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REPORT

TO

**THE BOARD OF EDUCATION
CITY OF CHICAGO**

by

**The Advisory Panel on
Integration of the Public Schools**

March 31, 1964

65051

PART II — *DE FACTO* SEGREGATION AND QUALITY OF EDUCATION IN THE CHICAGO PUBLIC SCHOOLS

De Facto Segregation

Students

44 There is no standard definition of a "segregated" or an "integrated" school. Two definitions are considered here. One considers as an integrated school any school in which 10 per cent or more of the students are either Negro or "other" and at least 10 per cent are white. The second definition considers as integrated only those schools with at least 10 per cent Negro and 10 per cent white. *The second of these definitions is used in this report*, because it was the task of the Panel to focus on Negro-white interrelationships.

45 The differences resulting from use of these two definitions are presented below for the elementary schools. The source of these data is the Board of Education's headcount by race, taken October 3, 1963.

	<i>Definition I</i> (10 per cent white and 10 per cent Negro or "other")	<i>Definition II</i> (10 per cent white and 10 per cent Negro)
White schools	47 per cent	55 per cent
Integrated schools . . .	18 per cent	9 per cent
Negro schools	35 per cent	37 per cent

46 With respect to the twenty-six elementary schools designated as upper grade centers, six or 23 per cent were white, seventeen or 65 per cent were Negro, and two or 8 per cent were integrated. Of the forty-four general and technical high schools, twenty-six or 59 per cent were white, eight or 18 per cent were Negro, and ten or 23 per cent were integrated. Of the thirty-four branches of general high schools which accommodate ninth- or ninth- and tenth-grade students, twenty-six or 76 per cent were white, six or 18 per cent were Negro and two or 6 per cent were integrated. Finally, of the nine vocational high schools, three were white, two were Negro, and four were integrated.

47 Thus, of the 148,000 Negro students in the elementary schools (Grades 1 to 8 minus students in special education and elementary schools designated as upper grade centers), 90 per cent were in Negro schools, and 10 per cent were in integrated or white schools; of

approximately 17,000 Negro students in the upper grade centers, 97 per cent were in Negro schools, and 3 per cent were in integrated or white schools. In the general and technical high schools, 63 per cent of the 36,000 Negro students were in Negro schools, and 37 per cent were in integrated or white schools. Finally, 45 per cent of the 7,000 Negro students in vocational high schools were in Negro schools, and 55 per cent were in integrated or white schools.

48 Similarly, relatively few white students attended integrated or Negro schools. Ninety per cent of the 142,000 elementary-school white students were in white schools, and 10 per cent were in integrated or Negro schools; 77 per cent of the 3,000 white students in upper grade centers were in white schools, and 23 per cent were in integrated or Negro schools. At the high-school level, 82 per cent of the 74,000 white students in the general and technical high schools were in white schools, and 18 per cent in integrated or Negro schools. Of the 6,000 white students in vocational high schools, 33 per cent were in white schools and 67 per cent in integrated or Negro schools.

49 Counting students at all grade levels from one through twelve (minus students in special education) there were 207,000 Negro students. Eighty-four per cent were in Negro schools, and 16 per cent were in integrated or white schools. Similarly, 86 per cent of the 225,000 white students were in white schools, and 14 per cent in integrated or Negro schools.

50 *De facto* segregation in the schools is mainly the result of residential segregation in the city as a whole, reinforced by a policy of geographically determined school attendance areas based on the neighborhood school policy.

51 New schools constructed since 1951 have, in general, been built in areas where they have been necessary to provide for increased enrolments. Two-hundred and sixty-six new schools and additions have been built or acquired, most of them in areas where school population increases have been the greatest — where Negroes now reside and in changing communities. Mobile units also have relieved overcrowding in white and integrated schools as well as in Negro schools.

52 The establishment of boundaries for school attendance areas has effected some school integration, but not to the extent possible if integration were a major goal. High school branches, in general, have tended to retain the neighborhood racial characteristics. (A more detailed study of student segregation appears in Appendix E.)

