Brown vs. Board of Education
Comparing races of Glendora and Gladstone High School

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Glendora Information

- Total Population: 39,681 (80%)
- White: 39,681 (80%)
- African American: 740 (1.5%)
- American Indian & Alaska Native: 321 (.6%)
- Asian: 3,064
- Native Hawaiian: 38 (.1%)
- Hispanic/Latino: 10,740 (21.7%)
Glendora High School Information 03-04

- 73% White
- 2% African American
- 5% Asian
- 1% Filipino
- 0% Pacific Islander
- 0% Native American
- 18% Hispanic
- 0% Other
Yearbook analysis for Glendora High School: 1985

- Pg. 88/89 Senior Class
- Number of Students on page: 28
- 2 Asian (7%)
- 1 Latino (Mexican) (3%)
- 25 White (89%)
Continued…

- Pg. 90/91 Senior Class
- Number of Students on page: 36
- 1 Mexican (Latino) (2%)
- 35 White (97%)

- Pg. 94/95 Senior Class
- Number of Students: 32
- All white, no other races. (100%)
Glendora High School: 03-04

- American Indian or Alaska Native: 2 (.1%)
- Asian: 91 (4.5%)
- Pacific Islander: 0 (0%)
- Filipino: 50 (2.5%)
- Hispanic/Latino: 239 (11.8%)
- African American: 28 (1.4%)
- White: (79.7%)
Azusa Statistics

- Total Population: 44,712
- Male: 22,075 (49%)
- Female: 22,637 (50%)
- White: 23,406 (52%)
- Black: 1,688 (3.8%)
- Asian: 2,747 (6.1%)
- American Indian/Alaska Native: 585 (1.3%)
- Hispanic/Latino: 28,522 (63.8%)
Gladstone Statistics 03-04

- Enrollment: 3,089
- White 11%
- African American 2%
- Asian 1%
- Filipino 3%
- Pacific Islander 0%
- Hispanic 83%
- Other 0%
Gladstone High School 93-94

- American Native/Alaska Native: 0%
- Asian: 35 (2.4%)
- Pacific Islander: 4 (.3%)
- Filipino: 59 (4.1%)
- Hispanic: 1,040 (71.6%)
- African American: 41 (2.8%)
- White: 274 (18.9%)
- Total Enrollment: 1,453
Gladstone Interview

• Ray Little: Teacher at Gladstone High School.
• Years: 1985-1998
• Did you notice any segregation at your school between the different ethnicities? Yes, certain people hung out with certain people. Most were hispanic at the school.
• Were there any ability tracks at Gladstone? Yes, depending on how smart you were.
• Were you treated different since you weren’t the same ethnicity as your students? No difference because I was a teacher. Students knew that I required respect.
Interview: Joan Little (Caitlin’s Grandmother)

Where did you go to school? Del Norte Country High School (One high school for the whole county)
- What year did you enter high school? 1957-1961
- How would you describe the student body? Predominantly Caucasian.
- How do you feel you were treated? She was treated just like everyone else.
- Did teachers hold high expectations for the students? Moderate. Low percentage were college type.
- How was the school? It was clean and safe.
- Did you have enough books and learning materials? Yes.
- How many students that entered high school in 9th grade graduated? Standards were low to moderate. The dropout rate was slightly lower than state standards. Indian and African American races were very small.
- How did you decide what to do after college? Wanted to go to College because friends from high school were going.
Los Angeles County: Racial/Ethnic Diversity 2000

Data Assembled by Michela Zonta and Paul Ong, UCLA Lewis Center for Regional Policy Studies
Outcome of Integration

- The act of desegregation was both a success and a failure. The outcome of integration had benefits such as people being more accepting of others of another race. There aren’t as many racial supremist groups today than there were before.
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• Although schools are more racially mixed now than they were in the mid 1900’s, many people tend to naturally segregate themselves into cities, counties, or regions by race. For example, Glendora is mainly white, yet Azusa, a neighboring city, is mainly Hispanic. Arcadia is mainly Asian also due to natural segregation.
Bibliography

- Interview: Roy Little, May 7, 2004
- Interview: Joan Little, May 7, 2004
- “Azusa Census Profile” [http://www.censusfactfinder.com](http://www.censusfactfinder.com)
- “Glendora Census Profile” [http://www.censusfactfinder.com](http://www.censusfactfinder.com)