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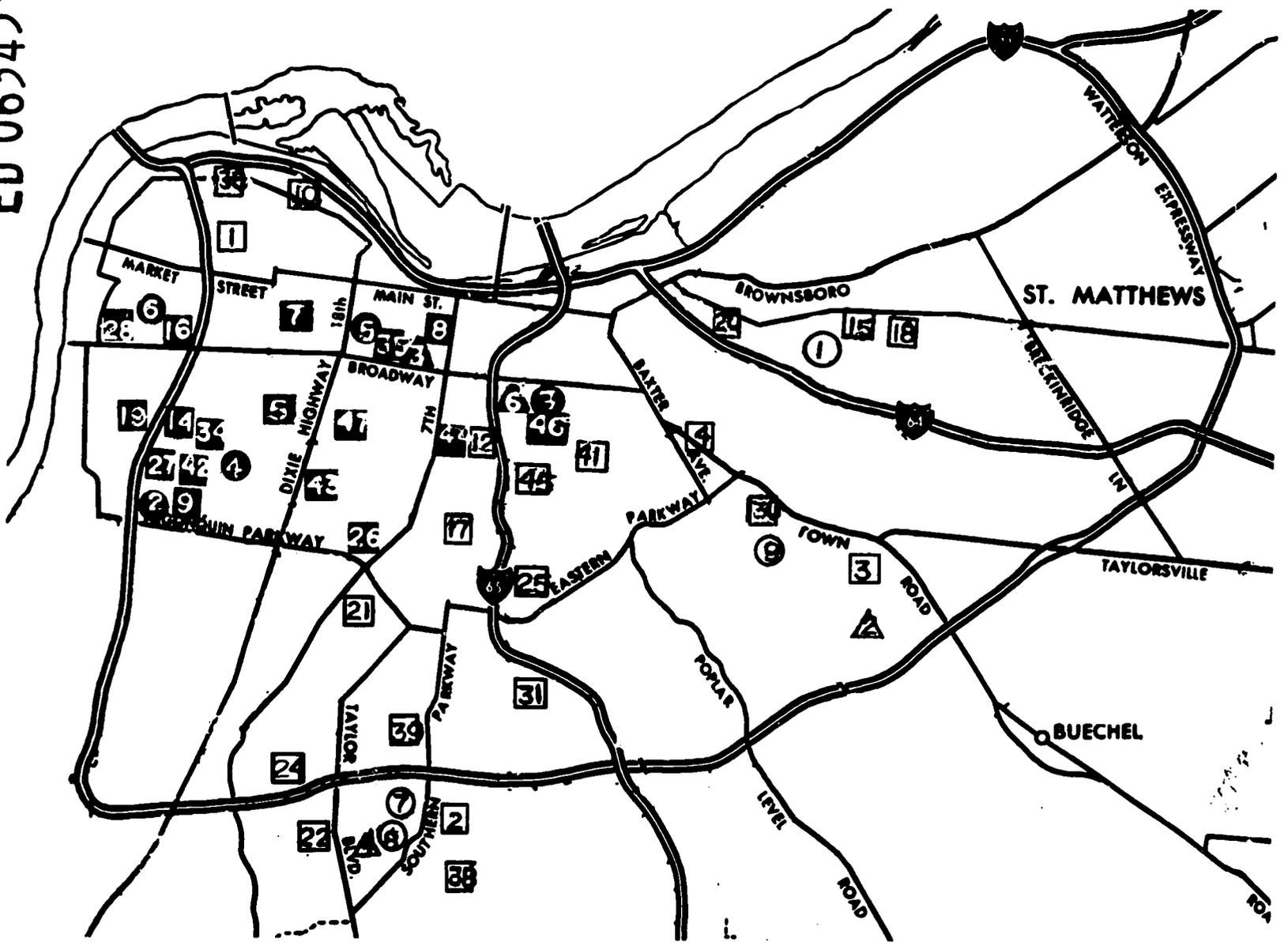
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ABSTRACT

This is a report on the failure of the desegregation plan adopted by the Louisville Board of Education in 1956 but never modified to meet changing conditions. The analysis, by staff members of the Kentucky Commission on Human Rights, is based on statistical data supplied by the Board of Education for the years 1955 through 1971. Findings include the following. Racial isolation of students in Louisville public schools reached a ten-year high in 1971-72 school year, and the racial isolation of elementary school students is higher than at any time since total segregation was abolished in 1956. Schools with the greatest concentrations of white students are losing some of the few black teachers that were added to their faculties between 1968 and 1970. The number of black teachers south of Eastern and Algonquin parkways dropped from 8.6 percent in 1970 to 7.5 percent in 1971, while the overall percentage of black teachers increased to 31 percent. Out of all white high school students, 96.7 percent attend the four high schools, where at least 85 percent of the teachers also are white. The rapid shift to resegregation in Louisville counters the trend in the nation and the south.
(Author/JM)

Louisville School System Retreats to Segregation

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A REPORT ON PUBLIC SCHOOLS
IN LOUISVILLE, KENTUCKY
1956-1971

COMMISSION ON HUMAN RIGHTS
COMMONWEALTH OF KENTUCKY
600 West Walnut
Louisville, Kentucky 40203

VD 012429

HIGHLIGHTS

1. Racial isolation of students in Louisville public schools reached a 10-year high in 1971-72 school year and the racial isolation of elementary school students is higher than at any time since total segregation was abolished in 1956.
2. Schools with the greatest concentrations of white students now are losing some of the few black teachers that were added to their faculties between 1968 and 1970.
3. The total number of schools with extreme racial isolation (51 in 1971-72) is higher than in any year since 1957 and the 1972-73 total could top the record 54 in 1956. Twenty-seven of the schools have a white majority of at least 90 per cent this year, compared to just 22 in 1968. Twenty-four schools have a black majority of at least 90 per cent this year, compared to just 17 in 1968.
4. Eighty per cent of the elementary school students attend schools where there is extreme racial isolation--either a 90-100 per cent white majority or a 90-100 per cent black majority.
5. Thirty-two of the 67 schools now in the city system always have had extreme racial isolation. Thirteen black schools and nineteen white schools remain as vestiges of the dual system which the 1956 desegregation plan was supposed to eliminate.
6. The rapid shift to resegregation in Louisville counters the trend in the nation and the south. As late as 1968, only 55.7 per cent of the city's students were in schools with extreme racial isolation but the level had increased to 73.5 per cent in 1971. Meanwhile, the national level dropped from 64.3 per cent in 1968 to 43.3 per cent in 1970 and the level in 11 Southern states dropped from 77.8 per cent in 1968 to 33.4 per cent in 1970.
7. Two elementary schools, Parkland and Foster, in the southwest section of Louisville have made the 100 per cent transition from all-white in 1955 to all black in the early 1970's. Seven other formerly all-white schools are now in the 90-100 per cent black category-- Male High School; Parkland and Shawnee junior high schools; and Brandeis, Clay (Young), Jones and Strother elementary schools.
8. The number of black teachers south of Eastern and Algonquin parkways dropped from 8.6 per cent in 1970 to 7.5 per cent in 1971 while the overall percentage of black teachers increased to 31 per cent.
9. The concentration of white students and white teachers into white enclaves is illustrated by the fact that 96.7 per cent of all white high school students attend the four high schools where at least 85 per cent of the teachers also are white.
10. There is a gap of 415 black teachers between the actual number and the number there would be if the percentage of black teachers matched the percentage of black students.
11. Louisville's faculty desegregation plan does not comply with federal court rulings (Singleton v. Anson County, N. C., Board of Education) which requires that there be equal distribution of black teachers among all schools in the system.

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PREFACE

This is a report on the failure of the desegregation plan adopted by the Louisville Board of Education in 1956 but never modified to meet changing conditions. The analysis, by staff members of the Kentucky Commission on Human Rights, is based on statistical data supplied by the board of education for the years 1955 through 1971.

Figures on student enrollment are reported each September and the figures on faculty members are usually reported in November or December. Therefore, the columns headed 1971 are for the current, 1971-72 school year.

This report is designed to establish just what Louisville has accomplished, what it has failed to accomplish in its stated goal of desegregating its public school system-- students and teachers. The purpose is not to show failure-- though that is what it clearly shows-- but to help prepare the way for a renewal of the effort begun 16 years ago when Louisville proudly proclaimed itself as the nation's leader in school desegregation.

I. GETTING WORSE, FASTER

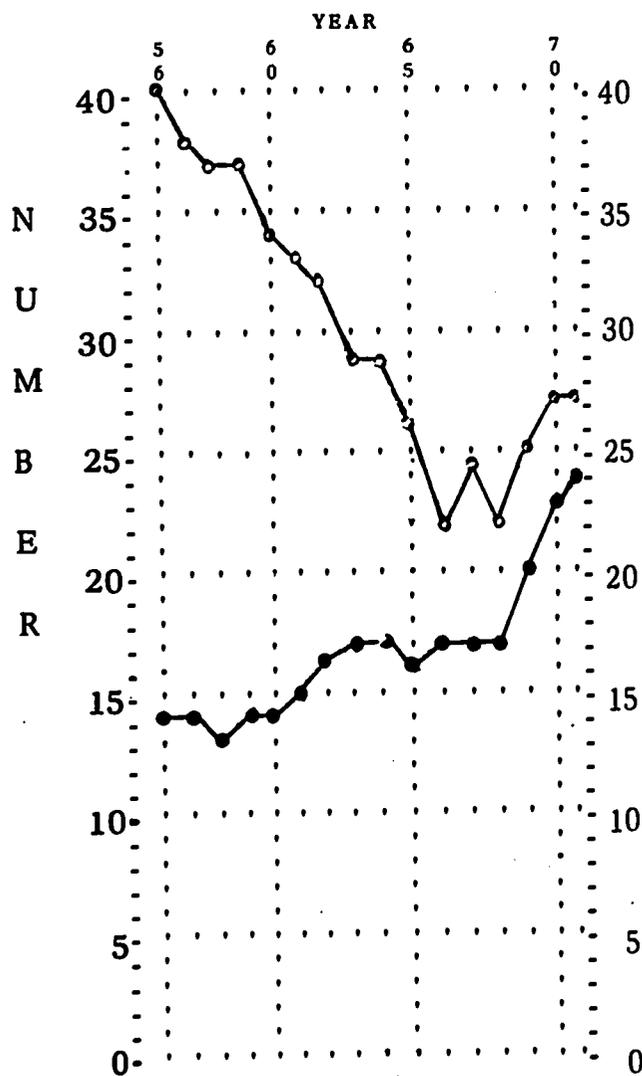
Racial isolation is extreme in 51 of Louisville's 67 public schools this year, the highest percentage since total segregation was abolished in 1956. That means Louisville once again is running a segregated system and it's getting worse, faster.

Racial isolation is considered extreme when at least 90 per cent of the students in a school are of one race. Just three years ago, only 39 schools were in that category and the trend was downward. Then the trend shifted and the number jumped to 45 in 1969 and to 50 in 1970.

Graph I, below, shows the change in the number of 90 per cent black and 90 per cent white schools for

GRAPH I

Number of Schools With At Least a 90 Per Cent Racial Majority, 1956 through 1971, Louisville, Kentucky



○ number of schools with at least a 90 per cent white majority

● number of schools with at least a 90 per cent black majority

each year since 1956. Note, particularly, the decline in the number of 90 per cent white schools for the first 10 years after total segregation was abolished. The year, 1968, marks a dramatic shift in the rather gradual rise in the number of 90 per cent black schools.

The jump occurred even though there are only 29 more black students in city schools this year than in 1968. There was a decline in the number of white students but the percentage of black students in the city system rose only from 46.7 per cent in 1968 to 48.7 per cent in 1971.

It is more than a case of the black schools getting blacker. A few predominantly white schools in the city also are getting whiter.

For example, 27 schools have a white majority of at least 90 per cent this year, compared to 22 in 1968. Of these 27 schools, two have all-white student bodies. The two all-white schools are Bloom and Longfellow elementary schools. Both are in the Highlands. Longfellow, 1925 Duker, never has had a black student. Bloom, 1627 Lucia, had black students in only two of the past 11 years.

Another 24 schools have a black majority of at least 90 per cent this year, compared to 17 just three years ago. Of these 24 schools, five have only black students. The all-black schools are Central High School; Russell Junior High School; Cotter, Foster and Washington elementary schools.

TERMS USED IN THIS REPORT

The underlined terms below are used throughout this report in keeping with the brief definitions provided:

Extreme racial isolation exists if at least 90 per cent of the students in a school are of one race.

Racial isolation exists if between 75 and 90 per cent of the students in a school are of one race.

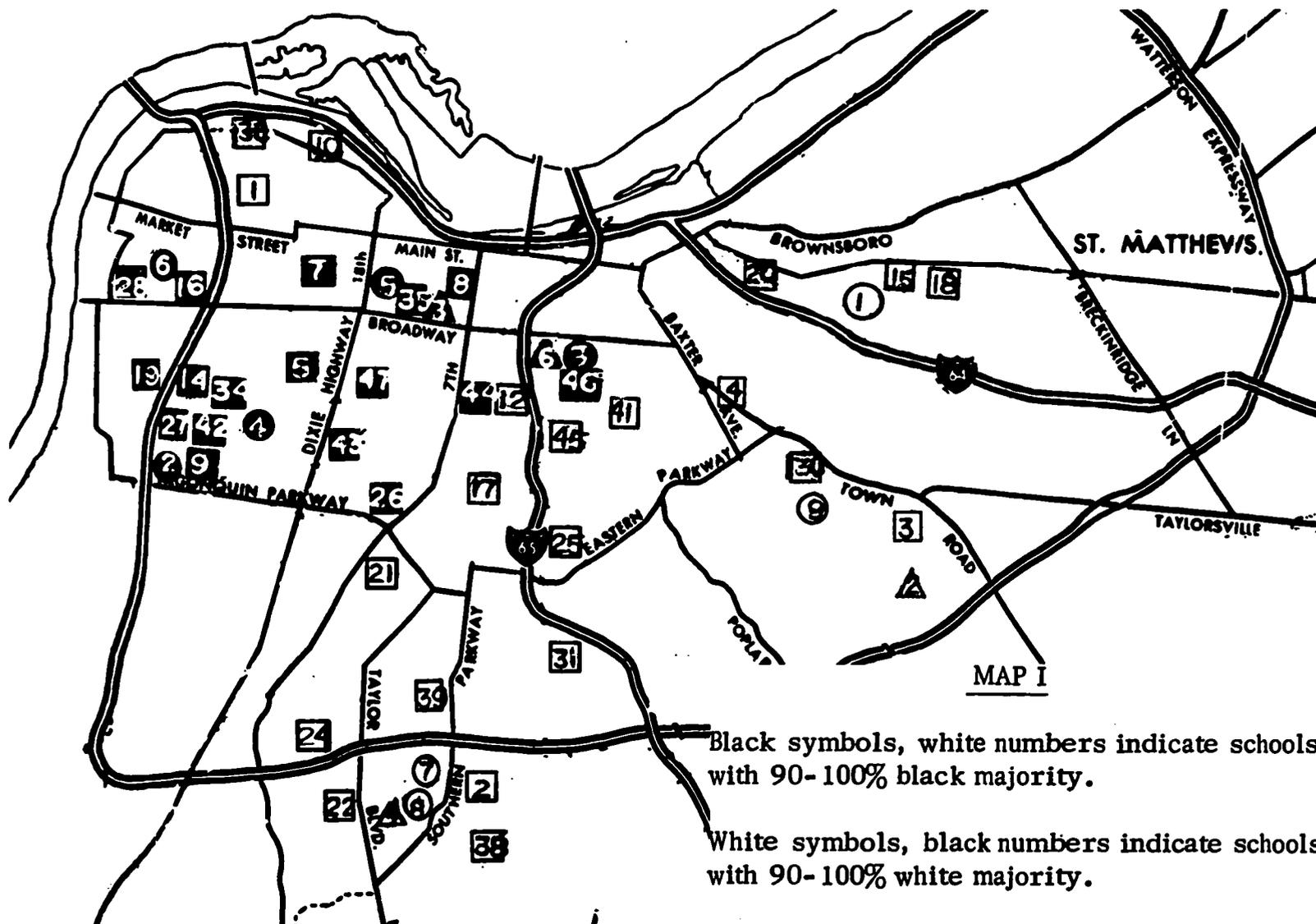
White majority exists if at least 50 per cent of the students in a school are of one race.

Black majority exists if at least 50 per cent of the students in a school are black.

Extreme segregation exists if at least 90 per cent of the schools in a system have extreme racial isolation.

Segregation exists if between 75 and 90 per cent of the schools in a system have extreme racial isolation.

WHERE RACIAL ISOLATION IS EXTREME



Black symbols, white numbers indicate schools with 90-100% black majority.

White symbols, black numbers indicate schools with 90-100% white majority.

SCHOOL IDENTIFICATION SYMBOLS USED THROUGHOUT THIS REPORT

Sr. High Schools

- △ Ahrens
- △ Atherton
- △ Central
- △ Iroquois
- △ Manual
- △ Male
- △ Shawnee

Jr. High Schools

- ① Barret
- ② Duvall
- ③ Meyzeek
- ④ Parkland
- ⑤ Russell
- ⑥ Shawnee
- ⑦ Southern

- ⑧ Gottschalk
- ⑨ Highland
- ⑩ Iroquois
- ⑪ Manly
- ⑫ Manual
- ⑬ Western
- ⑭ Woerner

Elementary Schools

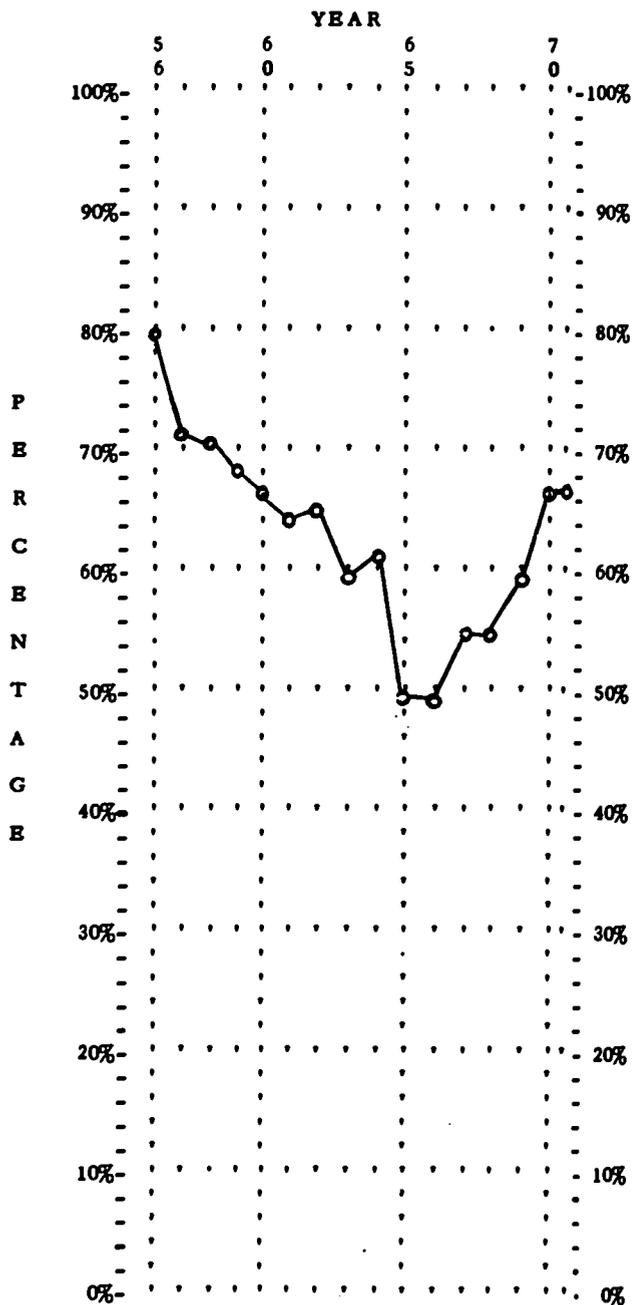
- ① Atkinson
- ② Beechmont
- ③ Belknap
- ④ Bloom
- ⑤ Brandeis
- ⑥ Breckinridge
- ⑦ Byck
- ⑧ Coleridge - Taylor
- ⑨ Cotter

