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ABSTRACT
            This report is a study of school integration in
Missouri 20 years after the United States Supreme Court decision in
Brown v. Board of Education of Topeka, Kansas. During the course of
the study a number of school districts were visited. In most cases,
the superintendent of schools or a high ranking administrator was
interviewed. The method of interview was informal. The school
district representative was given an opportunity to talk about his
district's problems, programs and progress in the school
desegregation area. Specific questions were then asked during the
course of the conversation covering such topics as minority teacher
recruitment and placement practices, extracurricular activities,
black and white student relations, communication with black parents
and the quality of education for black students. Part One of this
report traces the course of Supreme Court rulings on school
desegregation from 1954 to 1974. Tactics used by school districts to
avoid integration are examined. Statistical evidence of the extent of
integration in Missouri is examined in Part Two. Part Three is a
discussion of the results of integration in four areas of the state:
Southeast Missouri, St. Louis, Kansas City, and Central Missouri.
Conclusions of the research are listed in Part Four. The research was
funded by the State of Missouri. (Author/JM)

INTEGRATION IN MISSOURI PUBLIC SCHOOLS

FACULTY AND STUDENTS TWENTY YEARS AFTER BROWN

By David Henderson

PUBLIC
SCHOOL

Missouri Commission On Human Rights

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OCTOBER 1974

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INTRODUCTION

Missouri has a history of state-imposed segregation in the schools
dating to the mid-nineteenth century. An 1847 law reads "no person shall
keep or teach any school for the instruction of negroes or mulattoes, in
reading or writing, in this State . . . if any person shall violate the
provisions of this act he shall be punished by fine not exceeding $500,
or by imprisonment not exceeding six months, or by both such fine and
imprisonment."[a]

Separate schools were first authorized by an 1866 law which stated
that school districts were "required to establish within their respective
jurisdictions one or more separate schools for colored children when
the whole number by enumeration exceeds twenty."[b] The 1875 state consti-
tution contained the item: "Separate free schools shall be established
for the education of children of African descent."[c] Although it has been
declared unenforceable by an opinion of the Attorney General,[d] the present
state constitution still reads "Separate schools shall be provided for
white and colored children . . ."[e]

The following report is a study of school integration in Missouri
twenty years after the United States Supreme Court decision in Brown v.

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[a] Laws of Missouri, 1846-47, p. 103.

[b] Laws of Missouri, 1866, p. 177, Sec. 20.

[c] Missouri Constitution, 1875, Art. XI, Sec. 3.

[d] Opinion Attorney General 96 (1954).

[e] Missouri Constitution, 1945, Art. IX, Sec. 1(a).

Board of Education of Topeka, Kansas. PART ONE traces the course of
Supreme Court rulings on school desegregation from 1954 to 1974. Tactics
used by school districts to avoid integration are examined. Statistical
evidence of the extent of integration in Missouri is examined in PART TWO.

PART THREE is a discussion of the results of integration in four areas
of the state: Southeast Missouri, St. Louis, Kansas City, and Central
Missouri. Parents, faculty, and community leaders were interviewed.
Conclusions of the research are listed in PART FOUR.

The research was directed by the Missouri Commission on Human Rights
pursuant to Section ⎯3.030, (2), RSMo. 1969, and funded by the State of
Missouri.

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PART ONE

THE UNITED STATES SUPREME COURT'S HANDLING OF SCHOOL DESEGREGATION

1954 - 1974

On May 17, 1954, the United State Supreme Court handed down one of
its most important and far reaching decisions in Brown vs. Board of
Education of Topeka, Kansas (hereinafter referred to as Brown I).[1] In
that case minors of the Negro race through their legal representatives
sought admission to the public schools of the community on a nonsegregated
basis. Relief was denied in the lower courts on the basis of Plessy v.
Ferguson, an 1896 case, which permitted segregation on the basis of race
so long as equal facilities were provided for both races.[2] Thus, Plessy
gave a constitutional foundation for maintaining a dual school system.
In Brown I, the Court ruled that deliberate segregation in the public
schools on the basis of race is unconstitutional as a violation of equal
protection of the laws as guaranteed by the Fourteenth Amendment. Sepa-
ration by law was held to create inherantly unequal schools, and a promise
of equality under the law was held incompatible with the use of the law
to establish two classes of people based on race.

The holding in Brown I that separate educational facilities are
inherantly unequal and therefore unconstitutional has never been seriously

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[1] Brown v. Board of Education of Topeka, Kansas, 347 U.S. 483 (1954).

[2] Plessy v. Ferguson, 166 U.S. 537 (1896).

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challenged. Indeed it has rapidly expanded to other areas of public accommodation. [illegible] ... principals, i.e., how are the courts to carry out the mandate of Brown and dismantle the dual school system. The Supreme Court recognized this and requested further argument on the question of how their order should be shaped. The Court, in the second hearing decided in 1955, (hereinafter referred to as Brown II), recognized that there were practical as well as psychological problems which had to be overcome in the transformation into a unitary school system everywhere. They recognized that the problems would vary on the local level, and therefore, gave the primary responsibility to local authorities for solving the problems. The courts were to determine if the authorities were acting in good faith; and in so determining they were to be governed by principals of equity, traditionally characterized by a "practical flexibility in shaping its remedies and by a facility for adjusting and reconciling public and private needs." Compliance was to be achieved with "all deliberate speed" including a "prompt and reasonable start" towards achieving full compliance "at the earliest practicable date." Brown II was an obvious an effort to set up procedures which the district courts in school desegregation cases.

One point that should be kept in mind is that the segregation in Brown was state-imposed, i.e., there was a law requiring separation of the races in public schools. Such a state action requirement is clearly sufficient state action under the Fourteenth Amendment. The Fourteenth Amendment, which requires equal protection of the laws, applies only to states and not to private parties. Whether or not the Fourteenth Amendment can be construed to reach private action restricted in such a way as to deny equal protection. The issue that the state role in segregation was

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[3]Brown v. Board of Education, ___ U.S. ___ (1955).

clear in Brown, this is not always the case, and there is often a problem
in proving state action. What constitutes state action will be discussed
at some length later in connection with the distinction the court has made
between de jure[4] segregation and de facto[5] segregation.

District courts were given broad discretionary powers and instructed
to retain jurisdiction until the goal of a unitary school system was
attained. This case by case approach with broad powers in the lower courts
resulted in much confusion and inconsistent results in different parts of
the country. The "all deliberate speed" mandate was taken advantage of
to delay, stall and circumvent at every turn. Southern states were far
from subtle in their effort to avoid the mandate of Brown I. Several
states passed interposition statutes declaring that they were not bound
by the decision in Brown. An interposition statute seeks to place the
state between its citizens and the federal government in an effort to
undermine the power of the federal government.

The Arkansas experience was the most dramatic example. A state court
entered an injunction, based on an interposition statute, against the
implementation of a desegregation plan by the Little Rock Board of Education.
A federal court voided the state court order whereupon the governor called
out the Arkansas National Guard to bar entrance of Negro students. A
new set of federal court orders were disregarded. Eventually the President
had to order withdrawal of the National Guard and disperse federal troops
to insure the orderly admission of the blacks. In 1958, when the Supreme
Court ruled in Aaron v. Cooper, the opinion was signed by all nine justices
to emphasize their unanimity. The Court pointed out that the actions of

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[4]De jure segregation is that which is created by statute or the actions of
government officials.

[5]De facto segregation is that which exists independently of acts of law.

the Arkansas officialdom were utterly without foundation under the Constitution. It warned that the constitutional rights of black children "can neither be nullified openly and directly by state legislators or state executive officials nor nullified indirectly by them through evasive schemes for segregation." Though education is primarily a state responsibility it must be exercised consistently with the federal constitutional requirements of due process and equal protection.[6]

Other and temporarily more effective means of evading Brown were employed. Pupil-placement laws were passed to enable local school boards to shuffle children among school districts so as to maintain segregation. Compulsory school attendance acts were repealed to permit parents to withdraw children from integrated public schools. New acts provided for indirect support of private segregated schools through tuition payments to parents and threatened to cut off tax support for schools submitting to integration. Freedom of choice plans were implemented letting students choose their own schools. As a last resort, if all other evasive acts failed, the outright closure of public schools was attempted. These dubious tactics were generally successful to the point that in the school year 1964-65 only a little over 2% of the black students in the eleven former Confederate states were attending integrated schools.[7]

In Gomillion v. Lightfoot, a 1960 case involving voter discrimination through redrawing of boundary lines, the Court made clear that states cannot use their powers to circumvent a state protected right. Lawful acts may become unlawful when used to reach an unlawful end.[8]

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[6] Aaron v. Cooper, 358 U.S. 1 (1958).

[7] Norton, The American Constitution, W. W. Norton and Company, New York, p. 227 (1970).

[8] Gomillion v. Lightfoot, 364 U.S. 339 (1960).

In 1964, the Court held that the closing of public schools in Prince Edward County, Virginia, while such schools were open in other Virginia counties, denied the petitioners and the class of black students they represented equal protection of the laws as provided by the Fourteenth Amendment. Racial segregation was not a constitutionally valid reason to close the county schools. The Court also found that an injunction against state tax credits for contributions to private schools, and against state tuition grants for private schools was an appropriate remedy. Thus the district court's broad exercise of discretion was affirmed.[9]

In 1965, the Court held that so called grade-a-year plans, whereby a school system would integrate at the rate of one grade a year, were no longer adequate. Delays were said to be no longer tolerable and petitioners, high school students at Fort Smith, Arkansas, were entitled to immediate relief. Without such relief black students would have been precluded from taking courses offered only at the all white high school.[10]

Three years later the Court dealt with freedom of choice plans which nominally allowed any child, white or black, to attend any appropriate school which he wished within his school district. In conjunction with the freedom of choice plan authorities relied upon the force of local custom with economic and social pressure to confine black children within what were in fact segregated schools. The Court held that freedom of choice plans are not per se unacceptable, but they are not to be used where better and faster methods of attaining a unitary school system are available. The burden was placed on the school board to formulate a realistic plan designed to work now.[11] This holding was significant because it indicated that

[9]Griffin v. Prince Edward County Board of Education. 374 U.S. 391 (1964).

[10]Rogers v. Paul, 382 U.S. 198 (1965).

[11]Green v. County School Board of New Kent County, 391 U.S. 430 (1968).

plans must be designed for immediate results and that the time for all deliberate speed had passed. It also indicated that plans would be judged on their results not on their neutrality.

The Court dealt with free-transfer plans in a similar fashion holding that to be valid they must further, not delay, conversion to a unitary nonracial school system.[12] Transfer plans have by and large been ineffective as tools of desegregation. Even where no coercion is used to discourage transfers there is a tendency for minority students not to take advantage of this type option. This probably results from a reluctance to leave their peers and apprehension of the potential new surroundings. For a transfer plan to be of any value, it must be set up so that only students being in a racial major   the school they currently attend can transfer, and only then to a school in which they will be in a racial minority. Otherwise, whites would use the plan to flee from predominantly black schools. Transportation must be provided and space made available. It is particularly important for transportation to be provided if disadvantaged children are to take advantage of such a plan.

In 1969, the Court held explicitly what it had hinted at for some time. It held that the continued operation of segregated schools under a standard of allowing all deliberate speed for desegregation is no longer constitutionally permissible. School boards under order of court were given the duty to terminate dual school systems and start operating under a unitary system at once.[13]

Briefly, it should be noted that while the main thrust of the Brown decision and subsequent cases has been to eliminate segregation in the

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[12] Monroe v. Board of Commissioners of the City of Jackson, 391 U.S. 450 (1967).

[13] Alexander v. Holmes County Board of Education, 396 U.S. 19 (1969).

allocation of students within a district, it applies with equal force
to segregation of faculty and staff. Brown offered no guide as to the
relative importance of faculty integration in the desegregation process,
and for the first ten years after Brown, the lower courts avoided the
question. Today, however, the question of staff and faculty is on equal
footing with the student body.[14] The Supreme Court has affirmed a district
court order that the ratio of black to white faculty members be substantially
the same in all schools as it is in the system as a whole, and that this
was to be done in compliance with a schedule set up by the court. In
affirming, the Supreme Court said this plan was realistic and promised
to work now.[15]

Sixteen years after the decision in Brown I the Supreme Court through
Chief Justice Burger attempted to aid the implementation of Brown by
amplified guidelines for school authorities and lower courts in Swann
v. Charlotte Mecklenburg Board of Education (hereinafter referred to as
Swann). This was without doubt the most significant school desegregation
case since Brown I. The objective remained to remove all vestiges of
state imposed segregation. It was re-emphasized that once a violation
has been shown, the equitable powers of the district courts are both
broad and flexible to remedy past wrongs. The courts are to balance
the interests of individuals and groups against the condition that violates
the Constitution. The courts may enter only when school authorities fail
to take proper action and even then they do not necessarily have as broad
a power as the school authorities. School authorities could take corrective

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[14]39 George Wash. L. Rev. 341 (D. 1970).

[15]United States v. Montgomery County Board of Education, 395 U.S. 225 (1969).

steps in the name of educational policy that would be beyond the scope of a district court's power. The nature of the violation determines the scope of the remedy.[16]

In defining the responsibilities of school authorities the Court noted that policy and practice with regard to faculty, staff, transportation, extracurricular activites, and physical facilities are among the most important indicia of a segregated system, and any individious racial distinctions in these areas must be eliminated immediately. Corrective measures may well be affected by normal administrative procedures and that alone may be sufficient to provide and maintain schools of similar quality, facilities and staff.[17]

The Court reaffirmed its holding in U.S. v. Montgomery County Board of Education that the Constitution does not prohibit district courts from using their power to order a particular degree of desegregation. It may be required that the ratio of black to white teachers in all schools approximate the ratio of the district as a whole. It was also made clear that district courts were to make sure that future school construction and abandonment were not to be used to perpetuate a dual school system. This area is of particular importance because school location can affect future residential patterns as well as the racial composition of the schools. District courts may retain jurisdiction to examine these moves over a period of time.[18]

The Swann Court then addressed itself to four problems in the area of student assignment. First, to what extent may racial balance or racial

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[16] Swann v. Charlotte Mecklenburg Board of Education, 402 U.S. 1, 16 (1970).

[17] Swann at 19

[18] Swann at 21

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quotas be used as an implement to correct a previously segregated school system? In the case before the Court the district was 71% white and 29% black. The District Court had ordered that efforts should be made to reach a 71-29 ratio in the various schools so that there would be no basis for contending that any one school was racially different from the others. The District Judge did acknowledge that variations would be unavoidable. The Supreme Court indicated that the constitutional command to desegregate schools does not mean that every school in a district must reflect the racial balance of the district as a whole. Although, mathematical ratios are not an end in and of themselves, and cannot be an inflexible requirement, they can be used as the starting point in the process of shaping a remedy. For this limited purpose the use of ratios was held to be within the remedial discretion of the District Court.[19]

This portion of the opinion has been criticized. Some say it is too restrictive of the use of quotas and ratios. They maintain racial balance is essential to equal education. While data may or may not back this belief the Court has never said that all children are entitled to an equal education, only that the state cannot discriminate and segregate on the basis of race. Another position is that a ratio system is a throw back to pre-Brown days. Proponents of this view maintain children should not be assigned to a school on the basis of their race regardless of whether the purpose thereof is to segregate or desegregate the school.

The second problem on student assignment discussed by the Court was 'Must every all black and all white school be eliminated as an indispensible

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[19]Swann at 25.

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part of a remedial process of desegregation?' In metropolitan areas minority groups are frequently concentrated in one area of the city. In some instances a change in residential patterns or construction of a new school may be necessary to eliminate one race schools. The mere existence of a small number of one race or virtually one race schools does not conclusively mark a district as still practicing segregation by law. However, such schools have a burden to prove that the racial composition is nondiscriminatory, and not the result of past or present segregation. The Court held that an optional majority to minority transfer plan must provide for free transportation and space must be made available for the transferring student.[20] It would seem that a system having one race schools, even if the district meets the burden of showing that the existence of such schools is not the result of discrimination, may be required to offer a majority to minority transfer plan.

Third, what are the limits, if any, on the rearrangement of school districts and attendance zones? One of the most common tools in desegregation has been a frank and drastic gerrymandering of school districts and attendance zones. Gerrymandering is the process of re-drawing attendance zones or district lines so as to better reflect the racial composition of the community as a whole. Although gerrymandering has been used as a device to further segregation, it can also be used to promote integration. The usefulness of this remedy depends on geography and residential patterns. The more severe the gerrymandering, the more likely it is to depend on some sort of bussing for its implementation. Future developments in

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[20]Swann at 26-27.

housing patterns both as to race and socio-economic group must be considered if this is to be an effective remedy.

Also used has been pairing, grouping, and clustering of schools with assignments then made on the basis of race. This can best be illustrated by an example. Assume two schools, A and B, A being 25% black and B being 75% black and that both have grades 1 - 6. By pairing these schools, so that A takes all children in grades 1 - 3 and B takes grades 4 - 6, there would be approximately 50% black children in each school in lieu of one predominantly black school and one predominantly white school. Grouping is the same procedure only using more than two schools. Pairing and grouping have been used with a great deal of success, and are most easily employed where schools are in close geographic proximity. They have, however, been used for schools with non-contiguous attendance zones. This may create transportation problems, and usually must be done in connection with bussing. The pairing of whole school districts may be a possibility where drawing of district lines was done with an intent to segregate on a racial basis, or where the acts causing segregation were done at the state level.

As an interim step restructuring of attendance zones is not beyond the broad remedial powers of the district court. Absent a constitutional violation there is no basis for ordering the assignment of students on a racial basis.

> "The remedy for such segregation (deliberate) may be
> administratively awkward, inconvenient and even bizarre
> in some situations and may impose burdens on some; but
> all awkwardness and inconvenience cannot be avoided in
> the interim period when remedial adjustments are being
> made to eliminate the dual school systems."[21]

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[21] _Swann_ at 28.

There are limits as to how far a court can go in this area, but a racially neutral assignment plan will not in all instances be sufficient to preclude a court ordering the use of gerrymandering or pairing.

Fourth, what are the limits, if any, on the use of transportation facilities to correct state enforced racial school segregation? The Court pointed out that bussing was not as drastic a remedy as some would suggest, noting that 39% of all American children ride a school bus as a normal and accepted part of their school day. Bussing is an accepted tool of education policy and may be used as a tool of desegregation. It is not, however, an end in and of itself, and its use must be kept in perspective. The Court set no specific limits on bussing but did say that the limits on time of travel allowable will vary with the age of the student.[22] The Court's treatment of the bussing issue was at most a qualified approval. It will probably be most readily approved for use in school districts like that in Swann, which have used bussing to perpetuate a dual school system.

Bussing's chief advantage is that it can produce immediate results. It also can, if both blacks and whites are bussed, dramatically focus the attention of white parents on the relatively low quality of some schools located in the black community. As a short term remedy it can be rationalized, but in the long run the tremendous expense and hardship to the children must be given increased consideration. Naturally, it is more feasible in some districts than in others. It is a remedy which invokes high emotions and can polarize a community.

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[22]Swann at 31.

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The final point in _Swann_ which is not to be overlooked is that once
a school system has eliminated all vestiges of state imposed segre-
gation, then neither school authorities nor district courts are required to
make year by year adjustments of the racial composition. Once the affirma-
tive duty to desegregate has been carried out further intervention by a
district court is not necessary in the absence of a showing that school
authorities or some other agency of the State has deliberately acted to
affect the racial composition of schools.[23] Thus a dual school system
could again emerge and without a new showing of state action district
courts would be without power to act.

Swann leaves one very important question unanswered. What is state
imposed segregation? This is in essence the most important factor in
the field, for it is this that triggers the Fourteenth Amendment and the
federal courts power to step in. The lack of a definitive answer as to the
extent of governmental responsibility has resulted in uneven enforcement
patterns between the North and South, and has undermined the credibility
of the school desegregation process.[24]

There are several potential answers. Obviously a statute or consti-
tutional provision requiring segregation is state action. It seems
equally clear that intentional acts by school authorities designed to
create or perpetuate segregation is state action. Actions by a city,
county, state intended to create segregated housing patterns may be
sufficient to find state action. Where there is an intentionally created
or maintained dual school system state action can be found.

23
Swann at 32.

24 _School Desegregation After Swann: A Theory in Governmental Responsibility_,
39 U. Chi. L. Rev. 421 (1972).

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It is less clear whether acts by school authorities which appear to be without any racial motivation, but which have the foreseeable and unavoidable side effect of creating segregation or racial imbalance, are sufficient to constitute state action. An example would be introducing a neighborhood school policy to cut transportation costs where it would create or perpetuate segregation because of housing patterns. To go one step further, it can be argued that there is state action in a state's failure to remedy racial segregation where it clearly has the power and resources to do so. For proponents of school desegregation, this would be the ideal standard for determining state action because it would undermine the de jure/de facto distinction. A few lower federal courts have taken this approach. De jure segregation is of course the result of state action and is unconstitutional while de facto segregation is not the result of state action and not unconstitutional.

In cases decided in conjunction with Swann the Court held that a district court may and should consider the use of all available techniques including restructured attendance zones, bussing and split zoning;[25] that a local school board in correcting a past dual system not only may, but must consider race in drawing a new attendance zone;[26] and that a statute ordering no student to be assigned on the basis of race to create a racial balance is unconstitutional as it unduly hampers local authorities in the exercise of their constitutional duty to desegregate.[27]

The Court has in both 1971 and 1972 made it clear that new districts may not be formed for the purpose of frustrating a court order to

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[25] Davis v. School Commissioners of Mobile County, 402 U.S. 33 (1970).

[26] McDaniel, Superintendent of Schools v. Barresi, 402 U.S. 39 (1970).

