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The City Commission on Human Rights of New York
80 Lafayette Street
New York 13, New York

POLICY STATEMENT ON SCHOOL INTEGRATION ADOPTED
AT COMMISSION MEETING
JULY 25, 1963

Since segregated education is inherently unequal, and since under law each person is guaranteed equal treatment -- and this principle extends necessarily into the area of education -- and since, in the rapidly integrating world of today, non-segregated education is proper preparation for life for everyone, it has been and continues to be the policy of the City Commission on Human Rights to work for full integration of all educational facilities in the City of New York and to lend its aid to all persons of good-will who seek this end.

The Commission, which is the City agency mandated to bring into play its skills and experience in all matters touching on human rights and the relations among all groups in the City, declares itself in full agreement with the June, 1963, statement of the Board of Education on the responsibilities of the schools in integration. In view of the need for prompt action as the day of school-opening in September, 1963, approaches the Commission has adopted the following policy statement which it commends to the Board of Education as procedure for implementing the Board's policy:

1. That the Board of Education adopt immediately a master plan listing all steps leading to complete integration of pupils and teachers in the school system.

2. That a time schedule for the implementation of each phase be an integral part of this plan.

3. That the Board assume responsibility for assigning children to schools for integration purposes as it now assumes responsibility for assignment on a neighborhood-school basis.

4. That the master plan include specific details on de-segregating all schools in the system, using whatever combination of integration techniques is appropriate such as site selection, re-zoning, the pairing of schools under some version of the "Princeton Plan," the exchange of school populations, the busing of children (of any ethnic group) to other districts.

5. That the Board work out with the Commission on Human Rights and public and private intergroup agencies a program of community education and community involvement for each phase of the plan. The purpose here is to foster community acceptance based on understanding of what is being done and why.

6. That a coordinating action committee on school integration be set up, composed of policy-level representatives of the Board of Education and those Official City agencies such as this Commission, the Planning Commission, the Department of Real Estate, the Housing Authority, whose activities bear upon the operation of the Board's integration program. (This Committee would have authority similar to that of the Housing Policy Board.)