in a class with a weaker curriculum where less is demanded and expected of him. The tendency is for him to stay in this track, with little upward mobility into the stronger curriculum.

Tables B-20 and B-21 show the percentage of Negro children in the three curriculum tracks, in each of the two Plainfield junior high schools. W is the strongest and Y the weakest, with X the average track. The Tables show that the weaker classes have a heavy pro-

	7th grade			8th grade			9th grade			
Language Arts,							5%	17%	43%	- English
portion of Negro children;							19	41		- Social
percentage of Negroes.	5	15	49	4	15	52	-	26	45	- General
							0	4	-	- Regular
Science	5	15	49	7	19	48	6	14	55	

Electives-Ungraded

Foreign Language	(not offered)	25%	4	14	-
Industrial Arts & Homemaking	(required, ungrouped)	29%		23%	

1/ Subject classes are designated W, X and Y, W having the strongest curriculum and Y the weakest. Pupils are placed in these separate tracks before admission to junior high on the basis of their elementary school achievement and I.Q. rating. Maxson Junior High has a 21.5 percent Negro composition.

\* "Exploration of Foreign Language."

TABLE B-20

RACIAL COMPOSITION OF GROUPED SUBJECT CLASSES,  
MAXSON JUNIOR HIGH SCHOOL

COURSES	Negro pupils as percent of class total									
	7th grade			8th grade			9th grade			
	W	X	Y	W	X	Y	W	X	Y	
<u>Required</u>										
Language Arts,							27%	30%	74%	- English
Social Studies	8%	30%	50%	5%	27%	77%	2%	30%	74%	- Social
Language Arts,							5%	17%	43%	- English
Social Studies	9%	18%	46%	7%	19%	49%	5%	19%	41%	- Social
Mathematics	5	15	49	4	15	52	-	26	64	- Studies
Mathematics	5	15	49	4	15	52	0	4	-	- General
Science	5	15	49	7	19	48	6	14	55	- Regular
<u>Electives-Ungrouped</u>										
Foreign Language	(not offered)			26%*			4	14	-	
Industrial Arts & Homemaking	(required, ungrouped)			29%				23%		

1/ Subject classes are designated W, X and Y, W having the strongest curriculum and Y the weakest. Pupils are placed in these separate tracks before admission to junior high on the basis of their elementary school achievement and I.Q. rating. Maxson Junior High has a 21.5 percent Negro composition.

\* "Exploration of Foreign Language."

The High School.

TABLE B-21

RACIAL COMPOSITION OF GROUPED SUBJECT CLASSES,  
HUBBARD JUNIOR HIGH SCHOOL<sup>1/</sup>

COURSES	Negro pupils as percent of class total										
	7th grade			8th grade			9th grade				
	W	X	Y	W	X	Y	W	X	Y		
<u>Required</u>											
Language Arts,								2%	30%	74%	- English
Social Studies	8%	30%	50%	5%	27%	77%	2%	30	74	- Social Studies	
Mathematics	3	22	59	4	24	76	-	23	64	- General	
							3	6	-	- Regular	
Science	3	22	59	3	24	74	1	33	70		
<u>Electives-ungrouped</u>											
Foreign Language	(not offered)			21%*			6%	0%	-		
Industrial Arts and Homemaking	(required, ungrouped)			61%			57%				

\* "Exploration of Foreign Language", 8th and 9th grades.  
<sup>1/</sup> Same footnote as 1 in Table 20. Hubbard Junior High has a 35.1 percent Negro composition.

The Negro population, not counting those who have become discouraged or for other reasons have dropped out of school entirely.

The High School.

TABLE B-22

Only 19.1 percent of the students at Plainfield High School are Negroes, compared to 37 percent in the public elementary schools.

This is explained, in part, by the reentry of the parochial school children into the public-school system. It reflects too, the higher

Subject	of pupils	Negro	(honors)	In class			
				WX	X 1	X 2	Y
English							
10-16 years of age.	531	24%	0%	6%	8%	25%	57%
11th year	427	19	0	3	12	22	50
12th year	478	13	-*	0	5	14	52

Despite the fact that only 19 percent of the students are Negroes,

Subject	Total	Negro	Percent
Social Studies			
U. S. History	46	0	0%
Modern History	114	37	33%
World History			
World History			

are Negroes - the continuation and intensification of the gap that originated far back in the elementary school. (Table B-22.)

Subject	Total	Negro	Percent
Mathematics			
Standard <sup>2/</sup>	674	9%	5%
General			

Subject	Total	Negro	Percent
Science			
Physics	83	1%	0%
Chemistry	232	13	1%
Technical Science	43	35	81%

"academic rejects" has now grown from 39 percent to two-thirds of

Subject	Total	Negro	Percent
Foreign Language			
1st year			
2nd year	426	13	3%

or for other reasons have dropped out of school entirely.

Unrouped Classes

	Total number of students	Percent Negro
Business Education	627	20%
Industrial Arts	297	30
Home Arts	112	49

\* Dash is used when no such group exists.

<sup>1/</sup> The Board of Education defines "ability groups" thus: Sp. - accelerated (honors); W - top quarter; X - average group, X1 - 2nd quarter, X2 - 3rd quarter; Y - lowest quarter.

<sup>2/</sup> Algebras and Geometry.

TABLE B-22

RACIAL COMPOSITION OF HIGH SCHOOL CLASSES, BY SUBJECT  
AND CURRICULUM TRACK<sup>1/</sup>

Subjects Subject	No. of Negro Total No. of pupils	All Percent Negro	Percent Negro pupils W or in class							
			Special (honors)	W or WX	X 1	X 2	Y			
English	129	100%	0%	5%	9%	20%	66%			
English year	531	24%	0	0%	4	6%	8%	25%	57%	
10th year	427	19	-*	0	0	3	14	22	54	50
11th year	478	13	-*	0	0	5	14	14	52	
12th year										
Social Studies	142	100	-	15	-	30	55			
Social Studies	854	17%	-	-	5%	-	16%	50%		
U.S. History	46	100	-	-	0	-	-	-	-	
Modern History	449	100	-	-	0	2	-	98	-	
Economics	114	37	-	-	-	3%	-	-	48	
World History	59	100	5	0	95	-	-	-	-	
Standards	100	100	-	-	33	-	-	67	-	
Mathematics <sup>2/</sup>	674	9%	5%	0%	12%	-	-	-	-	
Standard	236	42	-	-	-	26	-	-	61%	
General	1	100	-	0	0	100	-	-	-	
Physics	93	100	-	3	8	29	60	-	-	
Science	383	1%	-	3	0%	0%	5%	-	-	
Physics	350	27	-	-	5	7	24	68	-	
Biology	232	13	-	-	1	20	19	-	-	
Chemistry	23	26	-	-	4	96	26	-	-	
Senior Science	43	35	-	-	9	29	35	-	-	
Technical Science	4	100	-	75	25	-	-	-	-	
3 and 4 years										
Foreign Language	306	24%	-	4%	32%	-	-	-	-	
1st year	426	13	-	3	9	38%	-	-	-	
2nd year	138	3	-	3	4	-	-	-	-	
3 and 4 years										

\* Dash is used when no such group exists.  
<sup>1/</sup> The Board of Education defines "ability groups" thus: Sp.-accelerated (honors);  
W - top quarter; X - average group, X1 - 2nd quarter, X2 - 3rd quarter; Y -  
lowest quarter.

Ungrouped Classes

	Total number of students	Percent Negro
Business Education	627	20%
Industrial Arts	297	30
Home Arts	112	49

<sup>2/</sup> Algebras and Geometry.

TABLE B-23  
 PERCENTAGE DISTRIBUTION OF NEGRO HIGH-SCHOOL STUDENTS  
 BY CURRICULUM TRACK AND SUBJECT

Subjects	No. of Negro pupils	Percent Negro					
		All groups	Honors	W or WX	X or X1	X2	Y
English							
10th year	129	100%	0%	5%	9%	20%	66%
11th year	80	100	0	4	24	21	51
12th year	63	100	-*	0	14	32	54
Social Studies							
U.S. History	142	100	-	15	-	30	55
Modern History and Economics	0	100	-	0	-	-	-
World History	42	100	-	-	2	-	98
Mathematics							
Standard <sup>2/</sup>	59	100	5	0	95	-	-
General	100	100	-	-	33	-	67
Science							
Physics	1	100	-	0	0	100	-
Biology	93	100	-	3	8	29	60
Chemistry	31	100	-	3	19	78	-
Foreign Language							
1 year	74	100	-	4	96	-	-
2 years	56	100	-	9	29	62	-
3 and 4 years	4	100	-	75	25	-	-
<u>1959-60</u>		34	38	73	36		
TOTAL, 5 Years	154	44%	425	40%			

\* A dash is used when no such group exists.  
<sup>1/</sup> The Board of Education defines "ability groups" thus: Sp.-accelerated (honors); W - top quarter; X - average group, X1 - 2nd quarter, X2 - 3rd quarter; Y - lowest quarter.  
<sup>2/</sup> Algebras and Geometry.