[27] North Carolina State Board of Education v. Swann, 402 U.S. 43 (1970).

desegregate.[28] A school district cannot be divided into two districts when the result would be two unitary systems - one black and the other white.

The next significant school desegregation decision of the Supreme Court is Keyes v. School District No. 1, Denver, Colorado, (hereinafter referred to as Keyes). This case, decided in 1973, is the first school desegregation case to come before the Court from a northern city where there had never been a law requiring or permitting segregation of the races in public schools. The school district encompasses the entire city limits of Denver and there are two substantial minority groups, blacks and Hispanic Americans. The basic complaint was that through gerrymandering of attendance zones, schoolsite location, and a neighborhood school policy the school board had systematically maintained a segregated system in the Park Hill area which is located in northeast Denver and which has some 37% of the city's school population. There was little dispute as to the facts, and the district court ordered that area desegregated. The segregation in the Denver schools was not limited to Park Hill, therefore, plaintiffs also sought desegregation of the inner city schools. The district court held that there had to be a separate showing of de jure segregation for each area of the city, and that the segregative intent of the Board in Park Hill was not relevant to other areas of the city.[29]

The Supreme Court reversed, holding that plaintiffs need not bear the burden of proving the elements of de jure segregation as to each and every school or each and every student within the school system. "Where plaintiffs prove that the school authorities have carried out a systematic

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[28]Wright v. City Counsel of Emporia, 407 U.S. 451 (1971) and U.S. v. Scotland Neck City Board of Education, 407 U.S. 484.

[29]Keyes v. School District No. 1, Denver, Colorado, 413 U.S. 189, 191-195 (1973).

program of segregation affecting a substantial portion of the students, schools, teachers, and facilities within the school system, it is only common sense to conclude that there exists a predicate for a finding of the existence of a dual school system."[30] Segregation in part of a district has to have an effect, direct or indirect, on the rest of the district. A finding of segregative intent as to part of the district certainly has probative evidenciary value as to intent in other parts of the district where dealing with the same board of education.[31] A finding of intentionally segregative school board actions in a meaningful portion of the school system creates a presumption that the existence of other segregated schools within the system is not mere happenstance.[32] The Court emphasized that the differentiating factor between de jure segregation and de facto segregation is purpose or intent to segregate. Once de jure segregation has been shown in a significant segment of a school system, the burden shifts to the school authorities to show that their actions as to other segregated schools within the system were not also motivated by segregative intent.[33] The Court failed to define a significant segment of the school system. Therefore this will probably be a focal point in future litigation.

The remoteness in time of discriminatory actions by authorities does not negate their segregative intent. Thus if an affirmative act of segregation occurred in the 1930's it could still be used to establish segregative intent; especially if it still has an effect on the system and if

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[30]Keyes at 201.

[31]Keyes at 207.

[32]Keyes at 208.

[33]Keyes at 209.

no corrective measures have been taken. The use of a neighborhood school policy or other neutral assignment plan is not in itself a defense where there has been a finding of de jure segregation within the district.[34]

The Keyes case at least opens the door for desegregation of schools in the North. It did not abandon the de facto/de jure distinction but did cast a shadow on it. Two justices in separate concurring opinions advocated abolishing the distinction. Justice Douglas is of the opinion that the mere operation of segregated schools by a state, regardless of the cause, is sufficient state action to invoke the Fourteenth Amendment.[35] Justice Powell believes the distinction is unnecessary and unfair. He believes the distinction has imposed an obligation on southern schools to correct conditions which are found throughout the nation simply because the South at one time imposed segregation by act of law. In his words, "Public schools are merely creatures of the state and whether the segregation is state-created or state-assisted or merely state-perpetuated should be irrelevant to constitutional principal."[36]

Thus, there is some support for abandoning the de jure/de facto dichotomy which is now the major stumbling block toward the integration of public schools throughout the country. As Senator Ribbicoff recognized:

"For years we have fought the battle of integration primarily in the South where the problem was severe. It was a long, arduous fight that deserved to be fought and needed to be won.

"Unfortunately, as the problem of racial isolation has moved north of the Mason-Dixon line, many northerners have bid an evasive farewell to the 100-year struggle for racial equality. Our motto seems to have been 'Do to southerners what you do not want to do to yourself.'

"Good reasons have always been offered, of course, for not moving vigorously ahead in the North as well as the South.

[34] Keyes at 213.

[35] Keyes at 216.

[36] Keyes at 227.

"First, it was that the problem was worse in the South. Then
the facts began to show that that was no longer true.
"We then began to hear the de facto-de jure refrain.
"Somehow residential segregation in the North was acci-
dental or de facto and that made it better than the legally
supported de jure segregation of the South. It was a hard
distinction for black children in totally segregated schools
in the North to understand, but it allowed us to avoid the
problem."[37]

A Fifth Circuit Court of Appeals case decided in August, 1972, deserves

mention.[38] The Corpus Christi area had a large number of Mexican-American

students in the public schools and largely as a result of housing patterns

there was a high degree of segregation. In affirming a district court

order, the Court of Appeals held that such segregation was constitutionally

impermissible even though the segregation was not mandated by statute.

Actions of school authorities, regardless of intent, which deny to students

equal protection of the laws by separating them ethnically and racially

in public schools is state action enough to invoke the Fourteenth Amendment.

The Court of Appeals rejected totally the de jure/de facto distinction.

The case will have little effect on blacks in the Fifth Circuit

because that circuit covers mostly Southern states which practiced state-

imposed segregation of blacks. Its impact could be substantial if other

circuits would adopt the view of the Fifth Circuit.

On July 25, 1974, the Supreme Court decided the much publicized

"Detroit Bussing Case".[39] The case involved the proposed consolidation

of the Detroit School District with other districts in the metropolitan

area for the purpose of effectuating a desegregation plan. The district

court concluded that a Detroit-only desegregation plan was not satisfactory

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[37] 118 Cong. Rec. S 2542-S 2543, Feb. 24, 1972.

[38] Cisneros v. Corpus Christi Independent School District, 467 F. 2d 142
(5th Cir., 1972), certiorari denied 413 U.S. 900 (1973).

[39] Millikan et al v. Bradley et al, 42 U.S.L.W. 5249.

and a metropolitan plan would be necessary. The city itself was faced with a declining white population in which the percentages of whites was declining, and the majority of remaining whites were beyond child-bearing age. Thus the public schools had a higher percentage of blacks than the city over all. The district court found actions by both the Detroit Board of Education and the State of Michigan which were causal factors in the existence of segregated schools. Also, it found the State vicariously liable for actions of the Board because the Board is an agent of the State. Vicarious liability is where a person or entity is legally responsible for the acts of another, usually, an agent.

Among the acts found to be discriminatory were optional attendance zones allowing whites to escape predominantly black schools; the drawing of East-West boundaries when the Board knew that North-South lines would provide a greater racial mixture; the bussing of black students past pre-dominantly white schools to predominantly black schools and with one exception white students have never been bussed to a predominantly black school; and the selection of new school site locations in primarily all white and all black areas of the city. The district court further noted that the causes of the segregation are many and no segment of the population is blameless.

The Sixth Circuit held that the district court had the power and the duty to produce a feasible desegregation plan, even if it meant crossing artificial district boundary lines. For school district lines to be immovable barriers to desegregation would be opening the doors to a nulli-fication of Brown. The power to cross such lines is clear where the state is a party guilty of acts causing segregation.[40] Just as school boundary

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[40]Bradley v. Millikan, 484 F 2d 215, 249 (6th Cir., 1973).

lines cannot be changed to perpetuate segregation, it logically follows that they cannot be frozen to perpetuate segregation.

On appeal, the Supreme Court reversed the lower courts. The issue addressed was whether a multi-district remedy was available to solve the de jure segregation problem of a single district absent a finding of one or more of the following situations: that the other districts were guilty of acts of segregation; that district boundaries were drawn to create or perpetuate segregation; or that acts of the district in question have affected the racial composition of other districts. The majority through Chief Justice Burger was of the opinion that the lower courts had shifted the emphasis of their remedy away from an all-Detroit desegregation plan because it would not produce what they perceived as a desirable racial balance. The Supreme Court pointed out that in Swann it had not approved the use of racial quotas as an absolute requirement and would not do so now. The dismantling of a dual school system does not require any specific racial balance in each school, grade or classroom.

For an inter-district remedy to be employed, the Court said there must be an inter-district violation. District lines cannot be ignored unless there have been actions by the State or by local school boards which are a substantial cause of inter-district segregation.

In the Detroit case there was no showing on the record of any acts by the other metropolitan districts which would justify the inter-district remedy. As Justice Stewart explained in his concurring opinion, "The courts were in error for the simple reason that the remedy they thought necessary was not commensurate with the constitutional violation found." The Court did not accept the position that a state is vicariously liable for the actions of local school boards.

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The decision was 5-4 and the dissent was quite vehement in its position. Justice White filed a dissenting opinion in which Justices Douglas, Brennan and Marshall joined. The dissent believes the majority opinion enables a state to insulate itself from its duty to provide effective desegregation remedies by vesting its power over public schools in local school districts. According to the dissent, an all-metro plan not only provides a better racial mixture while discouraging white flight from the city, but it is also more economical in terms of time and money. There would be much less bussing required with a far more desirable end product in terms of racial mixture. An all-Detroit plan would require the purchase of an additional 900 buses while an all-metro plan would require the purchase of only 350 new buses with a shorter average trip per pupil. Justice White does not believe a court's power to seek an effective remedy to eliminate one race schools must stop at district lines.

This decision limits a remedy that could have been very useful in most large cities in the North and Midwest. It may, however, still be available given the right set of facts. To do so all districts involved should be joined at the first opportunity to avoid any problem of due process. There is, however, no way for proponents of school integration to view the decision as anything less than a setback. The only bright spot is that it was a 5-4 decision and could be reversed with a change of personnel on the Court. Of course this is a thin thread to hang on because it depends on who is appointed and who leaves. Actually, the vote on this case is the culmination of a trend away from the unanimity of the early school desegregation decisions. As the problems get more complex the Court appears to get more conservative.

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PART TWO

STATISTICAL DATA FOR MISSOURI

This study was originally intended to be comparative in nature, i.e.,
to examine the racial composition of student bodies and faculties in
Missouri public schools as they exist now as compared to prior years.
It was hoped this would give some insight into the amount and rate of
progress which has been made in various areas of the state. Ideally
these comparisons would have been made at five year intervals beginning
with 1955, the year after the Brown decision. Unfortunately, the data
which was needed does not exist for the early years after Brown. Therefore,
the emphasis of the study was necessarily shifted to conditions as they
exist now, which is of course the period in which we are most interested.

There is still some occasion for comparison with the data which was
eventually used. It was collected from the Directory of Public Schools
in Large Districts with enrollment and staff by race for the fall of 1967;
and from the Directory of Public Elementary and Secondary Schools in
Selected Districts with enrollment and staff by racial/ethnic group for
the fall of 1972. The data in each volume was collected and published
by the United State Department of Health, Education and Welfare. Although
the data in each book is presented in a similar fashion there are discrep-
ancies in which schools are covered. This is due to differences in sampling
techniques for the two books. Neither directory covers all schools in the
state, but fortunately both cover most of the schools which are of primary
interest in this study. The 1972 Directory is by far the most comprehensive
of the two.

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In Appendix A to this report there is a table of all school districts found in both the 1967 and 1972 directories. This table shows for each school in the district the number of white, black and other students; the percentage of minority students; the number of white, black and other faculty members, and the percentage of minority faculty members. It should be kept in mind that by the time this report is completed the 1972 statistics will be two years old, and in some cases will have changed considerably in that amount of time. It should also be considered that raw data, although helpful, does not tell the whole story, and often makes more sense when plotted on a map or graph.

To get a better grasp of the data, maps were requested from some thirty-six districts throughout the state. It was requested that the district be broken up by attendance zones and that the location of schools be designated on the maps. Twenty-nine of the districts complied with the request. The districts were chosen on the basis of a large total student population or a high percentage of black students. No maps were requested from districts not having more than one school on any level.

Data was obtained from the Bureau of the Census, United States Department of Commerce, on the racial break down of Missouri counties for the years 1950, 1960 and 1970. The data is presented in Appendix C to this report and reveals that overall Missouri's population as of 1970 is 10.3% black. This figure is distorted considerably by the metropolitan areas which have a substantially higher percentage of black population than the rest of the state. Only four counties plus the City of St. Louis, have as high as a 10% black population. The four counties are Jackson, 17.2% (which includes Kansas City), Mississippi 21.0%, New Madrid 19.1% and Pemiscot 27.3%, the latter three being located in the Bootheel.

St. Louis is 40.9% black while St. Louis County is only 4.8% black. The 4.8% black population is of course not evenly distributed throughout the county. For example, in 1970, Afton District was 100% white and Kinloch was well over 90% black. Other districts fall somewhere in between these two extremes. The point being that a 4.8% black population in St. Louis County is much more significant than that same percentage would be in an outstate county. Sixty-seven of Missouri's one hundred fifteen counties have a population with less than one per cent black, twenty-one counties have a population with between 1 and 3.9% blacks, and twenty seven counties have a population of 4% or more black.

When plotted on a map (See figure one) these statistics show that the primary concentration of black population in the state is in St. Louis, Kansas City and the Bootheel, which is the extreme Southeastern part of Missouri. There is also a substantial, but lesser, black population in counties across the middle of the state, roughly along a line from Kansas City to St. Louis. Because of the sparce black population in other areas of the state this study is concerned primarily with St. Louis, Kansas City, the Bootheel, and to a lesser extent central Missouri.

The school district data will be discussed first in connection with student population. Outside of the two metropolitan areas the state has no all black schools. There are a great many all white schools and this appears to be due to residential patterns. In some instances districts have no black population. A common phenomenon in central Missouri and suburban metropolitan districts is for one elementary school in the district to have a substantially higher percentage of blacks than other schools in that same district. It is also not uncommon to have one or more all white schools in the district. This is a reflection of the neighborhood

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school policy which is well entrenched in most parts of the state. School district maps also reflect this neighborhood school policy.

Generally speaking there is more racial mixture at the high school and junior high levels than at the grade school level. This is primarily because the smaller the area from which students are drawn, the more uni-racial the student population is apt to be, and secondary schools tradition-ally draw from larger areas than elementary schools. Of course, these statistics do not and cannot reveal any separation of the races within the actual school buildings.

The 1967 statistics show that at that time a number of districts still had an all black school or schools. These have since been either closed or integrated. The greatest concentration of these schools was in the Bootheel, but there were others. In most every case the all black school was an elementary school although the Bootheel had some high schools in the same condition.

The statistics on the metropolitan areas reveal that there are a number of one race schools in the central cities and surrounding areas. Several suburban St. Louis districts have one all black or substantially all black grade school. One suburban St. Louis district's student population is 100% black and another's is 97% black. There are also a number of all white schools in the suburban districts. The central city districts have a large number of racially imbalanced schools as the table on the following page illustrates.

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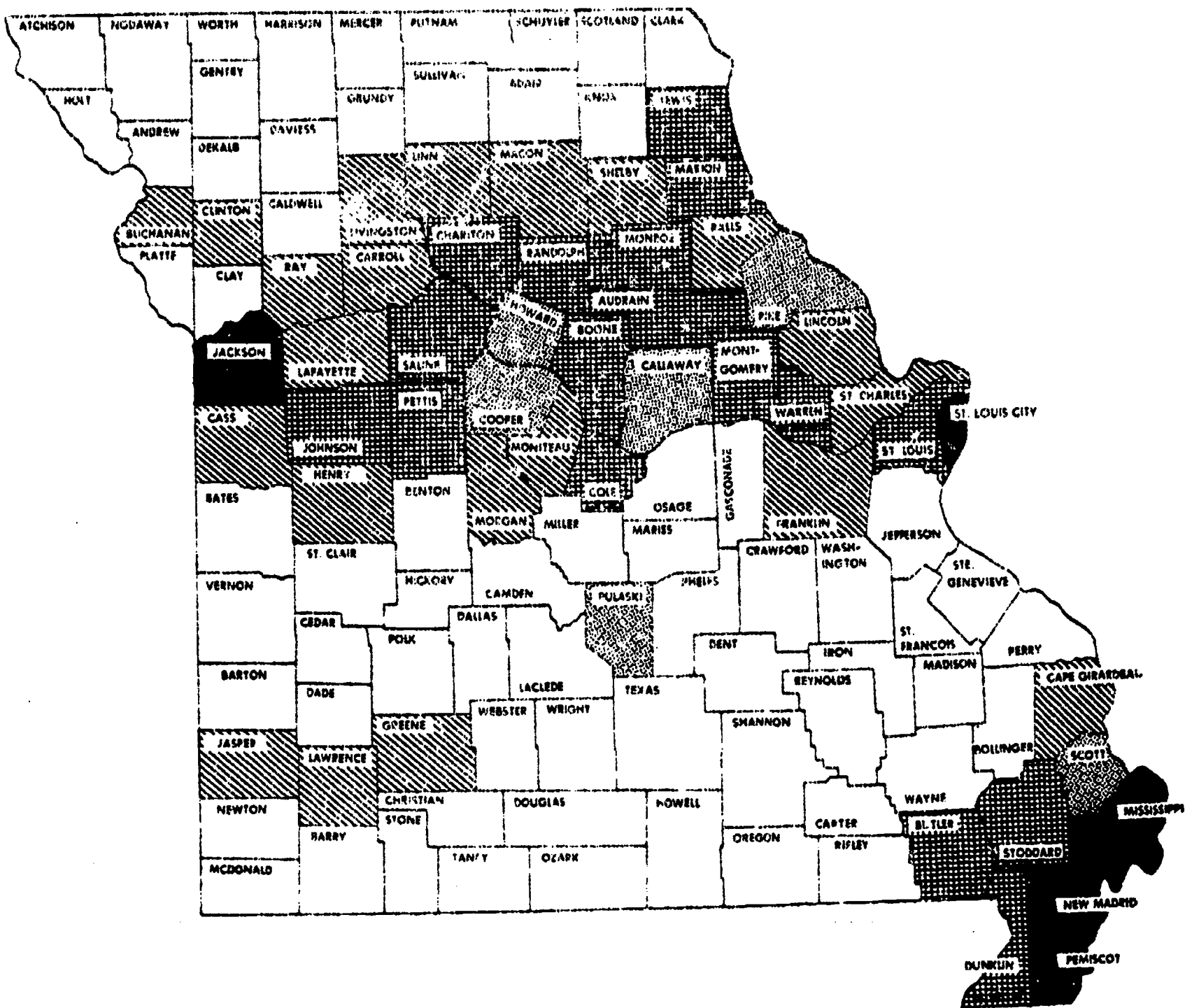
DISTRIBUTION OF NON-WHITE POPULATION
MISSOURI

Based on 1970 Bureau of the Census Statistics

% Non-White
Population

10% And Over	■
7-9.9%	▨
4-6.9%	▨
1-3.9%	▨
0-.9%	☐

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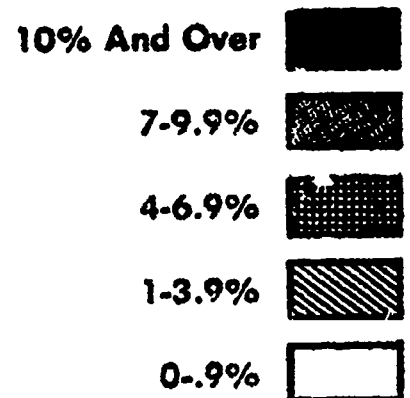
A	B	C
100%	55	11
95 - 99.9	43	24
90 - 95.9	7	3
80 - 89.9	9	4
70 - 79.9	6	0
50 - 69.9	5	1
30 - 49.9	5	11
20 - 29.9	2	4
10 - 19.9	7	7
5 - 9.9	3	6
.1 - 4.9	30	15
0.0	3	12
Total number of schools	180	98

A represents the percentage of student body which was
black in 1972.

B represents the number of schools in the St. Louis City
School District.

C represents the number of schools in the Kansas City
School District #33.

According to these statistics 72.7% of the schools in the St. Louis
City District had student bodies of 95% or more one race in 1972. In
Kansas City School District #33, 63.2% of the schools had student bodies
of 95% or more one race in 1972. When plotted on a map it becomes apparent
that these racially imbalanced schools are largely the result of housing
patterns. Once again the neighborhood school system is evident. Only
one Kansas City school is within five per cent of the district's average
of 54.4% black students; and only two St. Louis schools fall within five
per cent of the district's overall average of 69.1% black students. Unlike
out-state and suburban areas, high schools and junior highs in the central
cities do not have a substantially higher degree of integration than the
grade schools.

The 1967 statistics show that the situation had not improved by 1972.
When comparing the 1967 and 1972 statistics it is seen that while the number

of predominantly white schools has decreased in each district the number of
predominantly black schools has increased. Kansas City had only 21 schools
90% or more black in 1967, as opposed to 38 in 1972. In 1967, Kansas
City had 38 schools with 90% or more white students and 33 such schools
in 1972. In 1967, St. Louis had approximately 80 schools with a 90% or
more black enrollment as opposed to 105 such schools in 1972. Forty-
eight St. Louis schools were 90% or more white in 1967 and 36 schools
were 90% or more white in 1972.

The statistics on the number and percentage of black faculty members
in various school systems are inconclusive because it is not possible to
determine the number of qualified black teachers in the state at any one
time. An effort was made to obtain this information from the Missouri
Department of Education, but racial/ethnic information is not maintained
on certification records.

In addition, ten Missouri colleges were contacted in an effort to
determine the number and percentage of black education graduates in the
last several years. The almost universal answer, of those who did reply,
was that the information did not exist. Two schools made guesses based
on memory and yearbook pictures which indicated a minute percentage of
black education graduates, but this is not sufficient information on which
to draw conclusions. Lincoln University and Harris Teachers College,
from which a substantial percentage of Missouri's black education graduates
would be expected to come, did not respond.