- ⑩ Dolfinger
- ⑪ Emerson
- ⑫ Engelhard
- ⑬ Carmichael
- ⑭ Carter
- ⑮ Clark
- ⑯ Clay
- ⑰ Cochran
- ⑱ Field
- ⑲ Foster
- ⑳ Franklin
- ㉑ Frayser
- ㉒ Hazelwood
- ㉓ Heywood
- ㉔ Jacob
- ㉕ Johnston
- ㉖ Jones
- ㉗ Kennedy
- ㉘ King

- ㉙ Lincoln
- ㉚ Longfellow
- ㉛ Lowell
- ㉜ Marshall
- ㉝ McFerron
- ㉞ Parkland
- ㉟ Perry
- ㊱ Portland
- ㊲ Roosevelt
- ㊳ Rutherford
- ㊴ Semple
- ㊵ Shawnee
- ㊶ Shelby
- ㊷ Southwick
- ㊸ Strother
- ㊹ Talbert
- ㊺ Tingley
- ㊻ Washington, B.T.
- ㊼ Wheatley

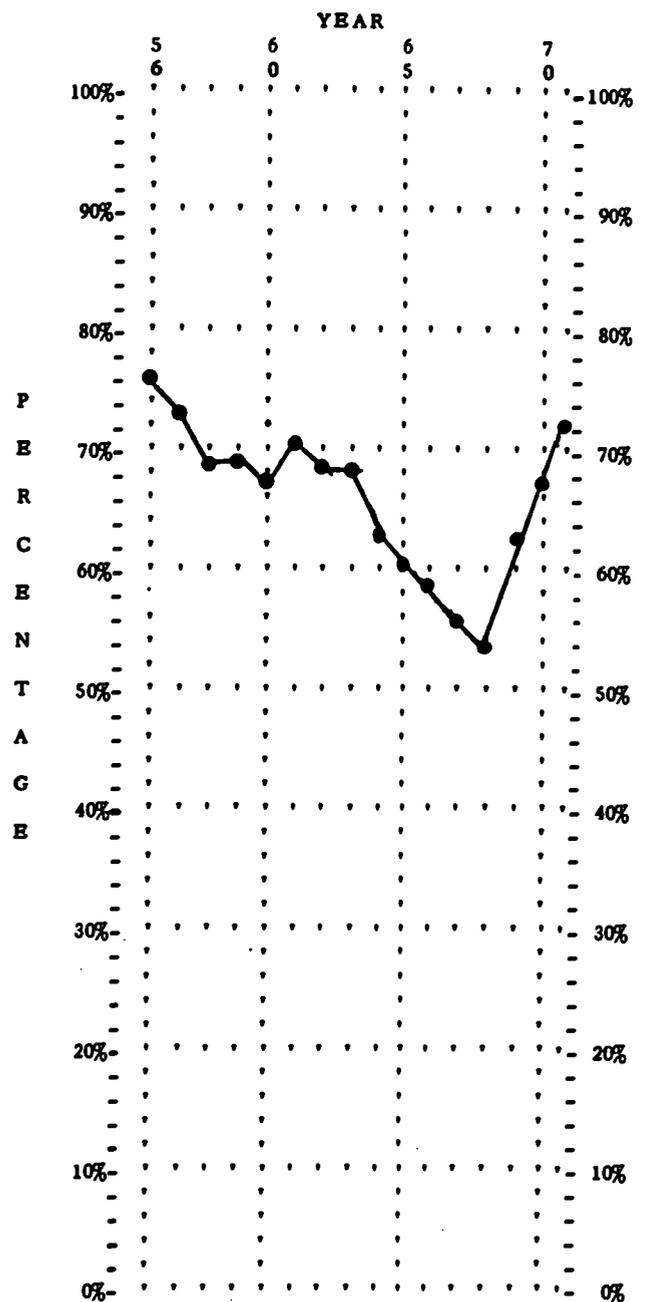
PERCENTAGE OF STUDENTS IN ALL SCHOOLS WITH EXTREME RACIAL ISOLATION

Graph II: Extreme Isolation of White Students, 1956-71, in Louisville, Kentucky



o indicates percentage of white students attending all schools where at least 90 per cent of the students are white.

Graph III: Extreme Isolation of Black Students, 1956-71, in Louisville, Kentucky



● indicates percentage of black students attending all schools where at least 90 per cent of the students are Black.

This year, 80 per cent of all elementary school students attend schools where there is extreme racial isolation.

The percentage of junior and senior high students attending the schools with extreme racial isolation is lower but is increasing.

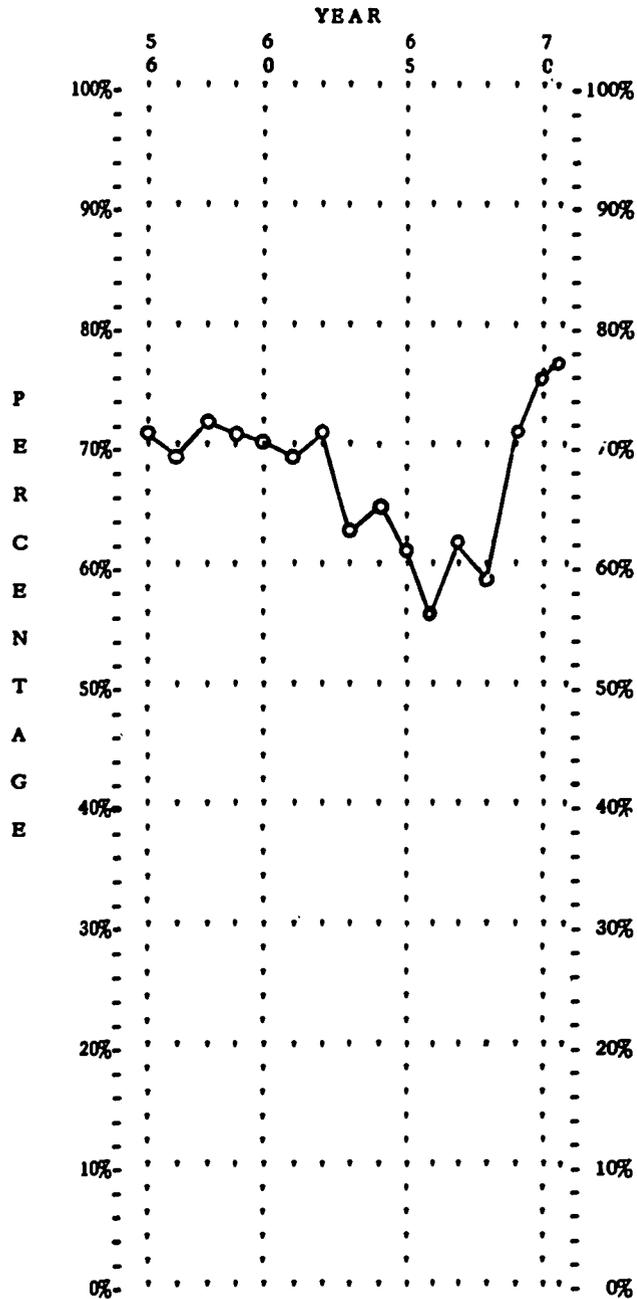
Look at the city's seven high schools. Three have a black majority and four have a white majority. All

but 850 of the 4,800 black students attend the black schools. All but 400 of the 5,600 white students attend the white schools.

Look at the city's 13 junior high schools. Six have a black majority and seven have a white majority. All but 1,200 of the 6,300 black junior high school students attend the black schools. All but 600 of the 6,500 white students attend the white schools.

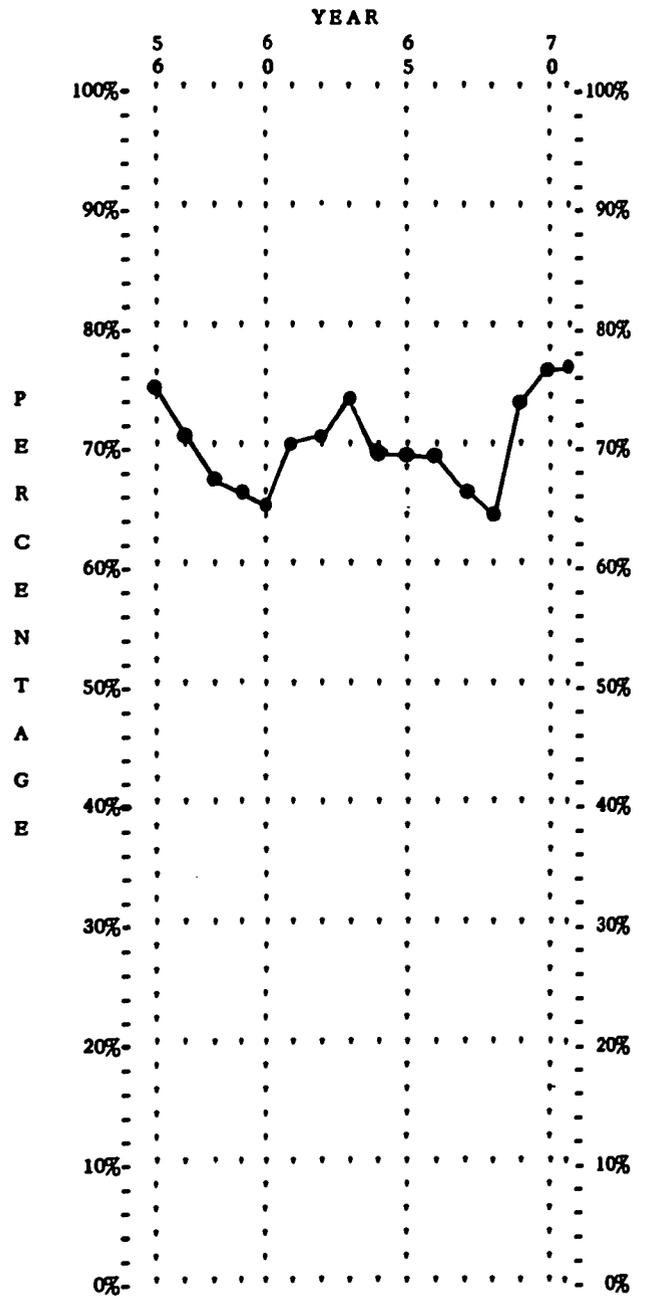
PERCENTAGE OF STUDENTS IN ELEMENTARY SCHOOLS WITH EXTREME RACIAL ISOLATION

Graph IV: Extreme Isolation of White Elementary School Students, 1956-71 in Louisville, Kentucky



o indicates percentage of white elementary school students attending schools where at least 90 per cent of the students are white.

Graph V: Extreme Isolation of Black Elementary School Students, 1956-71 in Louisville, Kentucky



● indicates percentage of black elementary school students attending schools where at least 90 per cent of the students are Black.

Look at the city's 47 elementary schools. Twenty-one have a black majority and twenty-six have a white majority. All but 850 of the 12,500 black elementary school students attend the black schools. All but 800 of the 13,000 white students attend the white schools.

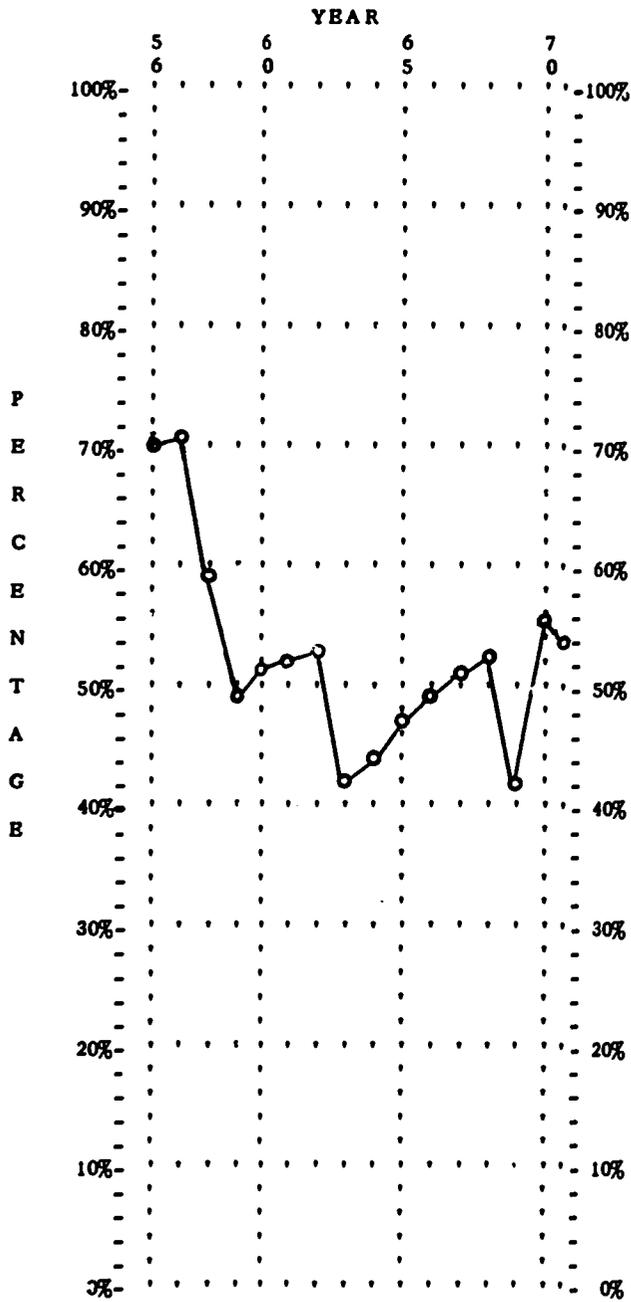
It is a segregated system with Louisville's youth learning to accentuate racial differences.

There is a lot of the old-style segregation mixed with the new. School officials never have eliminated the vestiges of the dual system. Thirty-two of the schools now in the city system always have had extreme segregation.

Thirteen schools always have had at least a 90 per cent black majority. The schools are Central High School; DuValle, Meyzeek and Russell junior high

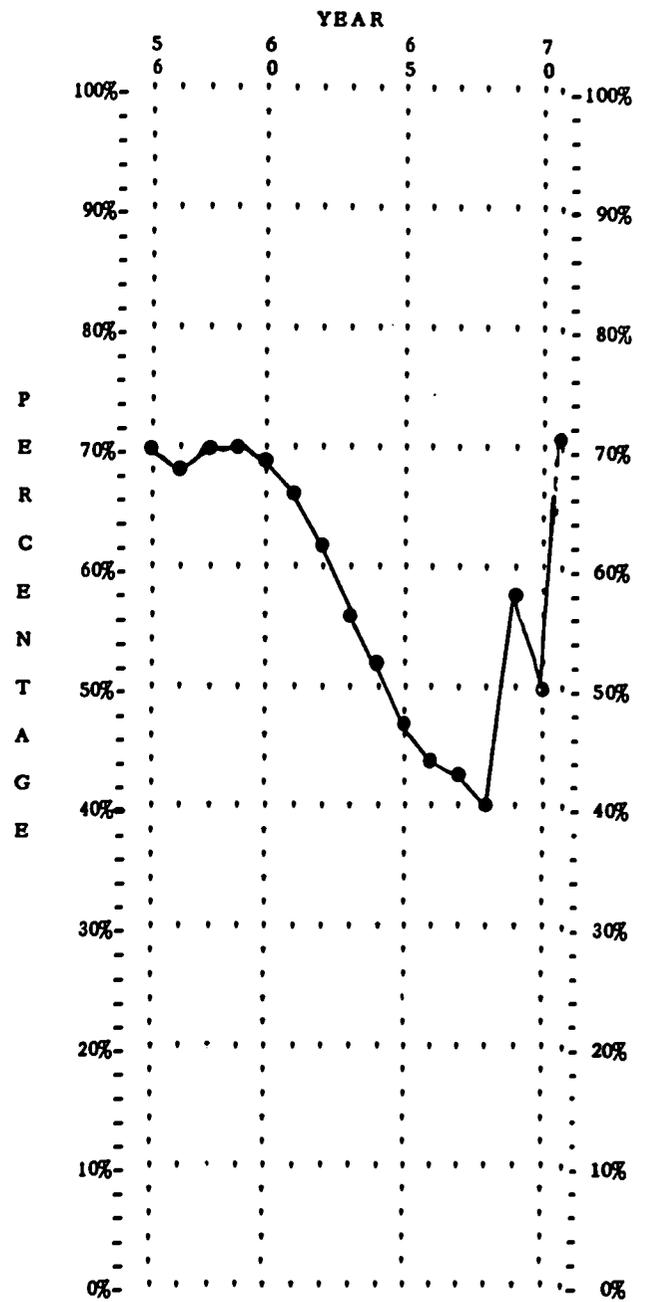
PERCENTAGE OF STUDENTS IN JUNIOR HIGH SCHOOLS WITH EXTREME RACIAL ISOLATION

Graph VI: Extreme Isolation of White Junior High School Students, 1956-71, in Louisville, Kentucky



o indicates percentage of white junior high school students attending schools where at least 90 per cent of the students are white.

Graph VII: Extreme Isolation of Black Junior High School Students, 1956-71 in Louisville, Kentucky



● indicates percentage of black junior high school students attending schools where at least 90 per cent of the students are Black.

schools; Byck, Carter, Cotter, Kennedy, Perry, Southwick, Talbert, Booker T. Washington and Wheatley elementary schools. Another, Whitney Young Elementary School, opened in 1971 in the ninety-plus category but replaced the former Clay Elementary School that once was all white.

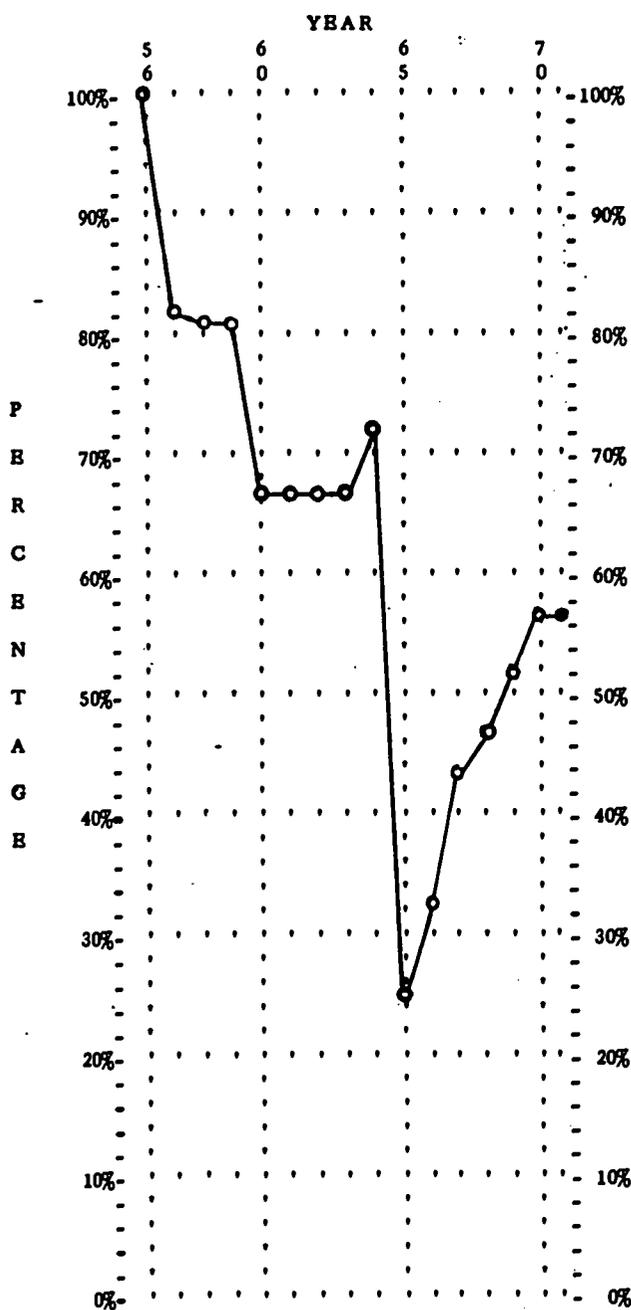
Nineteen schools always have had at least a 90 per cent white majority. The schools are Atherton and Iroquois high schools; Barret, Gottschalk and South-

ern junior high schools; Atkinson, Beechmont, Belknap, Bloom, Engelhard, Field, Frayser, Hazelwood, Jacob, Longfellow, Portland, Rutherford, Semple and Shelby elementary schools.