(continued on next page)

Table B-24 is based on a study made by the Board of Education of the children who dropped out of school from 1958 to 1961. The problem of drop-outs is receiving national attention now more than ever before. It is well known that children without a high school diploma have almost no chance of employment. They now constitute a tragic group of over a million youngsters in America, from whose ranks so many of the delinquents and the discouraged are constantly drawn. Automation has made education an absolute requirement for employment. The problem will grow greater as the swell of the post-war birth rate reaches this age group, and as job opportunities for the unskilled and poorly-educated become more and more scarce.

Source: Plainfield Board of Education Drop-out Study.  
 1/ Left school at age 16.

TABLE B-24

**DROP-OUTS, JUNIOR HIGH AND HIGH SCHOOL,**

1956-57 THROUGH 1960-61<sup>1/</sup>

School Year	Junior High School		High School	
	Total drop-outs	Percent Negro	Total drop-outs	Percent Negro
1960-61	52	38%	71	42%
1959-60	34	38	73	36
1958-59	32	47	108	40
1957-58	17	59	89	48
1956-57	19	53	84	36
<b>TOTAL, 5 Years</b>	<b>154</b>	<b>44%</b>	<b>425</b>	<b>40%</b>

(continued on next page)

then tested, 24 (or 80 percent) were more than 2 years under grade, including 5 pupils (25 percent of the total) more than 2 years under grade, were entirely not tested in grade.

DROP-OUTS, JUNIOR HIGH AND HIGH SCHOOL, 1956-57 THROUGH 1960-61

SUMMARY OF DROP-OUTS FOR 5 YEARS (1956-57 THROUGH 1960-61)

<u>School</u>	<u>All drop-outs</u>	<u>Negro</u>	<u>Percent Negro</u>
From Junior High	154	68	44%
From High School	425	172	40%
<b>TOTAL</b>	<b>579</b>	<b>240</b>	<b>41%</b>

Source: Plainfield Board of Education Drop-out Study.  
 1/ Left school at age 16.

And finally, to trace the pattern that begins in the segregated elementary school, the Study has examined the records of the individual children who were graduated from the Washington school in June 1955. The children were followed through junior high school and high school, and for those who finished high school in June 1961, their present status, where known by the school board, is summarized. Here is the story.

Progress of Washington School Pupils After the 6th-Grade.

Of the 39 pupils, all Negroes, promoted from the 6th-grade at Washington school in June of 1955, only 18 went on to be graduated from the Plainfield High School.

The Washington 6th-graders entered junior high school with varying reading skills, as shown by 6th-grade achievement tests. Of the 30 pupils

During their high school years, the Washington group, like all those then tested, 24 (or 80 percent) were reading below grade. Four of these were more than 2 years behind. Two years later, in the 8th grade, 80 percent were still reading below grade, including 5 pupils (25 percent of the total) more than a year below. The remaining 10, presumably more than 2 years under grade, were apparently not tested in the 8th grade.

#### Reading Scores

<u>Reading level</u>	<u>6th-grade pupils</u>	<u>8th-grade pupils</u>
At grade or better	6	4
To 1 year below grade	10	11
1-2 years below grade	10	5
More than 2 years below grade	<u>4</u>	<u>-</u>
Total tested	30	20

One pupil having dropped out of junior high school, 38 of the 39 former 6th-graders went on to the Plainfield High School. Fifteen of these 38 entrants, almost 40 percent, dropped out of high school, all before their junior year. Four more transferred to schools outside of Plainfield, and one child died. The remaining 18 Washington school alumni went on to graduation in the high school class of June 1961.

#### High School Losses

<u>Entrants</u>	<u>38</u>
Drop-outs	15
Transfers	4
Deceased	<u>1</u>

Graduated 18

During their high school years, the Washington group, like all those in the school, were assigned to courses of study according to the "ability groupings" used in the school system. These are designated W, X1, X2, and Y, in descending order of curriculum content. Only one of the Washington group was placed in the W curriculum (or track), which is preparatory for college entrance. Four were in the X track, and 13 (more than 70 percent) in the slow Y track.

High School English Tracks

Activity	Track	Washington Alumni	Pupils	All graduates
	W		1	
	X		1	
	X <sub>1</sub>	No.	1	Percent
	X <sub>2</sub>		2	
Further education	Y	3	13	58%
	TOTAL		18	
Armed Services		2		5

In a graduating class of 476, almost 90 percent of the 18 from Washington school were below the median rank for the class. Half the 18 were in the lowest 20 percent, of whom 7 were in the lowest 10 percent.

TOTAL 18 100% 100%

High School Graduating Ranks

Rank	Pupils
Upper 10%	1
Upper 20-30%	1
Lower 50-60%	2
Lower 60-70%	2
Lower 70-80%	3
Lower 80-90%	2
Lowest 10%	7
TOTAL	18

After graduation, 3 of the 18 (17 percent) went on to further education, one married, and 2 went into the armed forces. Four found factory work, one

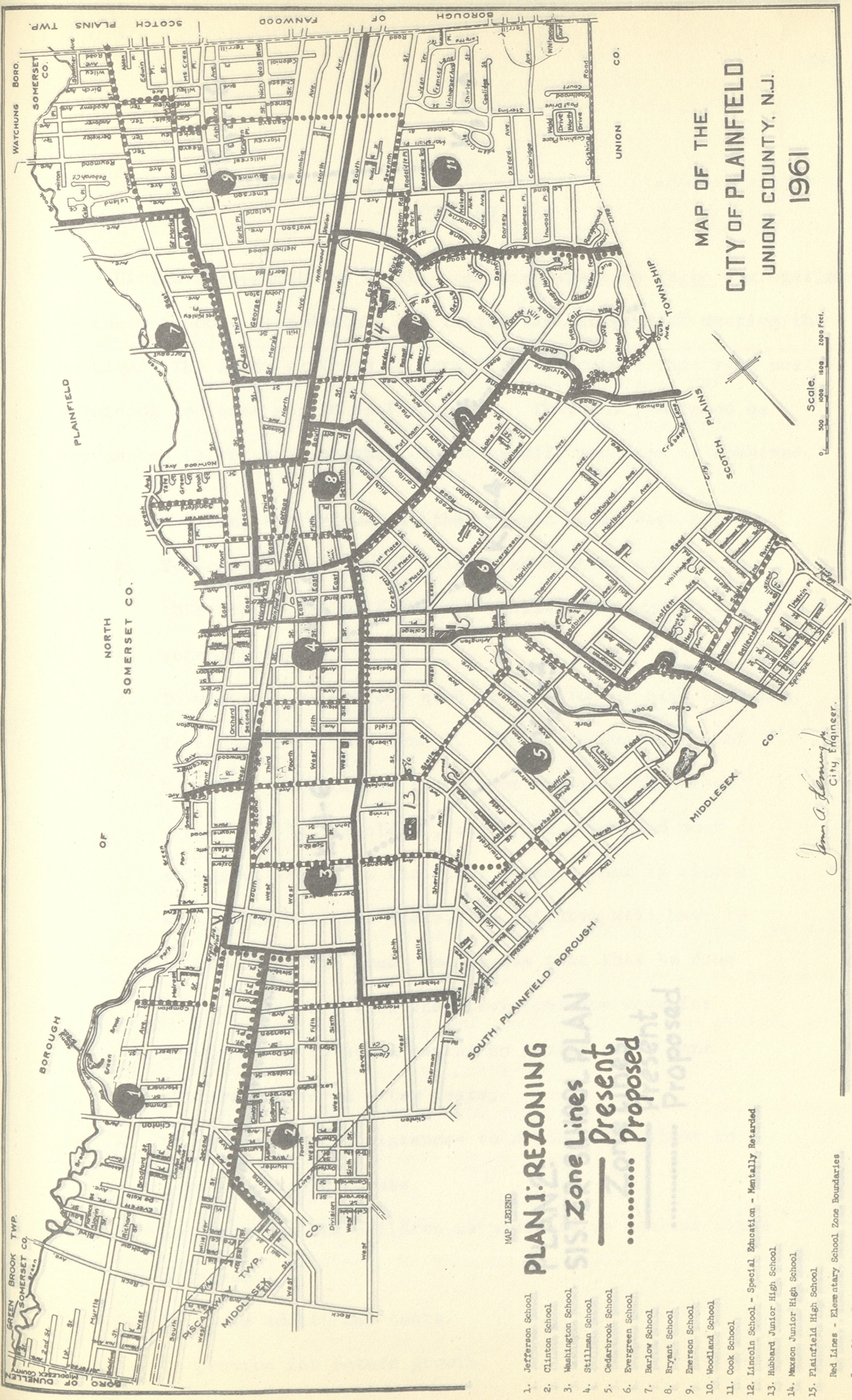
became a store clerk and 3 are employed in unskilled service jobs. Four were unemployed or not reported on. By contrast, 58 percent of all graduates in this same class went on to advanced schools, 32 percent had obtained jobs, and only 5 percent were not in school or without jobs. These figures are shown in the following percentage comparisons of the Washington group with the graduating class as a whole, computed despite the small absolute numbers from Washington.