These colleges were also asked what success they had experienced in
placing black graduates. Most did not or could not reply to this question
Those that did reply indicated that black education graduates do not experience
any unique placement problems.

Appendix B to this report shows all of the Missouri school districts
listed in the 1972 Directory. Of the 727 districts listed, 160 had no black

staff members in 1972. Of the 100 districts without a black teacher,
90 had no black students. No all white school districts listed had a
black faculty member. Consistently, with only very limited exceptions,
the percentage of black faculty members is lower than the percentage of
black students in a given district. Based on estimated figures in the
1972 Directory the statewide average student population is 14.8% black
and the statewide average faculty population is 9.1% black. Both figures
are inflated considerably by the two metropolitan districts. Without
the St. Louis City District and Kansas City District #33 the statewide
averages are 5.0% black students and 2.2% black faculty members.

There is a tendency for predominantly black schools to have a
predominantly black faculty. For example, of the 55 all black schools
in the St. Louis City District in 1972, 22 had an all black staff, 8
had a staff 90% to 99.9% black, and 13 had a staff 80% to 89.9% black.
The same type phenomenon occurs in out-state and suburban districts; where
one school has a higher percentage of black students than other schools
in the district, it often has the highest percentage of black teachers
in the district.

The 1967 data offers no totals or estimates of the total number of
black teachers employed in that year. The data in Appendix A seems to
indicate that the total number of black teachers may have decreased from
1967 to 1972. However, the percentage of black faculty members is probably
no less today because most schools have reduced staff over the last few
years. The decreased number of black instructors is most noticeable in
districts that have closed all black schools since 1967. For example,
Hayti R-2 in Pemiscot County has closed an all black school since 1967.
By 1972, they had 35 fewer black teachers and 13 more white teachers than

was the case in 1967, and the overall composition of the faculty changed

from 53.1% to 22.9% black. This is, of course, not representative on a

statewide basis but does show what has occurred in some instances.

In the St. Louis City District in 1967, there were 2,376 full

time black teachers constituting 52.7% of the faculty. By 1972, there

were only 2,128 black teachers making up 53.7% of the faculty. Thus

despite a net loss of 248 black teachers over five years, the percentage

remained relatively unchanged.

In Kansas City District #33 in 1967, there were 953 full time black

teachers constituting 29.1% of the faculty. In 1972, this was up to

1,059 black teachers making up 40.9% of the faculty. In five years

there was a net gain of 106 black teachers despite an overall net decrease

of 643 teachers.

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PART THREE

RESULTS OF FIELD RESEARCH

IN FOUR AREAS OF MISSOURI

During the course of the study a number of school districts were visited. In most cases, the superintendent of schools or a high ranking administrator was interviewed. The method of interview was informal and a give and take situation between the interviewer and the interviewee was established. The school district representative was given an opportunity to talk about his district's problems, programs and progress in the school desegregation area. Specific questions were then asked during the course of the conversation covering such topics as minority teacher recruitment and placement practices, extracurricular activities, black and white student relations, communication with black parents and the quality of education for black students. School officials were generally very cordial and responsive, however, a few were defensive and unresponsive. Some showed a great deal of concern for the problems of black students while others saw no problems.

The field work was done in an effort to get an overall picture of the statewide situation. At no time was any specific district investigated. There are positive situations to report where progress has been made toward attaining the goal of integration. Where the field work for this study has revealed "problem areas" a more thorough investigation of specific

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districts would be necessary to determine the sources of those problems, and the best remedy under the particular circumstances.

Whenever possible members of the black community were interviewed to get their views on what racial problems, if any, still exist in their schools. These people were very cordial and anxious to talk. It was quite obvious that the schools were very much a topic of interest among the blacks. All black persons interviewed had strong opinions on the schools.

It should be kept in mind that school desegregation is still a very emotional issue with a great many people. Both school administrators and blacks have strong feelings about the issue which may affect their objectivity when discussing it. In this report there are some contradictory statements by school officials and members of the community. This does not mean that either or both are not telling the truth. Instead they were both probably telling what they believed to be the truth. However, their perception of the truth is different because they look at the facts from a different perspective.

The results of this field research are presented below. The findings are grouped according to geographic areas. In some cases the field investigation has been supplemented with other materials. These are identified at the appropriate places.

A.

SOUTHEAST MISSOURI

Seven schools in this area of the state were visited. All schools in this area are at least numerically desegregated. Desegregation is a recent occurrence in this area of Missouri. A great many of the schools

in the "Bootheel" region of Missouri were not totally desegregated until
the 1968-69 school year.

Culturally, this region is much more closely akin to the South than
to the rest of Missouri. Agriculture is the hub of the economy and despite
mechanization the landowners still need and use cheap, seasonal black labor.
It does not take a sophisticated survey to determine that the economic
status of the average black in the Bootheel is quite low. The poverty
in parts of the Bootheel is without equal in the state. A general
impression would lead one to believe that blacks have to deal with more
overt prejudice in the Bootheel than anywhere else in the state.

The situation in the schools varies from district to district. The
Poplar Bluff district, one of the largest in Southeast Missouri, will be
discussed first and separately because it is not culturally a part of the
Bootheel. The rest of the Southeast Missouri schools visited will then
be discussed together with some specific references to individual districts
in the discussion.

In Poplar Bluff there was a meeting with Vencil W. Wilson, the assistant
superintendent of schools, and Fred M. Morrow, the superintendent of schools.
It is their belief that they no longer have a racial problem, and an effort
is made not to think in terms of black and white. Racial friction has
been minimal the last few years, and the black and white faculty members
get along well.

They have tried to involve blacks in extracurricular activities in
an effort to increase socialization between the races. Supervisors
are carefully chosen to insure fairness in these activities. There has
also been an effort to involve black parents with the school through the
P.T.A., and increased emphasis on parent-teacher conferences. The response
from black parents has been good. These conferences have forced teachers

to make periodic evaluations of individual students which hopefully
is an aid for determining areas where the child needs help. It is
particularly important for the parents to be informed of how they can
help their child at home, and the conferences provide a forum for this.

The only real complaint voiced by the black community about the
school district was that there should be more black teachers. The
school has hired two former black residents to teach for the 1974-75
year. One, who is a music teacher, will be working in all the elementary
schools in order to give her maximum exposure to students. The school
administration is now in the process of upgrading their faculty which
means seeking the best applicant regardless of color. Most of their
black teachers come from that area of the state originally. The
district has not been very successful in attracting black teachers
from other areas of the state. Specific efforts to recruit black
teachers have not been made. The difficulty in hiring and retaining
black teachers is much the same in Poplar Bluff as it is in other
communities of comparable size throughout the state.

The other schools visited in Southeast Missouri are Hayti R-II,
Caruthersville #18, Malden R-I, New Madrid R-I, Sikeston R-6 and Charleston
R-I. In addition, meetings were held with groups of parents from New
Madrid and Hayti as well as representatives from the Missouri Delta
Ecumenical Ministry (MDEM) located in Hayti Heights, Missouri.

The black parents in Hayti were most concerned with the methods
of discipline used in that school. They made it clear that they recog-
nized the need for discipline, but their complaint was in its admini-
stration. It was alleged that discipline was more harsh on black children
than whites even when arising out of the same event. Apparently, paddling
is a common form of discipline in Hayti and the black parents allege that

the children are required to take their punishment while bending over and touching their toes. The real objection is to girls being treated in this manner. When a complaint was registered with a principal he allegedly denied the paddling was executed in this manner, but the gym teacher who administered it admitted the method and that it was inappropriate.

The parents feel black students receive suspensions for lesser violations than white students. The parents also complain they have no communication from the school until it is too late. They believe they could help keep the kids in line better if they were informed of problems before such problems reach the suspension stage. In fact, a lack of communication between the school and the black community was a major concern of the parents. There has been no P.T.A. since integration and there are no regularly scheduled parent-teacher conferences.

There is now one black on the Hayti R-II Board of Education. According to the black community there would be one or two more, but they received only 24 hours notice of the last election. It was not determined whether there was official published notice of the election, but it is clear that no special effort was made to inform the black community. Apparently, not even the black member of the board did anything to inform the black community of the election.

The black parents do not feel their children are receiving a better education since integration. They complain that blacks are stuck away in special education and never get out. Black teachers are allegedly extra tough on the black students. The general opinion was that a little understanding for black students would be more beneficial than paddling and suspensions. It was suggested that a black guidance counselor would be a step in the right direction.

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One final action mentioned by the Hayti parents seemed to illustrate the attitude of the whites in that community toward integration. It was alleged that a private graduation banquet was held for white students only the first few years after integration. The secret finally got back to the black community, and it was not known whether the practice has continued since then.

According to the superintendent of Hayti R-II, Samuel M. Wallace, they are now over the hump in the integration process. There have been no racial disturbances in two years.

As far as discipline is concerned, Mr. Wallace says both blacks and whites claim the school's practices are discriminatory. There are more suspensions than before integration. These are usually for five days and issued only after the fourth or fifth offense. It was admitted that neither the paddling nor suspensions have been effective measures.

Mr. Wallace believes that the scholastic performance of blacks improves on a year to year basis. The top two ranking students in the class of 1974 were black. This is attributed to better teachers and materials. The staff at the old all black school was admittedly below par. However, they were all supposedly offered contracts after integration, but over half chose not to come back. The blacks that are now on staff are said to be excellent teachers. There is no specific effort to recruit more black instructors.

The absence of P.T.A. organizations is almost universal in the Bootheel. Interestingly enough these organizations seemed to start disappearing at the same time the schools were desegregated. The explanation of school officials is that the P.T.A.'s died from lack of interest. One superintendent, who is new to the area, was of the opinion that integration was a primary cause of the lack of interest.

Apparently blacks participate in few extracurricular activities in Bootheel schools with the exception of basketball, and in some instances pep squad. The schools apparently do not encourage participation, but leave it up to the students. Most of the schools do have things set up to insure at least some black cheerleaders at all times.

Most Bootheel schools do have some type of black studies or black history courses in the high school. At Malden R-I this is taught by Mr. Carl Townsend, the high school principal who is white. Mr. Tom Park, Superintendent of Malden Schools states that this is an effective forum to improve communications between the school administration and black students. Mr. Parks feels this same principal has made an extra effort to be fair to black students. Consequently, when he is forced to discipline a black he has had the full support of the black community.

The black parents from New Madrid told much the same story as those from Hayti. They were of the opinion that the school is unduly tough on black male students. The parents believe there is a concerted effort to discourage black boys to the point they will drop out. They claim that whites get the benefit of the doubt in any black-white disturbance. The parents readily admit some of the black students are trouble makers, but believe the school does nothing but further antagonize these youths. They claim most blacks leave the school bitter and with a chip on their shoulder.

The big complaint in New Madrid is special education. It is claimed that there are numerous black students in special education that do not belong there. Black teachers reportedly will admit this privately, but will not speak up in public for fear of losing their job. It is alleged that blacks teach the special education classes regardless of the type training they have had previously. It was further suggested that students and teachers are shuffled so as to reflect a different racial composition when H.E.W. makes its annual head counts. It should be noted that an effort to get an interview with a black teacher from this district was not successful.

The New Madrid parents are most dissatisfied with the quality of their children's education. The students claim they are often ignored in the classroom i.e., not being called on, and their questions left unanswered. The parents are pleased with the addition of a new vocational training center, and believe it will be good for blacks so long as it is not forced on them. They are, however, most displeased with the reception they got when visiting the school. Again the complaint of little or no communications with the school was registered. Relations between the races in the school are said to be poor and not improving.

When the New Madrid R-1 schools were visited the superintendent was out of town and the administrator interviewed, Lester King, did not feel competent to speak for the whole district which consists of five units which were formerly separate districts. It should be pointed out that the comments of the black parents in New Madrid were directed primarily at the New Madrid Unit. Mr. King, who is the Director of Transportation, did say that all special education teachers had special state certification and that the district did not hire more blacks primarily because of a shortage of black applicants. He also believes that the quality of education for blacks has been upgraded.

It was almost the universal belief of administrators in the Bootheel that blacks have better educational opportunity now as opposed to several years ago. However, none would say that integration per se was the reason. Instead they attribute it to better staff, facilities, and materials plus a better educational environment. There is disagreement as to whether white students are any better off now. Remedial education, vocational training and other federally funded programs are thought to be beneficial to both white and black students.

There has been very little recruitment for black teachers in the Bootheel except for efforts to comply with federal requirements. The efforts are seldom

successful. Most blacks from this area if they are lucky enough to get a college degree are not anxious to return. It is equally hard to attract blacks from other areas. Pay scales are not as high as elsewhere, and finding adequate housing is a real problem for any black with more than a bare subsistence income. As an example, the Charleston R-I school claims to have been trying to get a black guidance counselor for five years without success. The same conditions which make it hard to attract black teachers make it hard to retain them.

Black teachers are often disliked by both black students and the rest of the black community. Explanations for this vary. Other blacks claim the black teachers are extra tough on black students to make a good impression on white administrators. Administrators believe that the black teachers may try to push the black students a little harder, but this is only in an effort to get the most out of them. Other administrators say that black teachers are resented by other blacks because of their education.

In most Bootheel schools there is very little social mixing of the races on a voluntary basis. Even where there is no open racial hostility there is little more than a situation of peaceful coexistence. Most school administrators foresee little change in this for quite some time.

All schools in the Bootheel have racial problems to some extent. Some administrators saw no real problems, but as one superintendent put it they are either looking away from those problems or not being truthful. The districts that recognize they have problems are making the greatest strides while the others mark time or regress.

Sikeston R-6 schools are an example that integration can be made to work in the Bootheel. A meeting was held with the superintendent, Mr. Samuel Moreau, and twenty members of his staff, including two blacks. They have few black applicants but have done some minority recruitment with moderate

success, notably at Lane College in Jackson, Mississippi. A black administrator participates in this. Finding adequate housing for black teachers is stated to be less of a problem each year.

Racial problems in the Sikeston schools have been considered 'routine' with only three major incidents in ten years and none in recent years. Relations seem to improve year by year, especially in the elementary grades. They have had a strong P.T.A., and there has been a black P.T.A. president. Black parents participate in parent-teacher conferences.

According to one of the black administrators the school sets the tone for the community and he feels great strides have been made. This same administrator has been elected to the city council and he believes the town is approaching the point where people are judged on their merits, not their color. He invited any school administrator who did not believe integration could be made to work visit the Sikeston system.

As an example of how far they feel they have come the following illustration was given. 'A black elementary physical education instructor was hired last year. Most of the white parents did not know that this gentleman was black until the first open house was held. It had not occurred to the children to even mention his color.

B.

ST. LOUIS

In St. Louis meetings were held with representatives of the city district and several suburban districts. In addition, a meeting was held with Mr. Fred C. Jennings and Mr. Gordon Baum, two representatives of the St. Louis Area Metropolitan Citizens Council. The Citizens Council is a national organization with local chapters which have a great deal of

independence. It purports to speak for the white community. The
purpose of this meeting was to hear the views of an organization opposed
to the integra⁺   of public schools.

It is the Council's contention that integrated schools have created
problems in two basic areas. First, they believe integration has resulted
in a favoring of blacks throughout the educational system. This allegedly
ranges from favored disciplinary treatment in elementary and high schools
to lower entrance requirements for blacks in professional schools.

Second, the Council sees integration as the cause of black violence
both inside and outside of schools. They maintain integration has worsened
race relations rather than improving them. To back this up a number of
specific instances of violence in the schools were related to the inter-
viewer. One example is the harassing of white students in the restrooms.
The Council also cited an alleged study done by Syracuse University which
showed that integrated schools were not working. The federal government
who supposedly commissioned the study is said to have quashed the results.
All information the Council members had on the Syracuse study was hearsay,
neither had seen it.

Black violence seemed to be the Council's main theme and they blame
it as the primary reason for white flight to suburban areas. They also
believe it is responsible for lower quality education. Their reasoning
is that teachers are intimidated by blacks, and thus do not have proper
control of the class. As a result classtime is devoted to what should be
out of class work and everyone is getting a lower quality education. They
claim the standards for passing are too low, and that schools are afraid
to fail blacks.

The Council realizes that it is not currently possible to go back to
forced segregation, but they do oppose forced integration. Their activities

are primarily in the dissemination of information, although in the southern United States they are operating a rather extensive system of private schools.

In a meeting with George Smith, Director of Community Relations for the St. Louis City School District, and Darold Crotzer, attorney for the St. Louis Board of Education, much of what the Citizens Council claimed was said to be incorrect or taken out of context. They do admit that the district has problems with violence, and armed guards are necessary at several of the schools. This is not, however, all racial. In fact, they claimed that there is more violence in all black and all white schools than in mixed schools.

According to the school officials most city residents, black and white, are apathetic about integration. Most favor integration but are opposed to bussing, especially if it affects their children. St. Louis faces a massive de facto segregation problem which worsens with time. A white exodus begins as soon as a school is 50% black and accelerates as the percentage of blacks increases. An example in point is Northwest High School which opened in 1964 with a student body 26% black. By 1968 it had risen to 42% black and the percentage accelerated thereafter as follows: 1970, 62.3%; 1971, 78.6%; 1972, 90.4%; and 1973, 97.0%.

There is currently pending in the United States District Court for the Eastern District of Missouri, Eastern Division, a lawsuit entitled, Craton Liddell et al v. The Board of Education of the City of St. Louis, Missouri, et al, case No. 72 C 100 (1). This is a class action desegregation case brought by some Northside black children and their parents. Plaintiffs and defendants jointly filed a stipulation of facts in this suit on June 7, 1974. The attorney for the Board of Education was kind enough to furnish a copy of this stipulation for this study, and it reveals a great deal of what the St. Louis District has done over the years. The following paragraphs are a summary of relevant materials from the stipulation of facts.

The population of the City was in its origin and for many decades thereafter predominantly white. Recent decades show an increase in the black population with a decrease in the white and overall population.

YEAR	TOTAL POPULATION	BLACK	% BLACK
1940	816,048	108,765	13.3%
1950	856,796	153,766	17.9%
1960	750,026	214,377	28.6%
1970	622,236	254,191	40.9%

The exodus of whites and affluent blacks was caused and accelerated by several factors, including but not limited to: a combination of wide-spread automobile use and the construction of efficient expressways; the availability of land to build homes in the county as compared to the unavailability of such land in the City and the age of buildings in the City; and the attraction of jobs in the County due to increased employment opportunity there. This white exodus was accompanied and accelerated by the movement of blacks from the inner city to other areas of the City.

According to the stipulated facts, the black out-migration has resulted in high population density for receiving areas. In many areas there was a shifting of blight as dwellings became both unprofitable for landlords and unlivable for tenants. This resulted in the down-grading and eventual abandonment of neighborhoods, which caused a continuous search by blacks for better neighborhoods.

The percentage of blacks in the City schools is substantially higher than that of the overall population. This is because the black population is younger on the average and because there are a substantial number of whites in private and parochial schools.

Despite actions taken by the Board subsequent to Brown, which are discussed below, segregation as a matter of fact is still present in the

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city system. The parties stipulated that on June 22, 1954, the Board
adopted a three step desegregation program. The first step was to desegregate
at the Junior College and Teachers College level as well as any classes
which were offered on a citywide basis. The second step provided for
desegregation of all high schools and adult education programs. The third
step called for desegregation of technical schools and all elementary
schools. This program was to eliminate race as a criterion for student
assignment.

At the same time a neighborhood school policy was adopted. Boundaries
were drawn to provide for the most efficient use of schools. Students
are required to attend the neighborhood schools with transfers only for
over-crowding. To establish boundaries computers were utilized and in
so doing were fed data having no racial information. The neighborhood
school was thought by the Board to foster a closer relation between the
home and the school, to provide greater safety for children going to and
from school, and to facilitate participation by children in extracurricular
activities.

This neighborhood school concept has been modified by the Board through
the adoption of various programs. First is a permissive transfer plan
where space is available with the parents providing any necessary trans-
portation. This program instituted in 1963 has made only very limited
contributions to the furthering of integration. Secondly, bussing has
been used to relieve overcrowding, notably from the predominantly black
inner city. In so doing consideration was also given to achieve a higher
degree of racial mixture in receiving schools. Finally there are a number
of specialized schools which enroll students on a citywide basis.

The Board has made an effort in some cases to plan new construction
and additions for racially mixed situations. In almost every case these
racially mixed situations have become predominantly black schools.

In the face of severe teacher shortages in the 1950's and 1960's the Board actively recruited and hired black teachers. In recent years there has been a shortage of black teachers at the high school level.

To improve the racial balance of teaching staff in individual schools the administration has tried to assign new teachers to schools having a pupil enrollment predominantly of the opposite race of the teacher. Voluntary transfers have been encouraged but teachers with tenure are not forced to transfer. Programs have been instituted to prepare teachers for an integrated environment.

According to the stipulation, the success of the Board's efforts has been minimized by the reluctance on the part of some principals to have personnel of another race on their faculty, and similar resistance on the part of some teachers to teach in particular areas. In a substantial number of instances the faculty and local administrators in the regular elementary schools still follow the racial pattern of the neighborhood where the school is located. Currently in effect, is a balanced staff policy adopted by the Board in July, 1973. It has a three year goal for implementation with the first step being the transfer of 27 administrators. Subsequently large numbers of teachers are to be transferred.

It should be noted that over half of the administrators of the city district are black and there has been black representation on the Board for many years. Nevertheless, despite the efforts that have been made, segregated schools are a reality in St. Louis, and the prospects for immediate improvement do not appear to be good.