The rapid increase in the level of black isolation in Louisville schools runs counter to the national trend. Figures compiled by the U.S. Department of Health, Education and Welfare show that nationwide the level of black students in extreme segregation (schools

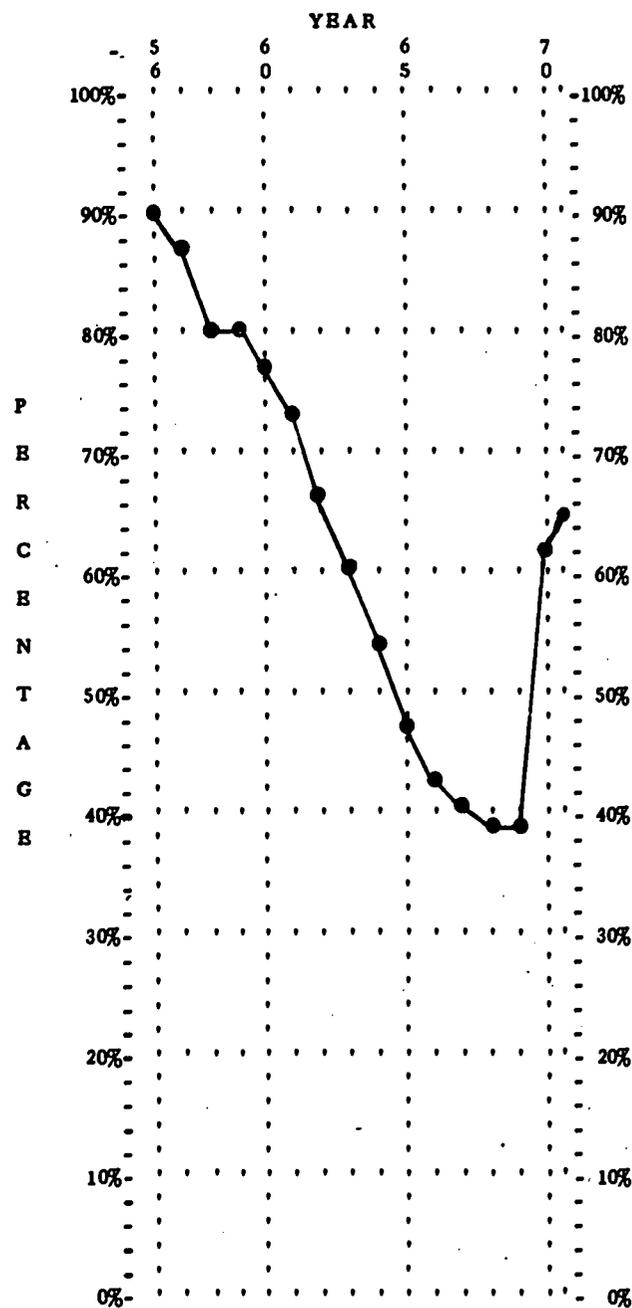
PERCENTAGE OF STUDENTS IN SENIOR HIGH SCHOOLS WITH EXTREME RACIAL ISOLATION

Graph VIII: Extreme Isolation of White Senior High School Students, 1956-71 in Louisville, Kentucky



o indicates percentage of white senior high school students attending schools where at least 90 per cent of the students are white.

Graph IX: Extreme Isolation of Black Senior High School Students, 1956-71 in Louisville, Kentucky



● indicates percentage of black senior high school students attending schools where at least 90 per cent of the students are Black.

with at least a 90 per cent black majority) dropped from 64.3 per cent in 1968 to 43.3 per cent in 1970. The decline in the South was even more dramatic, from 77.8 per cent in 1968 to 33.4 per cent in 1970.

In contrast, the level in Louisville jumped from 54.0 per cent in 1968 to 67.5 per cent in 1970. So Louisville went from well below the level in the nation and South in 1968 to a point well above the nation and the South in 1970. National figures are

not available for 1971, but Louisville continued to show an increase and reached 72.5 per cent.

A nation-wide report on the status of school desegregation has been prepared by the U.S. Civil Rights Commission and is reprinted in this report as Appendix A. It indicates how far Louisville has fallen behind. The report states:

"The number of minority group children attending desegregated schools continued to increase in States

where segregation once had been required under law (including Kentucky). In fall 1968, 78 per cent of all black school children were in schools with 80 per cent or more minority enrollment in the 11 Southern States. By fall 1970, the figure had dropped to 39 per cent."

In Louisville, however, 81.4 per cent of all black school children are in schools with 80 per cent or more minority enrollment this year.

Table A, below, compares the changing percentage of blacks in the 90 to 100 per cent black schools in Louisville with the percentages in the nation and its sub-regions.

Louisville can also be measured against its own earlier record. Today, 72.3 per cent of all city students (black and white) attend schools where one

TABLE A

Blacks attending elementary and secondary schools in which at least 90 per cent of students are black in Fall, 1968, and Fall, 1970

STUDENTS

Area	all schools	90- 100 %	
		black schools number	%
Louisville			
1968	23, 277	12, 556	54.0
1970	23, 579	15, 859	67.5
6 Border States and District of Columbia			
1968	636, 157	383, 059	60.2
1970	667, 362	380, 185	57.0
11 Southern States			
1968	2, 942, 960	2, 288, 570	77.8
1970	3, 150, 192	1, 051, 210	33.4
32 Northern and Western States			
1968	2, 703, 056	1, 369, 965	50.7
1970	2, 889, 858	1, 475, 689	51.1
Continental U. S.			
1968	6, 282, 173	4, 041, 593	64.3
1970	6, 707, 411	2, 907, 084	43.3

Source: Louisville data from annual reports filed by the Louisville Board of Education. Additional data from Civil Rights Digest, Vol. 4, No. 4, December, 1971.

race has a 90 per cent majority. That is the highest percentage since the 77.5 per cent in 1956 and the 73.5 per cent in 1957, the first two years of school desegregation.

The recent and rapid shift to resegregation is illustrated by the fact that as late as 1968 only 55.7 per cent of the students were in schools with such extreme racial isolation. Table B, below, shows how that trend shifted.

TABLE B

Percentage of students attending schools with at least a 90% racial majority, by year and type of school

Year	Elementary	Jr. high	Sr. High	Total
1956	74.0	72.0	100.0	77.5
1957	70.6	67.0	84.6	73.5
1958	72.3	63.5	82.7	72.0
1959	71.0	56.5	84.2	70.0
1960	69.9	57.6	70.6	67.0
1961	71.6	58.0	70.5	68.0
1962	73.1	47.7	67.7	69.0
1963	69.9	47.7	68.2	64.0
1964	69.0	47.6	70.2	64.1
1965	66.8	47.7	33.5	55.3
1966	64.2	47.7	38.0	54.8
1967	66.4	48.5	43.4	57.4
1968	63.0	48.4	44.8	55.7
1969	75.0	50.7	47.7	63.1
1970	82.5	55.1	61.2	69.2
1971	80.0	64.7	62.1	72.3

The one-hundred per cent transition of Parkland and Foster Elementary schools signals the arrival of the New Segregation.

All-white in 1955, Parkland became all-black in 1970 and Foster became all-black in 1971.

Others are getting close. Two are high schools, Male at 94 per cent and Shawnee at 88 per cent. Two are junior highs, Shawnee at 93 per cent and Parkland at 99 per cent. Five are elementary schools, Brandeis at 98, Young at 93, Jones at 91, Strother at 90 and Shawnee at 85.

Both Parkland and Foster elementary schools were the nearest schools to many black students forced into separate, all-black facilities under the dual school system in operation before 1956.

The Louisville Story, a book by Omer Carmichael

(then city school superintendent) and Weldon James, described the original desegregation plan. That plan—to desegregate all schools at one time—was acclaimed by many as a pattern for other cities.

It was under that 1956 plan that the artificial boundaries between the children of the city fell and the process of desegregation began. The disparities before 1956 are evident in the rapid increase in the number of black students in both Parkland and Foster between 1955 and 1957, as shown in Charts 1 and 2 below.

Foster

Year	Number of Students		Percentage Black									
	White	Black	0	0	0	0	0	0	0	0	0	0
1955	642	0	0	0	0	0	0	0	0	0	0	0
1957	486	187	●	●	●	X	●	●	●	●	●	●
1959	244	519	●	●	●	●	●	●	●	X	●	●
1961	52	697	●	●	●	●	●	●	●	●	●	X
1963	24	810	●	●	●	●	●	●	●	●	●	X
1965	14	811	●	●	●	●	●	●	●	●	●	X
1967	13	803	●	●	●	●	●	●	●	●	●	X
1969	2	762	●	●	●	●	●	●	●	●	●	X
1971	0	646	●	●	●	●	●	●	●	●	●	●

Parkland

Year	Number of Students		Percentage Black									
	White	Black	0	0	0	0	0	0	0	0	0	0
1955	308	0	0	0	0	0	0	0	0	0	0	0
1957	303	106	●	●	●	X	●	●	●	●	●	●
1959	213	191	●	●	●	●	X	●	●	●	●	●
1961	115	346	●	●	●	●	●	X	●	●	●	●
1963	55	498	●	●	●	●	●	●	●	●	●	X
1965	31	546	●	●	●	●	●	●	●	●	●	X
1967	12	622	●	●	●	●	●	●	●	●	●	X
1969	11	573	●	●	●	●	●	●	●	●	●	X
1971	4	588	●	●	●	●	●	●	●	●	●	X

Similar charts illustrating the racial composition and changes in all schools in the city system are collected into Appendix B in this publication.

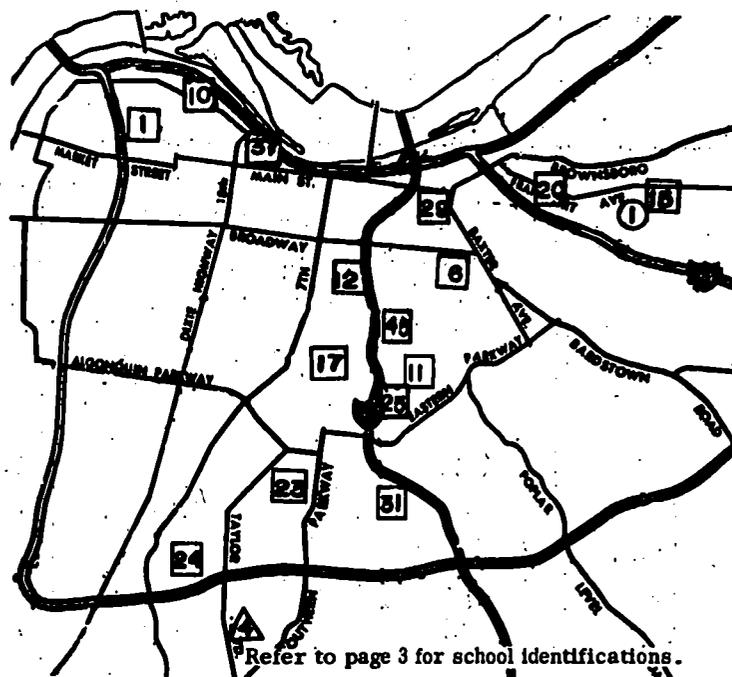
The new Brown School, scheduled to open at Fourth and Broadway in September, will provide education in an integrated, center city setting. But only one per cent of the city's students will be allowed to attend.

While the city system has had some success in other desegregation and in the use of black adminis-

MAP II: WHITE TO BLACK SCHOOLS
9 white schools in 1955 now 90-100% Black.



MAP III: WHITE TO WHITER SCHOOLS
17 white schools which lost black students over past 5 years.



trators, the Brown School is the first realistic step toward an integrated education for students.

Too little—way late.

Louisville still insists on tiny, tentative steps even after the evidence is in. Take Greenburgh, N.Y., where educators proved to doubting parents that full-scale integration paid off in better grades for both black and white students. Both groups are well ahead of national averages and both groups have improved at an increasing rate since integration 10 years ago.

Educators there found:

“Trying to upgrade schools without desegregating them first is, at best, a piecemeal effort. The

Table C: Segregation Index for All Schools in Louisville, Kentucky, 1956-1971

year	elementary	junior high	high school
1956	79.7	74.3	90.4
1957	77.2	72.1	87.6
1958	75.6	70.6	81.4
1959	78.4	72.5	80.3
1960	81.6	70.9	76.8
1961	80.6	66.3	73.9
1962	80.0	63.7	66.3
1963	78.5	61.9	61.5
1964	78.8	63.7	60.7
1965	77.0	65.5	61.5
1966	75.5	67.1	63.1
1967	78.4	70.1	65.9
1968	80.3	73.2	68.6
1969	82.1	74.8	75.5
1970	84.0	70.7	72.2
1971	86.2	70.7	78.6

$$\text{Segregation Index} = \left[\frac{\sum |o - e|}{(2N_b)(1 - \frac{N_b}{N_t})} \right] 100$$

when: o = actual number of blacks
 e = expected number of blacks
 N = total black and white
 N_b = total black

elementary supervisor said. . . 'first integrate, and then saturate (upgrade) every school with new ideas, new materials.' He is convinced that Negro and white children must sit in the same classrooms before it is possible to teach either group how to be good citizens in a multi-racial society. The net result of integration, he said, is 'better teaching and better schools.'"

The details of the Greenburgh story are in a 70-page publication *Equality Through Integration* written by Naomi and Arnold Buckheimer and published by the Anti-Defamation League of B'nai B'rith, New York City.

The number of black students almost doubled in the 16 years since desegregation while the number of white students declined. Table D, below, shows the changes. While the percentage increase is considerable, segregation has increased out of pace with the increase in the number of black students. Table C, next column, is a standard segregation index that takes into account both number and distribution of the minority group.

Table C shows that distribution of Black students has worsened along with the numbers increase to the point that all the early gains have all but been wiped out.

Note, in Table C, that the segregation index reached lows in the mid-1960s—75.5 for elementary schools in 1965; 61.9 for junior highs in 1963; and

Table D: Black Student Population Growth
 Showing change in number and percentage of black students in elementary, junior high and senior high schools for each year from school desegregation in 1956 to 1971, Louisville, Kentucky.

	Elementary			Jr. High			Sr. High		
	Total	Black	%Black	Total	Black	%Black	Total	Black	%Black
1956	27,684	7,622	27.5	10,839	2,746	25.3	7,318	1,642	22.2
1957	28,471	8,493	29.8	10,084	2,520	25.1	7,467	1,777	23.8
1958	28,529	9,252	32.4	10,319	2,692	26.1	7,787	1,888	23.9
1959	28,096	9,867	35.1	10,861	2,950	27.2	7,647	1,939	25.4
1960	28,280	10,437	36.9	11,881	3,443	29.1	7,136	1,837	25.8
1961	28,315	10,962	38.8	12,193	3,827	31.4	7,555	2,000	26.4
1962	28,452	11,410	40.1	12,402	4,257	34.3	8,528	2,313	27.1
1963	28,209	11,895	42.1	12,406	4,671	37.4	9,634	2,800	29.1
1964	27,803	12,229	44.0	12,346	4,920	39.8	10,072	3,144	31.2
1965	27,562	12,453	45.2	12,450	5,194	41.7	10,140	3,565	35.2
1966	27,244	12,733	46.7	12,535	5,466	43.6	10,218	3,930	38.4
1967	28,428	13,145	46.7	12,423	5,590	44.9	10,411	4,169	40.1
1968	27,796	13,077	47.1	12,595	5,822	46.3	10,498	4,378	41.7
1969	26,853	12,850	47.8	12,627	6,045	47.7	10,479	4,450	42.5
1970	26,157	12,636	48.3	12,835	6,202	48.3	10,412	4,741	45.4
1971	27,752	12,147	49.2	12,625	6,302	49.9	10,415	4,857	46.6

60.7 for high schools in 1964. Elementary schools, now at 86.2, are at the highest level since the dual system was abolished and senior highs, at 78.6, are the highest since 1959.

In addition to the 51 schools with extreme racial isolation, there are another nine schools where at least 75 per cent of the students are of one race. Schools with isolation of whites are Western Junior High School and Breckinridge, Emerson, Heywood and Roosevelt elementary schools. Schools with isolation of blacks are Shawnee High School and Carmichael, McFerran and Shawnee elementary schools.

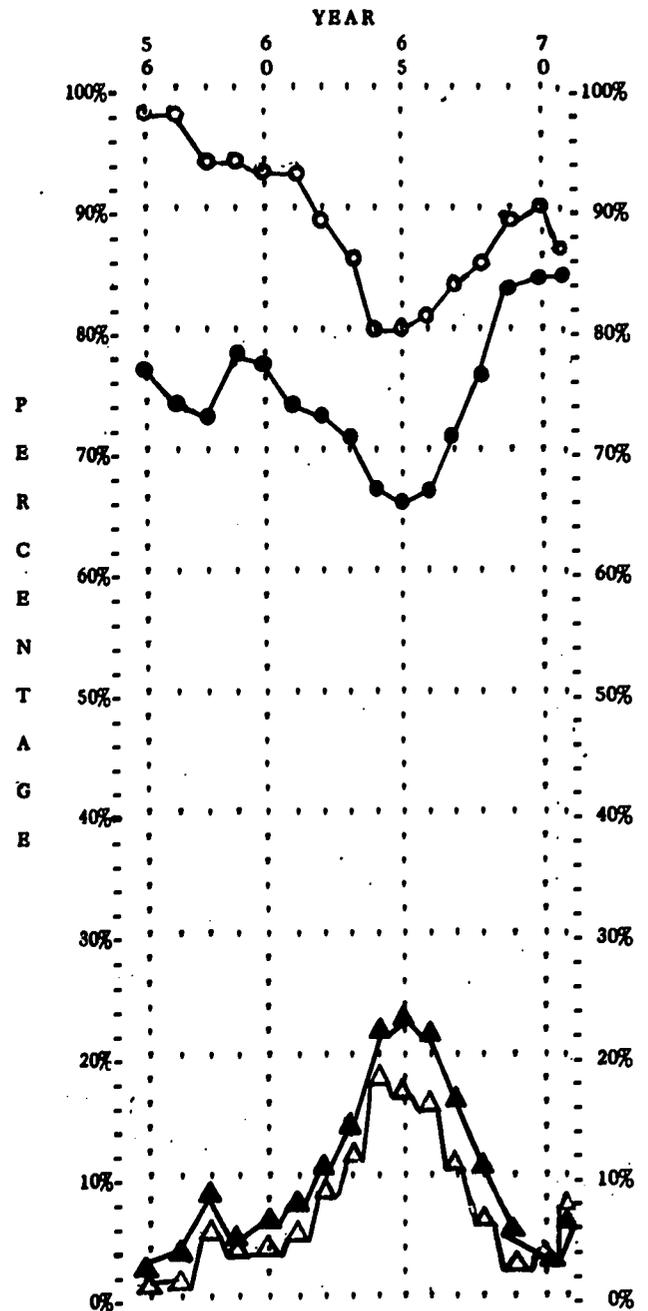
That means that only seven of the city's 67 schools do not have racial isolation this year. They are Ahrens and Manual high schools; Manual, Manly and Woerner junior high schools; and Lincoln and Marshall elementary schools.

Only three of those schools, Manly, Woerner and Marshall, are in the middle band where neither race has more than a one-third majority.

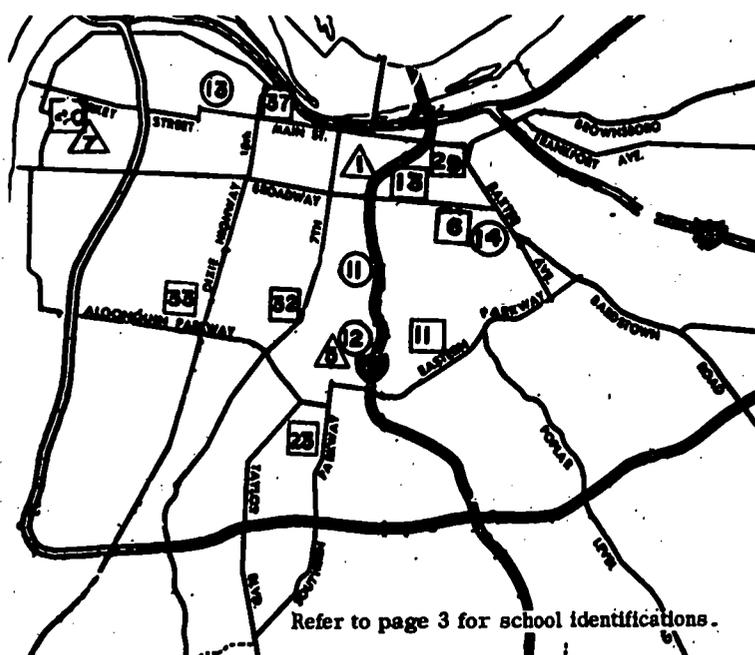
Graph X shows how the student population in these middle band schools has shifted since 1956. Note the decline in number of students attending the easily identifiable black and white schools dropped steadily through the mid-1960s only to spurt back up in the closing years of the decade and almost entirely wipe out the early gains. By 1965 the percentage of black students in the two-thirds majority schools had dropped to 66 per cent but since then it has climbed steadily from that low to an all-time high of 85 per cent.