After Graduation

<u>Activity</u>	<u>Washington alumni</u>		<u>All graduates</u>
	<u>No.</u>	<u>Percent</u>	<u>Percent</u>
Further education	3	17%	58%
Armed Services	2	11	5
Trades and industry	4	22	9
Service industries	4	22	22
Homemaking	<u>1</u>	<u>22</u>	<u>5</u>
TOTAL	18	100%	100%

Has Plainfield developed each of these children's full potential? Can we say that each child has been trained to make his maximum contribution to the life and prosperity of the city?

PLANNING  
Zone Lines  
Present  
Proposed



MAP OF THE  
CITY OF PLAINFIELD  
UNION COUNTY, N.J.  
1961

Scale. 0 500 1000 1500 2000 Feet.

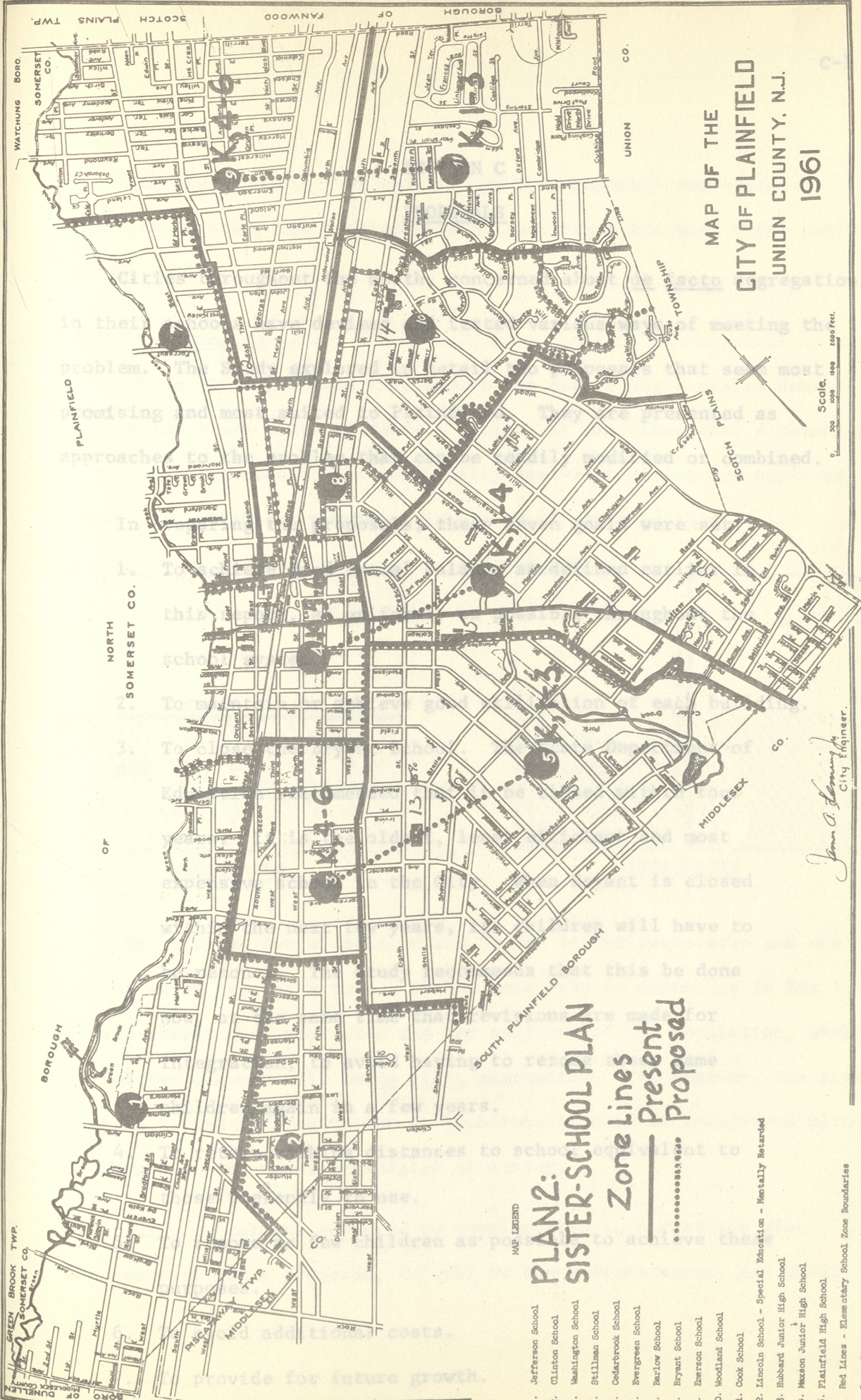
*John A. Downing*  
City Engineer.

PLAN I: REZONING  
SIX Zone Lines  
Present  
Proposed

MAP LEGEND

1. Jefferson School
2. Clinton School
3. Washington School
4. Stillman School
5. Cedarbrook School
6. Evergreen School
7. Barlow School
8. Bryant School
9. Emerson School
10. Woodland School
11. Cook School
12. Lincoln School - Special Education - Mentally Retarded
13. Hubbard Junior High School
14. Maxson Junior High School
15. Plainfield High School

Red Lines - Elementary School Zone Boundaries  
Green Line - Junior High School Zone Boundary



# PLAN 2: SISTER-SCHOOL PLAN

## Zone Lines Present Proposed

MAP LEGEND

1. Jefferson School
2. Clinton School
3. Washington School
4. Stillman School
5. Cedarbrook School
6. Evergreen School
7. Barlow School
8. Bryant School
9. Emerson School
10. Woodland School
11. Cook School
12. Lincoln School - Special Education - Mentally Retarded
13. Hubbard Junior High School
14. Maxson Junior High School
15. Plainfield High School

Red Lines - Elementary School Zone Boundaries  
Green Line - Junior High School Zone Boundary

MAP OF THE  
CITY OF PLAINFIELD  
UNION COUNTY, N.J.  
1961

*John A. Blum*  
City Engineer.

## SECTION C

PROPOSALS

The practicability of each of the two proposals was tested by locating on a map the home address of each Negro and each white public school child. Cities throughout the North, concerned about de facto segregation in their schools have devised and tested various ways of meeting the problem. The Study explored in detail two proposals that seem most promising and most suited to Plainfield. They are presented as approaches to the problem that can be readily modified or combined.

In preparing the proposals, these seven goals were set:

1. To achieve good racial balance as defined earlier in this report, as uniformly as possible throughout the school system.
2. To maintain or achieve good utilization of each building.
3. To close the Bryant School. The State Department of Education recommended that it be closed within four years. It is the oldest, least efficient and most expensive school in the City. When Bryant is closed within the next few years, its children will have to be rezoned. The Study recommends that this be done now, at the same time that revisions are made for integration, to avoid having to rezone these same children again in a few years.
4. To retain walking distances to school equivalent to those presently in use.
5. To rezone as few children as possible to achieve these purposes.
6. To avoid additional costs.
7. To provide for future growth.

The practicability of each of the two proposals was tested by locating on a map the home address of each Negro and each white public school child.