St. Louis County is not without its problems in school desegregation. The situation receiving the most publicity has been the Berkeley, Kinloch and Ferguson case. Kinloch is an all black district, Berkeley is less than half black, and Ferguson is predominantly white. In 1937, the

Berkeley and Kinloch districts, which were then one, were split to create a black and a white district. There is currently an action pending in U.S. District Court to consolidate Kinloch with Berkeley or Ferguson or both to end the segregation created 37 years ago.

Both Berkeley and Ferguson oppose the action, but on different grounds. Ferguson quite simply argues that because it did not help create the segregation in Kinloch it should not be required to help end it. They believe the recent Detroit bussing decision by the Supreme Court supports their position. However, the Justice Department has argued that Ferguson falls within the narrow guidelines of that case. Berkeley claims that Ferguson's refusal to accept Kinloch in reorganization plans of 1949 and 1951 should make that district as responsible as Berkeley.

Berkeley opposes merger with Kinloch because they already have a substantial black population and are not large enough to absorb Kinloch without creating massive white flight with the end result of an even larger all black district. According to Mr. Joe R. Cox, Superintendent of the Berkeley Schools, the school system was 37% black in April of 1974 and may be as much as 50% before the 1974-75 school year ends. Mr. Cox also opposes a three district merger plan because it would have an adverse effect on student teacher ratios. Mr. Cox cautions that people outside of education and the cities do not always understand the combination of social, economic and educational problems faced by schools in metropolitan areas, and that solutions must be gauged to consider the total problem.

The Justice Department, the Missouri Department of Education, and the St. Louis County Board of Education all support the merger of all three districts as the only administratively feasible plan which seeks to achieve the greatest degree of actual desegregation. Kinloch itself prefers merger with Berkeley alone, largely because of the alleged increased

transportation that will be necessary if Ferguson is involved.

The University City School District has a rather unique situation. Until 1963, there were no blacks in that district but in ten years the school district enrollment is over 50% black. However, blacks did concentrate in certain areas so that steps were necessary to increase the opportunity for integration. The district has had problems ranging from black student strikes to the burning of a building. This type of activity is now believed to be a thing of the past. At the time these activities took place, the black students had complaints, one being the absence of a black studies course and black guidance counselor.

Concommitant with integration the system changed its curriculum. More non-college oriented courses and remedial courses have been added. A black studies coordinator was added, but this has since been changed to ethnic studies which are incorporated in the entire curriculum.

T. H. Mayer, Assistant to the Superintendent for Student Services, says there is no longer any racial tension although some white children feel intimidated. The dissatisfaction of black parents and students has subsided considerably. Mayer believes that the original trouble was a defense mechanism for blacks which was no longer necessary when they began to feel secure and not without power.

University City claims to have made conscious efforts to hire more black teachers but this is no longer necessary. They receive many applications from blacks each year. Their policy is to hire the best applicant, regardless of race. They find there is a shortage of black teachers only in certain specialized areas.

As the University City schools are now set up, grades K-5 are on a neighborhood school concept and thus are not totally integrated. Grades 6-12 are operated on a system wide basis and are totally integrated. The

use of the word integrated may be incorrect because in the words of Mr.
Mayer they have achieved desegregation but not integration.

University City has benefited from a politically liberal community.
The school has found that in dealing with integration it is necessary
to coordinate efforts with local government and the citizens. They feel
it is especially important to keep channels of communication open with the
community. When asked if they had learned any lesson from their experience
the response was without hesitation that a school must recognize and
respond to the needs of any minority group.

One point made by several suburban administrators is that they must
look at the broader problem rather than promoting the highest possible
degree of integration. Many districts face severe economic problems
resulting from a declining enrollment and low tax base. Administrators
from such districts do not feel they can take funds away from regular
educational programs. They also feel a responsibility to the community,
and do not want to take dramatic actions which might destabilize the
population. Instead, they feel their actions must be subtle and low key.
They realize that enough time has passed that integration problems should
now be a thing of the past, but their concern is to solve them in a way
that is at once economically, politically, socially and educationally
sound.

Some of the districts facing a declining enrollment are faced with
reorganization of their districts and the closing of some elementary
schools. These school closings will be opposed by the neighborhood in
which the school is located whether it be black or white. Racial compo-
sition is one of the factors which will have to be considered in such
actions. In some cases intra-district bussing and gerrymandering may be
necessary to maintain any semblance of racial balance. One superintendent

was very disappointed in the Detroit bussing decision because he felt it would make it much tougher to convince his community of a need for bussing.

The Kirkwood R-VII District is currently in the process of formulating a reorganization plan. Dr. Raymond D. Waire, the new superintendent of schools, believes that the foundation of any plan should be that it is beneficial to have black-white interaction at all levels of the school. This is to the educational benefit of all children, black and white.

Most of these districts have engaged in some minority recruitment in the past with mixed results. Now with a surplus of teachers and a low turnover combined with declining enrollment there is no recruitment and few teachers of any race are being hired as faculties are being reduced by attrition. The success of various districts in hiring blacks seems to vary largely in relation to the reputation the district has among blacks.

C.

KANSAS CITY

In Kansas City the situation is somewhat different than in St. Louis in that Jackson County has virtually no black population in the suburban districts. Consequently, the time spent in this area was concentrated on the Kansas City Dist. ct No. 33 which comprises one-fourth of the metropolitan area including the central city.

The K. C. district has had a steadily declining white student population since 1958. At the same time, the black student population has increased both in numbers and in percentage of the total student population. According to Mr. Robert W. MacNeven, Assistant Superintendent for the Division of Accountability, Personnel and Research of Kansas City District No. 33, the declining white population is attributable partly to racial

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motives as well as economic and social factors. The availability of other
living areas in the metropolitan area makes the decision to move easier
for whites. In addition to 'he out migration of whites in the last twenty
years there has been an increased demand by whites for private and parochial
schools which now have waiting lists.

Mr. MacNeven pointed out that in viewing the K. C. District it must
be remembered that its history of integration is a violent one. Much of
what exists today is the direct or indirect result of past violence.
There have been racial problems ranging from name calling to riots. The
Board has taken some affirmative steps to prevent such violence but it has
had only limited success. These actions include putting Mr. MacNeven on
loan to the City Department of Human Relations for a year, conducting
training programs for teachers and administrators on how to handle inte-
gration, meeting with community groups, and employment of security personnel
in the schools.

In past years there has been considerable black/white faculty
friction, but this may have lessened in recent years. The district
has successfully conducted minority recruitment programs for teachers.
Reportedly, the only shortage of blacks is found in special education and
industrial arts. In counseling, a specialized field in which many
districts find it difficult to find blacks, the K.C. district's staff
is 19% black.

The Board's policy on faculty placement is to make racial identity
a primary consideration. Overall, approximately 40% of their faculty is
black. Their policy is to have a 30% to 50% black faculty in all schools
regardless of the racial composition of student bodies. In 1973, there
were massive faculty transfers to achieve the desired ratios. In 1974,
similar actions were taken by the Board to transfer administrators in

an effort to achieve a better racial distribution among that group. In both instances the move was suggested by H.E.W.

Mr. MacNeven believes that bussing on a massive scale to achieve integration is logistically possible but from an economic standpoint it would bankrupt the school system. The district now does a considerable amount of bussing to relieve overcrowding in the inner city schools. When black children must be bussed because of overcrowding, an effort is made to place them in a predominantly white school. Twelve hundred students are bussed daily to an integrated vocational training school for a half-day program. Mr. MacNeven does not view bussing per se as a drastic remedy, and does not understand the negative attitudes about it, both from the public and the federal government. He believes the only way that Kansas City schools will be integrated is through the adoption of a metropolitan plan involving most or all of Jackson County. This is one way to prevent white flight from the city because it elimi-nates places that whites can go to avoid integrated schools.

While Mr. MacNeven could not comment on the general quality of edu-cation for blacks in the inner city, he did say that $250.00 more per student is spent in the inner city than elsewhere in the district. This is due in part to the fact that these schools in the inner city qualify for more federal assistance programs than other schools in the district.

Blacks in the Kansas City area are generally quite critical of the school system. Mr. Bobby Brooks of the Jackson County Office of Human Relations and Citizens Complaints was most helpful in setting up inter-views with black leaders and parents.

Mrs. Mary Hayes of the City Department of Human Relations is a veteran of dealing with the Kansas City Board of Education and is well versed in the problems of the district. It is her view that segregation in

Kansas City schools is purposeful in that it has been allowed to perpetuate itself by adherance to the neighborhood school concept. She says most blacks have no specific attachments to a neighborhood school. The concept of what constitutes a neighborhood is arbitrary and too easily manipulated.

The concern of blacks is not so much with integration but with improving the education of their children. However, integration is thought to be necessary to give whites a vested interest in schools where blacks have been receiving below par education. This means that any bussing program has to be two ways. If blacks are bussed out whites must be bussed in and not on just a token basis. Every black person interviewed was quite adamant on this point. They will accept bussing only if it applies to whites as well as blacks.

Blacks generally are not anxious to see bussing, and according to Mrs. Hayes this is due to negative experiences with bussing in the past. If bussing had produced the desired results then blacks would favor it across the board. It is alleged that the district has not sought to make bussing attractive and that black students bussed because of overcrowding to white schools have not been well received. One black mother from the inner city said that her son, who had been bussed, faced almost overwhelming social adjustments switching back and forth between the white school and the black ghetto. He was not accepted by his peers in either place. It is the belief of the black parents interviewed that token integration does more harm than good to the minority students involved. The same principle applies to white students put in a black school on a token basis. There must be enough members of a given race in a school so that they do not feel threatened or intimidated by the other race.

It is recognized that the school faces many problems including labor disputes, financial difficulties, and lack of community support. Nonetheless, blacks feel the school has not been community oriented. In the past the Board has neither solicited nor responded to community input. Channels of communication are said to be quite poor, a statement school officials vigorously deny. The black community is hopeful the new superintendent, Dr. Robert L. Medcalf, will be more responsive.

Mrs. Hayes does not believe desegregation can be accomplished without causing massive white flight. She is not however sold on the idea of a "metro-plan". In the words of one black mother it is time for whites and blacks alike to quit running from the problem and to start solving it together.

One lady who has worked in a school cafeteria for years says that the problem with many black students who are known as trouble makers is that they are hungry. Many only eat what they get at school with no meals at home. As she put it, "Nobody can concentrate on their studies with an empty gut." It was alleged that in at least one school there is a practice of making the students on the free lunch program wait until everyone else had been served. Often these students received less fo d by reason of being at the end of the line. Thus, those needing a square meal the most get the least.

Parents from the inner city are highly critical of the teachers placed there. They claim that black schools get the worst teachers. One complaint almost universally made is that the teachers do not expect enough out of black students, and consequently do not put forth enough effort in their direction. One parent claimed results could be startling where a teacher makes a conscientious effort to communicate with black students.

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The overall picture is one of a large city school district faced with many problems only one of which is _de facto_ segregation. The district is also faced with a black population that is tired of being patient.

D.

CENTRAL MISSOURI

Only three schools were visited in this area of the state. These districts (Columbia, Moberly and Mexico) probably represent a cross section of medium size communities in outstate Missouri. The problems faced in such districts are much the same, but there are differences in the handling of the problems.

Outstate Missouri has few black instructors. Unlike the major cities, districts outstate claim to find a shortage of blacks in all areas. Most say they would like to hire more blacks but that they get very few qualified applicants. Not all of the districts have engaged in minority recruitment, and those that have report only limited success. Administrators in Central Missouri claim that their towns have little to offer blacks in comparison to St. Louis and Kansas City.

Columbia states that over the past several years it has hired well over 90% of their black applicants. It was reported that blacks are hired as a matter of course if they are reasonably qualified. Assistant Superintendent of Schools for Administration, Dr. Russell Thompson, believes that the job market is without doubt more open for qualified blacks than whites. The competition for blacks is not only with other schools but business, industry and government as well. Because of Columbia's inability to increase its percentage of black teachers, they have now instituted an outstate minority recruitment program which experienced mild success in its first year.

Dr. Thompson says that Columbia has had a problem in getting blacks to fill high visibility positions, i.e. jobs in the public view. They are currently considering promoting several black teachers to administrative positions in the future. In addition to a shortage of black administrators, Columbia has been criticized by H.E.W. for not having some black coaches. Dr. Thompson says they have been unsuccessful in efforts to get a black coach.

Moberly Public Schools have only two black instructors for the 1974 year. Mr. William E. Clark, Superintendent of Schools, says Moberly has difficulty in attracting and keeping black instructors. Moberly does not actively recruit blacks and the policy on hiring is that the best applicant gets the job, whether black or white. Apparently, there is some problem in finding adequate housing for blacks in Moberly.

The president of Moberly's local N.A.A.C.P. expressed concern that Moberly does not have more black instructors. He says that Moberly's black students need black instructors to identify with and for guidance. According to him at least three local black women who are recent graduates of Northeast Missouri State College applied at the Moberly Public Schools this year and were not employed.

The Mexico Public Schools aver that they have hired all the qualified blacks which have applied over the last few years. They have attempted to recruit from Lincoln University and have been in contact with some southern schools. These efforts have produced few results. Mexico has a black administrator who has helped in the effort to get more black teachers. Their best source of black teachers has been past graduates of the Mexico High School.

Elimination of segregated schools in towns of this size is no' nearly as complex as in larger cities. Consequently, despite segregated housing patterns existing in most communities, the schools are integrated. Columbia

has had to result to some gerrymandering in order to avoid racial isolation. The Columbia Board claims to keep in close touch with the city and the Housing Authority to keep up with future housing trends and the racial effects thereof. In addition, racial and socio-economic balance are a prime consideration in selection of new school locations. This has not been necessary in other districts and it is not clear if any such action would be taken if necessary to avoid racial isolation.

Administrators in these districts believe the black student is getting a better education today, but this is the result of a combination of factors. Integration has made the operation of the district much more efficient and economical, and as a result has enabled the schools to offer more to all of their students. The increased emphasis on remedial and vocational programs were cited as improving the quality of education for all students.

In most instances, there is still some voluntary separation of the races within the schools. Although there do not appear to be open hostilities between the races there is little interaction. Most administrators interviewed would like to see a broader participation by blacks in school activities. However, in some cases, blacks are under some social pressure not to participate and there are some blacks who would like their own activities.

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PART FOUR

CONCLUSIONS

Based on available statistics and the field research, it seems clear that Missouri no longer has any school districts operating the type of dual school system that was required by law in 1954.[41] To that extent a great deal of progress has been made. This does not mean that all Missouri schools are integrated. Quite clearly, many black students in the two metropolitan areas are still in what amounts to segregated schools. In addition to the de facto segregation in the cities, there is a great deal of voluntary racial separation in schools that have a racial mixture.

School authorities were generally very cooperative and displayed a great deal of interest in the topic of school integration. It must, however, be remembered that the two primary concerns of these men are education and budget. As a result, they feel that any steps they take towards furthering integration must be consistent with budgetary and educational objectives. Despite the fact that all school officials were willing to talk, there were noticeable differences in attitudes. There can be no doubt that where school officials are sympathetic toward the problems of blacks more progress is being made than where such officials are indifferent. Some school officials claim that their communities would not tolerate dramatic acts to promote integration. This may be true,

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[41] Mo. Const. Art. IX, Section 1(a) (1945), held unenforceable in Mo. Att. Gen. Op. 96, 6-30-54.

but in other places schools have been able to lead communities toward
more enlightened attitudes. School officials should not underestimate
their power as community leaders.

The opportunities for black teachers are very good in most areas
of the state. There is a statewide surplus of teachers, but there is
still a strong demand for black teachers. The metropolitan areas seem
to have a definite advantage in hiring blacks. Outstate areas find a
shortage of qualified blacks and have a difficult time attracting blacks.
Thus the availability of black teachers varies in different areas of the
state. By the same token, the opportunities available to blacks vary
from district to district, and the teacher surplus makes discriminatory
hiring practices easy to camouflage. There appears to be a real shortage
of black instructors in certain specialty fields such as counseling and
remedial reading.

Most school officials recognize that the presence of good black
instructors is essential to the success of integration. The presence of
black instructors is a prerequisite for a school system to gain the trust
and support of the black community and is a psychological benefit to black
students.

The de facto segregation in the cities is a problem which defies an
easy solution. It seems clear that bussing is not the answer if it is
limited to the inner city districts. The only workable solution would
be a metropolitan plan where there is bussing across district lines.
Such an endeavor would meet a great deal of political opposition, but
could be economically feasible and could have the effect of stabilizing
the population. The chances of a "metro-plan" appear to have been minimized
by the Supreme Court decision in the Detroit bussing case.

The neighborhood school concept should not be viewed as a sacred cow. Although it has some advantages, it is subject to abuse. It has too long been used as an excuse for segregation. The neighborhood school is primarily an elementary school concept, and its practical effect is that black and white children often do not go to school together until they are twelve or thirteen years old. Educators should balance the advantages of the neighborhood school against the advantages of a broader ethnic/racial exposure in the early school years.

Ultimately, the only way schools will be truly integrated, and not just desegregated, is through integrated housing. To achieve this there must be a change in attitude by many whites and blacks alike. Perhaps short term school desegregation plans can help bring people together. That may, however, be overly optimistic. A more realistic view is that a metropolitan desegregation plan might help promote integrated housing by cutting off areas that whites can go to escape integrated schools.

The schools themselves have the capacity to do more to promote integration than the courts or any governmental enforcement agency. The most important thing for schools to do is to open lines of communication with the community, both black and white. A conscientious effort must be made to meet problems head on with input from all segments of the community. It is particularly important that blacks and whites be brought together to work out problems. A strong P.T.A. organization can provide an excellent forum to get the school and the black and white communities together.

Schools can work to improve black/white relations by promoting programs in which members of both races can participate. Too often school officials don't promote mixing of the races because of fear of adverse community reaction.

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Most schools have made a commendable effort to adjust their curriculum and classroom materials to the integrated situation. This has been done through the addition of black studies and black history courses as well as ethnically oriented materials. Continued efforts in this direction are encouraged.

Schools that have experienced difficulty in attracting black teachers need to consider out-of-district and outstate recruitment of minorities. These schools should also endeavor to determine why they have been unable to attract blacks and seek to make their district more attractive. To do so it may be necessary to work with city officials and interested members of the community. The availability of suitable housing should be a prime consideration.

Some schools should reassess their "best applicant" hiring policies. There is nothing wrong with seeking the best possible faculty, but the best faculty is not necessarily the one that has the best grades, best recommendations and most experience. It is important from both an educational and social perspective to have a racially balanced faculty and this should be a major factor in employment policy.

Many schools have their primary success in hiring blacks who are former graduates of that system. Schools should especially encourage blacks to go into specialized areas where they are most needed and rewarded.

It is recommended that blacks be encouraged to get involved in their local schools regardless of the reception they get. A good first step would be to get a black on the local school board to represent their views in an official capacity. Too often, the legitimate complaints of blacks never reach the proper forum.

This reporter has, by necessity, engaged in the luxury of generalization in the conclusions of this report. An effort has been made to

be both objective and fair, but it is not possible to eliminate all subjectivity. It should be pointed out that no two districts are exactly alike, and no one solution is right for the problems of every district.

Most districts in this state are aware of their racial problems and are earnestly trying to cope with them. Many are well on their way to solving those problems. But the fact remains that a large percentage of Missouri's black students are in what amounts to segregated schools. Despite the fact that the technical mandate of Brown to dismantle the legally imposed dual school system has been complied with, the struggle for equal education is not over. The problems of 1974 are in many ways more complex than those of 1954.

APPENDIX A – SCHOOL DISTRICT DATA

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Affton S. D.									
St. Louis County									
Affton H.S.	1972	1224	0	5	0.4	52	0	0	0.0
	1967	1073	0	0	0.0	59	0	0	0.0
Affton J.H.S.	1972	635	0	10	1.6	32	0	0	0.0
(McKenzie J.H.S)	1967	645	0	0	0.0	39	0	0	0.0
Affton 9th Grade	1972	435	1	2	0.7	19	0	0	0.0
(Walter F. Gaunt)	1967	375	0	0	0.0	27	0	0	0.0
Heege	1972	409	0	6	1.4	14	0	0	0.0
	1967	502	0	0	0.0	25	0	0	0.0
Reavis	1972	732	0	0	0.0	27	0	0	0.0
	1967	825	0	0	0.0	34	0	0	0.0
Mesnier	1972	523	0	7	1.3	25	0	0	0.0
	1967	857	0	0	0.0	33	0	0	0.0
Gotsch	1972	346	0	0	0.0	14	0	0	0.0
	1967	0	0	0	0.0	0	0	0	0.0
Cape Girardeau									
Public #63									
Cape Girardeau County									
Alma Schrader	1972	545	0	2	0.4	20	0	0	0.0
	1967	528	0	0	0.0	22	0	0	0.0
Franklin	1972	443	0	0	0.0	18	0	0	0.0
	1967	548	2	0	0.4	22	0	0	0.0
Jefferson	1972	355	12	0	3.3	13	0	0	0.0
	1967	376	10	0	2.6	16	0	0	0.0
May Green	1972	138	169	0	55.0	16	1	0	5.8
	1967	238	150	0	39.1	13	1	0	5.0
Washington	1972	278	69	3	20.5	15	1	0	6.2
	1967	344	71	0	17.1	21	0	0	0.0
Lorimer	1972	115	59	0	33.7	9	0	0	0.0
	1967	124	55	0	30.7	12	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
L. J. Schultz	1972	492	46	0	8.6	33	0	0	0.0
	1967	384	40	0	9.4	29	0	0	0.0
Hawthorn	1972	461	0	0	0.0	17	0	0	0.0
	1967	419	0	0	0.0	17	0	0	0.0
Central J.H.S.	1972	679	71	1	9.6	40	0	0	0.0
	1967	837	61	0	6.5	49	0	0	0.0
Central H.S.	1972	1132	94	1	7.7	66	1	0	1.4
	1967	1178	73	0	5.8	73	0	0	0.0
Carthage S.D. #9 **Jasper County**									
Columbian Ele.	1972	375	0	8	2.1	16	0	0	0.0
	1967	360	0	0	0.0	15	0	0	0.0
Eugene Field Ele.	1972	295	25	4	9.0	15	0	0	0.0
	1967	277	40	6	14.2	15	0	0	0.0
Fairview Ele.	1972	193	0	2	1.0	7	0	0	0.0
	1967	171	0	0	0.0	8	0	0	0.0
Hawthorne Ele.	1972	306	1	29	8.9	14	0	0	0.0
	1967	356	0	5	1.4	16	0	0	0.0
Carthage J.H.S.	1972	828	14	3	2.0	34	0	0	0.0
	1967	856	15	1	1.8	40	0	0	0.0
Mark Twain Ele.	1972	350	0	7	2.0	11	0	2	15.3
	1967	393	0	0	0.0	15	0	0	0.0
Pleasant Valley Ele.	1972	194	0	3	1.5	8	0	1	11.1
	1967	204	0	0	0.0	9	0	0	0.0
Carthage S.H.	1972	813	19	0	2.3	42	0	0	0.0
	1967	773	8	0	1.0	43	0	0	0.0
Caruthersville S.D. 18 **Pemiscot County**									
Sacred Heart (P-K)	1972	74	83	0	52.9	4	1	0	20.0
Westside (K-4)	1972	200	102	0	33.8	13	0	0	0.0
	1967	286	21	0	6.7	12	2	0	14.?