Graph X: Two-Thirds Majority Schools

Showing percentage of black and white students in schools where one race had at least a two-thirds majority, Louisville, Ky., 1956-71.



MAP IV: BETWEEN THE EXTREMES



○ per cent of white students attending schools where they are in at least a two-thirds majority.

● per cent of black students attending schools where they are in at least a two-thirds majority.

△ per cent of white students attending schools where neither race has a two-thirds majority.

▲ per cent of black students attending schools where neither race has a two-thirds majority.

II. TOKEN FACULTY GAINS SACRIFICED

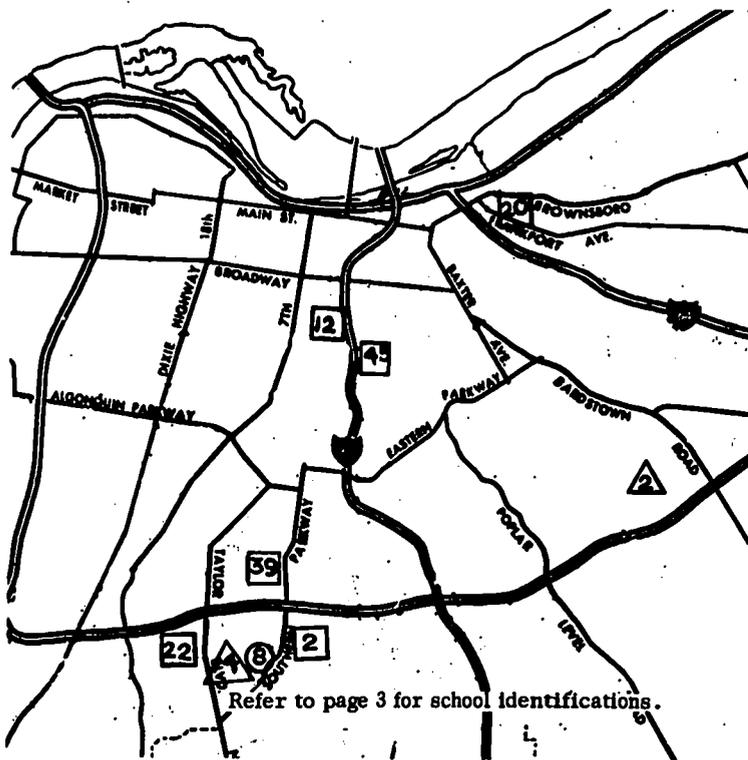
Louisville never even got close to federal court guidelines for faculty desegregation but even the modest advances were scrapped this year and the process of resegregation begun.

One basic reason is that the administration failed to hire black teachers at a level keeping with the gains in black student population.

Even where there were gains in faculty desegregation between 1968 and 1970, there now is some erosion. In fact, the schools with the greatest concentrations of white students actually are losing some of their few black teachers.

There are 16 schools where at least 95 per cent of the students are white. Seven of these schools have

MAP V: SCHOOLS LOSE BLACK TEACHERS



Nine schools with extreme isolation of white students that lost black teachers between 1970 and 1971 are shown on this map. School identification numbers are shown on this map. School identifications are given on page 3.

fewer black teachers this year than they had in the 1970-71 school year; six have the same number and only three have additional black teachers.

There are another 11 schools where 90 to 95 per cent of the students are white. Two of these schools lost black teachers; six have the same number and three have additional black teachers.

Table E, in the next column shows the change in number and percentage of black teachers in the 27

Table E: Black Teachers in White Schools Showing changes in number of black teachers in schools with 90-100 per cent white students, 1970, 1971, Louisville, Kentucky.

	Black Teachers		1971		change	
	1970		1971		1970-71	
	no.	%	no.	%	no.	%
95-100% White Student Body						
Longfellow	1.0	7.5	1.0	6.9	*	- 0.6
Bloom	2.0	14.8	2.0	12.9	*	- 1.9
Semple	5.0	15.7	4.0	13.0	-1.0	- 2.7
Southern	2.0	4.2	2.0	4.2	*	*
Iroquois	5.0	7.0	3.0	4.2	-2.0	- 2.8
Rutherford	3.0	8.9	3.0	8.6	*	- 0.3
Field	1.0	6.2	3.0	19.3	+2.0	+13.1
Belknap	2.0	12.1	3.0	19.2	+1.0	+ 7.1
Beechmont	1.0	11.3	0.0	0.0	-1.0	-11.3
Gottschalk	5.0	10.9	3.0	6.5	-2.0	- 4.4
Franklin	4.0	23.4	3.0	21.4	-1.0	- 2.0
Jacob	2.0	9.1	2.0	10.6	*	+ 1.5
Barret	4.0	12.1	4.0	12.9	*	+ 0.8
Atherton	6.0	9.3	4.0	5.5	-2.0	- 3.8
Hazelwood	2.0	5.8	1.1	3.4	-0.9	- 2.4
Portland	4.0	24.8	5.0	32.2	+1.0	+ 7.4
Subtotal	49.0		43.1		-5.9	-12.0
90-95% White Student Body						
Atkinson	4.0	10.9	4.5	13.2	+0.5	+ 2.3
Johnston	1.0	7.0	2.0	12.8	+1.0	+ 5.8
Frayser	1.0	3.7	1.0	4.0	*	+ 0.3
Tingley	2.0	9.1	1.0	5.5	-1.0	- 3.6
Engelhard	6.0	29.8	5.0	25.0	-1.0	- 4.8
Lowell	2.0	9.1	2.0	8.9	*	- 0.2
Dolfinger	4.5	25.4	4.5	27.3	*	+ 1.9
Highland	5.0	11.6	5.0	12.2	*	+ 0.6
Shelby	2.0	12.9	2.0	15.5	*	+ 2.6
Clark	2.0	11.4	2.0	11.9	*	+ 0.4
Cochran	1.7	7.0	2.6	11.0	+0.9	+ 4.0
Subtotal	31.2		31.6		+0.4	+ 0.1
Total	80.2		74.7		-5.5	- 6.9

*No change

city schools where the concentration of white students is greatest. The schools are ranked in order of the percentage of white students attending this year.

The gain and then decline in the number of black teachers south of Eastern and Algonquin parkways is an indicator of the weakness in the faculty desegregation drive.

There are 15 schools in that southern section of the city system. Table F, below, shows just what has happened in that area. There were only a few token black teachers in the area through 1969. Then there was a significant gain, almost doubling the number in 1970. But this year there was a marked decline.

Table F

Number of teachers in the 15 Louisville public schools south of Eastern and Algonquin Parkways, 1967-71.

	1967	1968	1969	1970	1971
Black	19.1	20.0	24.0	43.0	37.1
White	458.6	475.1	480.9	459.5	458.6
% Black	4.0	4.0	4.8	8.6	7.5

The school by school table below shows just what happened in each of the 15 southernmost schools over the past five years. Note, particularly, the gain and then decline in the number of black teachers at Atherton and Iroquois, the city's two white high schools, Table G.

At a time when educators talk of faculty desegregation, it is obvious that more of our white youth are

Table G: Black Teachers in White Schools

Showing shift of black teachers during years 1967-71 in the 27 Louisville city schools where at least 90 per cent of the students are white.

Sr. High School	No. of Black Teachers					Elementary	No. of Black Teachers				
	'67	'68	'69	'70	'71		'67	'68	'69	'70	'71
Atherton	1	2	2	6	4	Beechmont	1	1	1	1	0
Iroquois	4	3	3	5	3	Belknap	1	1	1	2	3
Subtotal	5	5	5	11	7	Frayser	1	1	1	1	1
						Hazelwood	1	1	2	2	1.1
						Heywood	1	2	2	3	3
Jr. High School						Jacob	1	0	0	2	2
Gottschalk	2	1	2	5	3	Longfellow	1	1	1	1	1
Highland	1	2	2	5	5	Lowell	1.1	2	2	2	2
Southern	1	1	2	2	2	Rutherford	1	1	1	3	3
Subtotal	4	4	6	12	10	Semple	1	1	2	5	4
						Subtotal	10.1	11	13	22	20.1
						TOTAL	19.1	20.0	24.0	45.0	27.1

being taught in the white enclaves—white classmates, white teachers.

Table H, below, shows just what that means this year at the high school level. The table ranks schools in order of the percentage of black teachers; gives the total number of white students in each school; shows the percentage of white students and then the cumulative percentage of white students. For example it shows that, 96.7 per cent of all white high school students attend schools where less than 15 per cent of the faculty is black.

Table H: White Enclaves

Showing location of white students in relation to percentage of black faculty at all senior high schools, Louisville, Kentucky, 1971.

	% black teachers	white students	% of all white students	cumulative %
Iroquois	4.2	1,621	29.3	29.3
Atherton	5.5	1,582	28.6	57.9
Ahrens	10.6	1,120	20.2	78.1
Manual	14.6	1,030	18.6	96.7
Male	26.3	88	1.6	98.3
Shawnee	37.2	107	1.9	100.2*
Central	66.4	0	0	

*More than 100% due to rounding of figures.

There was only token faculty desegregation in the Louisville city schools until the late 1960s. Then an effort—with prodding from the federal government—was begun. Table I shows the effects of desegregation efforts in the changing percentage of

Table I: Location of Black Teachers

Showing change in percentage of black faculty members for each school,
Louisville, Kentucky, 1967-71

Schools	% of Black Faculty Members					Schools	% of Black Faculty Members				
	'67	'68	'69	'70	'71		'67	'68	'69	'70	'71
Ahrens	1.2	3.3	3.2	8.1	12.0	Engelhard	9.9	4.0	8.3	27.1	22.7
Atherton	1.7	3.3	3.1	10.3	6.4	Field	6.5	6.1	5.3	11.7	24.2
Central	85.0	82.7	82.3	72.5	67.7	Foster	51.5	54.7	64.5	61.0	76.0
Iroquois	6.2	4.2	3.9	6.5	3.8	Franklin	5.4	5.4	5.4	22.1	20.0
Manual	4.4	6.2	8.6	8.7	15.1	Frayser	3.4	3.4	3.3	3.6	3.9
Male	5.8	8.1	12.5	19.0	29.3	Hazelwood	2.7	2.7	5.8	5.6	3.3
Shawnee	10.5	13.7	15.8	25.0	40.0	Heywood	6.5	12.2	12.2	18.1	21.3
Total High Schools	16.9	17.7	18.6	20.2	23.8	Hill	15.7	31.5	46.2	*	*
-----						Jacob	3.7	0.0	0.0	8.7	10.1
Barret	3.1	2.8	6.1	11.1	11.8	Johnston	6.5	6.5	7.5	6.5	11.7
Duvalle	93.8	86.7	78.2	53.8	69.0	Jones	13.4	20.0	22.0	35.6	36.2
Gottschalk	3.9	1.9	4.3	10.0	6.1	Kennedy	72.8	94.0	79.0	87.1	81.0
Highland	2.6	4.3	4.4	13.1	13.3	King	**	50.0	61.7	51.3	53.6
Manly	26.4	27.8	32.0	39.2	30.4	Lincoln	3.5	3.3	6.5	12.3	8.3
Manual	Included in					Longfellow	6.7	6.1	6.6	6.8	6.5
Meyzeek	77.6	75.9	69.8	69.2	80.0	Lowell	4.3	7.8	7.7	8.9	8.5
Parkland	44.1	43.4	51.4	41.7	53.5	Marshall	7.6	5.7	5.7	21.1	13.6
Russell	90.2	83.0	84.9	61.3	66.1	McFerran	15.0	14.1	18.5	26.5	44.5
Shawnee	27.2	26.1	26.2	38.1	47.0	Parkland	87.7	77.0	69.6	70.5	61.5
Southern	2.2	2.0	4.4	3.9	3.8	Perry	96.7	85.4	81.0	72.2	68.0
Western	19.7	17.5	13.3	15.9	21.7	Portland	5.8	11.4	5.4	23.2	30.4
Woerner	4.8	7.0	7.7	11.9	14.6	Roosevelt	9.8	5.5	8.1	17.9	15.4
Total Junior High	34.5	32.0	32.2	30.8	32.6	Rutherford	2.6	2.6	2.7	8.6	8.3
-----						Semple	3.1	3.1	6.0	15.3	12.6
Atkinson	2.6	2.7	5.2	10.6	12.8	Shawnee	23.6	28.6	23.1	33.4	53.7
Beechmont	9.9	9.0	8.2	7.9	0.0	Shelby	6.4	0.0	5.6	12.1	12.1
Belknap	6.5	5.7	5.7	11.4	18.1	Southwick	84.5	88.1	81.5	70.9	75.6
Bloom	6.9	6.1	5.5	13.7	12.1	Strother	23.4	35.7	36.4	42.4	42.7
Brandeis	85.7	85.3	77.3	68.2	75.7	Talbert	83.4	85.5	70.3	68.2	31.9
Breckinridge	4.0	3.7	7.4	11.9	12.4	Tingley	6.2	4.9	11.6	9.1	5.3
Byck	74.4	72.4	58.1	69.2	56.7	Washington, B. T.	79.3	72.3	71.5	65.7	50.0
Carmichael	54.1	57.2	44.0	36.4	37.0	Wheatly	86.7	80.0	63.0	39.7	43.4
Carter	90.3	89.7	84.2	58.4	72.4	Total Elementary	34.4	36.2	34.4	34.1	34.2
Clark	5.9	5.1	5.1	10.8	11.3	TOTAL SCHOOLS	30.2	30.8	30.4	29.9	31.3
Clay (Young)	32.0	40.5	37.1	51.1	58.8	*Hill Elementary closed for 1970-71 school years.					
Cochran	2.3	2.5	2.1	6.7	10.8	**King opened in 1968.					
Coleridge - Taylor	96.3	100.0	73.0	44.8	52.7	Underlined figures indicate years in which there was a decline in percentage of black faculty.					
Cotter	93.2	95.0	76.2	78.5	98.4						
Dolfinger	15.0	17.1	14.3	24.0	25.7						
Emerson	10.3	10.3	4.9	21.0	14.6						



black and white teachers on each school faculty. The underlined figures indicate years in which there was a decline in the percentage of black teachers. Decline means improved faculty desegregation if the faculty has a high black majority but decline means faculty resegregation in the schools where the percentage of black faculty members already was low.

This runs counter to the federal court ruling in a North Carolina case which requires that the ratio of minority group to majority group teachers in each school must be substantially the same as the ratio throughout the district. [Singleton v. Anson County Board of Education, 283 F. Supp. 895 (1968) (U.S.D.C., WDNC)].

The retreat from faculty desegregation did not begin until the current school year. Though partly concealed by overall staff cuts, the retreat is obvious when the direction of change in faculty is analyzed.

Table J summarizes such an analysis. It shows the percentage of schools in each of 10 categories that

TABLE J

Percentage of schools (by black faculty deciles) that gained in percentage of black teachers for the years 1967 to 1971 in Louisville, Kentucky.

percentage of black faculty	% of schools gaining black teachers			
	67-68	68-69	69-70	70-71
90-100	33.3	0.0	*	*
80-89.9	33.3	12.5	0.0	0.0
70-79.9	25.0	0.0	<u>14.9</u>	<u>40.0</u>
60-69.9	*	*	0.0	<u>56.1</u>
50-59.9	100.0	66.7	50.0	<u>100.0</u>
40-49.9	0.0	<u>50.0</u>	0.0	<u>100.0</u>
30-39.9	100.0	100.0	75.0	<u>50.0</u>
20-29.9	80.0	<u>60.0</u>	100.0	<u>50.0</u>
10-19.9	50.0	50.0	85.7	<u>70.6</u>
0-9.9	31.4	59.4	87.7	<u>39.9</u>

* no schools in category

Underlined figures indicate years in which there was a decline in percentage of black faculty.

gained in percentage of black teachers. As in Table I, a decline in percentage means faculty desegregation if the school already is above 30 per cent (above dashes in Table J); a decline in percentage means faculty resegregation if the school already is below 30 per cent (below dashes in table).

For example, there should be a high rate of gain for schools where less than 10 per cent of the teachers are black. Reading across the bottom line of Table J there is such an increase until the current year—31.4, 59.4, 87.7 and then the drop back to 39.9. That means that less than 40 per cent (6 of 15) of the schools in that low category showed an increase in percentage of black teachers in 1971.

As previous data in this section shows, the area where there was a decline in black faculty members is the section south of Algonquin and Eastern parkways where there is the greatest concentration of white students.

Though starting later, the retreat to segregation of faculties appears headed rapidly in the same direction as the resegregation of students.

Another area of concern is the failure of the city system to keep the hiring of black faculty members at a pace with the growth of the black student population. Table K indicates the major proportions of that gap.

Opportunities for black teachers are not keeping pace with the over-all growth of the black population. A major reason appears to be the continued concentration of white teachers in white schools with much of the faculty desegregation coming in the form of placing white teachers into the black majority schools rather than placing more blacks into the white majority schools.

Table K shows the gap was 333 black teachers in 1967. Today that gap is 415.

Table K: The Hiring Gap

Showing actual number of black teachers and gap between that number and what would be expected if black teacher percentage equaled black student percentage, Louisville, Ky., 1967-71.

No. of black teachers if equal to student per cent	1032	1105	1181	1263	1163
actual number black teachers	699	757	764	796	748
gap, number	333	348	417	467	415
gap, per cent	32.3	31.2	35.2	36.9	35.6

III. CONCLUSIONS

The Louisville-Jefferson County community cannot afford to graduate another student generation which is inadequately prepared to participate in a democratic, multi-racial society. But that's what will happen if the resegregation trend continues and the area's young people are educated in racial isolation.

Racial isolation has been proved a detriment to the education of both white and black students. Since segregation creates an inferior educational setting, it cannot be justified by the excuse most often heard, that it merely reflects residential segregation.

The excuse has denied most white children the experience they need of relating to black teachers and administrators in positions of authority just as it has fed the myth that black teachers prefer to teach in black schools.

In a city where people should be learning to live together, we have a school system teaching the young that they must learn in separate institutions.

The truth is that separate education is inherently unequal. That is the law of the land and it is solidly supported by documented facts both before and since the school desegregation decision of 1954. And on the contrary, no evidence has been produced to show that quality education can be achieved in segregated schools. And with the realities of economics and power politics, it is the black people and the poor people who suffer the most from such separatism.

The reward offered to blacks willing to "stay in their place" is a token voice in the operation of the schools in their neighborhoods. Neither quality nor equality can be purchased with such tokens.

Equality will come only through an integrated school system—and with equality will come improved quality.

Already bad, the rate of resegregation in Louisville city schools has accelerated over the past few years. Soon all the gains made in the early years of desegregation will be wiped out.

Resegregation is a tragedy because it means a lost opportunity to educate young people for life in our multi-racial society. Segregation breeds distrust as a starting point to hatred.

At first, establishment of a dual system resulted only from a drift. Now, the separation of students into schools that can be identified on racial and economic lines will increase even more rapidly with renewed emphasis on neighborhood schools.

The code word is neighborhood schools. The most popular argument, though not proven, is that like groups are easier to teach.

But stripped of the code words and pop arguments, we see a segregated system that fosters racial fears and promotes ethnic stereotypes. We see a system in which white students living in predominantly black neighborhoods find it easy to get transfers. We see a system in which black students from predominantly white areas are encouraged to attend black schools in the inner city either through recruiting or through disciplinary transfers.

State and federal laws prohibit discrimination in the hiring and assignment of black teachers. Still, black teachers have little more than held their 1967 share of jobs while there has been a dramatic increase in the percentage of black students within the system. There is a need for more effective recruitment of black teachers.

The Singleton ruling by the federal courts makes it clear that school officials must strive for equal distribution of black teachers throughout the system. An example of failure is the continued tokenism on faculties in the southern-most schools in the city system. Even the modest efforts of 1969 and 1970 now seem to be sacrificed.