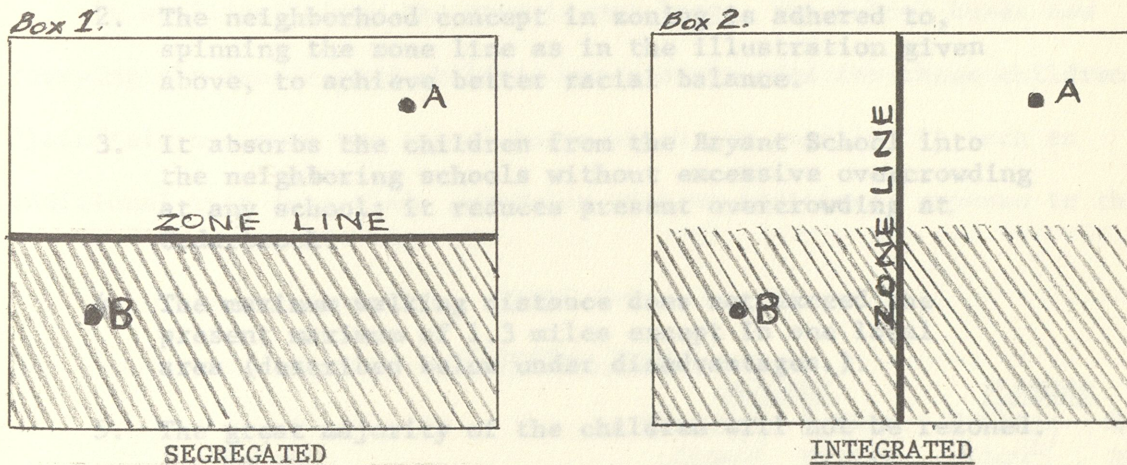
The effect on the schools' racial composition and utilization is

Plan 1 - Rezoning. The detail of streets changed is listed in Appendix

C-1. Since the map showed that almost the entire Negro public school population lives north of Seventh Street, it was clear that a rezoning north-south instead of the essentially east-west zoning now employed

Advantages of this plan:

1. It ends de facto segregation at all the schools and might accomplish our purpose. It can be illustrated thus:



Box 1 shows two schools, A and B; one in the Negro area and one in the white area of a town. If the zone line is drawn, as in Box 1, at the street that separates the two sections of the population, each of the two schools will be de facto segregated. If, however, the zone line is turned 90°, as in Box 2, both schools will be integrated with no change in the usual principles of zoning.

The racial balance achieved under this Plan is good, except for Emerson (located in S.W. Negro) and Oak (located in S.W. Negro) of the 24 - 4% optimum.

This concept was employed to develop Plan 1, a rezoning plan. The new zone lines proposed, as well as the present zones, are shown

in the "Rezoning Plan" map at the beginning of this section of the report.

The effect on the schools' racial composition and utilization is shown in Table C-1. The detail of streets changed is listed in Appendix C-1.

Advantages of this plan:

1. It ends de facto segregation at all the schools and achieves substantial improvement in racial balance.
2. The neighborhood concept in zoning is adhered to, spinning the zone line as in the illustration given above, to achieve better racial balance.
3. It absorbs the children from the Bryant School into the neighboring schools without excessive overcrowding at any school; it reduces present overcrowding at Cedarbrook.
4. The maximum walking distance does not exceed the present maximum of 1.3 miles except in one local area (described below under disadvantages.).
5. The great majority of the children will not be rezoned.
6. Adoption of this plan will not entail any additional cost; on the contrary, it will, through the closing of the most inefficient school, effect substantial savings.

Disadvantages of the plan are:

1. The major disadvantage here, as in any rezoning plan, is that it will have to be adjusted from time to time as the population changes. However, all zoning must be revised periodically (it was revised several times in the last decade.)
2. The racial balance achieved under this Plan is good, except for Emerson (reduced to 52% Negro) and Cook (increased to 15% Negro), somewhat out of the range of the 24 - 49% optimum.

School	Present Pupils	Planned Pupils	% Negro Present	% Negro Planned
Clinton	84	46	45	46
Barlow	74	24	37	37
Emerson	88	57	45	52
Cook	86	43	32	15

Plan 3. - The distance from the far northeast section of Plainfield rezoned to the Cook School exceeds the desirable 1.3 mile maximum distance now in use. These children (about 75) may have to bring their lunches to school. Disadvantages 2 and 3 can be mitigated by providing a zoning variance for the area of Emerson and Cook under discussion. If the children in this area (north of George St. and east of Leland Ave.)

are permitted a choice of either Emerson or Cook, the parent can decide whether he wishes his child to travel the longer distance to school.

In addition, since the area is not large, the school buses now carrying the handicapped children can also be used for these children. Plainfield now owns two school buses which can readily fit such an additional trip into their schedules with no additional expense to the City.

This concept has been used only in small towns with two schools, or, on the junior high level. TABLE C-1

REZONING PLAN

School	PRESENT		PLANNED	
	Utilization <sup>1/</sup>	% Negro pupils	Utilization <sup>1/</sup>	% Negro pupils
Washington	88%	95%	74%	45%
Emerson	60	65	59	45
Stillman	98	60	100	52
Bryant	88	57	Closed	
Clinton	84	46	71	46
Jefferson	86	43	78	45
Barlow	74	24	87	37
Woodland	87	15	103	32
Cedarbrook	116	5	112	31
Evergreen	72	3	108	32
Cook	89	0	101	15

<sup>1/</sup> Utilization means the percent of capacity now in use. School capacity is computed by multiplying the number of good classrooms by 27, the desirable class size.

\* The number of pairs to be established can be determined flexibly. Professor Stuart Cook, one of the Study consultants, suggests that Woodland and Barlow also be paired, so that there is a uniform type of school organization throughout the system.

Plan 2 - Sister-School or Paired-School Plan with Cedarbrook becoming

a kindergarten. Two geographically adjacent 6th-grade elementary schools can be paired to achieve integration by combining their zones into one zone

and sending all the kindergarten through 3rd grade children to one of

The second pair is Evergreen-Stillman. Since Stillman is a small the pair and the 4th to 6th graders to the other. Thus, all the school and Evergreen a relatively large one, Stillman is limited to children in a class stay together throughout their elementary schooling. its own kindergarten plus the 5th and 6th grades, with Evergreen keeping

the Plans based on this concept have already been adopted in many

small cities and towns including Benton Harbor, Michigan; Willow Grove,

Penna.; Coatesville, Penna.; Morristown, N.J., and Stamford, Conn.

The third pair is Cook-Emerson, with Cook a K-3 school and Emerson Princeton, N.J. originated the idea in 1948 and has found that it works a K, 4-6 school. well.

The map entitled "Sister-School Plan" shows the new paired-school This concept has been used only in small towns with two schools, zone lines and the zone-line changes for the remaining school not paired. or, on the junior high level where a city has two junior high schools. (These schools had to be rezoned to permit the closing of Bryant and to The Study explored the possibility of adapting the principle to a equalize utilization). Table C-2 shows the effect of Plan 2 on the larger city like Plainfield. The plan developed is applicable to cities organization, utilization and racial composition of each school. Details of any size and extends the usefulness of the concept. If Plainfield of street changes are given in Appendix C-2. decides to adopt this plan, it may serve as a model for many cities throughout the North.

Plan 2 proposes the setting up of three sister-school pairs, each pair combining the zones of two adjacent schools.\* In each school, the present kindergarten classes will be retained because of the very young age of these children and the short time they spend in school each day.

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\* The number of pairs to be established can be determined flexibly. Professor Stuart Cook, one of the Study consultants, suggests that Woodland and Barlow also be paired, so that there is a uniform type of school organization through most of the system.

The first pair is Cedarbrook-Washington, with Cedarbrook becoming a kindergarten through 3rd grade school and Washington a kindergarten, 4th-6th grade school.

School	PRESENT			PROPOSED		
	Organ- ization	Utili- zation	% Negro pupils	Organ- ization	Utili- zation	% Negro pupils
Washington	K-6	88%	95%	K, 4-6	76%	46%
Cedarbrook	K-6	98	60	K, 5-6	92	40
Stillman	K-6	60	65	K, 4-6	62	36
Evergreen	K-6	87	15	K-6	96	31
Emerson	K-6	86	43	K-6	98	47
Cook	K-6	74	24	K-6	79	27
Woodland	K-6	88	57	Closed		
Jefferson						
Barlow						
Bryant						
Clinton						

The second pair is Evergreen-Stillman. Since Stillman is a small school and Evergreen a relatively large one, Stillman is limited to its own kindergarten plus the 5th and 6th grades, with Evergreen keeping the children from the 1st to 4th grades in addition to its present kindergarten classes.

The third pair is Cook-Emerson, with Cook a K-3 school and Emerson a K, 4-6 school.

ALTERNATE PLAN FOR EMERSON-COOK

The map entitled "Sister-School Plan" shows the new paired-school zone lines and the zone-line changes for the remaining school not paired.

(These schools had to be rezoned to permit the closing of Bryant and to equalize utilization). Table C-2 shows the effect of Plan 2 on the organization, utilization and racial composition of each school. Details of street changes are given in Appendix C-2.

Advantages of this plan:

1. It ends de facto segregation and achieves racial balance throughout the elementary school system. The racial balance is more uniform than under Plan 1.
2. Bryant School, as in Plan 1, is closed, and the children are successfully absorbed by the other schools.
3. Utilization of schools is better than at present or under Plan 1, with overcrowding at Cedarbrook School substantially reduced.