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District
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School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Mi-
Southside (1-4)	1972	171	92	0	35.0	14	0	0	0.0
	1967	289	61	0	17.4	12	2	0	14.2
Lee Rood (4-6)	1972	271	123	0	31.2	18	4	0	22.5
Caruthersville J.H.	1972	371	174	0	31.9	21	1	0	4.5
Caruthersville H.S.	1972	311	126	0	28.8	20	1	0	4.7
	1967	439	150	0	26.0	32	2	0	5.8
Lee Rood J.H. (6-8)	1967	358	54	0	13.1	14	3	0	17.6
Washington Ele (K-6)	1967	14	328	0	95.9	5	13	0	72.2
Washington J.H.	1967	0	108	0	100.0	2	6	0	75.0
Center S.D.									
Jackson County									
Boone Ele. Sch.	1972	568	2	8	1.7	25	0	0	0.0
	1967	940	0	0	0.0	39	0	0	0.0
Center Annex Ele.	1972	206	2	5	3.3	11	0	0	0.0
	1967	271	0	0	0.0	17	0	0	0.0
Indian Creek Ele.	1972	390	4	10	3.5	20	0	0	0.0
Red Bridge	1972	448	0	1	0.2	21	0	0	0.0
	1967	629	0	0	0.0	26	0	0	0.0
S. City V.W. Ele.	1972	444	11	2	2.8	22	0	0	0.0
	1967	562	0	0	0.0	26	0	0	0.0
Center N. J.H.S.	1972	635	13	13	3.9	32	0	0	0.0
	1967	521	0	0	0.0	27	0	0	0.0
South J.H.S.	1972	691	9	2	1.6	34	0	0	0.0
	1967	904	0	0	0.0	39	0	0	0.0
Center H.S.	1972	1453	12	15	1.8	68	0	0	0.0
	1967	1328	0	0	0.0	63	0	0	0.0
Center Ele.	1972	417	20	12	7.1	19	0	0	0.3
	1967	568	0	0	0.0	27	0	0	0.0

District
County

School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Charleston R-I									
Mississippi County									
Charleston Kndg. Sch.	1972	103	78	0	4.3	4	0	0	0.0
	1967	103	91	0	0.0	7	2	0	22.2
Beatrand Ele.	1972	117	3	0	2.5	6	0	0	0.0
	1967	222	25	0	0.0	15	0	0	0.0
Warren Hearnes Ele.	1972	537	571	0	51.5	53	17	0	24.2
Charleston J.H.S.	1972	220	201	0	47.7	16	9	0	36.0
	1967	317	200	0	39.0	19	9	0	32.1
Charleston H.S.	1972	510	272	0	34.8	33	8	0	24.0
	1967	496	257	0	34.1	43	2	0	4.4
Eugene Field Mt.-Ele	1967	612	43	0	6.6	36	0	0	0.0
Lincoln Ele.	1967	0	462	0	100.0	0	28	0	100.0
Washington Ele.	1967	0	163	0	100.0	0	15	0	100.0
Columbia Public Schools									
Boone County									
Benton	1972	229	40	0	14.9	14	0	0	0.0
	1967	342	36	0	9.5	15	0	0	0.0
Blue Ridge	1972	799	67	9	8.7	20	1	0	3.3
	1967	553	0	0	0.0	21	0	0	0.0
Fairview	1972	833	12	6	2.1	29	0	0	0.0
	1967	536	0	6	1.1	21	0	0	0.0
Field	1972	296	51	0	14.7	17	0	0	0.0
	1967	330	86	0	20.8	18	1	0	5.2
Grant	1972	194	86	9	32.9	13	0	0	0.0
	1967	297	97	0	24.6	18	2	0	10.0
Lee	1972	215	70	10	30.2	14	0	0	0.0
	1967	392	64	21	17.8	17	2	0	10.5
Parkade	1972	708	28	12	5.1	27	0	0	0.0
	1967	749	21	0	2.7	24	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Rock Bridge Ele.	1972	440	22	0	4.8	15	0	0	0.0
	1967	233	3	0	1.2	14	1	0	6.6
Russell	1972	681	31	12	5.9	28	0	0	0.0
	1967	753	33	0	4.2	31	0	0	0.0
Shepard	1972	349	35	11	11.6	14	1	0	6.6
Two Mile Prairie	1972	121	4	1	4.0	7	0	0	0.0
W. Blvd.	1972	358	131	2	27.1	17	2	1	15.0
	1967	531	77	0	12.6	31	2	0	6.0
Jeff J.H.S.	1972	926	110	4	11.0	41	4	1	10.8
	1967	928	136	3	13.0	54	2	0	3.5
Oakland J.H.S.	1972	505	28	2	5.6	24	1	1	7.4
West J.H.S.	1972	963	104	12	10.8	46	1	0	2.1
	1967	926	55	3	5.9	51	1	0	1.9
Hickman H.S.	1972	2052	217	9	9.9	94	4	0	4.1
	1967	1667	161	2	8.9	97	3	0	3.0
Ridgeway Sch.	1972	73	164	8	70.2	12	1	0	7.6
	1967	169	177	0	51.1	16	2	0	11.1
Diagnostic Center	1972	60	45	0	42.9	10	1	0	9.9
	1967	51	32	0	38.5	6	1	0	14.2
Wade Ele.	1967	44	0	0	0.0	5	1	0	16.6
Ferguson S.D.									
St. Louis County									
Halls Ferry Sch.	1972	647	15	6	3.1	20	0	1	4.
	1967	728	3	0	0.4	24	0	0	0.5
Bermuda	1972	370	8	0	2.1	16	0	0	0.5
	1967	468	1	0	0.2	20	0	0	0.5
Central	1972	372	27	2	7.2	16	1	0	5.
	1967	469	18	0	3.7	18	1	0	5.

District
County

School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Combs	1972	335	0	0	0.0	13	0	0	0.0
	1967	533	0	0	0.0	19	0	0	0.0
Commons Lane	1972	571	4	0	0.7	21	0	0	0.0
	1967	698	0	0	0.0	26	0	0	0.0
Cool Valley	1972	561	36	11	7.7	20	0	0	0.0
	1967	617	4	0	0.6	23	0	0	0.0
De Smet	1972	487	3	0	0.6	18	0	0	0.0
	1967	657	0	0	0.0	25	0	0	0.0
Duchesne	1972	513	21	2	4.3	20	0	0	0.0
	1967	673	1	0	0.1	25	0	0	0.0
Graham	1972	383	1	2	0.8	16	0	0	0.0
Griffith	1972	590	5	0	0.8	21	0	1	4.5
	1967	736	0	0	0.0	29	0	0	0.0
Lee Hamilton	1972	482	33	2	6.8	19	0	0	0.0
	1967	619	24	0	3.7	25	0	0	0.0
Mark Twain	1972	539	2	10	2.2	19	1	0	5.0
	1967	729	0	0	0.0	27	0	0	0.0
Parker Rd.	1972	581	6	6	2.0	19	0	0	0.0
	1967	704	3	0	0.4	25	0	0	0.0
Robinwood	1972	503	2	3	1.0	20	0	0	0.0
	1967	722	1	0	0.1	25	0	0	0.0
Vogh	1972	266	14	1	5.3	10	1	0	9.9
	1967	360	22	0	5.4	17	0	0	0.0
Walnut Grove	1972	548	38	14	8.7	22	1	0	4.3
	1967	774	4	0	0.5	27	0	0	0.0
Wedgwood	1972	1010	17	7	2.3	35	0	0	0.0
	1967	899	7	0	0.7	33	0	0	0.0
Cross Keys J.H.S.	1972	1659	12	6	1.1	80	0	0	0.0
	1967	241	4	0	1.6	12	0	0	0.0
Ferguson J.H.S.	1972	1296	80	9	6.4	62	3	0	4.6
	1967	1776	39	0	2.1	82	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Florissant J.H.S.	1972	1557	5	3	0.5	76	0	0	0.0
	1967	1933	8	0	0.4	85	1	0	1.1
McCluer N.H.S.	1972	1786	3	3	0.3	88	2	0	2.2
McCluer H.C.	1972	2776	67	7	2.6	142	2	1	2.0
	1967	3742	18	0	0.4	192	0	0	0.0
Vernon	1967	0	67	0	100.0	2	3	0	60.0
Grandview C-4 **Jackson County**									
High Grove	1972	672	3	5	1.2	28	0	0	0.0
	1967	831	0	0	0.0	28	0	0	0.0
Belvidere	1972	579	48	31	12.0	21	0	0	0.0
	1967	667	6	0	0.9	28	0	0	0.0
Butcher	1972	495	1	5	1.2	24	0	0	0.0
	1967	633	0	0	0.0	26	0	0	0.0
Conn West	1972	622	7	11	2.8	24	0	1	4.0
	1967	520	0	0	0.0	21	0	0	0.0
Martin Cy.	1972	642	8	13	3.2	29	0	1	3.3
	1967	470	3	0	0.6	22	0	0	0.0
Meadowmere	1972	316	1	3	1.3	10	0	0	0.0
East J.H.S.	1972	906	23	12	3.7	39	0	0	0.0
Grandview J.H.S.	1972	706	5	7	1.7	40	0	0	0.0
	1967	1029	2	6	0.7	51	0	0	0.0
Grandview H.S.	1972	1291	18	8	2.0	56	0	1	1.7
	1967	805	1	4	0.6	40	0	0	0.0
Hannibal S.D. 60 **Marion County**									
Pettibone	1972	210	5	1	2.8	10	0	0	0.0
	1967	279	12	0	4.1	13	1	0	7.1

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Stowell	1972	450	0	2	0.4	20	0	0	0.0
	1967	408	0	0	0.0	17	0	0	0.0
Field	1972	311	116	0	27.2	19	2	0	9.5
	1967	343	125	0	26.7	20	3	0	13.0
Mark Twain	1972	512	9	6	2.8	21	0	0	0.0
	1967	376	20	0	5.3	17	0	0	0.0
Oakwood	1972	319	0	0	0.0	14	0	0	0.0
	1967	192	0	0	0.0	9	0	0	0.0
Central	1972	264	31	3	11.4	13	1	0	7.1
	1967	284	28	0	8.9	11	2	0	14.4
Hannibal J.H.S.	1972	1064	87	4	7.9	43	1	0	2.2
	1967	989	82	0	7.6	49	1	0	2.0
Hannibal.H.S.	1972	899	57	0	6.0	55	0	0	0.0
	1967	909	58	0	5.9	49	0	0	0.0
Hayti R-2 **Pemiscot County** South Ele.	1972	118	233	0	66.4	9	5	0	35.7
	1967	234	77	0	24.7	14	0	0	0.0
North Ele.	1972	92	137	0	59.8	6	3	0	33.3
	1967	273	67	0	0.0	8	1	0	11.1
Hayti J.H.S.	1972	168	322	0	65.7	21	5	0	19.2
North Sr. H.S.	1972	178	238	0	57.2	22	3	0	12.0
	1967	273	67	0	19.7	23	1	0	4.1
Central Ele.	1967	0	823	0	100.0	0	49	0	100.0
Hazelwood S.D. **St. Louis County** Armstrong	1972	666	14	0	2.1	30	0	0	0.0
Black Jack	1972	728	147	16	18.3	35	1	0	2.7
	1967	659	3	1	1.6	32	0	0	0.0

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Bonfils	1972	667	7	0	1.0	29	0	0	0.0
	1967	759	5	0	0.6	32	0	0	0.0
Brown	1972	718	5	2	1.0	30	0	0	0.0
	1967	777	0	0	0.0	31	0	0	0.0
Charbonier	1972	681	8	4	1.7	32	0	0	0.0
	1967	789	0	7	0.7	31	0	0	0.0
Coldwater	1972	661	29	11	5.7	31	0	0	0.0
	1967	773	1	2	0.3	31	0	0	0.0
Elm Grove	1972	675	11	2	1.9	31	0	0	0.0
	1967	708	3	5	1.1	32	0	0	0.0
Garrett	1972	721	17	6	3.1	29	0	0	0.0
	1967	800	3	0	0.4	31	0	0	0.0
Jana	1972	777	6	9	1.9	33	0	0	0.0
Jury	1972	922	11	15	2.7	26	1	1	7.1
	1967	755	3	3	0.7	31	0	0	0.0
Larimer	1972	741	2	4	0.8	30	0	0	0.0
	1967	776	0	0	0.0	29	0	0	0.0
Lushen	1972	806	20	0	2.4	26	0	0	0.0
	1967	677	0	0	0.0	29	0	0	0.0
McCurdy	1972	732	7	2	1.2	24	1	0	4.0
McNair	1972	678	8	9	2.4	32	0	0	0.0
	1967	809	0	0	0.0	32	0	0	0.0
Russell	1972	626	28	3	4.7	29	1	0	3.3
	1967	684	18	5	3.2	29	0	0	0.0
Townsend	1972	1017	29	11	3.8	31	1	2	8.8
Twillman	1972	859	12	5	1.9	36	0	0	0.0
	1967	757	2	0	0.3	31	0	0	0.0
Walker	1972	733	9	10	2.5	30	0	0	0.0
	1967	786	4	0	0.5	31	0	0	0.0
Hazelwood J.H.S.	1972	1534	21	19	2.5	79	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Hazelwood W. J.H.S.	1972	2312	37	50	3.6	114	0	0	0.0
	1967	1789	4	3	0.4	93	0	0	0.0
Kirby J.H.S.	1972	2217	59	11	3.1	106	0	0	0.0
	1967	2267	11	1	0.5	121	0	0	0.3
Hazelwood H.S.	1972	4857	89	75	3.3	244	0	0	0.0
	1967	2886	8	7	0.5	149	0	7	4.4
Hickman Mills C-1 **Jackson County**									
K.C. Kdgn. Sch.	1972	1025	20	2	2.1	20	0	0	0.0
	1967	1432	2	2	0.3	28	0	0	0.0
Birke Ele.	1972	766	9	0	1.2	33	0	0	0.0
	1967	990	2	4	0.6	35	0	0	0.0
Dobbs	1972	787	20	0	2.5	34	0	0	0.0
	1967	921	3	0	0.3	36	0	0	0.0
Harry S. Truman	1972	771	13	0	1.7	30	0	0	0.0
	1967	906	2	2	0.4	35	0	0	0.0
Ingils	1972	810	27	0	3.2	31	0	0	0.0
	1967	872	1	3	0.3	37	0	0	0.0
Santa Fe	1972	488	13	0	2.6	20	0	0	0.0
Symington	1972	812	8	0	1.0	30	0	0	0.0
	1967	928	0	3	0.3	34	0	0	0.0
Warford	1972	752	13	2	2.0	30	0	0	0.0
	1967	972	0	1	0.1	35	0	0	0.0
Westridge	1972	633	11	2	2.0	27	0	0	0.0
	1967	652	1	2	0.4	26	0	0	0.0
Wm. H. Johnson	1972	791	8	0	1.0	32	0	0	0.0
	1967	896	3	0	0.3	35	0	0	0.0
Ervin J.H.S.	1972	1355	20	0	1.5	63	0	0	0.0
	1967	1486	4	5	0.6	64	0	0	0.0
John & Mary Baptiste S. H.	1972	854	14	0	1.6	44	0	0	0.0
	1967	1077	1	2	0.3	50	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Smith Hale J.H.S.	1972	1369	14	0	1.0	63	0	0	0.0
	1967	88	0	0	0.0	18	0	0	0.0
Hickory Mills H.S.	1972	859	9	0	1.0	61	0	0	0.0
Ruskin H.S.	1972	1750	12	0	1.7	86	0	0	0.0
	1967	2046	6	8	0.6	89	0	0	0.0

Independence S.D. 30
Jackson County

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Oldham	1972	150	0	3	2.0	7	0	0	0.0
	1967	454	0	0	0.0	19	0	0	0.0
Wackter	1972	123	0	0	0.0	5	0	0	0.0
Alton	1972	483	0	0	0.0	22	0	0	0.0
	1967	567	0	0	0.0	24	1	0	0.0
Benton	1972	542	32	7	6.7	22	1	0	4.7
	1967	664	67	0	9.0	26	0	0	0.0
Blackburn	1972	822	0	17	2.0	30	0	0	0.0
	1967	957	0	6	0.6	32	0	0	0.0
Bryant	1972	471	7	6	2.7	20	1	0	4.7
	1967	320	10	9	2.2	21	0	0	0.0
Columbian	1972	208	0	0	0.0	9	0	0	0.0
	1967	239	0	0	0.0	11	0	0	0.0
Glindale	1972	687	0	6	0.9	28	0	0	0.0
Hawthorn	1972	540	1	5	1.1	21	0	0	0.0
	1967	818	0	15	1.8	27	0	0	0.0
Luff	1972	507	0	5	1.0	20	0	0	0.0
	1967	696	0	0	0.0	25	0	0	0.0
McCoy	1972	358	0	0	0.0	14	0	0	0.0
	1967	532	0	5	0.9	19	0	0	0.0
Mill Creek	1972	280	0	0	0.0	11	0		0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Noland	1972	207	1	0	0.5	8	0	0	0.0
	1967	211	2	5	3.2	9	0	0	0.0
Ott	1972	722	22	5	3.6	30	0	0	0.0
	1967	1090	13	0	1.1	41	0	0	0.0
Procter	1972	247	0	0	0.0	10	0	0	0.0
	1967	251	0	0	0.0	11	0	0	0.0
Randall	1972	417	0	6	1.4	17	0	1	5.5
	1967	769	0	0	0.0	31	0	0	0.0
Southern	1972	1128	0	19	1.7	38	1	0	2.5
	1967	1183	0	0	0.0	34	2	0	5.5
Spring	1972	255	0	0	0.0	10	0	0	0.0
	1967	257	0	0	0.0	11	0	0	0.0
Sycamore	1972	349	0	0	0.0	14	0	0	0.0
Bridger J.H.S.	1972	1321	0	59	4.3	55	0	1	1.7
	1967	607	0	0	0.0	26	0	0	0.0
Wm. Christian J.H.S.	1972	1179	28	62	7.1	58	0	1	1.7
	1967	1380	25	2	1.9	62	2	0	3.1
Truman H.S.	1972	1830	0	55	2.9	79	0	1	1.2
	1967	1490	0	0	0.0	67	0	0	0.0
Wm. Christian H.S.	1972	1372	26	20	3.2	67	0	0	0.0
	1967	1287	20	5	2.0	64	0	0	0.0
White Oak Ele.	1967	99	0	0	0.0	5	0	0	0.0
Dekalb Spec. Ed.	1972	45	1	0	2.2	4	0	0	0.0
	1967	60	4	0	6.2	5	0	0	0.0
Young Spec. Ed.	1972	105	7	2	7.9	8	0	0	0.0
Palmer J.H.S.	1972	1287	0	9	0.7	59	0	0	0.0
	1967	1355	0	0	0.0	56	2	0	3.4
Young Elem & H.S.	1967	90	13	0	14.0	10	0	0	0.0
Jefferson City S. D. Cole County North	1972	303	9	2	3.5	9	0	0	0.0