In place of the goals set by the Singleton ruling, city school officials have announced that they seek faculties with at least 30 per cent of the minority groups. That means 70 per cent black faculty schools and 70 per cent white faculty schools would be permitted. Such a plan does not appear to meet Singleton standards and makes race a clear criteria for assignment of teachers.

The major conclusion the Kentucky Commission on Human Rights must make as a result of this study is that the Louisville school system has failed—either by design or by lack of effort—to deliver on the promise of full student and faculty desegregation. The myth of "neighborhood schools" has been put forward to conceal this basic failure.

Since leadership has faltered, there must now be a revival of the spirit of an earlier time when there was broad support for desegregation as a step toward quality education through equality in opportunity. The current Board of Education is in a position to provide much of that new leadership and to direct its staff to develop the programs and plans to make it work—now.

IV. RECOMMENDATIONS

1. The Louisville school system should begin immediate preparation of a comprehensive plan for school desegregation designed to turn the resegregation pattern back around with the opening of school in the fall of 1972.
2. The first year phase of that comprehensive plan must include some elementary school pairing.
3. The first year phase of that comprehensive plan must include a system-wide revision of the high school attendance patterns and a long-range move toward educational parks.
4. Louisville and Jefferson County school officials should begin planning together now for the complete merger and desegregation program which is inevitable. Such a plan must protect the modest gains made by black teachers and administrators within the city system.
5. If city and county officials fail to initiate desegregation and merger planning, then white parents, students and teachers should join with black parents, students and teachers in a federal court suit that will require full desegregation of faculty and student bodies in a merged system. Such a plan must protect rights of minority group students, teachers and administrators.
6. City officials must close the gap that still exists in the hiring of black teachers.
7. City officials should comply with the federal court decision (*Singleton v. Anson County, N. C., Board of Education*) which states that the percentage of black teachers in each school should reflect the percentage of black teachers throughout the system. Teachers should be hired and placed on a desegregated basis by the central office of the school system. While neighborhood groups can properly participate in evaluation of teachers after they have taught in a school for a reasonable period, no such group should be placed in a position where it can prevent employment or placement of a teacher as a device for maintaining segregation.
8. City officials must inform the community on the educational advantage of assuring that at least 35 per cent of the teachers in every school are black.
9. City officials should require that the racial minority in every elementary school exceed 11.1 per cent in 1972. That would mean that no black majority school could have more than 88.8 per cent black students and no white majority school could have more than 88.8 per cent white students.
10. City officials should require that the racial minority in every junior high school exceed 22.2 per cent in 1972-73.
11. City officials should require that the racial minority in every senior high school exceed 33.3 per cent in 1972-73.
12. City officials should consider the levels in recommendations 8, 9 and 10 only as the first phase in total desegregation of the schools.
13. Black teachers who believe they have been discriminated against by the school officials in matters of hiring, assignment or promotion should file complaints with the Kentucky Commission on Human Rights.
14. Special attention should be given to locating new schools on sites where they will increase the level of desegregation.

SCHOOL DESEGREGATION

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Federal courts have moved vigorously the past year and a half to accelerate the pace of school desegregation. Tactics designed to delay elimination of the dual school system have been systematically struck down. The Supreme Court gave support to a wide variety of desegregation techniques, including transportation, in the important *Swann v. Charlotte-Mecklenburg Board of Education* case decided unanimously in April 1971. In that decision, neighborhood schools lost their sanctity when busing was recognized as a viable means of achieving desegregation.

Decision of courts in areas as widely separated as Pasadena, California and Pontiac, Michigan have acknowledged that segregation is a national rather than a regional problem and requires remedial action by individual school districts wherever it exists.

In another step toward eliminating inequality of educational opportunity, a Federal court denied tax exemptions to private educational institutions, as well as tax deductions to individuals contributing to these institutions, if the schools discriminate on the basis of race. Racially discriminatory private schools support segregation by diminishing the number of white students who otherwise would attend desegregated public schools.

In fall 1970, Southern school districts which previously had escaped desegregation were required to implement final desegregation plans. This action followed pressure from the Department of Health, Education, and Welfare and from Supreme Court rulings requiring that desegregation take place "at once". Although there was large-scale implementation of desegregation plans, most of the plans continued to permit numerous black, majority black, or predominantly white schools. Strategies adopted to avoid a completely desegregated system included adherence to neighborhood schools where residential segregation would preclude integration; rejection of noncontiguous zoning or school pairing; and rejection of transportation plans for desegregation purposes. Hence, many school systems technically desegregated and "in compliance" with court-ordered plans or HEW voluntary plans still were educating minority and majority group children in segregated schools or segregated classrooms.

Nevertheless, the number of minority group children attending desegregated schools continued to increase in States where segregation once had been required under law. In fall 1968, 78 percent of all black school children were in schools with 80 percent or more minority enrollment in the 11 Southern States. By fall 1970, the figure had dropped to 39 percent.

However, these statistics reflect only physical desegregation of schools. The figures fail to take into account other serious, but often more subtle, aspects of segrega-

tion and discrimination. These include segregation of activities and facilities within schools; unequal discipline based upon race; and demotions and/or dismissals of minority faculty and school administrators. These problems represent forms of discrimination which almost inevitably will become the focus of legal and administrative action in the seventies.

Even without looking at discriminatory tactics, the discouraging fact is that, despite minimal gains in desegregation, more than 3.3 million black children remain in schools 80 percent or more minority in the continental United States, 1.2 million of whom are in the South.¹ In addition, more than 750,000 Spanish surnamed children, 468,000 of whom are in five Southwestern States, remain in ethnically imbalanced schools.² In the North and West, where legally segregated education has been infrequent, the extent of segregation is substantial and, in many communities, growing.³

NATIONAL STANDARDS

During 1970 and 1971 an increasing debate has been heard about the need for national standards for school desegregation, applicable nationwide in *de jure* as well as *de facto* situations. A leading Northern exponent for a national approach to school desegregation is Senator Abraham A. Ribicoff of Connecticut who, in 1970 and 1971, introduced legislation which would require metropolitanwide desegregation of schools. Under the Ribicoff proposal, all schools within a metropolitan area would be required to have a proportion of minority group students equal to at least one-half the minority group proportion of the enrollment in the metropolitan area as a whole. Ten years would be allowed to accomplish this integration, but school districts would be expected to show substantial progress toward established goals each year or face the loss of all Federal education aid. The Senate rejected the bills both years.

Senator John Stennis of Mississippi also pressed for equal emphasis on desegregation in all sections of the country. Senator Stennis introduced an amendment to the 1970 Education Appropriations bill requiring uniform application of HEW school desegregation policies and practices throughout the country. After Senator Ribicoff added the phrase "regardless of the

¹ *National Survey of Racial and Ethnic Enrollment in the Public Schools, Table 2-A, HEW Press Release, Washington, D.C., June 18, 1971.*

² *National Survey of Racial and Ethnic Enrollment in the Public Schools, Table 2-B, HEW Press Release, Washington, D.C., June 18, 1971.*

³ *National Survey of Racial and Ethnic Enrollment in the Public Schools, Table 2-A, HEW Press Release, Washington, D.C., June 18, 1971.*

**NEGROES ATTENDING SCHOOL AT INCREASING LEVELS OF ISOLATION
FALL 1968 AND FALL 1970 ELEMENTARY AND SECONDARY SCHOOL SURVEY**

NEGROES ATTENDING:

AREA	TOTAL PUPILS	NEGRO NUM.	NEGRO PCT	0-49.9% MINORITY SCHOOLS		50-100% MINORITY SCHOOLS		80-100% MINORITY SCHOOLS	
				NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
CONTINENTAL U.S.									
'68	43353568	6282173	14.5	1467291	23.4	4814881	76.6	4274461	68.0
'70	44877547	6707411	14.9	2223506	33.1	4483905	66.9	3311372	49.4
(1) 32 NORTHERN AND WESTERN									
'68	28579766	2703056	9.5	746030	27.6	1957025	72.4	1550440	57.4
'70	29451976	2889858	9.8	793979	27.5	2095879	72.5	1665926	57.6
(2) 6 BORDER AND D.C.									
'68	3730317	636157	17.1	180569	28.4	455588	71.6	406171	63.8
'70	3855221	667362	17.3	198659	29.8	468703	70.2	404396	60.6
(3) 11 SOUTHERN									
'68	11043485	2942960	26.6	540692	18.4	2402268	81.6	2317850	78.8
'70	11570351	3150192	27.2	1230868	39.1	1919323	60.9	1241050	39.4

AREA	90-100% MINORITY SCHOOLS		95-100% MINORITY SCHOOLS		99-100% MINORITY SCHOOLS		100% MINORITY SCHOOLS	
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
CONTINENTAL U.S.								
'68	4041593	64.3	3832843	61.0	3331404	53.0	2493398	
'70	2907084	43.3	2563327	38.2	1876767	28.0	941111	
(1) 32 NORTHERN AND WESTERN								
'68	1369965	50.7	1198052	44.3	834898	30.9	332408	
'70	1475689	51.1	1288221	44.6	878357	30.4	343629	
(2) 6 BORDER AND D.C.								
'68	383059	60.2	368149	57.9	294844	46.3	160504	
'70	380185	57.0	355512	53.3	294104	44.1	154409	
(3) 11 SOUTHERN								
'68	2288570	77.8	2266642	77.0	2201662	74.8	2000486	
'70	1051210	33.4	919594	29.2	704306	22.4	443073	

Source: *National Survey of Racial and Ethnic Enrollment in the Public Schools, Table 2-A, HEW Press Release, Washington, D.C., June 18, 1971.*

origin or cause of the segregation", the perfected amendment was adopted.

Neighborhood schools and the use of busing to achieve desegregation have caused widespread debate during the past 2 years. In March 1970, the President issued a special statement on school desegregation in which he emphasized the distinction between *de facto* and *de jure* segregation, expressed support for the neighborhood school, and opposed busing to achieve desegregation.

The United States Commission on Civil Rights responded to the President's message. While commending the President for his strong support of the constitutional principle of the 1954 Supreme Court decision in *Brown v. Board of Education*, the Commission took exception to the arguments against busing, maintaining that the emphasis on busing was misplaced. "As most Americans would agree," the Commission said, "it is the kind of education that awaits our children at the end of the bus ride that is really important."

The Commission also took issue with the President's statement of *de facto* segregation. It observed that often what appears to be *de facto* segregation actually is the result, in whole or substantial part, of an accumulation of governmental actions. Such segregation, the Commission argued, therefore is *de jure*.

For example, in a recent Northern school case, *Davis v. School District of the City of Pontiac, Inc.*, the school board contended that *de facto* segregation existed in certain Pontiac elementary schools but that it could not be required to undo that which it had not caused.⁴ The court found that the Pontiac Board of Education intentionally utilized the power at its disposal to perpetuate the pattern of segregation, deliberately preventing integration despite its pronouncements favoring integration. The court concluded that the Pontiac Board of Education did "a great deal to create the patterns existing within that school district" and therefore was responsible for eliminating the patterns. The decision was affirmed on appeal.⁵

The Commission's position on busing was supported by the United States Supreme Court in its April 20, 1971 decision in *Swann v. Charlotte-Mecklenburg Board of Education*.⁶ The case involved an appeal from a court-ordered integration plan which called for extensive busing of about 23,000 students. The plan called for a white-black enrollment in each school approximating the overall enrollment ratio in the district. In affirming the lower court's earlier order, the Supreme Court held:

- 1) Limited use of mathematical ratios in fashioning a desegregation decree is permissible.
- 2) Where black-white enrollments in individual schools do not reflect generally the black-white ratio in the district as a whole, the burden is upon

the school board to show that desegregation has nevertheless been achieved to the greatest degree possible.

- 3) Rearrangement of school districts and geographic zones and the development of noncontiguous zoning is within the power of the courts in eliminating the dual system.
- 4) Bus transportation is a viable technique for accomplishing school desegregation and courts may require its use.

Because busing had been utilized sparingly under HEW administrative rules, numerous desegregation plans perpetuating all-black, majority black, or majority-minority schools had received the Department's sanction. Following the *Swann* decision, HEW's Office for Civil Rights began to review previously accepted plans to secure changes where all-black schools continued to exist. However, few changes in plans have been made which adequately reflect the rulings in *Swann*.

LEGISLATION

Despite frequent changes in policy regarding school desegregation during the past 2 years, Federal financial assistance for implementing desegregation has been increased. Under the Emergency School Assistance Program, an initial \$75 million was appropriated in August 1970 to help Southern school districts carry out their desegregation plans by resolving problems arising "incident to desegregation". Legislation calling for an additional \$1.5 billion was introduced later in 1970 by the Administration, but it was not approved. Some Congressmen felt there were insufficient safeguards for assuring that funds would be spent properly. Two evaluations of the \$75 million program—one by several private civil rights groups and another by the General Accounting Office—cited numerous examples of improper use of funds and improper program administration. Other opponents felt the funds would support busing, of which they disapproved.

The Emergency School Aid legislation was reintroduced by the Administration and merged with a similar bill introduced by Senator Walter F. Mondale of Minnesota. The new bill, entitled the Emergency School Assistance and Quality Integrated Education Act, would require a school district receiving Federal aid for desegregation to have "at least one stable quality integrated school". An integrated school is defined as one "in which a substantial portion of the children are from educationally advantaged backgrounds and which is substantially representative of the minority group enrollment of the local educational agency in which it is located". The faculty also must be representative of the minority and majority populations.

The revised legislation required districts to adopt plans for eliminating racial isolation "to the maximum extent possible". This phrase, however, is undefined and could provide a loophole for recalcitrant districts and judges unsympathetic to desegregation. The bill also would provide funds for two experimental educational

⁴ 309 F. Supp. 734 (E.D. Mich. 1970).

⁵ 443 F. 2d 573 (1971).

⁶ 399 U.S. 926 (1971).

parks and for planning integrated programs to involve entire metropolitan areas. Further, it would provide money for "special programs", including educational television, bilingual education, and programs to involve parents in the educational process. Funds also would be provided for human relations activities designed to foster understanding between majority and minority groups and for a variety of school-community relations activities. The bill has passed the Senate but now is in the House Committee on Education and Labor. The President has indicated that he will ask that the bill be amended to forbid use of the funds for transportation purposes.

The Education Revenue Sharing Act of 1971 (ERS) is another major piece of proposed education legislation. ERS would replace categorical programs of Federal assistance to elementary and secondary education with a revenue sharing system designed to meet the broad needs of State and local school systems. Passage of the bill in the current legislative session now seems unlikely.

SEGREGATED PRIVATE SCHOOLS

A most disturbing development in education in recent years has been the proliferation of segregated private schools in the South as a means of avoiding school desegregation. The growth of these schools has been facilitated by the tax-exempt status granted them by the Internal Revenue Service and the tax deductions allowed to taxpayers who make financial contributions to these schools. In the midst of the *Green v. Connally* litigation, IRS modified its policy regarding segregated private schools. On July 10, 1970⁷ and July 19, 1970,⁸ IRS

⁷ *Announcement of Position on Private Schools, IRS Press Release, Washington, D.C., July 19, 1970.*

⁸ *Announcement of Position on Private Schools, IRS Press Release, Washington, D.C., July 19, 1970.*

issued press releases stating it would no longer grant tax-exempt status to segregated private schools.

Nevertheless, on June 30, 1971, in *Green v. Connally*, a three-judge Federal district court held that the Internal Revenue Code does not permit Federal tax exemptions to racially discriminatory private schools in Mississippi, nor does it permit individual tax-payer deductions where contributions are made to such schools. The court held that IRS, before granting tax-exempt status to private schools, must require the schools to document publication of their non-discriminatory admission policy; to provide data on the racial composition of the student body, faculty, staff, applicants for admission, and recipients of scholarships and loan awards; to list the incorporators, founders, board members, and donors of lands and buildings; and to provide a statement as to whether they have an announced identification with organizations created to maintain segregated education as a primary objective.

Segregated private schools have become havens for white students fleeing integrated public schools and have thereby jeopardized the viability of plans to integrate public schools. With effective monitoring by IRS the court decision and policy change therefore can have major implications for strengthening public education.

UNFINISHED TASK

The 1970's will be busy years for school desegregation activities. The agenda will include completing physical desegregation and removing remaining discriminatory elements in systems which have desegregated. These activities undoubtedly will focus on eliminating artificial distinctions between *de facto* and *de jure* segregation. In working to end discrimination and segregation, North and South, the Nation will have to move with greater vigor and decisiveness toward the goal of providing equality of educational opportunity for all of its children.

**APPENDIX B: Changes in Racial Composition in all Louisville Public Schools
from 1955 through 1971**

(Individual tables cover odd numbered years and give the number of white students, the number of black students. The individual charts indicate the approximate percentages of black and white students. Statistics are from annual reports prepared by the Louisville Board of Education and are mid-September figures for each year covered.)

HIGH SCHOOLS

Ahrens Δ 1

Year	Number of Students		Percentage Black									
	White	Black	0	0	0	0	0	0	0	0	0	0
1955	1051	0	o	o	o	o	o	o	o	o	o	o
1957	1082	22	x	o	o	o	o	o	o	o	o	o
1959	1071	45	x	o	o	o	o	o	o	o	o	o
1961	1071	47	x	o	o	o	o	o	o	o	o	o
1963	1324	88	x	o	o	o	o	o	o	o	o	o
1965	1692	323	•••	x	o	o	o	o	o	o	o	o
1967	1279	362	••••	x	o	o	o	o	o	o	o	o
1969	1396	342	••••	x	o	o	o	o	o	o	o	o
1971	1120	407	•••••	x	o	o	o	o	o	o	o	o

Atherton Δ 2

Year	Number of Students		Percentage Black									
	White	Black	0	0	0	0	0	0	0	0	0	0
1955	901	0	o	o	o	o	o	o	o	o	o	o
1957	945	0	o	o	o	o	o	o	o	o	o	o
1959	921	2	x	o	o	o	o	o	o	o	o	o
1961	929	6	x	o	o	o	o	o	o	o	o	o
1963	1265	11	x	o	o	o	o	o	o	o	o	o
1965	1313	28	x	o	o	o	o	o	o	o	o	o
1967	1400	26	x	o	o	o	o	o	o	o	o	o
1969	1512	32	x	o	o	o	o	o	o	o	o	o
1971	1582	61	x	o	o	o	o	o	o	o	o	o

Central Δ 3

Year	Number of Students		Percentage Black									
	White	Black	0	0	0	0	0	0	0	0	0	0
1955	0	1420	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••
1957	0	1555	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••
1959	0	1554	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••
1961	1	1478	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	x
1963	0	1685	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••
1967	0	1713	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••
1969	0	1755	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••
1971	0	1616	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••	•••••

Iroquois Δ 4

Year	Number of Students		Percentage Black									
	White	Black	0	0	0	0	0	0	0	0	0	0
1965	366	2	x	o	o	o	o	o	o	o	o	o
1967	1363	23	x	o	o	o	o	o	o	o	o	o
1969	1679	15	x	o	o	o	o	o	o	o	o	o
1971	1621	9	x	o	o	o	o	o	o	o	o	o

Manual Δ 5

Year	Number of Students		Percentage Black									
	White	Black	0	0	0	0	0	0	0	0	0	0
1955	1457	0	o	o	o	o	o	o	o	o	o	o
1957	1744	38	x	o	o	o	o	o	o	o	o	o
1959	1748	57	x	o	o	o	o	o	o	o	o	o
1961	1712	89	x	o	o	o	o	o	o	o	o	o
1963	2064	142	•x	o	o	o	o	o	o	o	o	o
1965	1709	208	••x	o	o	o	o	o	o	o	o	o
1967	1111	281	••••x	o	o	o	o	o	o	o	o	o
1969	898	298	•••••x	o	o	o	o	o	o	o	o	o
1971	1030	391	••••••x	o	o	o	o	o	o	o	o	o

Male Δ 6

Year	Number of Students		Percentage Black									
	White	Black	0	0	0	0	0	0	0	0	0	0
1955	997	0	••••x	o	o	o	o	o	o	o	o	o
1957	1012	117	••x	o	o	o	o	o	o	o	o	o
1959	1023	188	••••x	o	o	o	o	o	o	o	o	o
1961	934	230	••••x	o	o	o	o	o	o	o	o	o
1963	1038	460	••••••x	o	o	o	o	o	o	o	o	o
1965	774	695	••••••••x	o	o	o	o	o	o	o	o	o
1967	511	966	••••••••••x	o	o	o	o	o	o	o	o	o
1969	241	1147	•••••••••••x	o	o	o	o	o	o	o	o	o
1971	88	1512	••••••••••••x	o	o	o	o	o	o	o	o	o