4. Children presently together, moving together to the 4th-6th grade school when SISTER-SCHOOL OR PAIRED-SCHOOL PLAN continuity of friendships and shared experiences. Teachers may transfer with their class providing continuity of organization of

School	PRESENT			PROPOSED		
	Organ-ization <sup>1/</sup>	Utili-zation <sup>1/</sup>	% Negro pupils	Organ-ization*	Utili-zation <sup>1/</sup>	% Negro pupils
Washington	K-6	88%	95%	K <sub>W</sub> , 4-6	76%	46%
Cedarbrook	K-6	116	5	K <sub>C</sub> , 1-3	104	35
Stillman	K-6	98	60	K <sub>S</sub> , 5-6	92	40
Evergreen	K-6	72	3	K <sub>E</sub> , 1-4	96	31
Emerson	K-6	60	65	K <sub>E</sub> , 4-6	62	36
Cook	K-6	89	0	K <sub>C</sub> , 1-3	100	26
Woodland	K-6	87	15	K-6	96	31
Jefferson	K-6	86	43	K-6	98	47
Barlow	K-6	74	24	K-6	79	27
Bryant	K-6	88	57		Closed	
Clinton	K-6	84	46		Unchanged	

7. The plan entails no financial expenditures, beyond the cost of transferring the appropriate equipment from the present ALTERNATE PLAN FOR EMERSON-COOK The closing of the most inefficient school, Bryant, will effect

Emerson	K-6	60	65%	K <sub>E</sub> , 1-3	63	37%
Cook	K-6	89	0	K <sub>C</sub> , 4-6	98	25

8. At present all of the schools must have all facilities needed for 1st-3rd and 4th-6th grade pupils; in the paired-school plan only 3 schools need the facilities for 1st-3rd grade with 3 other schools equipped for

\* The subscript refers to the school whose kindergarten is included in the school organization; e.g., K<sub>C</sub> indicates the kindergarten of the Cook School. Under this plan, each school retains its present kindergarten classes.

<sup>1/</sup> See definition of utilization in Table C-1, footnote 1.

1. In comparison with the present zoning, as well as with Plan 1, distances children will have to travel are longer in several instances. For the 1st to 3rd graders

Advantages of this plan:

1. It ends de facto segregation and achieves racial balance throughout the elementary school system. The racial balance is more uniform than under Plan 1.
2. Bryant School, as in Plan 1, is closed, and the children are successfully absorbed by the other schools.
3. Utilization of schools is better than at present or under Plan 1, with overcrowding at Cedarbrook School substantially reduced.

4. Children presently in one class continue to stay together, moving together to the 4th-6th grade school when they leave the 3rd grade, thus providing continuity of friendships and shared experiences. Teachers may also transfer with their classes, providing an additional and important factor of continuity.
5. The K-3 form of organization has many educational advantages, permitting specialization of teaching for early childhood, concentration on reading and opportunity for experimentation.
6. One of the most significant advantages is the stability of the plan, allowing for substantial population growth without requiring any rezoning. The City's plan to build additional classroom space will not require any further rezoning and will fit well into this Plan.
7. The plan entails no financial expenditures, beyond the cost of transferring the appropriate equipment from the present 6th grade schools at the start. The closing of the most inefficient school, Bryant, will effect substantial savings.
8. At present all of the schools must have all facilities needed for 1st-3rd and 4th-6th grade pupils; in the paired-school plan only 3 schools need the facilities for 1st-3rd grade with 3 other schools equipped for 4th-6th grade only.

Disadvantages of the Plan are:

1. In comparison with the present zoning, as well as with Plan 1, distances children will have to travel are longer in several instances. For the 1st to 3rd graders from the north side of town, the distance may be in excess of 1.3 miles for the same group discussed in Plan 1. Children from the south side of Seventh Street will have somewhat longer distances to travel for the 4th-6th grades. The longest distance is from the southern tip of Plainfield to the Stillman School, for the 5th and 6th graders only, since Evergreen will keep the children through the 4th grade. (However, even here the distance is shorter than the 7th graders are presently walking to junior high school.)

Where the distances may be too long, spot areas can be helped through use of the present school buses without additional cost to the City. For the Evergreen area

discussed above, a bus line is available that goes directly to the Stillman area. (The #22 Plainfield Transit bus goes from precisely this area up Arlington Ave. to the Stillman School.) Low-priced bus tickets might be secured with State aid if the distance exceeds 2 miles.

2. More children will be affected immediately than under Plan 1, since schools will change their form of organization.

The Study suggests:

This Plan departs to some degree from the neighborhood principle in school zoning. The neighborhood school, based on the idea that all of a community's children go to school together, has served well to cement relations between home and school. However, where the neighborhood school tends to separate a community's children, it may need modification.

Since the 1954 Supreme Court decision, integration has come to be recognized as a principle of primary importance, overriding when necessary, the concept of the neighborhood school.

Plan 2 retains an important element of the neighborhood principle of zoning. All the children who live near each other continue to go to school together, as the children leave the K-3 school to attend the 4th-6th grade school.

Of the two plans proposed, the consultants agreed with the Director of the Study that the Sister-School Plan would, on the whole, be the better plan in the long run although it may require more initial reorganization than Plan 1.

Other plans for integration that were rejected as not suited to Plainfield are discussed in Appendix C-3.

Long range proposals:

## SECTION D

## CONCLUSIONS

Consideration was given to two other related questions:

construction plans now under discussion in Plainfield, and the best use for old Plainfield High School after the new one is built.

The Study suggests:

1. Whichever elementary school plan is adopted, that the planned new classrooms be built at the schools showing the highest utilization rates. Although these may not be the areas where the greatest growth will take place in the future, it is important to avoid building in areas where housing is presently segregated. This principle should obtain until housing segregation has been substantially reduced. Progress can be expected in this field with the resolution of the City Council of Plainfield and the new laws of the State of New Jersey; but at best, it may be many years before the present pattern will be drastically changed. Future de facto segregation of schools can be avoided by building new schools only where they can be readily zoned for racial balance.

2. When a new high school is built, the present one might be used as a central elementary school. This change will provide an opportunity for another look at the situation and an evaluation of the population changes that will have taken place. At that time, the closing of the Washington School, the oldest in the system after Bryant might be considered.

## SECTION D

CONCLUSIONS

The school authorities cannot cure all the community's ills. A long history and many factors brought about segregated neighborhoods with schools serving the children who reside there. Such schools are, or tend to become, segregated. However, now that it has been established that segregated education is "inherently unequal," the school can no longer be a passive observer of these developments. The school has always been a creator of communities as well as a reflector of them. Through measures establishing integration in the schools, it can become an important instrument of public policy oriented toward the modern, more truly democratic town or city.

Plainfield has reason to be proud of its schools. They are modern, or at least modernized, attractive and well-maintained. Their children's achievement, on the whole, compares favorably with any city in the country. The existing inequalities are not great and the will to correct them before they become insurmountable is apparent.

Many suggestions were made to the Study director for ways of making all the schools a source of pride to the community and to the children who attend them, once the stigma of segregation has been lifted: experimental language programs, reading acceleration, imaginative use of the art room at Washington, an intensive program to attract a stable teaching staff, remedial work to bring up to grade the children who are now behind, and a "Higher Horizons" program to inspire greater ambitions and interest in school. A suggestion for setting up a computer training

center at the underutilized Emerson School merits further investigation. The Center could process the Board of Education attendance records in addition to providing training in this new and important skill.

Perhaps the most rewarding of the benefits the community will derive from this effort to achieve racial balance in the schools will be the general rise in pupil achievement for both white and Negro children that other cities have experienced.

Children respond to what is expected of them. If we expect little, that is what we will get. The pupil who is proud of his school and its status in the community, who knows that all opportunities for personal growth are open to him, is challenged to reach further. The school, more than any other institution or agency, can help the youngster break out of the barriers created by economic or social deprivation.

The child also reflects the tensions and conflicts within the adult community. Not the least of the benefits of the integration effort is that the search for a resolution of these conflicts develops a cooperative spirit directed toward making a better life for all the children.

Carl F. Hansen, Superintendent of Schools, Washington, D.C., in the Harvard Education Review article cited previously, concludes:

The few data and studies presented here are by no means atypical. To us they represent no more than the result of continuing efforts to improve the quality of instruction and the other factors affecting learning. We recognize the catalytic role of desegregation in triggering a total re-evaluation and re-direction of our efforts to achieve more favorable educational opportunities for our children, and we gratefully acknowledge the real accomplishments of people of good will working together to improve a system of public education now cast in the American mold. The wealth in human relations discovered in this quest surpasses in value even the increased scholastic achievement of our students.

The director of the Study, from his many conferences with Plainfield citizens, feels confident that the community is willing to accept, and even to support, a clear decision by the Board of Education geared toward integration. Measures to promote better education and to prevent community conflict are viewed by some as inevitable and by many as desirable.

Experience elsewhere has indicated that such community good will as exists in Plainfield can be relied upon to support firm leadership by public authorities.