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Belair	1972	536	2	0	0.4	17	2	0	10.5
	1967	375	0	0	0.0	13	2	0	13.3
Cedar Hill	1972	329	0	2	0.6	12	1	0	7.6
East Ele.	1972	506	28	0	5.2	19	0	0	0.0
	1967	527	2	0	0.3	17	1	0	5.5
Moreau Hgts.	1972	305	16	2	5.6	13	0	0	0.0
	1967	314	33	0	9.5	12	1	0	7.6
South Ele.	1972	323	5	0	1.5	13	0	0	0.0
	1967	358	1	0	0.3	16	0	0	0.0
S. W. Ele.	1972	332	2	0	0.6	11	2	0	15.3
	1967	365	7	0	1.8	13	2	0	13.3
Thorpe J. Gordan Ele.	1972	349	61	1	15.1	15	0	0	0.0
	1967	336	30	0	0.8	16	1	0	5.8
West Ele.	1972	327	0	2	0.6	13	0	0	0.0
	1967	455	0	0	0.0	17	0	0	0.0
Simonsen J.H.S.	1972	953	35	2	3.7	39	1	0	2.5
	1967	670	0	0	0.0	37	0	0	0.0
Freshman H.S.	1972	568	14	4	3.1	19	1	0	5.0
Jefferson City H.S.	1972	1516	32	1	2.1	71	1	0	1.3
	1967	1391	26	0	1.8	73	1	0	1.3
Joplin R-8 Jasper County									
Longfellow Kdgn.	1972	164	1	1	1.2	4	0	0	0.0
Oakland Kdgn.	1972	200	4	0	2.0	4	0	0	0.0
Lafayette	1972	492	0	0	0.0	22	0	0	0.0
	1967	453	0	7	1.5	19	0	0	0.0
McKinley	1972	342	10	8	5.0	15	0	0	0.0
	1967	289	11	0	3.6	14	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Alcott	1972	182	0	0	0.0	8	0	0	0.0
	1967	210	0	3	2.4	11	0	0	0.0
Columbia	1972	301	0	2	0.7	12	0	0	0.0
	1967	287	0	3	1.0	14	0	0	0.0
Duenwig	1972	188	0	0	0.0	8	0	0	0.0
	1967	179	0	0	0.0	10	0	0	0.0
Duquesne	1972	158	0	0	0.0	6	0	0	0.0
	1967	114	0	0	0.0	6	0	0	0.0
Eastmorland	1972	356	0	0	0.0	14	0	0	0.0
	1967	395	0	4	1.0	15	0	0	0.0
Emerson	1972	430	2	0	0.5	18	0	0	0.0
	1967	453	0	5	1.1	19	0	0	0.0
Irving	1972	381	0	0	0.0	17	0	0	0.0
	1967	389	0	0	0.0	18	0	0	0.0
Jefferson	1972	260	0	7	2.6	12	0	0	0.0
	1967	288	2	0	0.7	13	0	0	0.0
Norman	1972	341	0	3	0.9	12	0	0	0.0
	1967	366	0	1	0.3	13	0	0	0.0
Royal Hgts	1972	250	0	5	2.0	10	0	0	0.0
	1967	239	0	7	2.8	12	0	0	0.0
Stapleton	1972	232	0	1	0.4	8	0	1	11.1
	1967	214	0	1	0.5	10	0	1	9.9
W. Central	1972	255	7	0	2.7	12	0	0	0.0
	1967	306	6	0	1.9	14	0	0	0.0
Washington	1972	125	82	3	40.5	8	3	0	27.2
	1967	115	94	1	45.2	10	2	0	16.6
Lincoln	1972	124	8	0	6.1	7	0	0	0.0
Lincoln Spec. Ed.	1967	160	8	2	5.8	11	1	0	8.3
East J.H.S.	1972	402	33	2	8.0	23	1	0	4.1
	1967	602	44	3	7.2	28	1	0	3.4
North J.H.S.	1972	414	4	0	1.0	24	0	0	0.0
	1967	609	7	3	0.1	27	0	1	.3.5

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
South J.H.S.	1972	652	1	1	0.3	32	1	0	3.0
	1967	960	0	6	0.6	36	2	0	5.3
Memorial H.S.	1972	1112	43	3	4.0	51	1	1	3.7
Joplin H.S.	1967	1859	37	10	2.4	94	0	3	3.0
Parkwood H.S.	1972	1612	2	28	1.8	82	0	0	0.0
Greenwood Ele.	1967	71	0	0	0.0	3	0	0	0.0
Kansas City #33									
Jackson County									
N. Rock Creek	1972	565	0	0	0.0	15	2	0	11.7
	1967	730	0	0	0.0	25	1	0	3.8
Pitcher	1972	538	2	0	0.4	16	0	0	0.0
	1967	758	0	0	0.0	26	0	0	0.0
Linwood	1972	2	526	0	99.6	3	13	0	81.0
	1967	4	863	0	99.4	10	19	0	68.3
A. Louis Ruhl	1972	143	83	0	36.7	8	0	0	0.0
	1967	246	69	0	21.9	13	0	0	0.0
Blenheim	1972	75	478	0	86.4	14	6	0	30.0
	1967	390	117	0	23.0	17	3	0	15.0
Border Star	1972	577	70	0	10.8	20	3	0	13.0
	1967	597	32	0	5.1	25	2	0	7.4
Booker T. Washington	1972	0	361	0	100.0	0	14	0	100.0
	1967	0	810	0	100.0	4	26	0	13.3
D. A. Holmes	1972	1	767	0	99.9	0	28	0	100.0
	1967	0	1065	0	100.0	2	33	0	94.3
George Melcher	1972	29	597	0	95.4	10	10	0	50.0
	1967	241	428	0	63.9	18	4	0	18.1
Gladstone	1972	366	0	0	0.0	11	1	0	8.3
	1967	433	33	0	7.1	15	1	0	6.2
Greenwood	1972	0	607	0	100.0	0	20	0	100.0
	1967	4	935	0	99.5	2	32	0	94.1
Hale H. Cook	1972	362	80	0	18.1	14	0	0	0.0
	1967	548	77	0	12.3	20	2	0	90.9

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
James	1972	551	2	0	0.4	15	4	0	21.0
	1967	570	71	0	11.0	21	4	0	16.0
J. C. Nichols	1972	411	60	0	12.7	13	2	0	13.3
	1967	401	111	0	21.7	18	1	0	5.2
Joseph Chick	1972	60	501	0	89.3	9	9	0	50.0
	1967	221	351	0	61.5	13	6	0	31.5
John T. Hartman	1972	289	104	0	26.5	9	3	0	25.0
	1967	427	75	0	14.9	21	0	0	0.0
John J. Pershing	1972	2	654	0	99.7	9	12	0	57.1
	1967	198	489	0	70.3	18	6	0	25.0
K.B. Richardson	1972	0	666	0	100.0	0	22	0	100.0
	1967	7	955	0	99.3	11	30	0	73.1
Leeds	1972	109	61	0	35.9	4	2	0	33.3
	1967	152	0	0	0.0	7	0	0	0.0
Marlborough	1972	198	187	0	48.6	13	1	0	7.1
	1967	316	133	0	29.6	16	0	0	0.0
Mark Twain	1972	28	636	0	95.8	12	9	0	42.9
	1967	273	243	0	47.1	22	3	0	12.0
Mary Harmon Weeks	1972	0	857	0	100.0	11	25	0	69.4
Milton Moore	1972	9	390	0	97.7	7	6	0	46.1
	1967	119	502	0	86.8	17	5	0	22.7
Pinkerton	1972	29	488	0	94.4	7	9	0	56.1
	1967	229	189	0	45.2	15	1	0	6.2
Phyllis Wheatley	1972	1	489	0	99.8	0	15	0	100.0
	1967	1	843	0	99.9	2	29	0	93.4
Sanford B. Ladd	1972	2	881	0	99.8	2	28	0	93.3
	1967	2	1265	0	99.9	6	38	0	86.3
Scarritt	1972	612	3	0	0.5	19	1	0	5.0
	1967	647	0	0	0.0	24	0	0	0.0
Seven Oaks	1972	3	494	0	99.4	1	15	0	93.7
	1967	8	641	0	1.25	5	16	0	76.2

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Thatcher	1972	512	0	0	0.0	13	2	0	13.3
	1967	603	0	0	0.0	19	1	0	5.0
Wendell Phillips	1972	0	353	0	100.0	1	11	0	91.6
	1967	0	778	0	100.0	3	27	0	10.0
William Cullen Bryant	1972	538	8	0	1.5	15	2	0	11.7
	1967	613	0	0	0.0	20	0	0	0.0
Wm. A. Knotts	1972	54	641	0	92.2	10	11	0	52.4
	1967	594	107	0	15.3	22	1	0	4.5
Whittier	1972	699	12	0	1.7	20	5	0	20.0
	1967	969	1	0	0.1	31	2	0	6.1
Dunbar	1972	2	163	0	90.8	0	8	0	100.0
	1967	0	219	0	100.0	3	8	0	72.7
Garrison	1972	174	175	0	50.1	6	9	0	60.0
	1967	284	53	0	15.7	12	3	0	20.0
Allen	1972	75	30	0	20.6	7	2	0	22.2
	1967	136	76	0	35.8	13	0	0	0.0
Askew	1972	674	49	0	6.8	23	0	0	0.0
	1967	737	0	0	0.0	26	1	0	3.7
Attucks	1972	2	408	0	99.5	4	17	0	80.9
	1967	1	652	0	99.8	2	27	0	93.2
Bancroft	1972	100	620	0	86.1	15	11	0	42.3
	1967	531	307	0	36.6	27	3	0	10.0
Benjamin Harrison	1972	476	3	0	0.6	13	3	0	18.7
	1967	558	3	0	0.5	22	1	0	4.3
Bristol	1972	630	0	0	0.0	20	0	0	0.0
	1967	706	1	0	0.1	26	0	0	0.0
Chester A. Franklin	1972	13	822	0	98.4	7	31	0	81.6
Douglas	1972	201	69	0	25.6	4	5	0	55.5
	1967	183	102	0	35.8	7	6	0	46.1

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School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
E. C. Meservey	1972	14	901	0	98.5	6	22	0	78.5
	1967	98	985	0	90.9	27	13	0	32.5
E. F. Swinney	1972	270	31	0	10.3	14	2	0	12.5
	1967	385	88	0	18.6	19	1	0	5.0
Fairmont	1972	385	0	0	0.0	11	1	0	8.3
	1967	471	0	0	0.0	18	0	0	0.0
Faxon	1972	23	601	0	96.3	10	12	0	54.5
	1967	256	572	0	69.1	17	12	0	41.4
Francis Willard	1972	36	746	0	95.4	13	12	0	48.0
	1967	428	426	0	49.9	27	2	0	6.8
Garfield	1972	537	30	0	5.3	17	1	0	5.5
	1967	657	5	0	0.7	23	1	0	4.2
George B. Longon	1972	360	32	0	8.2	13	1	0	7.1
	1967	505	27	0	5.1	19	1	0	5.0
Graceland	1972	0	652	0	100.0	0	26	0	100.0
	1967	45	748	0	94.3	18	13	0	41.9
Henry Clay	1972	328	2	0	0.6	11	2	0	15.4
	1967	397	18	0	4.3	17	1	0	5.5
Henry C. Krumpf	1972	4	802	0	99.5	0	27	0	100.0
	1967	18	1108	0	98.4	11	26	0	70.2
Horace Mann	1972	1	657	0	99.8	7	21	0	75.0
	1967	9	1046	0	99.1	22	15	0	40.5
John K. Stark	1972	132	0	0	0.0	5	0	0	0.0
	1967	176	2	0	1.1	9	0	0	0.0
Karnes	1972	359	56	0	13.5	15	4	0	21.1
	1967	311	6	0	1.9	17	2	0	10.5
Kensington	1972	530	42	0	7.3	26	3	0	10.3
	1967	611	65	0	9.6	28	1	0	3.4
Longfellow	1972	275	220	0	44.4	9	7	0	43.7
	1967	492	156	0	24.0	18	7	0	28.0
Manchester	1972	345	7	0	2.0	12	0	0	0.0
	1967	399	2	0	0.5	15	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Martin	1972	133	0	0	0.0	8	0	0	0.0
	1967	211	0	0	0.0	8	0	0	0.0
McCoy	1972	450	101	0	18.3	17	0	0	0.0
	1967	514	19	0	3.6	18	3	0	14.3
Mt. Washington	1972	349	0	0	0.0	11	0	0	0.0
	1967	396	0	0	0.0	16	0	0	0.0
Norman	1972	204	10	0	4.7	9	1	0	10.0
	1967	269	52	0	16.1	15	1	0	6.2
Rollins	1972	163	65	0	28.5	8	0	0	0.0
	1967	251	33	0	11.6	12	0	0	0.0
Sugar Creek	1972	259	0	0	0.0	8	0	0	0.0
	1967	279	0	0	0.0	12	0	0	0.0
Switzer	1972	378	221	0	36.9	13	11	0	45.8
	1967	623	231	0	27.0	28	7	0	20.0
Three Trails	1972	321	0	0	0.0	10	0	0	0.0
	1967	477	0	0	0.0	17	0	0	0.0
Troost	1972	80	513	0	86.5	16	4	0	20.0
	1967	332	27	0	7.5	21	2	0	8.7
W. W. Yates	1972	3	591	0	99.5	0	24	0	100.0
	1967	0	811	0	100.0	3	31	0	91.1
West Rock Creek	1972	218	0	0	0.0	6	1	0	14.3
	1967	270	0	0	0.0	11	0	0	0.0
Wm. Rockhill Nelson	1972	173	169	0	49.4	9	2	0	18.2
Wm. Volker	1972	252	23	0	8.4	10	0	0	0.0
	1967	235	40	0	14.5	11	0	0	0.0
Woodland	1972	4	646	0	99.4	11	20	0	64.5
	1967	55	982	0	94.9	29	18	0	39.3
Ashland	1972	456	209	0	31.4	15	7	0	31.8
	1967	662	248	0	27.2	27	7	0	20.5
Benjamin Franklin	1972	171	32	0	15.8	10	3	0	23.1
	1967	231	47	0	16.9	9	2	0	18.1

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Carlisle	1972	237	0	0	0.0	7	0	0	0.0
	1967	390	0	0	0.0	15	0	0	0.0
Tom DeKorte	1972	504	1	0	0.2	18	0	0	0.0
	1967	631	0	0	0.0	26	0	0	0.0
Fairview	1972	303	11	0	3.5	10	0	0	0.0
	1967	335	0	0	0.0	16	0	0	0.0
Central Junior	1972	0	1118	0	100.0	12	55	0	82.1
	1967	4	1522	0	99.7	29	63	0	68.4
Geo. Caleb Bingham,Jr.	1972	1014	80	0	7.3	49	5	0	9.3
	1967	993	84	0	7.8	58	4	0	6.4
Lincoln, Jr.	1972	0	833	0	100.0	9	30	0	76.9
	1967	1	104)	0	0.1	8	51	0	13.5
Southeast Jr.	1972	52	1205	0	95.9	30	28	0	48.2
	1967	495	351	0	41.5	41	9	0	19.0
Martin Luther King,Jr.	1972	0	1105	0	100.0	16	41	0	71.9
Northeast J.H.S.	1972	1645	45	0	2.7	70	4	0	5.4
	1967	1645	181	0	9.9	92	5	0	5.1
Nowlin Jr.	1972	1371	4	0	0.3	57	5	0	8.0
	1967	1483	43	0	2.8	70	5	1	7.9
Manual High Annex	1972	2	494	0	99.6	13	14	0	51.9
East High	1972	1099	591	0	35.0	55	14	0	20.2
	1967	1546	305	0	16.4	88	4	0	4.3
Humbolt	1972	8	92	0	92.0	5	6	0	54.5
	1967	231	36	0	13.5	11	3	0	21.4
Manual High	1972	10	1378	0	99.3	18	42	0	70.0
	1967	120	1032	0	89.6	18	57	0	76.0
Southwest S.H.S.	1972	2247	65	0	2.8	92	8	0	8.0
	1967	2379	9	0	0.4	108	6	0	5.2
West H.S.	1972	332	168	0	33.6	15	12	0	44.4
Westport H.S.	1972	853	679	0	44.3	57	11	0	16.:
	1967	1379	503	0	26.7	87	7	0	7.4

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Central Senior	1972	0	2286	0	100.0	29	62	0	68.1
	1967	3	2350	0	99.9	58	54	1	48.7
Lincoln S.H.S.	1972	0	1316	0	100.0	11	48	0	81.3
	1967	1	1256	0	0.0	16	63	0	79.7
Northeast S.H.S.	1972	1820	84	0	1.8	67	3	0	4.2
	1967	1788	1	0	0.0	79	4	0	4.8
Southeast S.H.S.	1972	74	1941	0	96.3	35	38	0	52.0
	1967	1128	578	0	33.9	77	6	0	7.2
Paseo High	1972	1	1408	0	99.9	40	37	0	48.0
	1967	420	1500	0	28.0	82	18	0	18.0
Van Horn High	1972	1881	-	0	0.1	78	4	0	4.8
	1967	2022	0	0	0.0	97	2	0	2.1
R.J. Delano	1972	66	37	0	35.9	9	1	0	10.0
	1967	82	38	0	31.6	12	3	0	20.0
Linwood West	1967	1	454	0	99.5	3	17	0	85.0
Longan	1967	505	27	0	5.0	19	1	0	5.0
Longfellow	1967	492	156	0	24.0	18	7	0	28.9
Nelson	1967	303	63	0	17.2	11	2	0	15.3
Nichols	1967	401	111	0	21.6	18	1	0	5.2
Swinney	1967	385	88	0	18.6	19	1	0	5.0
West J.H.S.	1967	366	119	0	24.4	38	8	0	17.4
Yeager	1967	10	703	0	98.6	2	24	0	92.3
Bannecker	1967	3	297	0	99.0	1	12	0	92.7
Kirkwood S.D.									
St. Louis County									
Geo. R. Robinson	1972	358	120	3	25.6	20	2	0	9.1
	1967	720	0	0	0.0	28	2	0	6.6
Turner	1972	2	228	0	99.1	2	11	0	84.6
	1967	0	301	0	100.0	5	15	0	75.0
Des P...	1972	324	0	2	0.6	12	1	0	7.7
	1967	382	2	0	0.5	16	0	0	4.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Pleasant Lea	1972	763	0	1	0.1	28	0	0	0.0
	1967	509	0	9	0.0	17	0	0	0.0
Westview	1972	550	0	5	0.9	24	0	0	0.0
	1967	715	0	0	0.0	25	0	0	0.0
Pleasant Lea J.H.S.	1972	505	2	10	2.3	26	0	0	0.0
Lees Summit J.H.	1972	1009	1	4	0.5	47	0	0	0.0
	1967	1176	0	0	0.0	56	0	0	0.0
Lees Summit Ele.	1972	451	3	12	3.2	19	0	0	0.0
	1967	415	0	0	0.0	16	0	0	0.0
Summit High	1972	1291	1	1	0.2	68	0	0	0.0
	1967	975	0	0	0.0	55	0	0	0.0
Lindberg R-8 St. Louis County									
Crestwood	1972	556	5	1	1.1	24	0	0	0.0
	1967	619	6	0	0.9	25	0	0	0.0
Rott	1972	112	0	1	0.9	5	0	0	0.0
	1967	110	0	0	0.0	6	0	0	0.0
Dresseli	1972	614	0	0	0.0	22	0	1	4.3
	1967	696	0	0	0.0	25	0	0	0.0
Fenton	1972	318	0	8	2.5	12	0	0	0.0
	1957	394	0	0	0.0	15	0	0	0.0
Long	1972	555	3	6	1.6	22	0	0	0.0
	1957	666	0	0	0.0	24	0	0	0.0
Sappington	1972	930	1	16	1.8	29	1	0	0.0
	1967	515	0	0	0.0	19	0	0	0.0
Watson	1972	435	7	6	2.9	20	0	0	4.8
	1967	652	0	0	0.0	24	0	0	0.0
Concord	1972	592	0	9	1.5	27	0	0	0.0
	1967	855	0	0	0.0	29	0	0	0.0
Kennerly	1972	573	0	10	1.9	23	0	0	0.0
	1957	756	0	0	0.0	27	0	0	0.0

District
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School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
F. P. Tillman	1972	546	12	2	2.5	24	0	0	0.0
	1967	700	3	0	0.4	28	1	0	33.4
Henry Hough	1972	361	43	2	11.1	18	0	0	0.0
	1967	519	36	0	6.5	23	0	0	0.0
John Pitman	1972	226	93	0	29.2	12	2	0	14.2
	1967	300	119	0	28.4	21	1	0	4.5
G. Glendale	1972	461	1	0	0.2	20	0	0	0.0
	1967	556	0	0	0.0	25	0	0	0.0
Osage Hills	1972	258	1	0	0.4	12	0	0	0.0
	1967	348	0	0	0.0	19	0	0	0.0
Rose Hill	1972	170	72	1	30.0	10	1	0	9.9
	1967	151	153	0	50.6	16	0	0	0.0
W. W. Keysor	1972	481	13	4	2.8	20	1	0	4.7
	1957	704	5	0	0.7	28	1	0	3.4
Westchester	1972	373	17	2	4.8	18	1	0	5.2
	1967	465	0	1	0.2	21	1	0	4.5
N. Kirkwood J.H.	1972	942	32	6	3.9	45	1	0	2.1
	1967	1110	14	1	1.3	53	1	1	3.6
Nipher J.H.S.	1972	856	240	9	22.5	55	4	1	8.3
	1967	1123	194	0	14.7	70	3	0	4.1
Kirkwood H.S.	1972	1071	178	27	9.4	98	3	2	4.8
	1967	2150	144	6	6.5	111	4	0	3.5
Lee's Summit R-7									
Jackson County									
Greenwood Ele.	1972	403	2	0	0.5	15	0	0	0.0
	1967	351	0	0	0.0	13	0	0	0.0
Hazel Grove Ele.	1972	293	0	9	3.0	14	0	0	0.0
	1967	309	0	0	0.0	13	0	0	0.0
Mason	1972	363	0	0	0.0	13	0	0	0.0
	1967	335	0	0	0.0	13	0	0	0.0
Miller Park	1972	350	0	0	0.0	16	0	0	0.0
	1967	392	0	0	0.0	18	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Middle School	1972	1501	7	21	1.8	76	0	0	0.0
	1967	1671	3	0	0.2	95	0	0	0.0
Sperreng Mid. Sch.	1972	1468	0	5	0.3	64	0	0	0.0
Lindberg H.S.	1972	4071	10	12	0.5	177	1	1	1.2
	1967	2131	4	0	0.0	111	0	0	0.0
Grant Ele.	1967	187	0	0	0.0	10	0	0	0.0
Lindberg J.H.S.	1967	1687	5	0	0.0	86	0	0	0.0
Mehlville R-9									
St. Louis County									
Beasley	1972	396	0	7	1.7	14	0	0	0.0
	1967	551	0	0	0.0	23	0	0	0.0
Bernard	1972	898	0	0	0.0	33	0	0	0.0
	1967	953	0	0	0.0	37	0	0	0.0
Bierbaum	1972	970	0	18	1.8	36	0	0	0.0
	1967	1088	0	0	0.0	38	0	0	0.0
Blades	1972	436	0	5	1.1	19	0	0	0.0
Forder	1972	491	1	5	1.2	1	0	0	0.0
	1967	589	0	0	0.0	24	0	0	0.0
Oakville	1972	422	0	4	0.9	15	0	0	0.0
	1967	497	0	0	0.0	22	0	1	0.0
Point	1972	523	0	3	0.6	18	0	1	5.2
	1967	621	0	0	0.0	26	0	0	0.0
St. John	1972	464	0	1	0.2	17	0	0	0.0
	1967	426	0	0	0.0	20	0	0	0.0
Trantween	1972	1116	1	12	1.2	42	0	0	0.0
	1967	475	0	0	0.0	21	0	0	0.0
Washington	1972	488	0	0	0.0	18	0	0	0.0
	1967	373	0	0	0.0	18	0	0	0.0
Wohlwend	1972	521	0	4	0.8	18	0	0	0.0