Shawnee Δ 7

Year	Number of Students		Percentage Black									
	White	Black	0	0	0	0	0	0	0	0	0	0
1955	768	0	o	o	o	o	o	o	o	o	o	o
1957	907	45	x	o	o	o	o	o	o	o	o	o
1959	945	93	•x	o	o	o	o	o	o	o	o	o
1961	908	150	••x	o	o	o	o	o	o	o	o	o
1963	1143	414	••••x	o	o	o	o	o	o	o	o	o
1965	721	609	••••••x	o	o	o	o	o	o	o	o	o
1967	578	798	••••••••x	o	o	o	o	o	o	o	o	o
1969	303	861	••••••••••x	o	o	o	o	o	o	o	o	o
1971	107	861	•••••••••••x	o	o	o	o	o	o	o	o	o

Appendix B: Continued

JR. HIGH SCHOOLS

Barrett ①

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	654	0	o	o	o	o	o	o	o	o	o	o	o
1957	610	26	x	o	o	o	o	o	o	o	o	o	o
1959	616	22	x	o	o	o	o	o	o	o	o	o	o
1961	722	31	x	o	o	o	o	o	o	o	o	o	o
1963	655	37	●	x	o	o	o	o	o	o	o	o	o
1965	630	40	●	x	o	o	o	o	o	o	o	o	o
1967	633	31	x	o	o	o	o	o	o	o	o	o	o
1969	688	39	●	x	o	o	o	o	o	o	o	o	o
1971	676	25	x	o	o	o	o	o	o	o	o	o	o

DuValle ②

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	990	●	●	●	●	●	●	●	●	●	●	●
1957	0	577	●	●	●	●	●	●	●	●	●	●	●
1959	20	816	●	●	●	●	●	●	●	●	●	●	x
1961	9	961	●	●	●	●	●	●	●	●	●	●	x
1963	7	1077	●	●	●	●	●	●	●	●	●	●	x
1965	2	1159	●	●	●	●	●	●	●	●	●	●	x
1967	7	1144	●	●	●	●	●	●	●	●	●	●	x
1969	6	1037	●	●	●	●	●	●	●	●	●	●	x
1971	4	859	●	●	●	●	●	●	●	●	●	●	x

Meyzeek ③

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	639	●	●	●	●	●	●	●	●	●	●	●
1957	0	407	●	●	●	●	●	●	●	●	●	●	●
1959	1	440	●	●	●	●	●	●	●	●	●	●	x
1961	0	489	●	●	●	●	●	●	●	●	●	●	●
1963	0	449	●	●	●	●	●	●	●	●	●	●	●
1965	4	391	●	●	●	●	●	●	●	●	●	●	x
1967	22	394	●	●	●	●	●	●	●	●	●	●	x
1969	12	385	●	●	●	●	●	●	●	●	●	●	x
1971	4	389	●	●	●	●	●	●	●	●	●	●	x

Parkland ④

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	1019	0	o	o	o	o	o	o	o	o	o	o	o
1957	927	58	●	x	o	o	o	o	o	o	o	o	o
1959	887	144	●	●	x	o	o	o	o	o	o	o	o
1961	805	262	●	●	●	x	o	o	o	o	o	o	o
1963	633	536	●	●	●	●	●	x	o	o	o	o	o
1965	399	802	●	●	●	●	●	●	●	x	o	o	o
1967	295	1058	●	●	●	●	●	●	●	●	x	o	o
1969	75	1269	●	●	●	●	●	●	●	●	●	x	o
1971	40	1026	●	●	●	●	●	●	●	●	●	●	x

Russell ⑤

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	934	●	●	●	●	●	●	●	●	●	●	●
1957	1	729	●	●	●	●	●	●	●	●	●	●	x
1959	0	829	●	●	●	●	●	●	●	●	●	●	●
1961	0	1094	●	●	●	●	●	●	●	●	●	●	●
1963	0	1097	●	●	●	●	●	●	●	●	●	●	●
1965	0	906	●	●	●	●	●	●	●	●	●	●	●
1967	0	896	●	●	●	●	●	●	●	●	●	●	●
1969	0	821	●	●	●	●	●	●	●	●	●	●	●
1971	0	696	●	●	●	●	●	●	●	●	●	●	●

Shawnee ⑥

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	903	0	o	o	o	o	o	o	o	o	o	o	o
1957	807	38	x	o	o	o	o	o	o	o	o	o	o
1959	827	94	●	x	o	o	o	o	o	o	o	o	o
1961	885	262	●	●	x	o	o	o	o	o	o	o	o
1963	783	483	●	●	●	x	o	o	o	o	o	o	o
1965	632	785	●	●	●	●	x	o	o	o	o	o	o
1967	397	980	●	●	●	●	●	x	o	o	o	o	o
1969	231	1221	●	●	●	●	●	●	x	o	o	o	o
1971	113	1493	●	●	●	●	●	●	●	●	x	o	o

Southern ⑦

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	1159	0	o	o	o	o	o	o	o	o	o	o	o
1957	921	2	x	o	o	o	o	o	o	o	o	o	o
1959	1018	2	x	o	o	o	o	o	o	o	o	o	o
1961	1084	0	o	o	o	o	o	o	o	o	o	o	o
1963	1065	0	o	o	o	o	o	o	o	o	o	o	o
1965	1049	0	o	o	o	o	o	o	o	o	o	o	o
1967	1011	0	o	o	o	o	o	o	o	o	o	o	o
1969	1074	1	x	o	o	o	o	o	o	o	o	o	o
1971	1077	4	x	o	o	o	o	o	o	o	o	o	o

Appendix B: Continued
Gottschalk ⑧

Year	Number of Students		Percentage Black												
	White	Black	0	0	0	0	0	0	0	0	0	0	0	0	1
1957	779	7	x	o	o	o	o	o	o	o	o	o	o	o	o
1959	862	4	x	o	o	o	o	o	o	o	o	o	o	o	o
1961	926	7	x	o	o	o	o	o	o	o	o	o	o	o	o
1963	867	7	x	o	o	o	o	o	o	o	o	o	o	o	o
1965	322	1	x	o	o	o	o	o	o	o	o	o	o	o	o
1967	1045	13	x	o	o	o	o	o	o	o	o	o	o	o	o
1969	1001	15	x	o	o	o	o	o	o	o	o	o	o	o	o
1971	898	21	x	o	o	o	o	o	o	o	o	o	o	o	o

Manual ⑫

Year	Number of Students		Percentage Black												
	White	Black	0	0	0	0	0	0	0	0	0	0	0	0	1
1955	892	0	o	o	o	o	o	o	o	o	o	o	o	o	o
1957	652	104	●	●	x	o	o	o	o	o	o	o	o	o	o
1959	651	95	●	●	x	o	o	o	o	o	o	o	o	o	o
1961	716	142	●	●	●	x	o	o	o	o	o	o	o	o	o
1963	802	155	●	●	●	x	o	o	o	o	o	o	o	o	o
1965	753	202	●	●	●	●	x	o	o	o	o	o	o	o	o
1967	579	181	●	●	●	●	x	o	o	o	o	o	o	o	o
1969	710	208	●	●	●	●	x	o	o	o	o	o	o	o	o
1971	764	449	●	●	●	●	●	●	x	o	o	o	o	o	o

Highland ⑨

Year	Number of Students		Percentage Black												
	White	Black	0	0	0	0	0	0	0	0	0	0	0	0	1
1955	743	0	o	o	o	o	o	o	o	o	o	o	o	o	o
1957	626	4	x	o	o	o	o	o	o	o	o	o	o	o	o
1959	668	4	x	o	o	o	o	o	o	o	o	o	o	o	o
1961	679	8	x	o	o	o	o	o	o	o	o	o	o	o	o
1963	654	13	x	o	o	o	o	o	o	o	o	o	o	o	o
1965	766	19	x	o	o	o	o	o	o	o	o	o	o	o	o
1967	805	43	●	x	o	o	o	o	o	o	o	o	o	o	o
1969	850	107	●	●	x	o	o	o	o	o	o	o	o	o	o
1971	787	69	●	●	x	o	o	o	o	o	o	o	o	o	o

Western ⑬

Year	Number of Students		Percentage Black												
	White	Black	0	0	0	0	0	0	0	0	0	0	0	0	1
1955	955	0	o	o	o	o	o	o	o	o	o	o	o	o	o
1957	885	244	●	●	●	x	o	o	o	o	o	o	o	o	o
1959	911	113	●	●	x	o	o	o	o	o	o	o	o	o	o
1961	966	79	●	x	o	o	o	o	o	o	o	o	o	o	o
1963	1000	149	●	●	x	o	o	o	o	o	o	o	o	o	o
1965	926	203	●	●	●	x	o	o	o	o	o	o	o	o	o
1967	967	223	●	●	●	x	o	o	o	o	o	o	o	o	o
1969	983	240	●	●	●	x	o	o	o	o	o	o	o	o	o
1971	1000	316	●	●	●	●	x	o	o	o	o	o	o	o	o

Iroquois ⑩

Year	Number of Students		Percentage Black												
	White	Black	0	0	0	0	0	0	0	0	0	0	0	0	1
1965	639	4	x	o	o	o	o	o	o	o	o	o	o	o	o

Woerner ⑭

Year	Number of Students		Percentage Black												
	White	Black	0	0	0	0	0	0	0	0	0	0	0	0	1
1955	833	0	o	o	o	o	o	o	o	o	o	o	o	o	o
1957	714	59	●	x	o	o	o	o	o	o	o	o	o	o	o
1959	759	71	●	x	o	o	o	o	o	o	o	o	o	o	o
1961	806	144	●	●	x	o	o	o	o	o	o	o	o	o	o
1963	638	177	●	●	●	x	o	o	o	o	o	o	o	o	o
1965	581	180	●	●	●	x	o	o	o	o	o	o	o	o	o
1967	572	184	●	●	●	x	o	o	o	o	o	o	o	o	o
1969	510	210	●	●	●	●	x	o	o	o	o	o	o	o	o
1971	531	371	●	●	●	●	●	x	o	o	o	o	o	o	o

Manly ⑪

Year	Number of Students		Percentage Black												
	White	Black	0	0	0	0	0	0	0	0	0	0	0	0	1
1955	1042	0	o	o	o	o	o	o	o	o	o	o	o	o	o
1957	642	265	●	●	●	●	x	o	o	o	o	o	o	o	o
1959	691	316	●	●	●	●	x	o	o	o	o	o	o	o	o
1961	768	348	●	●	●	●	●	x	o	o	o	o	o	o	o
1963	631	491	●	●	●	●	●	●	x	o	o	o	o	o	o
1965	553	502	●	●	●	●	●	●	●	x	o	o	o	o	o
1967	500	443	●	●	●	●	●	●	●	●	x	o	o	o	o
1969	442	492	●	●	●	●	●	●	●	●	●	x	o	o	o
1971	429	584	●	●	●	●	●	●	●	●	●	●	x	o	o

Appendix B: Continued

ELEMENTARY SCHOOLS

Atkinson [1]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	901	0	0	0	0	0	0	0	0	0	0	0	0
1957	749	53	●	x	0	0	0	0	0	0	0	0	0
1959	730	50	●	x	0	0	0	0	0	0	0	0	0
1961	800	42	●	x	0	0	0	0	0	0	0	0	0
1963	854	53	●	x	0	0	0	0	0	0	0	0	0
1965	851	58	●	x	0	0	0	0	0	0	0	0	0
1967	995	86	●	x	0	0	0	0	0	0	0	0	0
1969	899	90	●	x	0	0	0	0	0	0	0	0	0
1971	882	49	●	x	0	0	0	0	0	0	0	0	0

Beechmont [2]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	335	0	0	0	0	0	0	0	0	0	0	0	0
1957	294	0	0	0	0	0	0	0	0	0	0	0	0
1959	276	0	0	0	0	0	0	0	0	0	0	0	0
1961	246	0	0	0	0	0	0	0	0	0	0	0	0
1963	203	0	0	0	0	0	0	0	0	0	0	0	0
1965	211	0	0	0	0	0	0	0	0	0	0	0	0
1967	226	0	0	0	0	0	0	0	0	0	0	0	0
1969	263	0	0	0	0	0	0	0	0	0	0	0	0
1971	325	6	x	0	0	0	0	0	0	0	0	0	0

Belknap [3]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	384	0	0	0	0	0	0	0	0	0	0	0	0
1957	365	1	x	0	0	0	0	0	0	0	0	0	0
1959	319	1	x	0	0	0	0	0	0	0	0	0	0
1961	322	1	x	0	0	0	0	0	0	0	0	0	0
1963	289	2	x	0	0	0	0	0	0	0	0	0	0
1965	286	6	x	0	0	0	0	0	0	0	0	0	0
1967	374	5	x	0	0	0	0	0	0	0	0	0	0
1969	446	1	x	0	0	0	0	0	0	0	0	0	0
1971	410	5	x	0	0	0	0	0	0	0	0	0	0

Bloom [4]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	336	0	0	0	0	0	0	0	0	0	0	0	0
1957	328	3	x	0	0	0	0	0	0	0	0	0	0
1959	304	5	x	0	0	0	0	0	0	0	0	0	0
1961	254	1	x	0	0	0	0	0	0	0	0	0	0
1963	287	0	0	0	0	0	0	0	0	0	0	0	0
1965	323	0	0	0	0	0	0	0	0	0	0	0	0
1967	348	0	0	0	0	0	0	0	0	0	0	0	0
1969	373	0	0	0	0	0	0	0	0	0	0	0	0
1971	367	0	0	0	0	0	0	0	0	0	0	0	0

Brandeis [5]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	399	0	0	0	0	0	0	0	0	0	0	0	0
1957	337	83	●	●	●	x	0	0	0	0	0	0	0
1959	292	152	●	●	●	●	●	x	0	0	0	0	0
1961	234	335	●	●	●	●	●	●	●	x	0	0	0
1963	159	717	●	●	●	●	●	●	●	●	●	x	0
1965	71	899	●	●	●	●	●	●	●	●	●	●	x
1967	47	1012	●	●	●	●	●	●	●	●	●	●	x
1969	22	1011	●	●	●	●	●	●	●	●	●	●	x
1971	15	838	●	●	●	●	●	●	●	●	●	●	x

Breckinridge [6]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1967	469	94	●	●	●	x	0	0	0	0	0	0	0
1969	455	77	●	●	x	0	0	0	0	0	0	0	0
1971	401	88	●	●	●	x	0	0	0	0	0	0	0

Byck [7]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1963	40	914	●	●	●	●	●	●	●	●	●	●	x
1965	24	877	●	●	●	●	●	●	●	●	●	●	x
1967	37	861	●	●	●	●	●	●	●	●	●	●	x
1969	29	832	●	●	●	●	●	●	●	●	●	●	x
1971	17	704	●	●	●	●	●	●	●	●	●	●	x

Appendix B: Continued
Coleridge - [8]
Taylor

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	10
1955	0	668	●	●	●	●	●	●	●	●	●	●	●
1957	11	653	●	●	●	●	●	●	●	●	●	●	x
1959	12	512	●	●	●	●	●	●	●	●	●	●	x
1961	8	615	●	●	●	●	●	●	●	●	●	●	x
1963	50	554	●	●	●	●	●	●	●	●	●	●	x
1965	54	427	●	●	●	●	●	●	●	●	●	●	x
1967	19	371	●	●	●	●	●	●	●	●	●	●	x
1969	7	326	●	●	●	●	●	●	●	●	●	●	x
1971	9	413	●	●	●	●	●	●	●	●	●	●	x

Cotter [9]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	10
1955	0	728	●	●	●	●	●	●	●	●	●	●	●
1957	0	938	●	●	●	●	●	●	●	●	●	●	●
1959	26	905	●	●	●	●	●	●	●	●	●	●	x
1961	7	744	●	●	●	●	●	●	●	●	●	●	x
1963	1	370	●	●	●	●	●	●	●	●	●	●	x
1965	0	370	●	●	●	●	●	●	●	●	●	●	●
1967	1	359	●	●	●	●	●	●	●	●	●	●	x
1969	0	314	●	●	●	●	●	●	●	●	●	●	●
1971	0	265	●	●	●	●	●	●	●	●	●	●	●

Dolfinger [10]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	10
1955	466	0	○	○	○	○	○	○	○	○	○	○	○
1957	449	40	●	x	○	○	○	○	○	○	○	○	○
1959	407	26	●	x	○	○	○	○	○	○	○	○	○
1961	431	20	x	○	○	○	○	○	○	○	○	○	○
1963	421	20	x	○	○	○	○	○	○	○	○	○	○
1965	339	50	●	x	○	○	○	○	○	○	○	○	○
1967	401	59	●	x	○	○	○	○	○	○	○	○	○
1969	370	47	●	x	○	○	○	○	○	○	○	○	○
1971	356	29	●	x	○	○	○	○	○	○	○	○	○

Emerson [11]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	10
1955	274	0	○	○	○	○	○	○	○	○	○	○	○
1957	268	18	●	x	○	○	○	○	○	○	○	○	○
1959	216	114	●	●	●	x	○	○	○	○	○	○	○
1961	249	135	●	●	●	●	x	○	○	○	○	○	○
1963	221	144	●	●	●	●	●	x	○	○	○	○	○
1965	221	142	●	●	●	●	●	●	x	○	○	○	○
1967	325	131	●	●	●	●	●	●	x	○	○	○	○
1969	350	88	●	●	●	●	●	●	x	○	○	○	○
1971	383	64	●	●	●	●	●	●	x	○	○	○	○

Engelhard [12]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	10
1955	657	0	○	○	○	○	○	○	○	○	○	○	○
1957	538	14	x	○	○	○	○	○	○	○	○	○	○
1959	452	27	●	x	○	○	○	○	○	○	○	○	○
1961	458	20	x	○	○	○	○	○	○	○	○	○	○
1963	460	19	x	○	○	○	○	○	○	○	○	○	○
1965	500	48	●	x	○	○	○	○	○	○	○	○	○
1967	453	44	●	x	○	○	○	○	○	○	○	○	○
1969	415	35	●	x	○	○	○	○	○	○	○	○	○
1971	460	33	●	x	○	○	○	○	○	○	○	○	○

Carmichael [13]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	10
1961	446	447	●	●	●	●	●	●	●	x	○	○	○
1963	352	286	●	●	●	●	●	●	●	x	○	○	○
1965	289	307	●	●	●	●	●	●	●	x	○	○	○
1967	290	426	●	●	●	●	●	●	●	x	○	○	○
1969	207	373	●	●	●	●	●	●	●	x	○	○	○
1971	134	403	●	●	●	●	●	●	●	●	x	○	○

Carter [14]
(Virginia Avenue)

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	10
1955	0	944	●	●	●	●	●	●	●	●	●	●	●
1957	1	821	●	●	●	●	●	●	●	●	●	●	x
1959	8	765	●	●	●	●	●	●	●	●	●	●	x
1961	11	886	●	●	●	●	●	●	●	●	●	●	x
1963	3	928	●	●	●	●	●	●	●	●	●	●	x
1965	1	900	●	●	●	●	●	●	●	●	●	●	x
1967	3	807	●	●	●	●	●	●	●	●	●	●	x
1969	2	717	●	●	●	●	●	●	●	●	●	●	x
1971	2	660	●	●	●	●	●	●	●	●	●	●	x

Clark [15]

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	10
1955	411	0	○	○	○	○	○	○	○	○	○	○	○
1957	396	50	●	x	○	○	○	○	○	○	○	○	○
1959	413	39	●	x	○	○	○	○	○	○	○	○	○
1961	360	44	●	x	○	○	○	○	○	○	○	○	○
1963	345	42	●	x	○	○	○	○	○	○	○	○	○
1965	358	44	●	x	○	○	○	○	○	○	○	○	○
1967	395	41	●	x	○	○	○	○	○	○	○	○	○
1969	397	32	●	x	○	○	○	○	○	○	○	○	○
1971	353	31	●	x	○	○	○	○	○	○	○	○	○



Appendix B: Continued
Clay 16
(Young)