APPENDIX A. FACTORS AFFECTING EDUCATION, ELEMENTARY SCHOOLS

	Washing- ton	Emer- son	Still- man	Bry- ant	Clin- ton	Jeffer- son	Bar- low	Wood- land	Cedar- brook	Ever- green	Cook
% Negro Pupils	95.1%	64.8%	59.5%	57.3%	45.8%	43.2%	24.1%	15.0%	5.2%	2.7%	0.0%
<u>A. Physical Characteristics</u>											
Age of original building (yrs.)	54	46	9	77	11	46	23	5	7	46	23
Size of site (acres)	2.5	2.9	1.6	0.9	3.0	1.9	4.0	5.0	5.0	3.2	16.0
Space per pupil (sq. ft.)	34	34	61	27	59	34	90	65	59	39	69
Building (gd. floor)	45	58	45	38	46	50	57	49	33	61	51
Instructional area	154	211	126	142	324	111	542	411	263	231	547
Playground and lawn											

	None	None	None	Inade- quate	Pub. Lib.	None	Good	Inade- quate	Ade- quate
<u>B. Libraries &amp; Educational Equipment</u>									
Library	12	16	12	13	15	12	12	12	18
Equipment - total	0	1	1	0	0	0	0	0	2
TV	0	1	0	0	0	0	0	0	1
Reading accel., pacer	2	1	1	1	2	1	1	1	1
Movies	4	6	5	6	7	4	4	6	1
Record players	6	7	5	5	6	7	7	5	6
All others									

	589	525	365	234	356	574	278	439	677	518	495
<u>C. School Organization</u>											
Enrollment (3/29/62)	667	879	374	266	424	667	374	505	586	721	559
Capacity	88%	60%	98%	88%	84%	86%	74%	87%	116%	72%	89%
Utilization	25.4	26.1	25.7	23.1	23.6	23.5	19.7	25.2	31.7	23.1	26.6
Average class size											
Special Instruction											
No. receiving gifted in- structions	10	2	1	6	4	3	1	13	4	11	13
% of enrollment	1.7%	0.4%	0.3%	2.6%	1.1%	0.5%	0.4%	3.0%	0.6%	2.1%	2.6%
No. of teacher days	31	41	26	22	30	28	20	30	34	27	26
No. receiving remedial reading	5.3%	7.8%	7.1%	4.9%	8.4%	4.9%	7.2%	6.8%	5.0%	5.2%	5.3%
% of enrollment	1 1/2	1 1/2	1 1/2	1	1	1 1/2	1	1	1 1/2	2	1 1/2
No. of teacher days											

(continued)

APPENDIX A. FACTORS AFFECTING EDUCATION, ELEMENTARY SCHOOLS

Washing- ton	Emer- son	Still- man	Bry- ant	Clin- ton	Jeffer- son	Bar- low	Wood- land	Cedar- brook	Ever- green	Cook
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C. School Organization (cont'd)

No. receiving speech	19	24	18	15	20	20	19	27	25	24
% of enrollment	3.2%	4.6%	4.9%	6.4%	5.6%	7.2%	4.3%	4.0%	4.8%	4.8%
No. of teacher days	1	1	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{1}{2}$	$\frac{3}{4}$	1	1	1
% of pupils one year or more below grade	39	20	21	24	21	11	6	5	2	5
Special Subject Teaching (pupils per teacher day)										
Art	295	263	243	234	237	278	220	338	259	248
Music	147	150	162	134	129	185	125	169	115	124
Physical Education	337	263	243	234	285	222	251	338	259	248
Pupils per nurse (8 hr. week)	589	525	365	234	356	278	439	677	518	495

D. Administration and Teachers

Pupils per administration	775	525	399	399	689	248	623	689	518	623
No. of classroom teachers	21	19	12	9	14	13	16	21	20	18
% with tenure	57%	74%	92%	78%	71%	69%	69%	80%	65%	72%
% with BA or higher	76%	66%	58%	89%	86%	69%	94%	85%	85%	83%
% with five or more years experience	57%	79%	83%	67%	71%	62%	69%	75%	60%	44%
Turnover										
l.b. left last five years	24	15	8	3	13	13	15	10	14	13
% of present staff	114%	79%	67%	33%	93%	100%	94%	50%	70%	72%
Pupils per clerk	589	525	365	234	356	278	439	677	518	495
No. Negro Teachers	4	2	2	1	0	0	0	1	0	1

(continued)

APPENDIX A. FACTORS AFFECTING EDUCATION, ELEMENTARY SCHOOLS

	Washing- ton	Emer- son	Still- man	Bry- ant	Clin- ton	Jeffer- son	Bar- low	Wood- land	Cedar- brook	Ever- green	Cook
E. Costs											
(4 yr. average, per pupil)											
Annual expenditure	\$302	\$306	\$286	\$375	\$310	\$287	\$325	\$305	\$262	\$297	\$296
Expenditure for books	\$4.62	\$3.41	\$3.46	\$3.86	\$4.62	\$3.81	\$3.76	\$5.19	\$4.35	\$4.35	\$3.91
F. Pupil Achievement											
Reading, 4th Grade-Oct.1961	3.2	4.0	3.3	4.2	4.1	4.4	4.8	4.8	5.3	5.3	5.4
(average five years)	3.3	4.1	3.6	4.1	4.1	4.3	4.9	4.8	5.2	5.6	5.3
6th Grade-Oct.1961	5.9	6.3	6.3	6.1	6.7	6.3	6.8	7.2	7.3	7.8	7.4
(average five years)	5.4	5.6	5.4	5.8	6.3	6.3	6.6	7.0	7.3	7.4	7.2
Arithmetic, 5th Grade-Oct.1961	3.9	4.2	4.2	4.3	4.5	4.5	4.8	4.8	5.0	5.0	5.0
(average five years)	3.7	3.8	3.7	3.7	4.0	4.2	4.3	4.5	4.6	4.9	4.6
6th Grade-Oct.1961	6.0	6.0	6.2	6.3	6.8	6.2	6.6	7.2	7.0	7.7	7.2
(average five years)	5.6	5.6	5.5	5.8	6.2	6.0	6.3	6.8	7.0	6.9	6.9

Change in reading achievement scores from Oct. 1957 to Oct. 1961

4th grade	+0.2	-0.1	-0.3	+0.2	+0.2	-0.2	+0.1	--	+0.5	-0.5	+0.3
6th grade	0.0	+0.7	--	+0.4	--	-0.4	+0.3	--	+0.6	+0.8	+0.2

Source: Data compiled by Plainfield Board of Education for this study.

1/ Figure for Cook School excludes wooded area and pond (9 acres).

2/ Public library branch at Jefferson School scheduled to be closed.

3/ TV sets at Cook School used for experimental French program.

4/ Capacity is number of usable classrooms times 27, Board of Education optimum class size.

5/ Enrollment divided by capacity.

6/ Excludes kindergarten.

7/ Number of pupils scoring below 5.2 (1 year below grade) on 6th grade Reading Test, Oct 1961, as percent of pupils examined.

8/ The following schools share a principal: Washington-Jefferson, Clinton.-Cedarbrook, Woodland-Cook, Stillman-Bryant, and Barlow-Lincoln.

9/ Excludes teachers transferring to newly organized junior high schools. Data for Woodland are for 3 years.

APPENDIX B

METHOD OF COMPUTATION OF THE ENROLLMENT  
COMPOSITION ESTIMATE FOR 1960

The racial composition of the public elementary and junior high schools in 1960 is not known. An estimate of this composition appears in Tables A-7 and A-8 and was computed thus:

1. Total public school enrollment in the elementary and junior high grades in 1960 is given as 6,824 by the Plainfield Board of Education.

Also available is the racial composition of the general population, ages 5-14, the ages of elementary school and junior high school children, normally. An unknown number of public school children exceed this chronological age because they are left back in school. This unknown factor is more significant in the junior high group than for the elementary school children.

2. The data are:

	<u>Total</u>	<u>White</u>	<u>Nonwhite</u>
U.S. Census, 1960 for ages 5-14	7,761	5,848	1,913
Public school enrollment, elementary and junior high	<u>6,824</u>	unknown	unknown
Difference	937		

3. The 937 children that represent the difference between the public school enrollment and the Census population in this age group are assumed to be the parochial school enrollment in 1960. Since the parochial schools in 1962 have 1,118

children enrolled, the assumption seems reasonable.

All of these 937 children are assumed to be white, since fewer than 30 Negro children are presently in parochial

1. Area bounded by  
 Start at  
 S. on Compton to tracks  
 E. along  
 N. on Plainfield to City Line  
 W. on City Line to start  
 --Transferred from Jefferson to Washington

	<u>Total</u>	<u>White</u>	<u>Negro</u>	<u>Percent Negro</u>
	6,824	4,911	1,913	28%

2. Area bounded by  
 Start at  
 S. on Monroe to W. 7th St.  
 E. on Lee to West 4th  
 --Transferred from Clinton to Washington

This is the estimate presented in Tables A-7 and A-8. The same procedure was used for the estimate of enrollment composition for the elementary schools and the junior high schools, taken separately.