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Mehlville J.H.S.	1972	516	0	13	2.5	20	0	2	9.1
	1967	540	0	0	0.0	26	0	0	0.3
Oakville J.H.S.	1972	979	0	17	1.7	43	0	0	0.0
	1967	769	0	0	0.0	39	0	0	0.0
Washington J.H.S.	1972	381	0	7	1.8	19	0	0	0.0
Oakville H.S.	1972	1029	0	5	0.5	44	0	0	0.0
Mehlville H.S.	1972	245ü	0	43	1.7	111	0	0	0.0
	1967	2352	0	0	0.0	120	0	0	0.0
Mexico S.D. #59									
Audrain County									
McMillan	1972	230	91	0	28.3	11	3	0	21.4
	1967	375	7	0	1.8	15	0	0	0.0
Eugene Field	1972	602	84	0	12.2	25	0	0	0.0
	1967	735	13	0	1.7	27	0	0	0.0
Hawthorn	1972	622	11	0	1.7	21	2	0	8.7
	1967	512	16	0	3.0	24	1	0	4.0
Garfield	1972	124	31	0	20.0	8	0	0	0.0
	1967	0	199	0	100.0	3	7	0	70.0
Hardin J.H.	1972	465	68	0	12.8	25	1	0	3.9
	1967	439	43	0	8.9	27	1	0	3.5
Mexico H.S.	1972	1101	91	0	7.6	63	0	1	1.5
	1967	1050	85	0	7.5	69	0	0	0.0
North K.C. S.D.									
Clay County									
Linden	1972	436	0	0	0.0	15	0	0	0.0
	1967	568	0	0	0.0	21	0	0	0.0
Gashland	1972	435	0	2	0.5	15	0	0	0.0
	1967	478	0	0	0.0	17	0	0	0.0
Big Shoal	1972	321	0	7	2.1	12	0	1	7.7
	1967	389	0	0	0.0	16	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Briar Cliff	1972	260	0	2	0.8	12	0	0	0.0
	1967	296	0	0	0.0	14	0	0	0.0
Chappel	1972	549	1	5	1.1	19	0	0	0.0
	1967	435	0	0	0.0	13	0	0	0.0
Chouteau	1972	460	0	10	2.1	16	0	1	5.8
	1967	348	0	0	0.0	16	0	0	0.0
Cooley	1972	201	0	0	0.0	7	0	0	0.0
	1967	194	0	0	0.0	9	0	0	0.0
Crestview	1972	444	0	14	3.1	17	0	0	0.0
	1967	463	0	0	0.0	19	0	0	0.0
Davidson	1972	493	0	12	2.4	18	0	0	0.0
	1967	424	0	0	0.0	23	0	0	0.0
Eastwood	1972	357	0	0	0.0	13	0	0	0.0
	1967	436	0	0	0.0	17	0	0	0.0
Englewood	1972	243	0	3	1.2	10	0	0	0.0
	1967	276	0	0	0.0	12	0	0	0.0
Faubian	1972	133	1	2	2.2	5	0	0	0.0
	1967	184	0	0	0.0	10	0	0	0.0
Forrest	1972	127	0	0	0.0	5	0	0	0.0
	1967	166	0	0	0.0	8	0	0	0.0
Golden Oaks	1972	234	4	1	2.1	11	0	0	0.0
	1967	298	0	0	0.0	14	0	0	0.0
Gracemor	1972	1099	0	44	3.8	40	0	1	2.4
	1967	990	0	0	0.0	33	0	0	0.0
Lakewood	1972	293	2	0	0.7	11	0	0	0.0
	1967	375	0	0	0.0	15	0	0	0.0
Maplewood	1972	511	0	2	0.4	19	0	0	0.0
	1967	599	0	0	0.0	24	0	0	0.0
Meadowbrook	1972	742	0	2	0.3	28	0	0	0.0
	1967	957	0	0	0.0	33	0	0	0.0
Nashua	1972	302	0	0	0.0	12	0	0	0.0
	1967	235	0	0	0.0	10	0	0	0.0

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School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Norchay	1972	395	0	12	2.9	17	0	0	0.0
	1967	401	0	0	0.0	21	0	0	0.0
Oakridge	1972	316	2	8	2.5	15	0	0	0.0
	1967	415	0	0	0.0	18	0	0	0.0
Oakwood Manor	1972	454	0	3	0.7	17	0	0	0.0
	1967	538	0	0	0.0	22	0	0	0.0
Pleasant Valley	1972	260	0	0	0.0	9	0	0	0.0
	1967	264	0	0	0.0	13	0	0	0.0
Ravenwood	1972	478	0	0	0.0	18	0	0	0.0
	1967	258	0	0	0.0	12	0	0	0.0
Topping	1972	293	0	4	1.3	11	0	0	0.0
	1967	366	0	0	0.0	16	0	0	0.0
Winnwood	1972	699	0	0	0.0	25	0	0	0.0
	1967	774	0	0	0.0	29	0	0	0.0
Linden	1972	653	0	5	0.8	24	0	0	0.0
	1967	742	0	0	0.0	30	0	0	0.0
Clardy	1972	402	0	5	1.2	16	0	0	0.0
	1967	359	0	0	0.0	13	0	0	0.0
Antioch J.H.S.	1972	1423	0	10	0.7	58	0	0	0.0
	1967	1432	0	0	0.0	61	0	0	0.0
Eastgate J.H.S.	1972	1303	0	34	2.5	53	0	4	7.0
	1967	1028	0	0	0.0	52	0	0	0.0
Maplefork J.H.S.	1972	1384	0	12	0.9	59	0	0	0.0
	1967	1334	0	0	0.0	61	0	0	0.0
Northgate J.H.S.	1972	1265	4	16	1.6	57	0	0	0.0
	1967	899	0	0	0.0	44	0	0	0.0
Kansas City H.S.	1972	1446	0	12	0.8	67	0	0	0.0
	1967	1498	0	0	0.0	90	0	0	0.0
Oak Park H.S.	1972	1742	0	15	0.9	68	1	2	4.2
	1967	2190	0	0	0.0	108	0	0	0.0
Winnetonka H.S.	1972	1716	1	21	1.3	77	0	0	0.0
W. Englewood Ele.	1972	335	0	9	2.6	11	0	0	0.0
	1967	276	0	0	0.0	12	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
N. Pemiscot R-1									
Pemiscot County									
Concord	1972	92	23	0	20.0	5	1	0	16.6
	1967	100	4	3	6.5	7	2	0	22.2
Pascola	1972	75	41	0	35.3	5	1	0	16.6
	1967	74	41	0	35.6	7	2	0	22.1
Peach Orchard	1972	82	30	0	26.8	6	0	0	0.0
	1967	81	39	0	32.5	7	2	0	22.2
Ross Cen. Ele.	1972	97	34	0	26.0	8	0	0	0.0
Ross Ele. & J.H.S.	1967	202	221	2	52.4	16	9	0	36.0
Ross J.H.S.	1972	199	77	0	27.9	11	1	0	8.3
North Pemiscot H.S.	1972	210	82	0	28.1	14	0	0	0.0
Wardel Ele.	1972	18	14	0	43.8	2	0	0	0.0
Ele. & High	1957	245	12	1	34.6	23	0	0	0.0
Parkway S.D.									
St. Louis County									
Barritts	1972	814	3	23	3.1	26	1	0	3.7
	1967	466	0	0	0.0	19	0	0	0.0
Bellerive	1972	332	0	0	0.0	14	0	0	0.0
Claymont	1972	673	0	2	0.3	29	0	0	0.0
	1967	837	0	0	0.0	30	0	0	0.0
Clayton Woods	1972	611	0	9	1.5	21	1	0	4.5
Craig	1972	715	0	8	1.1	30	1	0	3.2
	1967	334	0	0	0.0	16	0	0	0.0
Fern Ridge	1972	691	0	9	1.3	29	0	0	0.0
	1967	839	0	0	0.0	30	0	0	0.0
Green Trails	1972	764	1	11	1.5	32	0	0	0.0
	1967	893	0	0	0.0	32	0	0	0.0
Hanna Woods	1972	612	4	9	2.1	23	1	2	11.5

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Henry	1972	789	0	11	1.4	31	1	0	3.1
	1967	354	0	0	0.0	14	0	0	0.0
Manchester	1972	803	0	9	1.1	31	0	0	0.0
	1967	792	0	0	0.0	30	0	0	0.0
Mason Ridge	1972	795	3	22	3.0	31	0	0	0.0
	1967	877	2	0	0.2	32	0	0	0.0
McKelvey	1972	817	6	3	1.1	30	1	0	3.2
	1967	558	5	0	0.0	24	0	0	0.0
Pierremont	1972	806	2	4	1.9	35	0	0	0.0
	1967	367	0	0	0.0	16	0	0	0.0
River Bend	1972	700	2	14	0.8	27	0	0	0.0
Robin Hill	1972	546	0	10	1.8	21	0	0	0.0
Ross	1972	644		6	0.9	26	0	0	0.0
	1967	900	2	0	0.2	32	0	0	0.0
Weber	1972	595	3	13	2.6	27	0	0	0.0
	1967	818	0	0	0.0	30	0	0	0.0
Central J.H.S.	1972	1010	1	28	2.8	49	0	0	0.0
	1967	1383	1	2	0.1	68	0	0	0.0
North J.H.S.	1972	1022	2	16	1.7	55	0	0	0.0
	1967	663	2	0	0.3	37	0	0	0.0
Parkway East J.H.S.	1972	868	0	44	4.8	34	1	3	10.5
South J.H.S.	1972	1185	6	2	0.7	53	0	0	0.0
	1967	1110	2	0	0.1	59	0	0	0.0
West J.H.S.	1972	1151	0	0	0.0	45	1	0	2.1
Parkway Cen. H.S.	1972	1270	1	3	0.3	68	0	0	0.0
Parkway N.H.S.	1972	1321	4	16	2.1	58	0	0	0.0
West Sr. H.S.	1972	2031	4	6	1.4	91	0	1	1.08

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Parkway H.S.	1967	2406	2	0	0.1	128	0	0	0.0
Pattonville R-3 **St. Louis County**									
Bri-r Crest	1972	284	1	1	0.7	11	0	0	0.0
	1967	392	0	0	0.0	19	0	0	0.0
Bridgeton	1972	398	16	10	6.1	15	1	0	6.2
	1967	186	18	2	9.7	11	0	0	0.0
Bridgeway	1972	532	4	2	1.1	24	0	0	0.0
	1967	525	0	1	0.2	24	0	0	0.0
Carrollton Oaks	1972	362	2	1	0.8	13	0	0	0.0
	1967	419	1	0	0.2	18	0	0	0.0
Carrollton	1972	472	2	7	1.9	25	0	0	0.0
	1967	602	0	0	0.0	27	0	0	0.0
Mt. Pleasant	1972	313	4	1	1.6	12	0	0	0.0
	1967	339	16	1	4.7	21	0	0	0.0
Parkwood	1972	799	5	2	0.9	33	0	0	0.0
	1967	564	1	0	0.2	26	0	0	0.0
Pattonville	1972	551	6	2	1.4	24	0	0	0.0
	1967	639	0	0	0.0	32	0	0	4.0
Penn Jct.	1972	521	0	0	0.0	24	0	1	0.0
	1967	614	1	1	0.4	29	0	0	0.0
Remmington	1972	545	0	0	0.0	27	0	0	0.0
	1967	675	6	0	0.8	32	0	1	3.2
Rose Acres	1972	714	1	0	0.2	30	0	1	3.4
	1967	580	5	3	1.6	28	0	1	4.3
St. Ann	1972	491	1	0	0.1	22	0	0	0.0
	1967	716	3	6	1.7	31	0	0	0.0
Willow Brk.	1972	526	0	0	0.0	21	0	0	0.0
	1967	701	0	0	0.0	29	0	0	0.0
Holman J.H.S.	1972	1530	16	5	1.4	78	1	0	1.2

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Pattonville Hgts. J.H.	1972	1357	11	18	2.1	72	0	0	0.0
	1967	1410	6	0	0.4	78	1	0	1.2
Pattonville H.S.	1972	2336	26	58	3.5	125	0	1	0.8
	1967	2223	12	1	0.6	122	0	1	0.8
Northwest R-1 (House Springs R-1)									
Jefferson County									
High Ridge	1972	680	0	5	0.6	36	0	0	0.0
	1967	875	0	0	0.0	36	0	0	0.0
House Springs	1972	785	0	0	0.0	35	0	0	0.0
	1967	712	0	0	0.0	27	0	0	0.0
Maple Grove	1972	532	0	3	0.6	23	0	0	0.0
Murphy	1972	945	0	2	0.2	34	0	0	0.0
	1967	808	0	0	0.0	30	0	0	0.0
Cedar Hill	1972	264	0	1	0.4	14	0	0	0.0
	1967	6?2	0	0	0.0	18	0	0	0.0
House Spg. Mid. Sch.	1972	425	0	0	0.0	22	0	0	0.0
N. Jefferson J.H.S.	1972	909	0	2	0.2	34	0	0	0.0
	1967	4?7	0	0	0.0	47	0	0	0.0
N.W. 9th Grade Ctr.	1972	532	0	0	0.0	19	0	0	0.0
	1967	363	0	0	0.0	17	0	0	0.0
Northwest H.S.	1972	1326	0	9	0.7	52	0	0	0.0
	1967	1377	0	0	0.0	47	0	0	0.0
Poplar Bluff R-1									
Butler County									
Mark Twain Prim.	1972	168	7	3	5.6	10	0	0	0.0
	1967	452	0	1	0.2	21	0	0	0.0
Williamson Kennedy	1972	150	59	0	28.2	9	2	0	18.1
	1967	282	0	2	0.6	14	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Eugene Field	1972	395	0	0	0.0	17	0	0	0.0
	1967	419	0	2	0.4	18	0	0	0.0
J. M. Smith	1972	224	77	0	25.6	12	2	0	14.2
	1967	226	32	0	12.4	13	1	0	7.1
Kenyon	1972	330	2	0	0.6	13	0	0	0.0
	1967	388	0	0	0.0	19	0	0	0.0
Lake Rd.	1972	150	12	1	7.4	7	0	0	0.0
	1967	58	0	0	0.0	7	0	0	0.0
Oak Grove	1972	210	0	0	0.0	8	0	0	0.0
	1967	128	0	0	0.0	8	0	0	0.0
Oneal	1972	476	5	7	2.5	21	1	0	4.5
	1967	363	0	0	0.0	17	0	0	0.0
New Mark Twain Sch.	1972	227	10	2	5.0	9	1	0	10.0
Wheatley Ele.	1972	93	62	0	40.0	6	1	0	14.2
	196.		245	0	100.0	2	12	0	85.7
Poplar Bluff J.H.S.	1972	895	92	7	10.0	42	3	0	76.2
	1967	775	73	3	8.8	43	4	0	8.5
Poplar Bluff H.S.	1972	1583	164	13	10.1	82	2	1	3.5
	1967	1571	151	3	8.9	87	3	0	3.3
Live Oak	1967	68	0	0	0.0	4	0	0	0.0
Raytown C-2 Jackson County									
Blue Ridge	1972	798	1	3	0.5	42	0	0	0.0
	1967	869	0	0	0.0	29	0	0	0.0
Eastwood	1972	587	6	12	3.0	29	0	0	0.0
	1967	1002	0	0	0.0	33	0	0	0.0
Fleetridge	1972	749	2	3	0.7	31	0	0	0.0
Laurel Hills	1972	718	4	15	2.6	28	0	0	0.0
	1967	778	0	0	0.0	30	0	0	0.0
Norfleet	1972	721	0	11	1.5	26	0	0	0.0
	1967	823	0	0	0.0	29	0	0	0.0

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Northwood	1972	409	0	2	0.5	17	0	0	0.0
	1967	740	0	0	0.0	28	0	0	0.0
Robinson	1972	741	1	2	0.4	30	0	0	0.0
	1967	929	0	0	0.0	33	0	0	0.0
Southwood	1972	670	0	1	0.1	29	0	0	0.0
	1967	959	0	0	0.0	32	0	0	0.0
Springvalley	1972	598	0	0	0.0	30	0	0	0.0
	1967	763	0	0	0.0	32	0	0	0.0
Westridge	1972	572	29	5	5.6	24	0	1	4.1
	1967	886	0	0	0.0	33	0	0	0.0
Chapel	1972	570	3	6	1.6	23	0	0	0.0
	1967	812	0	0	0.0	30	0	0	0.0
Pittman Hills	1972	1212	3	22	2.0	56	0	0	0.0
	1967	1188	0	0	0.0	88	0	0	0.0
Raytown J.H.S.	1972	1304	0	13	1.0	62	0	0	0.0
	196.	1371	0	0	0.0	69	0	0	0.0
South J.H.S.	1972	1251	21	3	1.9	56	0	0	0.0
	1967	.283	0	0	0.0	65	0	0	0.0
Raytown H.S.	1972	1877	1	11	0.6	82	0	0	0.0
	1967	1605	0	0	0.0	94	0	0	0.0
South H.S.	1972	1918	8	17	1.3	91	0	0	0.0
	1967	1717	0	0	0.0	94	0	0	0.0
Ritenour S. D. St. Louis County									
Buder	1972	389	6	5	1.6	30	1	0	3.?
	1967	999	0	0	0.0	40	0	0	0.0
Dehart	1972	629	6	2	1.6	26	2	0	7.1
	1967	815	1	0	0.1	33	0	0	0.0
Elmwood	1972	0	305	0	100.0	4	11	0	74.4
	1967	0	76	0	100.0	2	7	0	77.7
Home Heights	1972	585	3	0	0.5	25	1	0	3.8
	1967	747	0	0	0.0	31	0	0	0.0

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Iveland	1972	657	5	0	0.8	28	1	0	3.4
	1967	876	0	0	0.0	37	0	0	0.0
Kratz	1972	761	45	4	6.0	30	1	0	3.2
	1967	971	2	0	0.0	38	0	0	0.0
Marion	1972	448	74	6	14.2	20	2	0	9.1
	1967	698	89	0	11.3	30	1	0	3.2
Marvin	1972	799	51	9	7.0	34	3	0	8.1
	1967	772	39	0	4.8	33	2	0	5.7
Midland	1972	356	3	7	2.7	15	0	0	0.0
	1967	438	6	0	1.4	18	0	0	0.0
New Overland	1972	535	20	3	4.1	23	1	0	4.2
	1967	605	10	0	1.6	27	0	0	0.0
Wyland	1972	494	7	10	3.3	22	1	0	4.3
	1967	602	22	0	3.5	44	1	0	2.2
Hoech J.H.S.	19.2	1682	95	0	5.3	83	4	0	4.5
	1967	1687	44	0	2.5	90	0	0	0.0
Ritenour J.H.S.	1972	136	107	0	7.3	67	1	0	1.4
	1967	1423	39	0	2.6	72	0	0	0.0
Vo Prep.	1972	133	14	1	10.1	18	0	0	0.0
Ritenour H.S.	1972	2827	154	11	5.5	116	4	1	4.1
	1967	2875	48	0	1.6	130	0	0	0.0
Riverview Gardens St. Louis County									
Danforth	1972	298	3	0	1.0	14	0	0	0.0
	1967	388	7	3	2.5	14	0	1	6.6
Gibson	1972	330	2	3	1.6	14	0	0	0.0
	1967	440	1	5	1.3	15	0	0	0.0
Glasgow	1972	468	1	2	0.6	19	0	0	0.0
	1967	644	0	0	0.0	22	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Highland	1972	353	2	0	0.6	15	0	0	0.0
	1967	454	0	6	1.3	18	0	0	0.0
Meadows	1972	356	28	3	8.0	15	0	0	0.0
	1967	517	7	0	1.3	17	0	0	0.0
Moline	1972	355	7	4	3.0	15	0	0	0.0
	1967	463	0	7	1.5	18	0	0	0.0
Riverview Ele.	1972	388	7	4	2.8	17	0	0	0.0
	1967	517	0	0	0.0	20	0	0	0.0
Thomas	1972	315	0	0	0.0	14	0	0	0.0
	1967	476	0	2	0.4	18	0	0	0.0
Valley Winds	1972	469	19	9	5.6	18	0	0	0.0
	1967	533	1	3	0.7	21	0	1	4.5
Lemasters	1972	481	0	0	0.0	21	0	0	0.0
	1967	524	0	2	0.3	20	0	0	0.0
Lewis & Clark	1972	449	30	1	6.5	21	0	0	0.0
	1967	549	0	0	0.0	22	0	0	0.0
Central J.H.S.	197.	1634	28	15	2.6	67	0	2	2.8
	1967	1372	1	2	0.2	67	0	1	1.4
Eas' J.H.S.	1972	814	4	1	0.6	37	0	0	0.0
	1967	807	0	0	0.0	41	0	0	3.0
Riverview Gardens #5	1972	2556	16	4	0.8	112	0	0	0.0
	1967	1913	1	4	0.2	90	0	0	0.0
Rockwood R-6 St. Louis County Kellison	1972	501	0	2	0.4	18	0	0	0.0
Ballwin	1972	669	6	4	1.5	24	0	0	0.0
	1967	541	2	0	0.3	20	0	0	0.0
Bowles	1972	598	8	3	1.3	22	0	1	4.7
	1967	252	0	1	0.3	12	0	0	0.0
Chesterfield	1972	161	25	4	15.3	7	1	0	12.5
	1967	176	55	3	23.8	13	1	0	7.1