Year	Number of Students		Percentage Black											
	White	Black	0	0	0	0	0	0	0	0	0	0	0	1
1955	358	0	0	0	0	0	0	0	0	0	0	0	0	0
1957	366	47	●	●	x	0	0	0	0	0	0	0	0	0
1959	390	72	●	●	●	x	0	0	0	0	0	0	0	0
1961	398	107	●	●	●	●	x	0	0	0	0	0	0	0
1963	340	214	●	●	●	●	●	x	0	0	0	0	0	0
1965	268	455	●	●	●	●	●	●	●	●	x	0	0	0
1967	149	737	●	●	●	●	●	●	●	●	●	x	0	0
1969	78	746	●	●	●	●	●	●	●	●	●	●	x	0
1971	56	807	●	●	●	●	●	●	●	●	●	●	●	x

Cochran 17

Year	Number of Students		Percentage Black											
	White	Black	0	0	0	0	0	0	0	0	0	0	0	1
1955	545	0	0	0	0	0	0	0	0	0	0	0	0	0
1957	605	37	●	x	0	0	0	0	0	0	0	0	0	0
1959	605	44	●	x	0	0	0	0	0	0	0	0	0	0
1961	612	38	●	x	0	0	0	0	0	0	0	0	0	0
1963	610	39	●	x	0	0	0	0	0	0	0	0	0	0
1965	633	54	●	x	0	0	0	0	0	0	0	0	0	0
1967	401	42	●	x	0	0	0	0	0	0	0	0	0	0
1969	356	29	●	x	0	0	0	0	0	0	0	0	0	0
1971	385	36	●	x	0	0	0	0	0	0	0	0	0	0

Field 18

Year	Number of Students		Percentage Black											
	White	Black	0	0	0	0	0	0	0	0	0	0	0	1
1955	304	0	0	0	0	0	0	0	0	0	0	0	0	0
1957	325	0	0	0	0	0	0	0	0	0	0	0	0	0
1959	348	0	0	0	0	0	0	0	0	0	0	0	0	0
1961	325	0	0	0	0	0	0	0	0	0	0	0	0	0
1963	303	0	0	0	0	0	0	0	0	0	0	0	0	0
1965	330	0	0	0	0	0	0	0	0	0	0	0	0	0
1967	362	2	x	0	0	0	0	0	0	0	0	0	0	0
1969	388	0	0	0	0	0	0	0	0	0	0	0	0	0
1971	401	3	x	0	0	0	0	0	0	0	0	0	0	0

Foster 19

Year	Number of Students		Percentage Black											
	White	Black	0	0	0	0	0	0	0	0	0	0	0	1
1955	642	0	0	0	0	0	0	0	0	0	0	0	0	0
1957	486	187	●	●	●	●	x	0	0	0	0	0	0	0
1959	244	519	●	●	●	●	●	●	●	●	x	0	0	0
1961	52	697	●	●	●	●	●	●	●	●	●	●	x	0
1963	24	810	●	●	●	●	●	●	●	●	●	●	●	x
1965	14	811	●	●	●	●	●	●	●	●	●	●	●	x
1967	13	803	●	●	●	●	●	●	●	●	●	●	●	x
1969	2	762	●	●	●	●	●	●	●	●	●	●	●	x
1971	0	646	●	●	●	●	●	●	●	●	●	●	●	●

Franklin 20

Year	Number of Students		Percentage Black											
	White	Black	0	0	0	0	0	0	0	0	0	0	0	1
1955	278	0	0	0	0	0	0	0	0	0	0	0	0	0
1957	298	32	●	x	0	0	0	0	0	0	0	0	0	0
1959	285	24	●	x	0	0	0	0	0	0	0	0	0	0
1961	286	23	●	x	0	0	0	0	0	0	0	0	0	0
1963	284	26	●	x	0	0	0	0	0	0	0	0	0	0
1965	253	19	●	x	0	0	0	0	0	0	0	0	0	0
1967	398	23	●	x	0	0	0	0	0	0	0	0	0	0
1969	390	15	x	0	0	0	0	0	0	0	0	0	0	0
1971	315	9	x	0	0	0	0	0	0	0	0	0	0	0

Frayser 21

Year	Number of Students		Percentage Black											
	White	Black	0	0	0	0	0	0	0	0	0	0	0	1
1955	727	0	0	0	0	0	0	0	0	0	0	0	0	0
1957	771	28	x	0	0	0	0	0	0	0	0	0	0	0
1959	696	41	●	x	0	0	0	0	0	0	0	0	0	0
1961	713	43	●	x	0	0	0	0	0	0	0	0	0	0
1963	664	38	●	x	0	0	0	0	0	0	0	0	0	0
1965	641	31	x	0	0	0	0	0	0	0	0	0	0	0
1967	681	32	x	0	0	0	0	0	0	0	0	0	0	0
1969	624	37	●	x	0	0	0	0	0	0	0	0	0	0
1971	538	32	●	x	0	0	0	0	0	0	0	0	0	0

Hazelwood 22

Year	Number of Students		Percentage Black											
	White	Black	0	0	0	0	0	0	0	0	0	0	0	1
1955	1049	0	0	0	0	0	0	0	0	0	0	0	0	0
1957	858	14	x	0	0	0	0	0	0	0	0	0	0	0
1959	740	12	x	0	0	0	0	0	0	0	0	0	0	0
1961	724	10	x	0	0	0	0	0	0	0	0	0	0	0
1963	687	12	x	0	0	0	0	0	0	0	0	0	0	0
1965	827	15	x	0	0	0	0	0	0	0	0	0	0	0
1967	968	18	x	0	0	0	0	0	0	0	0	0	0	0
1969	841	23	x	0	0	0	0	0	0	0	0	0	0	0
1971	841	34	x	0	0	0	0	0	0	0	0	0	0	0

Heywood 23

Year	Number of Students		Percentage Black											
	White	Black	0	0	0	0	0	0	0	0	0	0	0	1
1955	398	0	0	0	0	0	0	0	0	0	0	0	0	0
1957	351	89	●	●	●	x	0	0	0	0	0	0	0	0
1959	309	70	●	●	●	x	0	0	0	0	0	0	0	0
1961	319	82	●	●	●	x	0	0	0	0	0	0	0	0
1963	328	86	●	●	●	x	0	0	0	0	0	0	0	0
1965	293	80	●	●	●	x	0	0	0	0	0	0	0	0
1967	291	65	●	●	●	x	0	0	0	0	0	0	0	0
1969	322	50	●	x	0	0	0	0	0	0	0	0	0	0
1971	283	43	●	x	0	0	0	0	0	0	0	0	0	0



Appendix B: Continued
Jacob 24

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	677	0	o	o	o	o	o	o	o	o	o	o	o
1957	719	0	o	o	o	o	o	o	o	o	o	o	o
1959	650	0	o	o	o	o	o	o	o	o	o	o	o
1961	619	0	o	o	o	o	o	o	o	o	o	o	o
1963	632	0	o	o	o	o	o	o	o	o	o	o	o
1965	593	2	x	o	o	o	o	o	o	o	o	o	o
1967	646	25	x	o	o	o	o	o	o	o	o	o	o
1969	608	22	x	o	o	o	o	o	o	o	o	o	o
1971	477	15	x	o	o	o	o	o	o	o	o	o	o

Johnston 25

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	355	0	o	o	o	o	o	o	o	o	o	o	o
1957	396	36	o	x	o	o	o	o	o	o	o	o	o
1959	375	75	o	o	x	o	o	o	o	o	o	o	o
1961	350	82	o	o	o	x	o	o	o	o	o	o	o
1963	312	51	o	o	o	o	x	o	o	o	o	o	o
1965	315	48	o	o	o	o	o	x	o	o	o	o	o
1967	300	33	o	o	o	o	o	o	x	o	o	o	o
1969	261	22	o	o	o	o	o	o	o	x	o	o	o
1971	265	15	o	o	o	o	o	o	o	o	x	o	o

Jones 26

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	177	0	o	o	o	o	o	o	o	o	o	o	o
1957	349	47	o	o	x	o	o	o	o	o	o	o	o
1959	347	39	o	o	o	x	o	o	o	o	o	o	o
1961	378	50	o	o	o	o	x	o	o	o	o	o	o
1963	302	107	o	o	o	o	o	x	o	o	o	o	o
1965	177	226	o	o	o	o	o	o	x	o	o	o	o
1967	123	252	o	o	o	o	o	o	o	x	o	o	o
1969	51	258	o	o	o	o	o	o	o	o	x	o	o
1971	30	294	o	o	o	o	o	o	o	o	o	x	o

Kennedy 27

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1963	14	765	o	o	o	o	o	o	o	o	o	o	x
1965	4	757	o	o	o	o	o	o	o	o	o	o	x
1967	10	716	o	o	o	o	o	o	o	o	o	o	x
1969	7	608	o	o	o	o	o	o	o	o	o	o	x
1971	4	615	o	o	o	o	o	o	o	o	o	o	x

King 28

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1969	85	789	o	o	o	o	o	o	o	o	o	o	x
1971	31	844	o	o	o	o	o	o	o	o	o	o	x

Lincoln 29

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1967	473	165	o	o	o	o	x	o	o	o	o	o	o
1969	457	153	o	o	o	o	o	x	o	o	o	o	o
1971	329	146	o	o	o	o	o	o	x	o	o	o	o

Longfellow 30

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	303	0	o	o	o	o	o	o	o	o	o	o	o
1957	298	0	o	o	o	o	o	o	o	o	o	o	o
1959	295	0	o	o	o	o	o	o	o	o	o	o	o
1961	285	0	o	o	o	o	o	o	o	o	o	o	o
1963	311	0	o	o	o	o	o	o	o	o	o	o	o
1965	306	0	o	o	o	o	o	o	o	o	o	o	o
1967	347	0	o	o	o	o	o	o	o	o	o	o	o
1969	343	0	o	o	o	o	o	o	o	o	o	o	o
1971	296	0	o	o	o	o	o	o	o	o	o	o	o

Lowell 31

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	597	0	o	o	o	o	o	o	o	o	o	o	o
1957	605	70	o	o	o	x	o	o	o	o	o	o	o
1959	592	61	o	o	o	o	x	o	o	o	o	o	o
1961	533	79	o	o	o	o	o	x	o	o	o	o	o
1963	559	66	o	o	o	o	o	o	x	o	o	o	o
1965	622	62	o	o	o	o	o	o	o	x	o	o	o
1967	554	67	o	o	o	o	o	o	o	o	x	o	o
1969	501	51	o	o	o	o	o	o	o	o	o	x	o
1971	444	34	o	o	o	o	o	o	o	o	o	o	x

Marshall 32

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	478	0	o	o	o	o	o	o	o	o	o	o	o
1957	379	110	o	o	o	o	x	o	o	o	o	o	o
1959	363	101	o	o	o	o	o	x	o	o	o	o	o
1961	322	108	o	o	o	o	o	o	x	o	o	o	o
1963	341	106	o	o	o	o	o	o	o	x	o	o	o
1965	367	139	o	o	o	o	o	o	o	o	x	o	o
1967	196	178	o	o	o	o	o	o	o	o	o	x	o
1969	193	183	o	o	o	o	o	o	o	o	o	o	x
1971	175	187	o	o	o	o	o	o	o	o	o	o	x

Appendix B: Continued
McFerran 33

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	639	0	0	0	0	0	0	0	0	0	0	0	0
1957	679	1	x	0	0	0	0	0	0	0	0	0	0
1959	675	1	x	0	0	0	0	0	0	0	0	0	0
1961	633	9	x	0	0	0	0	0	0	0	0	0	0
1963	577	82	●	x	0	0	0	0	0	0	0	0	0
1965	500	210	●	●	●	x	0	0	0	0	0	0	0
1967	513	371	●	●	●	●	●	x	0	0	0	0	0
1969	298	556	●	●	●	●	●	●	x	0	0	0	0
1971	152	648	●	●	●	●	●	●	●	x	0	0	0

Parkland 34

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	308	0	0	0	0	0	0	0	0	0	0	0	0
1957	303	106	●	●	●	x	0	0	0	0	0	0	0
1959	213	191	●	●	●	●	●	x	0	0	0	0	0
1961	115	346	●	●	●	●	●	●	x	0	0	0	0
1963	55	498	●	●	●	●	●	●	●	●	●	x	0
1965	31	546	●	●	●	●	●	●	●	●	●	●	x
1967	12	622	●	●	●	●	●	●	●	●	●	●	x
1969	11	573	●	●	●	●	●	●	●	●	●	●	x
1971	4	588	●	●	●	●	●	●	●	●	●	●	x

Perry 35

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	0	616	0	0	0	0	0	0	0	0	0	0	0
1957	3	662	●	●	●	●	●	●	●	●	●	●	x
1959	2	894	●	●	●	●	●	●	●	●	●	●	x
1961	4	846	●	●	●	●	●	●	●	●	●	●	x
1963	8	903	●	●	●	●	●	●	●	●	●	●	x
1965	6	843	●	●	●	●	●	●	●	●	●	●	x
1967	1	782	●	●	●	●	●	●	●	●	●	●	x
1969	2	659	●	●	●	●	●	●	●	●	●	●	x
1971	1	447	●	●	●	●	●	●	●	●	●	●	x

Portland 36

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	371	0	0	0	0	0	0	0	0	0	0	0	0
1957	431	1	x	0	0	0	0	0	0	0	0	0	0
1959	438	13	x	0	0	0	0	0	0	0	0	0	0
1961	359	8	x	0	0	0	0	0	0	0	0	0	0
1963	371	2	x	0	0	0	0	0	0	0	0	0	0
1965	389	5	x	0	0	0	0	0	0	0	0	0	0
1967	388	0	0	0	0	0	0	0	0	0	0	0	0
1969	390	0	0	0	0	0	0	0	0	0	0	0	0
1971	382	19	x	0	0	0	0	0	0	0	0	0	0

Roosevelt 37

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	869	0	0	0	0	0	0	0	0	0	0	0	0
1957	923	20	x	0	0	0	0	0	0	0	0	0	0
1959	945	25	x	0	0	0	0	0	0	0	0	0	0
1961	897	25	x	0	0	0	0	0	0	0	0	0	0
1963	934	46	x	0	0	0	0	0	0	0	0	0	0
1965	858	132	●	x	0	0	0	0	0	0	0	0	0
1967	715	143	●	●	x	0	0	0	0	0	0	0	0
1969	655	126	●	●	●	x	0	0	0	0	0	0	0
1971	583	105	●	●	●	●	x	0	0	0	0	0	0

Rutherford 38

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	938	0	0	0	0	0	0	0	0	0	0	0	0
1957	759	0	0	0	0	0	0	0	0	0	0	0	0
1959	672	0	0	0	0	0	0	0	0	0	0	0	0
1961	642	0	0	0	0	0	0	0	0	0	0	0	0
1963	573	0	0	0	0	0	0	0	0	0	0	0	0
1965	813	0	0	0	0	0	0	0	0	0	0	0	0
1967	1012	0	0	0	0	0	0	0	0	0	0	0	0
1969	894	2	x	0	0	0	0	0	0	0	0	0	0
1971	880	5	x	0	0	0	0	0	0	0	0	0	0

Semple 39

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	756	0	0	0	0	0	0	0	0	0	0	0	0
1957	864	3	x	0	0	0	0	0	0	0	0	0	0
1959	861	1	x	0	0	0	0	0	0	0	0	0	0
1961	822	0	0	0	0	0	0	0	0	0	0	0	0
1963	817	0	0	0	0	0	0	0	0	0	0	0	0
1965	777	0	0	0	0	0	0	0	0	0	0	0	0
1967	823	0	0	0	0	0	0	0	0	0	0	0	0
1969	803	3	x	0	0	0	0	0	0	0	0	0	0
1971	667	2	x	0	0	0	0	0	0	0	0	0	0

Shawnee 40

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	681	0	0	0	0	0	0	0	0	0	0	0	0
1957	748	0	0	0	0	0	0	0	0	0	0	0	0
1959	691	0	0	0	0	0	0	0	0	0	0	0	0
1961	742	7	x	0	0	0	0	0	0	0	0	0	0
1963	757	174	●	●	x	0	0	0	0	0	0	0	0
1965	621	430	●	●	●	●	x	0	0	0	0	0	0
1967	535	831	●	●	●	●	●	●	x	0	0	0	0
1969	244	522	●	●	●	●	●	●	●	x	0	0	0
1971	128	696	●	●	●	●	●	●	●	●	x	0	0

Appendix B: Continued
Shelby 41

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	277	0	0	0	0	0	0	0	0	0	0	0	0
1957	314	0	0	0	0	0	0	0	0	0	0	0	0
1959	298	0	0	0	0	0	0	0	0	0	0	0	0
1961	312	0	0	0	0	0	0	0	0	0	0	0	0
1963	306	2	x	0	0	0	0	0	0	0	0	0	0
1965	333	7	x	0	0	0	0	0	0	0	0	0	0
1967	374	13	x	0	0	0	0	0	0	0	0	0	0
1969	409	27	x	0	0	0	0	0	0	0	0	0	0
1971	381	33	x	0	0	0	0	0	0	0	0	0	0

Southwick 42

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1959	47	939	●	●	●	●	●	●	●	●	●	●	x
1961	15	848	●	●	●	●	●	●	●	●	●	●	x
1963	4	767	●	●	●	●	●	●	●	●	●	●	x
1965	2	672	●	●	●	●	●	●	●	●	●	●	x
1967	2	593	●	●	●	●	●	●	●	●	●	●	x
1969	1	560	●	●	●	●	●	●	●	●	●	●	x
1971	1	492	●	●	●	●	●	●	●	●	●	●	x

Strother 43

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	285	0	0	0	0	0	0	0	0	0	0	0	0
1957	224	117	●	●	●	x	0	0	0	0	0	0	0
1959	207	159	●	●	●	●	x	0	0	0	0	0	0
1961	162	162	●	●	●	●	●	x	0	0	0	0	0
1963	158	228	●	●	●	●	●	●	x	0	0	0	0
1965	140	262	●	●	●	●	●	●	●	x	0	0	0
1967	84	343	●	●	●	●	●	●	●	●	x	0	0
1969	72	425	●	●	●	●	●	●	●	●	●	x	0
1971	49	448	●	●	●	●	●	●	●	●	●	●	x

Talbert 44

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	257	●	●	●	●	●	●	●	●	●	●	●
1957	0	314	●	●	●	●	●	●	●	●	●	●	●
1959	0	284	●	●	●	●	●	●	●	●	●	●	●
1961	1	299	●	●	●	●	●	●	●	●	●	●	x
1963	1	304	●	●	●	●	●	●	●	●	●	●	x
1965	0	269	●	●	●	●	●	●	●	●	●	●	●
1967	3	227	●	●	●	●	●	●	●	●	●	●	x
1969	0	202	●	●	●	●	●	●	●	●	●	●	●
1971	9	165	●	●	●	●	●	●	●	●	●	●	x

Tingley 45

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	279	0	0	0	0	0	0	0	0	0	0	0	0
1957	349	53	●	●	●	x	0	0	0	0	0	0	0
1959	322	24	●	x	0	0	0	0	0	0	0	0	0
1961	305	47	●	●	x	0	0	0	0	0	0	0	0
1963	366	54	●	●	x	0	0	0	0	0	0	0	0
1965	310	45	●	●	x	0	0	0	0	0	0	0	0
1967	379	46	●	●	x	0	0	0	0	0	0	0	0
1969	368	30	●	x	0	0	0	0	0	0	0	0	0
1971	378	25	●	x	0	0	0	0	0	0	0	0	0

Washington, B. T. 46

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	810	●	●	●	●	●	●	●	●	●	●	●
1957	0	800	●	●	●	●	●	●	●	●	●	●	●
1959	0	802	●	●	●	●	●	●	●	●	●	●	●
1961	6	782	●	●	●	●	●	●	●	●	●	●	x
1963	0	798	●	●	●	●	●	●	●	●	●	●	●
1965	4	772	●	●	●	●	●	●	●	●	●	●	x
1967	5	747	●	●	●	●	●	●	●	●	●	●	x
1969	10	673	●	●	●	●	●	●	●	●	●	●	x
1971	0	514	●	●	●	●	●	●	●	●	●	●	●

Wheatley 47

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	743	●	●	●	●	●	●	●	●	●	●	●
1957	1	667	●	●	●	●	●	●	●	●	●	●	x
1959	5	717	●	●	●	●	●	●	●	●	●	●	x
1961	43	883	●	●	●	●	●	●	●	●	●	●	x
1963	23	869	●	●	●	●	●	●	●	●	●	●	x
1965	9	935	●	●	●	●	●	●	●	●	●	●	x
1967	14	913	●	●	●	●	●	●	●	●	●	●	x
1969	9	749	●	●	●	●	●	●	●	●	●	●	x
1971	6	612	●	●	●	●	●	●	●	●	●	●	x