3. Area bounded by  
 Start at W. 7th St. & Monroe Ave.  
 S. on Monroe to Sherman Ave.  
 W. on Sherman to City Line  
 S. on City Line to Field Ave.  
 NE on Field to Parkside Road  
 NW on Parkside to Plainfield Ave.  
 N (diagonal cut) to corner Spooner Ave. and Sherman  
 N. on Spooner to W. 7th  
 W. on W 7th to start  
 --Transferred from Cedarbrook to Washington

4. Area bounded by  
 Start at S. 2nd Ave. & Spooner Ave.  
 S. on Spooner to W. 7th St.  
 E. on W. 7th to Plainfield Ave.  
 N. on Plainfield to S. 2nd St.  
 W. on S. 2nd to start  
 --Transferred from Washington to Cedarbrook

7. Area bounded by  
 Start at S. 2nd and Plainfield Ave.  
 S. on Plainfield to W. 7th  
 E. on W. 7th to Liberty St.  
 N. on Liberty to tracks  
 W. along tracks to start  
 --Transferred from Washington to Evergreen

8. Area bounded by  
 Start at tracks & Liberty St.  
 S. on Liberty to W. 7th  
 E. on W. 7th to New St.  
 N. on New to tracks  
 W. along tracks to start  
 --Transferred from Stillman to Evergreen

9. Area bounded by  
 Start at W. 7th St. & Plainfield  
 S. on Plainfield to Stelle Ave.  
 SE on Stelle to Arlington Ave.  
 N. on Arlington to W. 7th  
 W. on W. 7th to start  
 --Transferred from Cedarbrook to Evergreen

PROPOSALS - APPENDIX C-1

ZONE-LINE CHANGES MADE UNDER PLAN 1 (REZONING)

1. Area bounded by  
Start at Compton Ave. & City Line  
S. on Compton to tracks  
E. along tracks to Plainfield Ave.  
N. on Plainfield to City Line  
W. on City Line to start  
--Transferred from Jefferson to Washington
2. Area bounded by  
Start at Monroe Ave. & W. 4th St.  
S. on Monroe to W. 7th St.  
E. on W. 7th to Lee Place  
N. on Lee to West 4th  
W. on W. 4th to start  
--Transferred from Clinton to Washington
3. Area bounded by  
Start at W. 7th St. & Monroe Ave.  
S. on Monroe to Sherman Ave.  
W. on Sherman to City Line  
S. on City Line to Field Ave.  
NE on Field to Parkside Road  
NW on Parkside to Plainfield Ave.  
N (diagonal cut) to corner Spooner Ave. and Sherman  
N. on Spooner to W. 7th  
W. on W 7th to start  
--Transferred from Cedarbrook to Washington
4. Area bounded by  
Start at S. 2nd Ave. & Spooner Ave.  
S. on Spooner to W. 7th St.  
E. on W. 7th to Plainfield Ave.  
N. on Plainfield to S. 2nd St.  
W. on S. 2nd to start  
--Transferred from Washington to Cedarbrook
5. Area bounded by  
Start at Arlington Ave. & Rose St.  
S. on Rose to Laramie Road  
SE on Laramie to Arlington Ave.  
N. on Arlington to start  
--Transferred from Cedarbrook to Evergreen
6. Area bounded by  
Start at Park Ave. & South End Pkwy.  
S. on Park to City Line  
SE at City Line to Woodland Ave.  
N. on Woodland to South End Pkwy.  
W. on South End Pkwy to start  
--Transferred from Evergreen to Cedarbrook
7. Area bounded by  
Start at S. 2nd and Plainfield Ave.  
S. on Plainfield to W. 7th  
E. on W. 7th to Liberty St.  
N. on Liberty to tracks  
W. along tracks to start  
--Transferred from Washington to Evergreen
8. Area bounded by  
Start at tracks & Liberty St.  
S. on Liberty to W. 7th  
E. on W. 7th to New St.  
N. on New to tracks  
W. along tracks to start  
--Transferred from Stillman to Evergreen
9. Area bounded by  
Start at W. 7th St. & Plainfield  
S. on Plainfield to Stelle Ave.  
SE on Stelle to Arlington Ave.  
N. on Arlington to W. 7th  
W. on W. 7th to start  
--Transferred from Cedarbrook to Evergreen

(continued)

APPENDIX C-1 (cont'd.)

ZONE-LINE CHANGES MADE UNDER PLAN 1 (REZONING)

10. Area bounded by  
Start at North City Line and Front St.  
W. on E. Watchung Ave. Pineview Ter.  
S. on Watchung to E. 2nd  
E. on E. 2nd to Roosevelt Ave.  
N. on Roosevelt to E. Front St.  
E. on E. Front to Sandford Ave.  
N. on Sandford to City Line  
W. on City Line to start 11 Rd.  
--Transferred from Barlow to Stillman  
--Transferred from Emerson to Cook
11. Area bounded by  
Start at E. 2nd St. & Watchung Ave.  
S. on Watchung to E. 7th St.  
E. on E. 7th to Roosevelt Ave.  
N. on Roosevelt to E. 2nd St.  
W. on E. 2nd to start k Lane  
--Transferred from Bryant to Stillman  
N. on Belvidere to tracks
12. Area bounded by  
Start at E. 2nd St. & Roosevelt Avenue  
S. on Roosevelt to E. 3rd St.  
E. on E. 3rd to Richmond St. e Ave.  
N. on Richmond to E. 2nd am Road  
W. on E. 2nd to start nd Ave.  
--Transferred from Bryant to Barlow  
E. on E. 7th to middle of block
13. Area bounded by  
Start at Watchung Ave. & E. 7th St.  
E. on E. 7th to Roosevelt Ave.  
N. on Roosevelt to E. 3rd St. on.  
E. on E. 3rd to Richmond St.  
S. on Richmond to tracks  
E. along tracks to Scott Ave.  
S. on Scott to Carlton Ave.  
SW on Carlton to Watchung  
N. on Watchung to start  
--Transferred from Bryant to Woodland
14. Area bounded by  
Start at Woodland Ave. & Belvidere Avenue  
E. on Belvidere to Oakwood Place  
S. on Oakwood to Prospect Ave.  
S. on Prospect to City Line  
W. on City Line to Rahway Road  
N. on Rahway Road to start  
--Transferred from Woodland to Evergreen
15. Area bounded by  
Start at Watchung Ave. & Woodland Avenue  
S. on Woodland to Belvidere Ave.  
E. then N. on Belvidere to Watchung  
NW on Watchung to start  
--Transferred from Evergreen to Woodland
16. Area bounded by  
Start at North City Line & Leland Avenue  
S. on Leland to E. Front St.  
E. on E. Front to East City Line (Terrill Rd.)  
N. on Terrill Rd. to North City Line  
W. on North City Line to start  
--Transferred from Emerson to Barlow
17. Area bounded by  
Start at E. 2nd St. & Richmond St.  
S. on Richmond to tracks  
E. along tracks to Berckman St.  
N. on Berckman to E. 2nd  
W. on E. 2nd to start  
--Transferred from Barlow to Emerson

(continued)

APPENDIX C-1 (cont'd.)

ZONE-LINE CHANGES MADE UNDER PLAN 1 (REZONING)

PROPOSALS - APPENDIX C-2

18. Area bounded by  
Start at Terrill Rd. & E. Front St.  
W. on E. Front St. to Pineview Ter.  
S. on Pineview to E. 2nd.  
W. on E. 2nd to Berkeley Terrace  
S. on Berkeley & Geneva Place to  
George St.  
Cut due South to tracks  
E. along tracks to Terrill Rd.  
N. on Terrill Rd. to start  
--Transferred from Emerson to Cook

19. Area bounded by  
Start at tracks & Berckman St.  
S. on Berckman to E. 7th St.  
E. on E. 7th to Woodland Ave.  
S. on Woodland to Park Lane  
E. on Park Lane to Belvidere Ave.  
N. on Belvidere to tracks  
W. along tracks to start  
--Transferred from Woodland to Emerson

20. Area bounded by  
Start at tracks, at Belvidere Ave.  
S. on Belvidere to Gresham Road  
E. on Gresham to Leland Ave.  
N. on Leland to E. 7th St.  
E. on E. 7th to middle of block  
between Leland & Terrill  
Cut N. to tracks  
W. along tracks to start  
--Transferred from Cook to Emerson.