Teachers

- 53 Data on the race of teachers and other staff in the Chicago Public Schools were unavailable to the Panel through the Board of Education because of statutory restriction on compilation of such data, as interpreted by Counsel for the Board.
- 54 Data on the racial composition of high school faculties were obtained, however, from an informal survey of the Chicago Commission on Human Relations, made in Fall, 1963. These data, made available to the Panel by the Commission, show that approximately 15 per cent of 5,700 teachers included in the survey (there were 5,841 high school teachers in January, 1964) in all general, technical, and vocational high schools were Negro.
- 55 Of the 847 Negro high school teachers, 71 per cent were in 10 high schools having 90 per cent or more Negro students. Of the 4,897 white high school teachers, 10 per cent were in those same 10 high schools. Sixty-two per cent of the white teachers and 4 per cent of the Negro teachers were in schools with 90 per cent or more white students. (The full distribution of the teaching staff is given in Appendix E.)
- 56 Informal surveys by the Panel's staff suggest that the racial distribution of teachers in the elementary schools is similar.

Quality of Education

- 57 It is difficult to assess the comparative quality of education offered in the white, integrated, and Negro schools. The data available permit an analysis of differences in these schools in the following factors: crowding, ratio of students to professional staff, selected characteristics of teaching staff, and achievement test scores.
- 58 In some instances, data were secured through an examination of a sample of a hundred schools. The seventy-eight elementary schools selected for this sample included white, integrated, and Negro schools in which the educational attainment of the adults in the school neighborhood was classified as high, medium, or low (based on the number of years of schooling as indicated in the 1960 census). The educational status of the area in which a school is located may be interpreted as a general socioeconomic index of the area.
- 59 In other instances data were secured from an examination of statistics from all schools in the city. In one instance data for nine districts were studied. A summary of the findings from these studies follows.

