

OUTLINE -- SEGREGATION RESEARCH PROJECT

I. Southern Plans Resulting from Decision

1. State by state survey re reactions, avoidance plans, study commissions, etc.
2. Report on all action short of actual integration plans, if any--leave these for Sec. II, infra; leave details of plans to abolish public schools for V, infra.
3. Sources: The new Southern Education Reporting Service, supported by the Ford Foundation, has a staff of newspapermen undertaking this work. They will issue their first report September 1. We will await their report, and supplement it with our own newspaper check, if necessary. If the SERS report of September 1 is inadequate, the Library will have to make an extensive collection of newspapers.
4. There should be evaluation comments, both on practical and legal aspects, whenever possible.

II. Desegregation Programs, Completed and in Progress--(Gordon Davidson)

1. Detailed report on methods used and problems encountered in the border state and northern areas in which desegregation is currently or has recently taken place. [Note use of criteria under Sec. III, 2 infra.]
2. Note the situation in each community studied, with reference to similarity to southern areas and possibility of application there.
3. The principal areas to be studied:
 - (a) Twenty-three case studies in Cornell report--supplement where necessary.
 - (b) Current programs in Washington and Baltimore.
 - (c) Southern parochial schools.
 - (d) Colleges--public and parochial.
 - (e) Other areas, especially those discovered in research under Sec. I., supra.
4. Sources: Ashmore report; Cornell case histories; newspapers; local board of education material where available; Protestant Theological Seminary Report by Calhoun for Fund for Advancement of Education.

III. "Normal" Practices of Educational Administrators, with Particular Reference to Districting, in Non-Southern States.--(Dick Sherwood)

1. A concise report on general principles and criteria of districting, and more detailed consideration of the prevalence of particular procedures and problems.
2. Special emphasis on the following questions:
 - (a) How rigidly are school and attendance districts based on rigid geographical lines? Where geographical lines are followed, what is the prevalence of overlapping boundaries? of gerrymandered, irregular boundaries?

- (b) How common are "optional" districts, with a choice of schools, particularly in borderline areas?
 - (c) Rural-urban differences in districting problems and practices.
 - (d) Separation on basis of age, intelligence, sex, etc., both as to different schools for different groups, and separations of classes within the same school.
 - (e) Experience with heavy Negro populations, especially in large cities--New York, Chicago.
3. Sources: Bibliography furnished by Dr. Little; school surveys; Off. of Ed. Library and staff; questions through Dr. Little to Drs. Babcock [re (e)] and Dawson [re (c)] if literature inadequate.
4. If this topic should be further subdivided--e.g., separation of 2(e)--attempt to do so as early as possible.
- IV. A Detailed Picture of School and Population Distribution in a few Southern Areas, as an Indication of the Magnitude of the Changes Which Will Result from Desegregation.--(Barrett Prettyman)
- 1. Attempt S.C. and Va. first, with as much map-making and statistical information as sources provide.
 - 2. Sources: Dr. Little; O.E. Library; Census reports; local school Board reports.
- V. The Possible Use of Private Schools, Publicly Supported.--(Bill Matteson)
- 1. A summary of present plans to abolish public schools--consult I, supra; see especially S.C. and Ga. legislation.
 - 2. Past experience re public support of private schools, especially through grants to schools or parents. Note New England academies situation--Dr. Brownell's report on New London, etc.
 - 3. Evaluation of practical and legal considerations--latter briefly--cf. white primary experience.
- VI. Possible Additional Reports:
- 1. Judicial experience with detailed supervision of districting--the somewhat comparable problems of political districting in the states, as reflected in litigation. (John Kaplan)
 - 2. Supplementation of existing financial studies re costs of schooling, including problems of new school construction, and federal aid. (Query the importance of relative Negro-white education expenditures to this study, especially with present availability of studies on this.)

Common Background Information:

Ashmore, "The Negro and the Schools"; Off. of Ed. answers to series of questions; Symposium, "Segregation in the Public Schools", Journal of Public Law, Spring 1954; Off. of Ed., Supplement to "Expenditures for Education at the Midcentury (state-by-state survey of expenditures for Negro and white education)

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