3. (continued)  
(b) Start at Woodland Ave. and  
Railway Road  
S. on Railway to S. City Line  
E. on S. City Line to Prospect Ave.  
N. on Prospect to Oakland Ave.  
Follow Oakland Ave. north to  
Glenwood Ave.  
N. on Glenwood to Belvidere Ave.  
W. on Belvidere Ave. to start  
--Transferred from Woodland to Stillman-  
Evergreen

4. Area bounded by  
Start at E. 2nd St. & Church St.  
S. on Church to E. Third  
E. on E. Third to Richmond St.  
N. on Richmond to E. Second  
W. on E. Second to start  
--Transferred from Bryant to Barlow

5. Area bounded by  
Start at E. Third & Richmond St.  
S. to tracks  
E. along tracks to Berckman St.  
N. on Berckman to E. Third  
W. on E. Third to start  
--Transferred from Barlow to Woodland

6. Area bounded by  
Start at E. Third & Roosevelt Ave.  
S. on Roosevelt to E. Fifth St.  
E. on E. Fifth to Richmond St.  
S. on Richmond to Putnam Ave.  
S. on Putnam to Carlton Ave.  
NE on Carlton to E. Seventh St.  
W. on E. Seventh to Scott Ave.  
N. on Scott Ave. to tracks  
W. on tracks to Richmond St.  
N. on Richmond to E. Third  
W. on E. Third to start  
--Transferred from Bryant to Woodland

(continued)

APPENDIX C-2 (continued)

ZONE-LINE CHANGES MADE UNDER PLAN 2

PROPOSALS - APPENDIX C-2

ZONE-LINE CHANGES MADE UNDER PLAN 2

(Sister or Paired-School Plan)

1. Area bounded by  
Start at North City Line & Geraud Avenue  
S. on Geraud to W. Front St.  
E. on W. Front to Plainfield Ave.  
S. on Plainfield to tracks  
E. along tracks to Elmwood Place  
N. on Elmwood to W. Front  
W. on W. Front to Sycamore Ave.  
N. on Sycamore to City Line  
W. on City Line to start  
--Transferred from Stillman to Jefferson
2. Combine the present zones of Washington and Cedarbrook except for:  
Area bounded by  
Start at W. Third St. and Plainfield Ave.  
S. on Plainfield to W. Fourth  
E. on W. Fourth to Liberty St.  
N. on Liberty to W. Third  
W. on W. Third to start  
--Transferred from Washington to Stillman-Evergreen
3. Combine the present zones of Stillman and Evergreen with the following changes:  
Area bounded by  
(a) Start at E. Second and Watchung Avenue  
S. on Watchung to Carlton Ave.  
NE on Carlton to Putnam Ave.  
NW on Putnam to Richmond St.  
N. on Richmond to E. Fifth St.  
W. on E. Fifth to Roosevelt Ave.  
N. on Roosevelt to E. Third St.  
W. on E. Third to Church St.  
N. on Church to E. Second St.  
W. on E. Second to start  
--Transferred from Bryant to Stillman-Evergreen
3. (continued)  
(b) Start at Woodland Ave. and Rahway Road  
S. on Rahway to S. City Line  
E. on S. City Line to Prospect Ave.  
N. on Prospect to Oakland Ave.  
Follow Oakland Ave. north to Glenwood Ave.  
N. on Glenwood to Belvidere Ave.  
W. on Belvidere Ave. to start  
--Transferred from Woodland to Stillman-Evergreen
4. Area bounded by  
Start at E. 2nd St. & Church St.  
S. on Church to E. Third  
E. on E. Third to Richmond St.  
N. on Richmond to E. Second  
W. on E. Second to start  
--Transferred from Bryant to Barlow
5. Area bounded by  
Start at E. Third & Richmond St.  
S. to tracks  
E. along tracks to Berckman St.  
N. on Berckman to E. Third  
W. on E. Third to start  
--Transferred from Barlow to Woodland
6. Area bounded by  
Start at E. Third & Roosevelt Ave.  
S. on Roosevelt to E. Fifth St.  
E. on E. Fifth to Richmond St.  
S. on Richmond to Putnam Ave.  
S. on Putnam to Carlton Ave.  
NE on Carlton to E. Seventh St.  
W. on E. Seventh to Scott Ave.  
N. on Scott Ave. to tracks  
W. on tracks to Richmond St.  
N. on Richmond to E. Third  
W. on E. Third to start  
--Transferred from Bryant to Woodland

(continued)

APPENDIX C-2 (continued)

ZONE-LINE CHANGES MADE UNDER PLAN 2  
(Sister or Paired School Plan)

OTHER PROPOSALS CONSIDERED

7. Combine the zones of Emerson and Cook with the following changes:  
Area bounded by
- (a) Start at tracks and Berckman Street
    - S. on Berckman to South Ave.
    - E. on South Ave. to Woodland Ave.
    - S. on Woodland to Park Lane
    - E. on Park Lane to Belvidere Ave.
    - N. on Belvidere to tracks
    - W. along tracks to start--Transferred from Woodland to Emerson-Cook
  
  - (b) Start at Watchung Ave. and Belvidere Ave.
    - S. on Belvidere to Glenwood Ave.
    - S. on Glenwood to Oakland Ave.
    - W. on Oakland to Prospect Ave.
    - S. on Prospect to South City Line
    - E. on South City Line to Fernwood Avenue
    - N. on Fernwood Ave. to Sleepy Hollow Lane
    - W. on Sleepy Hollow Lane to Oak Lane
    - Continue west on Oak Lane to Watchung
    - NW on Watchung to start--Transferred from Woodland to Emerson-Cook

number of additional children accommodated, and the resulting racial composition if Negro children transfer to fill all

APPENDIX C-3  
OTHER PROPOSALS CONSIDERED

A number of plans for achieving racial balance in Plainfield schools were studied and rejected before the two proposals presented in the report were decided upon.

Effect of Open Enrollment Plan in Plainfield

School <sup>1/</sup>	Capacity	Enrollment	No. of vacancies	Percent Negro	
				Present	Under Plan
General open zoning, the plan adopted by Baltimore and Louisville, Ky., was found to be inappropriate for Plainfield.					
Cook	559	495	64	0%	12
Woodland	505	439	66	15	28
TOTAL	1,785	1,452	333		

Keeping the present Plainfield zones, with variances to bring specific groups of children, such as the children living in the high-density projects, into other zones was ruled out after review.

<sup>1/</sup> Cedarbrook, not a receiving school because of overutilization, would stay at 5% Negro enrollment.

The Open Enrollment plan, now in use in New York City and New Rochelle, N.Y., and scheduled for use in Newark in September, 1962, was explored more fully. This plan is particularly suited for large cities with extensive Negro segregated communities, such as Harlem, where integration of the all-Negro school is difficult.

Open enrollment, also called "permissive zoning", permits children from a segregated Negro school (called the "sending school") to transfer to a predominantly white school (called the "receiving school") at the request of their parents. A condition set up where this plan is used is that the receiving school be under-utilized.

A more general objection to the use of the open enrollment plan has been expressed by Professor Dan W. Dodson, one of the Study

consultants. The Study, in exploring the possible use of this plan in Plainfield, found only three predominantly white schools that are underutilized. The Table below shows the capacity, present enrollment,

number of additional children that can be accommodated, and the resulting racial composition if Negro children transfer to fill all the vacancies in these three schools.

Effect of Open Enrollment Plan in Plainfield

<u>School</u> <sup>1/</sup>	<u>Capacity</u>	<u>Enrollment</u>	<u>No. of vacancies</u>	<u>Percent Negro</u>	
				<u>Present</u>	<u>Under Plan</u>
Cook	559	495	64	0%	1%
Evergreen	721	518	203	3	30
Woodland	<u>505</u>	<u>439</u>	<u>66</u>	<u>15</u>	<u>26</u>
<b>TOTAL</b>	1,785	1,452	333	-	-

<sup>1/</sup> Cedarbrook, not a receiving school because of overutilization, would stay at 5% Negro enrollment.

The only sending school would be Washington, which is the only segregated Negro school. This change would leave an enrollment of 256 in Washington, instead of the present 589. Washington would remain segregated and become greatly underutilized.

It appeared to the Study that under this plan the goals of good balance throughout the system and of ending segregation at Washington would not be met.

A more general objection to the use of the open enrollment plan has been expressed by Professor Dan W. Dodson, one of the Study consultants:

For the most part permissive zoning, open enrollment or transfer have been the concessions made to pressure from the community that desegregation be accomplished. This has meant that a few concerned parents of Negro background have had to take the responsibility for arranging these encounters for their children as a civil right, rather than that the school system arranged the encounters for all the children as a part of an educational experience.\*

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\* Dr. Dan W. Dodson, "Preparing for Desegregation," statement presented at the U.S. Civil Rights Commission Conference on Education, Washington, D.C. May 3, 1962.



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