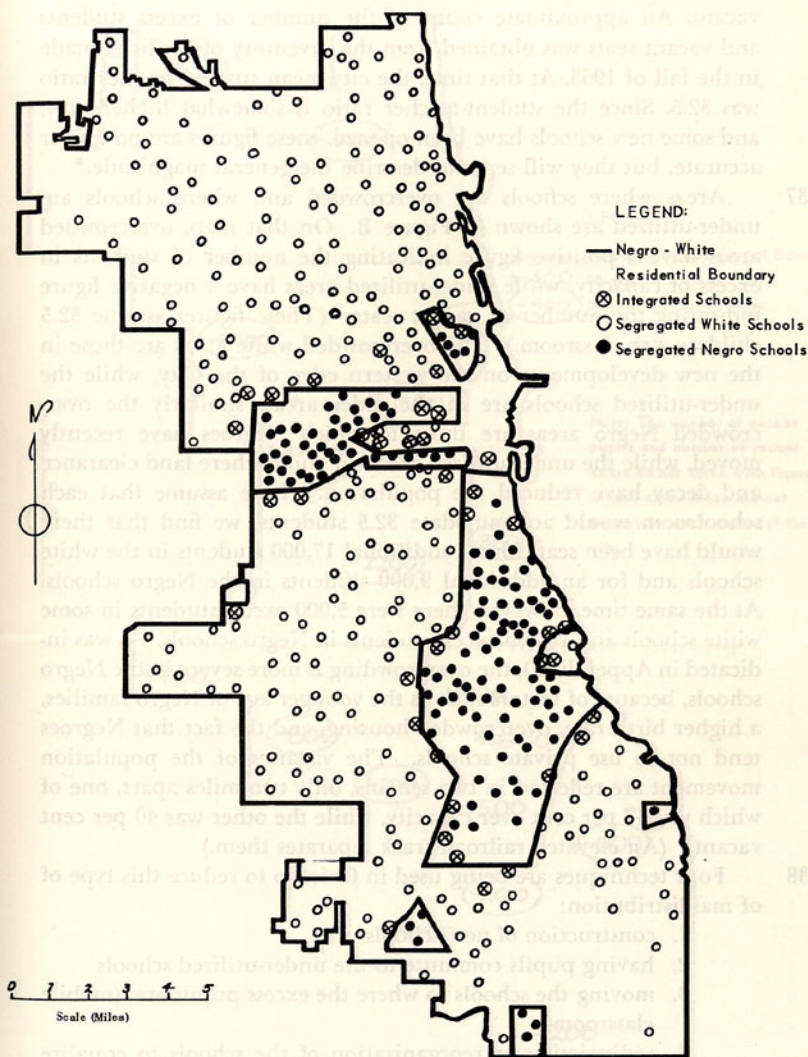


Fig. A.—Location of Integrated and Segregated Elementary Schools and Elementary School Branches in Chicago

