CONTENTS

views. I've utilized Coleman's report, which contains a wealth of data. I've also utilized my own interests and experiences. As a whole, the Coleman Report is a significant tool. It is this report that has led me to conclude that in order for educational achievement to occur, certain factors must be present. These factors include a supportive and encouraging environment, a strong, well-structured curriculum, and a positive attitude towards learning. This report has given me insight into the factors that contribute to educational success.

In order to understand what is going on in our school system and its social settings, we must examine certain facts about

Yet in the long run we are better off

in the wrong way, and even more

posing our positions on arguments,

in other ways as well, it is this em-

significant tool, can be interpreted as

of James Coleman himself. Therefore

the so-called Coleman Report is not

This interpretation of the findings of

than any other single factor.

Negro educational achievement

suggests that internal changes in the

ment to replace this family environment,

rounded the home... It is impor-

school. The author teaches in a Harlem grade

Deborah W. Meter

The Coleman Report
December 13, 1966

- Daniel P. Moynihan

both grounds. Continue to dislike Negroes on the basis of skin color, regardless of other factors. If education is to be effective, the Negroes must be given the same opportunities as whites. This is the key to the problem.

Columbia claims to prove that educated Negroes are as capable as whites. If this is true, why do the Negroes not be a part of the education system? If they are to be educated, they must be given the same opportunities as whites.

I have often wondered... What is the reason for this?

I question whether this is true. My own experience has been that educated Negroes are not given the same opportunities as whites. This is the key to the problem.

The report which you have been working on has been Puerto Rican. I only mention this because it was in the Columbia Report. Which I only mention.

The methods and conclusions of the research have been highly questionable.

I believe most of the research has been biased and has been conducted in a way that was not suitable for the research.

Columbia claims that the research was done in a proper manner. I do not believe this is true. The research has been conducted in a way that was not suitable for the research.

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The role of integration in learning

The arguments against integration schools, put forward recently by some liberals, rest on the assumption that while it may be feasible that Negroes were the last in educational attainment in certain respects, Negroes are now making up this achievement gap. It is simply no longer the case, in many metropolitan areas, that the Negro student is unsuited by his lack of reading ability for educational integration. Therefore, we have to find other ways to improve the educational system for these Negroes. However, one should not forget that the emphasis on school integration is actually detrimental to the morale of those Negro students who are left in white schools. Furthermore, pressure for integration is not based on any belief that integration raises educational standards. On the contrary, it is often used to excuse the failure of the system to provide adequate educational opportunities for all students. The whole argument has originated in the wrong issues. There are three main reasons why school integration is not suited for our cities. The first is that it would not show up in the kind of data which Coleman uses to determine the scores of students. Thus their higher scores might not be the result of having attended integrated schools, but having a really more "middling" family background.

Furthermore, the improvements that Coleman reports are not very substantial, and certainly not of the order we should expect. Coleman reports on white and Negro students in all-black schools, while Negroes in Harlem are not getting along with such integrations. As some have improved, the Negroes in Harlem have not.

Finally, the improvements in those schools attended by Negroes have not been substantial and dynamic. The administration in this school system is substantially increased by the fact that it is under new direction, so that it tends to write off as unteachable and therefore to increase the turnover. The next step is the argument that it is not too much of an advantage academically, anyway, and, furthermore, that it can only work where middle class students are in a decided majority (which on careful reading appears Coleman also claims). Then any efforts toward integration are bound to fail even further.

1. We are obliged to make it clear to Negroes that society is repeating its historic and well-entrenched attempt to separate while black in an inferior position. At the very least, it requires an effort to avoid this, and which is not possible without a separate and well-entrenched attempt to avoid it. The three reasons are:

Alas, the whole argument has originated in the wrong issues. There are only three important reasons why school integration is not suited for our cities. They are:

1. It is not suited for our cities.
2. It would not show up in the kind of data which Coleman uses to determine the scores of students.
3. It is not based on any belief that integration raises educational standards.
To engage in such joint explorations, it is necessary to explore reality. If it is a fact that education is a means of giving our schools a purpose beyond the narrow confines of its curriculum, then it is also a fact that education is a means of giving our society a purpose beyond the narrow confines of its economic base.

3. Fundamentally, our insistence on meaningful education is a direct challenge to the traditional system of education, which is built on the assumption that education is a means of transmitting information from one generation to another. It is a challenge to the belief that education is a means of preparing individuals for the world of work, and it is a challenge to the belief that education is a means of social control.

4. We must become less of an agent for enforcement of the rules that govern the society in which we live, and more of an agent for the development of the society in which we live. We must become less of an instrument of the economic system, and more of an instrument of the political system. We must become less of an instrument of the military system, and more of an instrument of the educational system. We must become less of an instrument of the religious system, and more of an instrument of the cultural system.

5. Our crisis is not in the world of work, but in the world of school. Our crisis is not in the world of economics, but in the world of values. Our crisis is not in the world of politics, but in the world of education. Our crisis is not in the world of culture, but in the world of power. Our crisis is not in the world of religion, but in the world of knowledge. Our crisis is not in the world of science, but in the world of ignorance. Our crisis is not in the world of technology, but in the world of illiteracy. Our crisis is not in the world of economics, but in the world of ignorance.

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June 2, 1967
Mary L. Woy, Commissioner

The new, formalized victory, achieving the separation of schools, has made it possible for some communities to feel that the education of their children is safe, and that the schools are providing an educational environment that is safe and respectable. However, this success has not eliminated the many problems that exist in the communities. The problem of integration, while not new, has become more serious in recent years. The integration of schools has brought new problems, and these problems are not always easy to solve. The Commissioner has been working diligently to resolve these problems, and has made some progress in recent years. However, there are still many challenges that must be addressed.

Young men and women can reason, but the cold war has existed for a long time. The feeling of control, or lack of it, is a result of the environment in which we live. The feeling of control over their lives, however, can be fostered through the recognition of the importance of personal responsibility. In order to have a real sense of control, a person must have a real sense of being able to influence events. This is a necessary step in the development of a healthy self-esteem. The Commissioner has been working on this problem, and has made some progress in recent years. However, there are still many challenges that must be addressed.

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FOOTNOTES

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11. Bowie and Iroshi Study

12. Are the lives of the Negro family: the Negro family; case for National Education.


15. Compare with the Negro children's education.


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