

## 1380 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

### recommendations

- 1) The school should facilitate frequent meetings of parents and school personnel, individually and in small groups.
- 2) The school should take the lead in developing a comprehensive neighborhood plan, involving the entire community and the social agencies serving it.
- 3) The board of education should assume leadership on probing the inequities of our schools. It should welcome the cooperation of teacher and community groups and their constant critical evaluation.
- 4) The board of education should encourage the search for additional funds from the federal, state, and municipal governments, and from private foundations.



### integrating effective schools

In approaching the question of the so-called "difficult to staff" schools, we must recognize that most of them fall into this category because they are *de facto* segregated schools, reflecting the problems and evils of the ghetto that feeds them. As we work toward upgrading these schools, we must, simultaneously, work toward integrating them. Otherwise, we are working toward the creation of good segregated schools. Such schools, however successful, are still handicapped by the problems inherent in segregation, and the results, for teacher and pupil alike, are never as great as they would be without the handicap of segregation. Therefore, the following recommendations are submitted in the subject-areas under consideration:

#### recommendations

- 1) As redistricting, rezoning, and new construction proceed, under this plan, priority consideration must be given to the possibilities of achieving the greatest possible degree of physical desegregation of the student bodies of all the schools affected.

- 2) One of the serious problems of our segregated system today is that children seldom have the opportunity to see members of minority groups in socially acceptable positions of authority. The minority group child needs this experience to aid in the creation of feelings of self-worth, and the identification with authority figures. The child of the so-called majority must have such exposure to serve as an important ingredient in the formation of positive rather than negative attitudes toward those who are different from himself. Therefore, it is important that a conscious effort be made to integrate the staff at all levels.

- 3) The desegregated student body and staff will not produce the desired result in terms of an integrated educational experience unless the curriculum and teaching materials reflect both the historical contributions and the day-to-day participation in our society of all groups. Such materials are available, and the necessary extra effort must be expended to acquire them. It may be advisable to set up a special curriculum committee, which will include teachers, similar to the committee on staffing, to recommend and supervise the required changes.