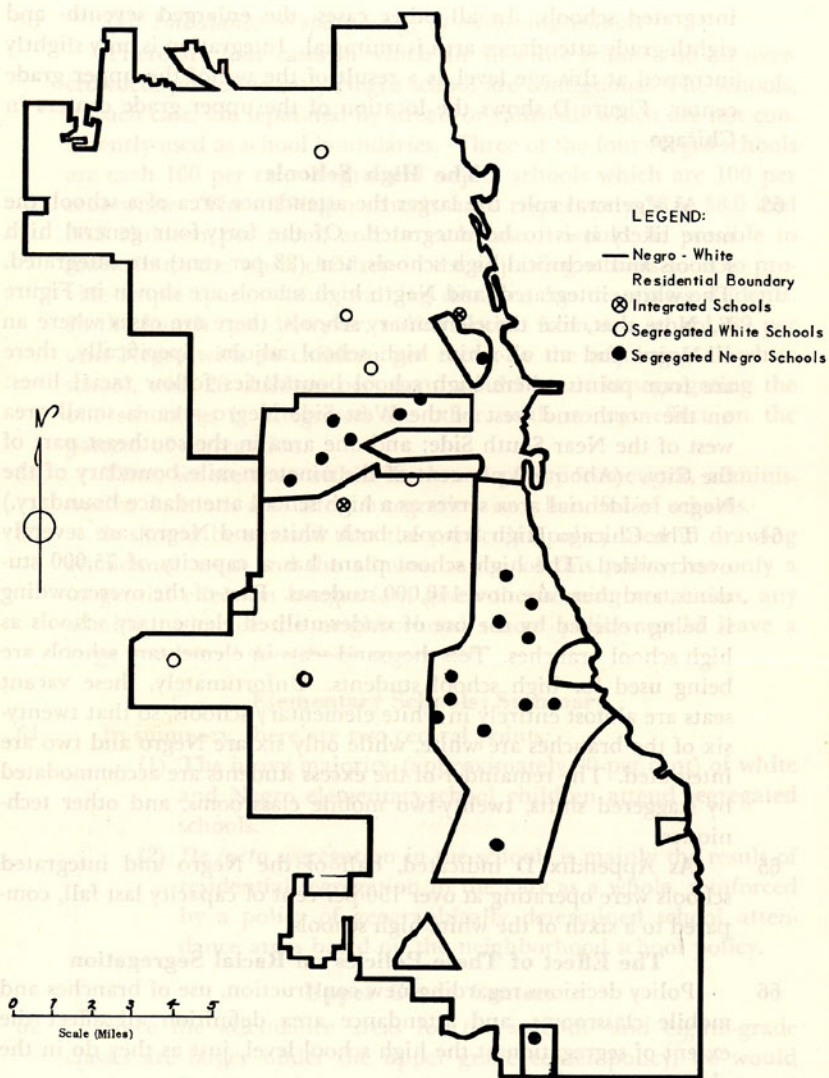


Fig. D.—Location of Integrated and Segregated Upper Grade Centers in Chicago

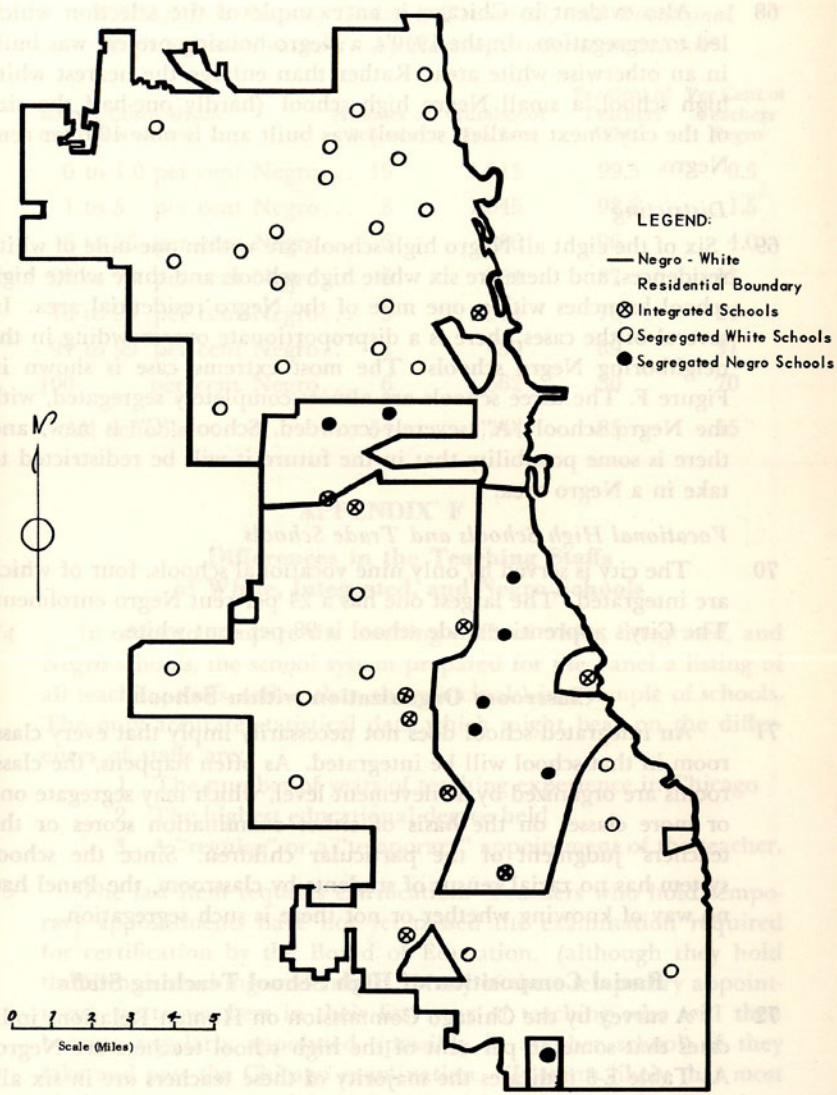


Fig. E.—Location of Integrated and Segregated General and Technical High Schools

High School Boundaries

	<p>School 'B'</p> <p>Present enrolment 507</p> <p>2% Negro</p>
<p>School 'C'</p> <p>Capacity 3075</p> <p>Enrolment 3077</p> <p>Per Cent overcrowded 0%</p> <p>0% Negro</p>	<p>School 'A'</p> <p>Capacity 2355</p> <p>Enrolment 4490</p> <p>Per Cent overcrowded 92%</p> <p>94% Negro</p>

Note—School 'B' has not reached complete occupancy; therefore no space utilization figures can be constructed.

Fig. F.—A Case of Unequal Utilization of Space between White and Negro Schools

**TABLE G-2. Size of Elementary School Buildings
(All Branches Excluded)**

	White (Per Cent)	Integrated (Per Cent)	Negro (Per Cent)
Number of Students			
Over 2,000	0	0	7
1,600 - 2,000	1	3	12
1,200 - 1,600	6	13	28
800 - 1,200	29	46	41
400 - 800	51	33	10
0 - 400	13	5	2
Total (Per Cent).....	100	100	100
Number of Schools.....	(232)	(39)	(133)
Mean size			
(approximate)	725	900	1,250

88 The large amount of new school construction in Negro areas in the last decade has meant that many Negroes attend school in new buildings. Thirty-seven per cent of the Negro elementary schools are less than ten years old, compared to 15 per cent of the integrated schools and 9 per cent of the white schools.

