Mary McLeod Bethune

Last Will and Testament

I leave you Love
I leave you Hope
I leave you the challenge of developing Confidence in one another
I leave you a thirst for education
I leave you respect for the use of Power
I leave you faith
I leave you racial dignity
I leave you a desire to live harmoniously with your fellow men
I leave you finally a responsibility to our young people
QUESTION

• ARE STUDENTS RECEIVING AN EQUAL EDUCATION?
METHODS

Listening to Perspective
  • Interviews
Learning From The Past
  • Articles
Segregation Trends
  • Census Data
  • Yearbooks
Interview Questions

• Do some schools offer better education than others?
• Has Bethune improved or gotten worse?
• Do you think schools receive the same resources?
• How responsible should teachers be for their students' education?
• How can the community affect student achievement?
• How can parent involvement affect equality in education?
• Is it possible to achieve equal education?
Administrator

• “Listen, students now have access to so much. We provide you with the books and materials that you need to achieve success”

• “When I was growing up I wasn’t allowed to use public libraries because of the color of my skin. You guys can go into any library and take advantage of learning new things.”

• “Things have definitely improved since Brown”
Teacher/Alumni

• “Equal education is an education for everyone no matter the color of your skin.”
• “Some schools do offer a better education but it comes down to us.”
• “Other schools have more money, classrooms, computers”
• Many teachers are lazy and don’t make an effort to teach
• “The environment can affect students because of things like bums, gangs...etc."
• “When I came to school there were not many Latino/a teachers or just young teachers. Now there are a lot of young teachers with a lot of energy.”
• “Bethune has definitely improved since I was here as a student.”
Parent

• “Every school no matter what area should have equal education.”
• “Students should be learning the same things as student in other schools.”
• “I would move to another area but the rent is too high.”
• “Students in schools with a lot of minorities aren’t challenged like students in other schools.”
• “These things make it difficult for minorities to integrate with whites.”
Superintendent

• “All students should receive a rigorous education. That’s why I believe in standards.”
• “Since the Brown case, students haven’t had the same resources.”
• “Every child should go to a school that is clean, safe and well equipped.”
• “Schools are a part of the community. The community affects schools. If parents come to school its going to have an affect.”
• “People need to vote and pay taxes for schools.”
• “Things have improved but we still need to work hard to make things equal.”
Learning from the Past
Articles

• Mendez vs. Westminster
  • "If discrimination against our children continues, we shall have no one to blame but ourselves"
  • "No dogs or Mexicans allowed"
  • "Does it pay to educate a Mexican"

• Desegregation at Fremont
  • "School officials stated that they have received numerous complaints during the past year from white parents about the admission of Negro pupils to Fremont"
  • "The American youth for Democracy urged students not to be taken in by prejudice and to make Fremont a school of and for Democracy"
| I think this is a powerful quote because it says something that few people seemed to realize at the time. |
| My quote means that the immigration of Mexicans grows every year. |
| I think it means that they discriminate them and compare them with animals. |
| People thought that Mexicans weren't smart enough to educate |
| Mexicans were segregated, and they thought it was wrong, but parents still told their children that they were Americans because America was now their home. |

| "If discrimination against our children continues, we shall have no one to blame but ourselves." |
| From 1910 to 1930's, more than a million Mexicans migrated north. |
| "No dogs or Mexicans allowed." |
| "Does it pay to educate a Mexican?" |
| "We always tell our children they are Americans." |
In Los Angeles Times March 17, 1947, an article about Fremont High School was published on March 17, 1947. The article stated that 100 students were suspended and were asked to come in with their parents to have a private, individual conference. They were suspended because of inability to provide the means to help other students.

In Los Angeles Times March 19, 1947, another article was published about Fremont High School. This time the students were arguing the issue of suspension. In this article it stated that Fremont High School's president was trying to accommodate the administration and the school board.

In this article about Fremont High School, two honor students from Fremont gave an interview saying that the situation at Fremont was the result of failure of parents to teach democracy in the home.

In this article about Fremont High School, it was stated that Fremont and its sister school, it's because the black student reported that a white man living next door and a white friend. There were also some statements about Fremont such as...
Fremont Highschool

**APRIL 7, 1947**

The American Civil Liberties Union filed a suit in Federal Court in New York against the Board of Education of the city of New York, charging that the city's schools were segregated and that the practice of having separate schools for white and black students was unconstitutional.

**APRIL 10, 1947**

Violent outbreaks occurred in the city of New York, with many schools closed due to the threat of violence.

**APRIL 14, 2044**

Brenna Narciso
History Period 6

**APRIL 27, 1947**

The American Civil Liberties Union urged students not to be taken in by the press and to join the movement for democracy.

**MARCH 19, 1947**

Superintendent of schools visiting Kansas spent most of his day in one of the city's high schools to see whether similar conditions exist elsewhere. Upon Fremont.

**MARCH 29, 1947**

School officials stated they had received numerous complaints during the last year from parents feeling a lack of protection for Negro pupils in the city.

The Board of Education had to admit a Negro student and suspended an African student. The school doors were closed and none of the children were permitted to enter.

**MARCH 27, 1947**

One-tenth of Fremont's students were suspended for picketing.

**MARCH 27, 1947**

Two Negro girls were expelled from Fremont for using improper language.

**MARCH 19, 1947**

Parents of some 400 students began staying until their children were allowed to attend Fremont High School.

The board of education had a strong belief in the necessity of providing equal education for all children, regardless of race.

**MARCH 19, 1947**

Students and pupils had to sign a paper declaring their belief in the necessity of equal education for all children, regardless of race.
CENSUS DATA
1950-2000

• White population was the majority in the 1950’s
• Between 1950-60 the white population went from 80% to 21.6% four years after the Brown decision
• In 1970 the African American population was 90 %
• In 2000 the Hispanic population was 70%
• These changes have had a dramatic impact on race relations in the school and community
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<td>34,496</td>
<td>32,605</td>
<td>41,984</td>
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Yearbooks

1930’s
- Bethune Middle School was Riis High School a reform school
- The school offered several extra curricular activities for students
- The school was clean and the plant was different than it is now

1960-70
- Majority of the population was African American
- Students participated in several clubs
- Pictures and captions illustrated cultural pride “Black is Beautiful”
- Few pictures of Latino students
- A majority of the staff was African American

1980-1990
- Majority Latino population
- Few activities and clubs
- Majority African American and White teachers

Changes in yearbooks coincide with census data
The Riis Honor Society
The Riis Honor Society was founded in February, 1930. This
PIN AND RIBBON CEREMONY
FINDINGS

- Equal education is not given to all students
- Students still do not have access to similar resources
- Other factors such as housing costs, parental involvement, policies, can affect the quality of education students receive
- Parents were able to make changes when they became involved in the education of their children
- Schools have remained segregated since the Brown case
- Bethune has undergone dramatic shifts in its population
- Activities for students decreased over time
- The teacher and administrator had a more positive outlook on the schools improvements over the years
- Dr. Rousseau and the parent were more critical about what was going on in the school but where optimistic about change
Achieving the Legacies of Bethune and Brown

- Change the ways schools are funded
- Hire qualified teachers in inner city schools
- Increase teacher training
- Access to technology for all students
- Increase in parent involvement in school/district decisions
- Change district lines that perpetuate segregation
- Provide affordable housing in middle class areas
- Provide adequate resources to deal with tensions that may rise due to shifts in population
- Voting for school friendly measures