Appendix B: Continued

DISCONTINUED SCHOOLS

Bannecker (50)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	53	●	●	●	●	●	●	●	●	●	●	●

Bond (51)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	661	●	●	●	●	●	●	●	●	●	●	●
1957	8	675	●	●	●	●	●	●	●	●	●	●	x
1959	1	566	●	●	●	●	●	●	●	●	●	●	x

Bowman (52)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	218	0	○	○	○	○	○	○	○	○	○	○	○
1957	205	0	○	○	○	○	○	○	○	○	○	○	○
1959	158	0	○	○	○	○	○	○	○	○	○	○	○
1961	230	0	○	○	○	○	○	○	○	○	○	○	○

California (53)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	200	0	○	○	○	○	○	○	○	○	○	○	○
1957	111	182	●	●	●	●	●	●	●	●	●	●	x
1959	53	173	●	●	●	●	●	●	●	●	●	●	x

Douglas (54)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	354	●	●	●	●	●	●	●	●	●	●	●
1957	83	243	●	●	●	●	●	●	●	●	●	●	x
1959	76	275	●	●	●	●	●	●	●	●	●	●	x

Fenzer (55)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	461	0	○	○	○	○	○	○	○	○	○	○	○
1957	291	112	●	●	●	x	○	○	○	○	○	○	○
1959	225	166	●	●	●	●	x	○	○	○	○	○	○
1961	199	204	●	●	●	●	●	x	○	○	○	○	○
1963	188	226	●	●	●	●	●	●	x	○	○	○	○
1965	119	192	●	●	●	●	●	●	●	x	○	○	○

Highland Park (56)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	55	●	●	●	●	●	●	●	●	●	●	●

Hill (57)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	278	0	○	○	○	○	○	○	○	○	○	○	○
1957	233	77	●	●	●	x	○	○	○	○	○	○	○
1959	185	92	●	●	●	●	x	○	○	○	○	○	○
1961	185	99	●	●	●	●	●	x	○	○	○	○	○
1963	148	113	●	●	●	●	●	●	x	○	○	○	○
1965	107	98	●	●	●	●	●	●	●	x	○	○	○
1967	128	60	●	●	●	●	●	●	x	○	○	○	○
1969	95	52	●	●	●	●	●	●	●	x	○	○	○

Lincoln (58)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	243	●	●	●	●	●	●	●	●	●	●	●
1957	0	164	●	●	●	●	●	●	●	●	●	●	●

McClellan (59)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	113	●	●	●	●	●	●	●	●	●	●	●

Merker (60)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	527	0	○	○	○	○	○	○	○	○	○	○	○
1957	487	71	●	x	○	○	○	○	○	○	○	○	○
1959	398	132	●	●	x	○	○	○	○	○	○	○	○
1961	356	146	●	●	●	x	○	○	○	○	○	○	○
1963	292	169	●	●	●	●	x	○	○	○	○	○	○
1965	250	176	●	●	●	●	●	x	○	○	○	○	○

Moore (61)

Year	Number of Students		Percentage Black										
	White	Black	0	0	0	0	0	0	0	0	0	0	1
1955	0	98	●	●	●	●	●	●	●	●	●	●	●

Appendix B: Continued
Morris (62)

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	486	0	o	o	o	o	o	o	o	o	o	o	o
1957	410	89	●	●	●	x	o	o	o	o	o	o	o
1959	297	79	●	●	●	x	o	o	o	o	o	o	o

Prentice (63)

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	310	0	o	o	o	o	o	o	o	o	o	o	o
1957	192	92	●	●	●	●	x	o	o	o	o	o	o
1959	123	68	●	●	●	●	x	o	o	o	o	o	o
1961	99	91	●	●	●	●	●	x	o	o	o	o	o

Roberts (64)

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	351	0	o	o	o	o	o	o	o	o	o	o	o
1957	417	10	x	o	o	o	o	o	o	o	o	o	o
1959	369	10	x	o	o	o	o	o	o	o	o	o	o
1961	274	23	●	x	o	o	o	o	o	o	o	o	o
1963	225	19	●	x	o	o	o	o	o	o	o	o	o
1965	191	25	●	●	x	o	o	o	o	o	o	o	o

Rubado (65)

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1957	545	3	x	o	o	o	o	o	o	o	o	o	o
1959	514	3	x	o	o	o	o	o	o	o	o	o	o
1961	519	0	o	o	o	o	o	o	o	o	o	o	o
1963	539	0	o	o	o	o	o	o	o	o	o	o	o
1965	84	0	o	o	o	o	o	o	o	o	o	o	o

Rubel (66)

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	279	0	o	o	o	o	o	o	o	o	o	o	o
1957	323	0	o	o	o	o	o	o	o	o	o	o	o
1959	316	0	o	o	o	o	o	o	o	o	o	o	o
1961	318	7	x	o	o	o	o	o	o	o	o	o	o
1963	318	13	x	o	o	o	o	o	o	o	o	o	o
1965	286	6	x	o	o	o	o	o	o	o	o	o	o

Salisbury (67)

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	0	330	●	●	●	●	●	●	●	●	●	●	●
1957	213	288	●	●	●	●	●	●	●	x	o	o	o
1959	143	322	●	●	●	●	●	●	●	●	x	o	o
1961	40	354	●	●	●	●	●	●	●	●	●	●	x

Washington, George (68)

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	320	0	o	o	o	o	o	o	o	o	o	o	o
1957	320	9	x	o	o	o	o	o	o	o	o	o	o
1959	297	12	x	o	o	o	o	o	o	o	o	o	o
1961	275	14	x	o	o	o	o	o	o	o	o	o	o
1963	241	14	●	x	o	o	o	o	o	o	o	o	o
1965	208	1	x	o	o	o	o	o	o	o	o	o	o

Dunbar (69)

Year	Number of Students		Percentage Black										
	White	Black	0	1	2	3	4	5	6	7	8	9	0
1955	0	428	●	●	●	●	●	●	●	●	●	●	●
1957	0	363	●	●	●	●	●	●	●	●	●	●	●
1959	4	275	●	●	●	●	●	●	●	●	●	●	x
1961	1	315	●	●	●	●	●	●	●	●	●	●	x
1963	17	245	●	●	●	●	●	●	●	●	●	●	x

APPENDIX C: Percentages of Black Students in each Louisville Public School
for the Years 1956 through 1971

(Underlining indicates years in which there was a decline in the percentage of black students at individual schools.)

	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	change in percentage 1956-1965	change in percentage 1965-1971	change in percentage 1956-1971
High Schools																			
Ahrens Trade	1.4	1.9	3.3	4.0	3.9	4.2	4.6	7.7	9.8	16.0	19.4	22.1	22.2	19.6	26.4	26.6	14.6	10.6	25.2
Atherton ¹	.2	.0	.2	.2	.5	.6	.8	.9	.9	2.1	2.1	1.8	1.8	2.4	3.3	3.7	1.9	1.6	3.5
Central	100.0	100.0	100.0	100.0	100.0	99.1	100.0	100.0	100.0	99.8	100.0	100.0	100.0	100.0	99.9	100.0	.2	.2	.0
Manual	1.7	2.1	2.6	3.2	4.1	4.9	5.0	7.0	7.7	10.9	14.8	20.2	23.6	24.9	31.4	27.5	9.2	16.6	25.8
Iroquois										.5	.8	1.6	1.3	.9	.8	.6		.1	.1
Male	5.3	13.9	15.0	15.5	18.0	19.5	25.7	30.7	34.5	47.3	55.4	65.4	72.7	82.6	90.0	94.4	42.0	47.1	89.1
Shawnee	5.3	4.7	6.5	9.3	10.9	14.9	20.0	26.6	36.9	45.8	53.4	57.9	62.1	73.0	82.0	87.8	40.5	42.0	82.5
Jr. High Schools																			
Barret	3.3	4.1	3.5	3.4	4.2	4.1	3.8	5.3	5.2	6.0	5.3	4.7	4.6	5.4	4.9	3.5	2.7	2.5	.2
Manual	13.7	13.7	15.0	12.7	15.1	16.5	16.5	16.2	20.9	21.2	23.4	23.8	20.9	22.6	32.9	37.0	7.5	15.8	22.3
Du Valle	100.0	100.0	100.0	95.6	98.9	99.1	98.9	99.4	99.7	99.8	99.9	99.4	99.5	99.5	98.9	99.5	.2	.3	.5
Gottschalk	1.1	.9	.8	.5	.8	.8	.9	.8	.8	.5	.7	1.2	.9	1.5	1.8	2.3	.6	1.8	1.2
Highland	1.3	.6	.9	.6	1.2	1.2	1.4	1.9	2.9	2.4	2.9	5.1	7.7	11.2	8.0	8.0	1.1	5.6	6.7
Manly	28.5	29.2	27.8	29.6	32.6	30.0	37.8	43.8	45.3	47.6	48.7	46.9	49.2	52.7	54.9	57.5	19.1	9.9	29.0
Meyzeek ²	100.0	100.0	100.0	99.8	99.5	100.0	99.8	100.0	99.3	98.9	94.2	94.7	95.1	97.0	98.1	99.0	1.1	.1	1.0
Parkland	4.4	5.9	10.5	14.4	17.6	24.6	35.2	45.9	56.6	66.8	74.2	78.2	87.9	94.2	97.8	96.6	62.4	29.8	92.2
Russell ³	100.0	99.8	100.0	100.0	100.0	100.0	99.8	100.0	100.0	100.0	100.0	100.0	99.9	100.0	100.0	100.0	0.0	0.0	0.0
Shawnee	2.7	4.5	8.0	10.2	16.6	22.8	29.3	38.2	46.9	55.4	63.5	71.2	77.5	83.3	89.9	93.2	52.7	37.8	90.5
Southern	0.0	.2	.2	.2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.1	.2	.4	0.0	.4	.4
Western	21.0	22.5	15.7	11.0	6.8	7.6	8.1	12.9	15.1	17.9	11.7	18.7	21.7	19.6	21.5	24.1	3.1	6.2	3.1
Woerner ⁴	8.2	7.6	7.4	8.6	10.5	15.1	17.0	21.7	19.9	23.7	23.1	24.3	24.6	29.1	34.8	41.1	15.5	17.4	32.9
Iroquois ⁵										0.6	0.8								
Elementary Schools																			
Atkinson	5.3	6.6	6.9	6.4	6.1	5.0	5.1	5.8	6.8	6.4	7.5	7.9	8.0	9.1	6.0	5.3	1.1	1.1	0.0
Beechmont	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	0.0	1.8	1.8

Appendix C: Continued

School	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	change in percentage 1956-1965	change in percentage 1965-1971	change in percentage 1956-1971
Belknap	.4	.4	.6	.3	.3	.3	.5	.7	1.8	2.1	2.6	1.3	.9	.2	.7	1.2	1.7	.9	1.3
Bloom	.4	.9	1.0	1.6	.6	.3	.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.7	0.0	.4	0.0	.4
Brandeis	14.4	19.7	23.9	34.3	45.5	59.0	72.6	81.8	89.3	92.7	95.3	95.5	96.8	97.8	98.9	98.2	78.3	5.5	83.8
Breckinridge											21.8	16.7	17.4	14.4	14.9	18.0		3.8	3.8
Byck						93.0	94.0	95.8	96.4	97.3	95.6	95.8	97.5	96.7	97.5	97.5	4.3	.2	4.5
Carmichael						50.1	48.5	44.8	47.0	51.5	51.7	59.5	60.8	64.2	72.6	75.0	1.5	23.5	24.9
Carter	100.0	99.8	99.8	99.0	98.6	98.7	98.9	99.7	99.7	99.9	99.6	99.6	99.7	99.8	99.9	99.4	.1	.5	.6
Clark	11.2	11.2	9.4	8.6	10.5	10.9	11.7	10.9	10.1	10.9	11.1	9.4	9.3	7.5	7.6	8.1	6.7	2.8	3.1
Clay (Young, 1971)	10.7	11.1	12.9	15.6	16.4	21.2	29.6	38.6	53.7	62.9	78.8	83.2	87.3	90.5	93.7	93.5	52.2	30.6	82.8
Cochran	3.0	5.8	7.6	6.8	7.1	5.9	5.9	6.0	8.3	7.9	8.7	9.5	10.7	7.5	6.6	8.6	4.9	.7	5.6
Coleridge-Taylor	97.0	98.3	99.1	98.0	97.7	98.9	97.0	91.7	91.3	88.8	93.3	95.1	98.0	97.0	99.0	98.0	8.2	9.2	1.0
Cotter	100.0	100.0	100.0	97.0	98.2	99.0	99.0	99.7	99.4	100.0	100.0	99.7	100.0	100.0	100.0	100.0	0.0	0.0	0.0
Dolfinger	7.9	8.2	7.9	6.1	4.0	4.4	6.3	4.5	7.3	12.9	12.3	12.8	12.1	11.3	7.2	7.5	5.0	5.4	.4
Emerson	4.1	6.3	34.0	34.5	33.6	35.1	37.5	39.5	41.1	39.1	34.6	28.7	25.6	20.1	16.8	14.6	35.0	24.5	10.5
Engelhard	2.7	2.5	3.4	5.7	3.9	4.2	4.1	4.0	8.2	8.8	10.5	8.8	7.3	7.8	6.7	6.7	6.1	2.1	4.0
Field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.6	1.3	0.0	.8	.7	0.0	.7	.7
Foster	12.9	28.0	45.0	68.0	77.5	93.6	95.5	97.1	97.9	98.3	98.7	98.4	98.6	99.7	99.0	100.0	85.4	1.7	87.1
Franklin	13.6	9.5	10.7	7.8	9.4	7.4	7.7	8.4	9.3	7.0	6.2	5.5	3.1	3.7	3.2	2.7	6.6	4.3	10.9
Frayser	3.5	3.5	4.9	5.6	4.8	5.7	5.6	5.4	4.6	4.6	4.2	4.5	4.7	5.6	5.2	5.6	1.1	1.0	2.1
Hazelwood	1.8	1.6	1.8	1.6	1.5	1.3	2.4	1.7	2.0	1.8	2.1	1.8	2.2	2.7	2.7	3.9	0.0	2.1	2.1
Heywood	17.0	20.2	20.3	18.4	18.3	20.4	20.6	20.8	20.5	21.4	22.1	18.6	19.1	13.4	10.6	13.4	4.4	8.0	3.6
Jacob	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.3	1.8	3.7	3.8	3.5	2.4	3.0	.3	2.7	3.0
Johnston	7.9	9.1	17.9	16.6	19.6	18.9	19.9	14.0	13.5	13.2	14.2	9.9	10.6	7.8	7.2	5.4	5.3	7.8	2.5
Jones	9.4	11.8	14.6	10.1	10.2	11.6	16.5	26.2	37.8	56.1	59.8	67.2	78.0	85.5	92.0	90.8	46.7	34.7	81.4
Kennedy										98.2	98.8	98.6	97.9	98.9	99.0	99.3	1.2	.1	1.1
King													78.8	90.3	94.0	96.4		17.6	17.6
Lincoln										41.4	26.5	25.9	24.8	25.1	29.9	30.7		10.7	10.7
Longfellow	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lowell	8.7	10.4	9.4	9.4	10.8	12.9	11.7	10.6	11.5	9.1	9.5	10.8	10.6	9.2	7.9	7.1	.4	2.0	1.6

Appendix C: Continued

School	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	change in percentage 1956-1965	change in percentage 1965-1971	change in percentage 1956-1971
Marshall	23.4	22.5	20.6	21.8	25.0	25.1	26.7	23.7	27.1	34.2	39.5	45.6	46.0	48.2	53.8	51.6	10.8	17.4	28.2
McFerran	0.0	.2	.1	.2	.9	1.4	3.7	12.4	21.2	29.6	38.7	41.9	52.0	65.1	73.0	81.0	29.6	51.4	81.0
Parkland	18.2	25.9	34.2	47.3	58.0	75.0	82.0	90.1	92.3	94.6	96.7	98.1	98.4	98.3	100.0	99.4	76.4	4.8	81.2
Perry	99.8	99.7	100.0	99.7	99.8	99.6	99.4	99.1	99.7	99.3	99.3	99.8	99.8	99.7	99.0	99.7	.5	.4	.1
Portland	.5	.2	.5	2.9	1.6	2.2	0.0	.5	.8	1.3	.8	0.0	0.0	0.0	1.5	4.7	.8	3.4	4.2
Roosevelt	1.6	2.1	2.1	2.6	3.3	2.7	3.4	4.7	6.6	13.3	16.7	16.7	14.9	16.1	17.2	15.6	11.7	2.3	14.0
Rutherford	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.2	.4	.6	0.0	.6	.6
Semple	.2	3.5	.2	.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.4	.3	.3	.2	.3	.1
Shawnee	0.0	0.0	0.0	0.0	0.0	.9	8.6	18.7	30.6	40.9	54.5	60.8	60.0	68.2	79.9	84.6	40.9	43.7	84.6
Shelby	1.0	0.0	0.0	0.0	0.0	0.0	0.0	.6	.6	2.1	5.2	3.3	5.3	6.2	5.8	8.0	1.1	5.9	7.0
Southwick				95.0	97.5	98.1	99.4	99.5	99.4	99.7	99.2	99.7	99.8	99.6	99.0	99.7	4.7	0.0	4.7
Strother	24.6	34.3	37.0	43.4	46.6	50.0	56.1	59.1	59.8	65.2	74.9	80.3	84.2	85.5	90.1	90.1	40.6	24.9	65.5
Talbert	100.0	100.0	100.0	100.0	100.0	99.5	100.0	99.7	100.0	100.0	100.0	98.7	100.0	100.0	98.0	96.0	0.0	4.0	4.0
Tingley	12.1	15.8	9.2	6.9	7.0	13.3	12.7	12.9	10.9	12.7	12.8	10.8	11.4	7.5	5.4	6.2	.6	6.5	5.9
Washington	100.0	100.0	100.0	100.0	100.0	99.4	100.0	100.0	99.7	99.5	99.2	99.3	99.4	98.5	99.0	100.0	.5	.5	0.0
Wheatley	99.7	99.8	99.8	99.4	100.0	95.3	96.6	97.4	97.3	99.0	97.9	98.5	98.6	98.5	97.2	99.0	.7	0.0	.7
Discontinued Schools																			
Bond	96.0	99.0	99.6	99.5	99.0												3.0		3.0
Bowman Field	0.0	0.0	0.0	0.0	0.0	0.0											0.0		0.0
California	55.0	62.2	68.0	76.5	82.8												27.8		27.8
Douglas	83.7	74.6	77.0	78.5	78.7												5.0		5.0
Dunbar	97.9	100.0	99.0	98.6	98.4	99.7	99.8	93.5	92.6								5.3		5.3
Finzer	22.3	27.7	36.7	42.5	49.2	50.6	54.3	54.6	54.6	61.7							39.4		39.4
Hill	12.7	24.8	24.3	33.2	34.0	34.8	36.1	43.3	45.4	47.8	38.9	31.9	27.7	35.2			35.1	12.6	22.5
Lincoln	100.0	100.0															0.0		0.0
Merker	12.7	12.7	25.7	24.9	27.1	29.1	34.0	36.6	43.4	41.3							28.6		28.6
Morris	14.0	17.8	18.2	21.0	23.4												9.4		9.4
Prentice	25.2	32.4	36.5	35.6	39.0	47.9	53.7										53.7		53.7

Appendix C: Continued

School	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	change in percentage 1956-1965	change in percentage 1965-1971	change in percentage 1956-1971
Roberts	.7	2.3	4.4	4.1	5.7	7.7	8.4	7.8	9.0	11.6							10.9		10.9
Rubado	0.0	.5	.4	.6	.2	0.0	0.0	0.0	0.0	0.0							0.0		0.0
Rubel Ave.	0.0	0.0	0.0	0.0	1.5	2.1	2.5	3.9	5.2	2.1							2.1		2.1
Salisbury	45.7	57.4	63.9	69.0	74.6	89.9	91.4										45.7		45.7
Washington (G)	2.2	2.7	3.6	3.9	2.9	4.8	4.8	5.5	5.0	.5							1.7		1.7

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Under the Kentucky Civil Rights Act of 1966, KRS 344.190 (11), the Commission has the duty "to make studies appropriate to effectuate the purposes and policies of this chapter and to make the results thereof available to the public."

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