Teaching Materials

89 Table G-3 shows the per-student distribution of funds for books and teaching supplies. The per-student allotments are derived from the 1963 average daily attendance and the 1963 expenditure.

**TABLE G-3. Mean Budgeted Per-Student Allotment (In Dollars)
for Supplies, Textbooks and Library Books**

ELEMENTARY SCHOOLS			
Neighborhood	White	Integrated	Negro
High Education Status	\$ 6.90	\$ 8.26	\$ 8.81
Medium Education Status ..	6.95	7.65	7.95
Low Education Status	9.02	8.02	8.83
UPPER GRADE CENTERS			
	White	Integrated	Negro
	\$14.51	\$ 9.37*	\$15.82

*This apparent deviation seems to be an artifact of the accounting procedure.

APPENDIX G

Differences in School Plant, Curriculum, and Teaching Materials

Plant

- 85 In Appendix D it was observed that Negro elementary and high schools are considerably more crowded than are white schools. This Appendix examines three characteristics of the school plants: the amount of non-classroom supplemental space, the size of the building, and the building age.
- 86 Table G-1 indicates the percentage of white, integrated, and Negro schools which have the following facilities: gymnasiums, lunchrooms, auditoriums, libraries, adjustment rooms, and health clinics.

TABLE G-1. Supplementary Facilities

Type of Facility	White (Per Cent)	Integrated (Per Cent)	Negro (Per Cent)
Gymnasiums	97	100	94
Lunchrooms	34	50	68
Auditoriums	92	92	87
Libraries	95	95	85
Adjustment Rooms	98	98	93
Health Clinics	27	32	48
Total Schools	240	40	158

Note—1. Branches with six or fewer classrooms are omitted in this table.

2. In many schools, spaces have multiple uses. The above table includes such spaces in their respective categories.

- 87 The Negro schools are considerably larger than the white, as is shown in Table G-2. Seven per cent of the Negro schools have over 2,000 students in the kindergarten through eighth grades; 12 per cent have between 1,600 and 2,000, and an additional 28 per cent have from 1,200 to 1,600 students. Thus, a total of 47 per cent of the Negro schools have over 1,200 students, compared to 16 per cent of the integrated schools, and 7 per cent of the white ones. The elementary schools have decreased in size over the last few decades, and further reductions are a goal of the Board of Education at this time.

TABLE G-3. Mean Budget Per-Student Allotment (In Dollars) for Supplies, Textbooks and Library Books (Continued)

HIGH SCHOOLS

White	Integrated	Negro
\$10.95	\$10.17	\$10.69

Note—The computations are based on total expenditures, divided by average daily attendance for the year.

- 90 To compensate for the needs of high-transiency schools, an increase of 20 per cent is added to their budget. The system provides additional funds above those which are budgeted to meet emergencies in any particular school. Such funds are not budgeted to particular schools, but are allocated during the school year.
- 91 The mean per-student allotments in the elementary schools reflect this policy; the allotment for the white schools increases as the educational level of the parents decreases, and the allotments for the Negro and integrated elementary schools are uniformly high. Except for one apparently meaningless deviation, the upper grade center and high school expenditures do not vary with race.

Curriculum Offerings in the Regular High Schools

- 92 The variety of courses offered within each of the City's general high schools are essentially similar, regardless of the racial composition of the school. This conclusion is derived from studying the course offerings of twenty-eight of the City's forty-one high schools. The offerings were extracted from the Master Programs of thirteen of the possible twenty-four white high schools, nine integrated high schools, and six of the eight Negro high schools. All the information presented below is based on the Master Programs for one semester, Spring, 1964.
- 93 Every one of the schools examined offered the following basic courses: English, general science, biology, chemistry, physics, algebra, geometry, trigonometry, civics, United States history, and world history. Every school offered the following commercial courses: bookkeeping, commercial law, typing, stenography, and shorthand.
- 94 The number of honors or advanced placement courses varies somewhat with the racial composition of the school, as is indicated in Table G-4.