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Ellisville	1972	583	4	35	6.3	27	0	0	0.0
	1967	643	0	0	0.0	23	0	0	0.0
Eureka	1972	498	1	4	1.0	26	0	0	0.0
	1967	566	1	0	0.1	22	0	0	0.0
Geggie	1972	400	0	7	1.7	14	0	0	0.0
	1967	505	1	0	0.3	13	0	0	0.0
Pond	1972	240	11	0	4.4	9	1	0	0.0
	1967	253	21	0	7.6	13	1	0	0.0
Vandover	1972	149	0	3	2.0	8	0	0	0.0
	1967	272	0	1	0.3	11	0	0	0.0
Westridge	1972	697	0	3	0.4	26	0	0	0.0
	1967	637	0	0	0.0	24	0	0	0.0
Woerther	1972	653	2	16	2.7	26	0	1	3.7
	1967	550	0	0	0.0	23	0	0	0.0
Eureka J.H.S.	1972	518	0	12	2.3	24	0	0	0.0
	1967	290	0	0	0.0	12	0	1	6.6
Crestview J.H.S.	1972	717	24	8	4.3	28	1	1	3.5
	1967	694	13	0	1.8	27	1	0	0.0
Morgan Selvidge J.H.	1972	745	1	6	0.9	39	0	0	0.0
Eureka H.S.	1972	802	0	6	0.7	40	0	0	0.0
	1967	542	0	4	0.0	31	0	0	0.0
Layfayette H.S.	1972	1283	18	4	1.7	63	0	1	1.5
	1967	1334	20	0	1.4	63	0	0	0.0
St. Joseph S.D. Buchanan County									
Blair	1972	265	0	0	0.0	11	0	0	0.0
	1967	321	0	0	0.0	12	0	0	0.0
Eddison	1972	396	89	0	18.4	18	1	0	5.2
	1967	619	110	0	15.0	25	1	0	3.9
Ellison	1972	530	3	4	1.3	18	0	0	0.0
	1967	409	0	0	0.0	18	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Eugene Field	1972	353	1	0	0.3	15	0	0	0.0
	1967	476	0	0	0.0	18	1	0	5.2
Everett	1972	456	134	11	24.1	21	3	0	12.5
	1967	479	108	2	18.7	21	2	0	8.7
Hall	1972	583	0	0	0.0	21	0	0	0.0
	1967	587	0	0	0.0	22	0	0	0.0
Hawthorne	1972	372	6	0	1.6	14	0	0	0.0
	1967	389	0	0	0.0	13	0	0	0.0
Mark Twain	1972	415	21	0	4.8	15	0	0	0.0
	1967	448	22	0	4.7	16	0	0	0.0
Neely	1972	368	1	12	3.4	18	0	0	0.0
	1967	462	9	3	2.5	18	0	0	0.0
Hoyes	1972	175	0	7	3.8	6	0	0	0.0
	1967	264	0	6	0.0	11	0	0	0.0
Sherwood	1972	184	0	6	3.2	6	0	0	0.0
	1967	228	0	2	0.8	9	0	0	10.0
Hosea	1972	657	0	0	0.0	23	0	0	0.0
	1.67	688	0	12	1.7	24	0	0	0.0
Hyde	1972	260	0	2	0.8	11	0	0	0.0
	1967	407	0	4	0.9	14	0	0	0.0
McKinley	1972	137	51	9	17.3	14	1	0	6.6
	1967	385	86	0	18.2	19	0	0	0.0
S. Kaith	1972	643	0	0	0.0	25	0	0	0.0
	1967	550	0	7	1.2	17	0	0	0.0
Humbolt	1972	562	16	0	2.8	23	1	0	4.1
	1967	593	26	0	4.2	20	2	0	9.0
Lake Contrary	1972	334	0	5	0.0	27	0	0	0.0
	1967	305	0	5	1.6	13	0	0	0.0
Lindbergh	1972	783	1	1	0.3	27	0	0	0.0
	1967	772	0	0	0.0	27	0	0	0.0
Parkway	1972	342	4	5	2.6	15	1	0	6.2
Pershing	1972	496	2	0	0.4	17	0	0	0.0
	1967	420	1	0	0.2	15	0	0	0.0

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District / County / School Name

School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Pickett	1972	688	1	3	0.6	23	0	0	0.0
	1967	612	2	7	1.4	20	0	0	0.0
Spring Garden	1972	569	6	8	2.4	21	0		0.0
	1967	223	0	0	0.0	7	0		0.0
Wash. Ele.	1972	144	37	4	22.2	9	0		0.0
	1967	170	35	7	19.8	11	0		0.0
Webster	1972	429	40	1	8.7	17	1	0	5.5
	1967	409	30	0	6.8	16	0	0	0.0
Bliss	1972	395	4	1	1.3	20	1	1	4.5
	1967	431	8	0	1.8	21	0	0	0.0
Bode J.H.	1972	624	28	5	5.0	26	2	0	7.6
Horace Mann J.H.	1972	148	48	5	26.4	8	0	0	0.0
	1967	171	37	0	17.8	14	1	0	6.6
Benton H.S.	1972	994	28	33	5.8	57	0	0	0.0
	1967	1057	41	10	4.6	54	1	0	-1.8
Central H.S.	1972	2240	90	21	4.7	104	2	1	2.7
	1967	2057	78	0	3.6	96	0	0	0.0
Layfayette	1972	1168	47	42	7.1	62	1	0	1.5
	1967	1140	33	0	2.8	57	2	0	3.4
Boys Home	1972	16	4	0	20.0	2	0	0	0.0
	1967	18	2	0	10.0	1	1	0	50.0
Myrtle E. Miller Home	1972	154	20	1	42.0	9	2	0	18.1
	1967	302	43	0	12.4	19	3	0	13.5
South Park	1967	428	6	0	1.4	15	0	0	0.0
Sedalia 200 S.D.									
Pettis County									
Heber Hunt	1972	517	5	3	1.5	21	2	0	8.6
	1967	616	0	3	0.5	27	0	0	0.0
Horace Mann	1972	401	2	1	0.7	12	1	0	7.6
	1967	409	0	0	0.0	19	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Hubbard	1972	38	226	0	72.0	19	3	2	20.8
	1967	0	246	0	100.0	2	11	1	85.7
Jefferson Ele.	1972	187	1	2	1.6	8	1	0	11.1
	1967	160	0	5	3.0	10	0	0	0.0
Mark Twain	1972	383	18	0	4.5	15	1	0	6.2
	1967	403	0	0	0.0	17	0	0	0.0
Washington	1972	394	0	1	0.3	18	1	0	5.2
	1967	436	0	0	0.0	22	0	0	0.0
Whittier Ele.	1972	384	0	12	3.0	15	1	0	6.2
	1967	373	0	0	0.0	17	0	0	0.0
Striped	1972	122	0	0	0.0	7	0	0	0.0
Sedalia J.H.S.	1972	865	67	8	8.0	30	3	0	9.1
Smith Cotton H.S.	1972	1551	105	13	7.1	73	4	0	5.0
	1967	1656	142	7	7.7	75	1	0	1.3
Sikeston R-6 Scott County Sikeston Kndg.	1972	256	49	0	16.1	6	1	0	14.2
Lee Hunter	1972	487	91	0	15.7	21	1	0	4.5
	1967	439	40	0	8.4	20	1	0	4.7
Matthews	1972	272	53	1	16.6	12	0	0	0.0
	1967	355	21	0	5.6	14	0	0	0.0
Southeast	1972	379	69	0	15.4	18	0	0	0.0
Southwest	1972	385	85	0	18.1	18	1	0	5.5
	1967	473	42	0	8.1	20	0	0	0.0
Morehouse	1972	315	45	2	13.0	22	0	0	0.0
Sikeston Mid. Sch.	1972	925	136	4	13.1	42	3	0	6.6
	1967	844	158	0	15.7	45	4	0	8.1

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Sikeston H.S.	1972	1133	173	1	13.3	59	3	0	5.0
	1967	685	120	0	14.9	57	0	0	0.0
Lincoln	1967	0	278	0	100.0	3	12	0	80.0
Airport	1967	419	17	0	3.9	18	0	0	0.0
St. Charles S.C.									
St. Charles County									
Monroe	1972	767	16	6	2.8	23	1	0	4.1
	1967	362	2	0	0.6	14	0	0	0.0
Benton	1972	322	33	4	10.3	13	2	0	13.2
	1967	445	11	3	3.0	15	2	0	11.7
George M. Null	1972	685	0	6	0.9	24	0	0	0.0
	1967	693	3	4	1.0	25	0	0	0.0
McKinley	1972	331	1	0	0.3	16	0	0	0.0
	1967	363	4	2	1.6	18	0	0	0.0
Mac E. Coverdell	1972	751	41	0	5.2	26	0	0	0.0
Powell	1972	434	5	12	3.8	18	0	0	0.0
	1967	531	0	0	0.0	22	0	1	4.3
Stephen Blackhurst	1972	509	5	2	1.4	20	0	0	0.0
	1967	576	51	1	8.1	26	0	0	0.0
Willie M. Harris	1972	609	0	1	0.2	25	0	0	0.0
	1967	769	0	0	0.0	28	0	0	0.0
Lincoln	1972	287	2	0	0.7	12	0	0	0.0
	1967	417	4	6	2.3	15	1	0	6.2
Monroe Intmed.	1972	445	9	17	5.5	17	0	0	0.0
Jefferson 7th	1972	705	18	7	3.4	28	2	1	9.6
	1967	241	1	0	0.4	11	0	0	0.0
T. L. Hardin J.H.S.	1972	1289	31	16	3.4	63	0	0	0.0
	1967	768	17	0	2.1	43	1	0	2.2
St. Charles H.S.	1972	1715	14	3	1.0	91	0	0	0.0
	1967	1758	40	0	2.3	90	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Lewis & Clark Vo. Tech.	1972	206	2	0	0.7	9	1	0	10.0
Franklin Ktg. Center	1967	348	11	0	3.1	6	0	0	0.0
University City S. D.									
St. Louis County									
Belmar Harvard	1972	252	209	9	46.4	11	5	0	3.1
	1967	314	92	6	23.3	18	0	0	0.0
Pershing	1972	65	421	2	96.7	11	6	1	38.8
	1967	318	212	0	43.0	21	1	0	4.5
Flynn	1972	376	17	11	6.9	15	1	0	6.2
	1967	600	5	16	3.3	18	0	0	0.0
Univ. Forrest	1972	9	270	0	96.8	7	4	0	36.3
	1967	114	174	0	60.3	12	1	0	7.
Blackberry Ln.	1972	25	220	4	90.0	8	2	0	20.0
	1967	340	85	2	20.3	16	0	0	0.0
Dani l F ne	1972	31	354	2	94.4	9	5	0	35.7
	1967	220	85	4	28.8	14	0	0	0.0
Greensfelder	1972	76	189	0	71.3	9	2	0	18.1
	1967	178	49	3	22.6	11	0	0	0.0
Jackson Pk.	1972	302	238	10	45.1	18	3	0	14.2
	1967	539	38	14	8.7	24	1	0	4.0
McKnight	1972	208	54	11	23.8	10	1	0	0.0
	1967	262	2	9	4.0	13	0	0	0.0
Sixth Jr. Ct. Sch.	1972	122	150	4	55.8	9	4	0	30.7
	1957	225	68	2	17.7	12	0	0	0.0
Brittanny J.H.S.	1972	251	502	7	67.0	25	19	1	44.4
	1967	369	70	1	16.1	46	0	1	2.1
Hanley J.H.S.	1972	559	441	9	44.6	44	15	0	25.4
	1967	973	100	5	9.6	63	1	0	1.5
U. City H.S.	1972	812	698	23	47.0	61	14	1	19.7
	1967	1681	150	10	8.6	105	1	0	0.9

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Alternative School	1972	110	40	1	27.2	6	3	0	33.3
1ath. Hawthorn	1972	65	273	5	81.0	10	5	0	33.3
	1967	311	117	6	28.3	17	0	0	0.0
Springfield R-12									
Greene County									
Bingham	1972	545	1	0	0.2	19	1	0	5.0
	1967	646	0	0	0.0	20	0	0	0.0
Bissett	1972	325	0	0	0.0	13	0	0	0.0
	1967	372	0	0	0.0	15	0	0	0.0
Powerman	1972	356	4	3	1.9	14	0	0	0.0
	1957	351	3	3	0.8	12	0	0	0.0
Boyd	1972	117	21	1	41.2	9	0	0	0.3
	1967	130	67	0	34.0	10	0	1	10.0
Campbell	1972	242	16	4	7.6	9	0	0	5.0
	1967	257	11	0	4.1	14	0	0	0.0
Cherokee	1972	364	0	0	0.0	11	0	0	0.0
Cowden	1972	362	0	0	0.0	12	0	0	0.0
	1967	276	0	0	0.0	15	0	0	0.0
Delaware	1972	342	0	0	0.0	17	0	0	0.0
	1967	474	0	3	0.0	18	0	0	0.0
Disney	1972	467	0	0	0.6	15	0	0	0.0
Ewing	1972	265	0	0	0.0	19	0	0	0.0
	1967	307	0	0	0.0	12	0	0	0.0
Fairbanks	1972	163	29	0	14.1	18	0	0	11.1
	1967	272	43	3	13.3	11	0	0	3.0
Field	1972	369	0	3	0.6	17	0	0	0.0
	1967	483	0	0	0.0	17	1	0	0.0
	1972	266	0	1	2.1	10	0	0	0.0
	1967	251	0	0	0.0	9	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Hickory Hills	1972	392	7	0	1.8	15	0	0	0.0
	1967	414	0	0	0.0	13	0	0	0.0
Holland	1972	326	0	0	0.0	12	0	0	0.0
	1967	424	0	0	0.0	14	0	0	0.0
Horace	1972	666	0	0	0.0	21	0	0	0.0
	1967	487	0	0	0.0	16	0	0	0.0
Mark Twain	1972	362	0	0	3.5	12	0	0	0.0
	1967	332	1	0	0.3	12	0	0	9.0
McGregor	1972	298	0	2	0.7	10	1	0	7.7
	1967	305	0	0	0.0	12	1	0	0.0
Oak Grove	1972	154	0	1	0.6	5	0	0	0.0
	1967	211	0	1	0.0	7	0	0	0.0
Hapgedine	1972	191	0	0	2.1	8	0	0	0.0
	1967	246	1	0	0.0	10	0	0	0.0
Perching	1972	290	1	0	0.3	9	0	0	0.0
	1967	434	1	0	0.0	24	0	0	0.0
Phelps	1972	221	3	1	1.8	6	0	0	0.0
	1967	289	0	5	2.6	12	0	0	0.0
Pittman	1972	466	8	0	1.7	16	0	0	0.0
	1967	411	0	0	0.0	14	0	0	0.0
Pleasant	1972	451	0	0	0.0	15	0	0	0.0
Portland	1972	293	0	0	0.0	9	0	0	0.0
	1967	397	0	0	0.0	13	0	0	0.0
Robberson	1972	403	16	0	3.8	17	1	0	5.5
	1967	452	31	2	6.4	19	0	0	0.0
Rountree	1972	310	4	0	1.9	13	1	0	7.1
	1967	337	0	0	0.0	13	0	0	0.0
Seguiota	1972	241	0	1	0.4	9	0	0	0.0
	1972	238	0	0	0.0	8	0	0	0.0
	1967	217	1	0	0.5	7	0	0	0.0
Shady Dell	1967	226	0	0	0.0	8	0	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Sherwood	1972	319	0	0	0.0	13	0	0	0.0
	1967	321	0	0	0.0	11	0	0	0.0
Study	1972	416	0	0	0.0	17	1	0	0.0
	1967	513	0	0	0.0	18	1	1	5.2
Sunshine	1972	102	1	15	13.6	8	0	1	11.1
	1967	292	0	0	0.0	11	0	0	0.0
Pefft	1972	125	36	2	23.3	8	0	0	0.0
	1967	202	55	0	21.3	10	0	1	0.0
Watkins	1972	213	0	6	2.7	9	0	0	10.0
	1967	234	0	0	0.0	12	0	0	0.0
Weaver	1972	244	6	0	2.4	9	0	0	0.0
	1967	252	0	0	0.0	11	0	0	0.0
Weller	1972	99	54	1	35.7	7	0	0	0.0
	1967	143	9	0	5.9	7	0	0	0.0
Westport	1972	436	0	0	0.0	17	0	0	0.0
	1967	392	0	4	0.8	15	0	0	0.0
Wilde	1972	472	0	0	0.0	16	0	0	0.0
	1967	428	0	0	0.4	15	0	0	0.0
Williams	1972	409	2	0	0.0	18	0	0	0.0
	1967	304	0	1	0.2	11	0	0	0.0
York	1972	447	0	0	0.5	17	0	0	0.0
	1967	492	1	0	41.9	17	0	0	0.0
Berry	1972	63	68	0	43.1	6	0	0	0.0
	1967	92	70	0	0.0	7	0	0	0.0
Fairview	1972	115	0	0	0.0	5	0	1	20.0
	1967	109	0	0	0.0	4	0	0	0.0
Ritter	1972	69	0	0	0.0	3	0	0	0.0
	1967	95	0	0	0.0	3	0	0	0.0
Cherokee J.H.S.	1972	783	1	3	0.5	36	0	0	0.0
Hickory Hills J.H.	1972	484	0	0	0.0	27	0	0	0.0
	1967	435	0	0	0.0	22	0	0	0.0
Jarrett J.H.S.	1972	529	5	1	1.1	28	0	0	0.0
	1967	651	4	0	0.6	32	1	0	0.0

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Pershing J.H.S.	1972	728	0	10	1.4	33	0	1	2.9
	1967	717	0	0	0.0	35	1	0	2.8
Pipkin J.H.S.	1972	420	72	10	16.3	29	0	0	0.0
	1967	461	84	0	15.4	30	1	0	3.2
Pleasant W. J.H.	1972	133	0	0	0.0	8	0	0	0.0
Reed J.H.S.	1972	638	8	5	0.0	32	0	0	0.0
	1967	631	8	0	1.2	32	1	0	1.2
Study J.H.S.	1972	307	0	2	0.6	17	1	0	5.5
	1967	348	0	0	0.0	18	1	0	5.2
Central H.S.	1972	1405	129	7	8.8	76	1	0	1.3
	1967	1444	116	0	7.4	87	1	0	1.1
Glendale H.S.	1972	1616	0	5	0.3	67	1	0	1.4
	1967	1969	0	0	0.0	85	1	0	1.1
Gruff Vo. Tech.	1972	798	22	2	2.9	28	0	0	0.0
	1967	521	6	0	1.1	20	0	0	0.0
Hillcrest H.S.	1972	1444	9	3	0.8	73	1	0	1.3
	1967	1322	17	0	1.2	67	1	0	1.4
Kickapoo H.S.	1972	1209	0	5	0.4	49	0	1	2.0
Parkview H.S.	1972	1663	10	5	0.9	79	0	0	0.0
	1967	1938	7	0	0.3	87	1	0	1.1
Kickapoo Ele. N.	1967	141	0	0	0.0	6	0	0	0.0
Kickapoo Ele. S.	1967	361	0	0	0.0	13	0	0	0.0
Kickapoo J.H.S.	1967	494	0	0	0.0	25	0	0	0.0
Kiwanis Ele. & H.S.	1967	27	1	0	3.5	2	0	0	0.0
St. Louis City S.D. Independent City									
Ashland Br.	1972	0	218	0	100.0	3	4	0	57.1
	1967	12	1550	0	99.6	36	17	0	69.5
Mann Br.	1972	50	0	0	0.0	2	0	0	0.0

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School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Cole Br. Ele.	1972	0	205	1	100.0	0	9	0	100.0
	1967	0	267	0	100.0	0	9	0	100.0
Herzog Br.	1972	2	126	2	98.5	2	2	0	50.0
	1967	214	95	2	31.2	9	2	0	18.1
Emerson Br.	1972	1	177	0	99.4	3	6	0	66.7
	1967	0	316	0	100.0	0	10	0	100.0
Ford Br.	1972	0	246	0	100.0	1	8	0	88.9
	1967	0	300	0	100.0	3	7	0	70.0
Simmons Br.	1972	0	202	0	100.0	0	9	0	100.0
	1967	0	267	0	100.0	0	9	0	100.0
Sherman Br. 2	1972	134	7	4	7.6	5	0	0	0.0
	1967	120	0	0	0.0	6	0	0	0.0
Williams Br. 1	1972	47	225	0	100.0	0	8	0	100.0
	1967	0	257	0	100.0	9	9	0	100.0
Clinton Br.	1972	1	287	5	85.1	12	6	0	40.0
	1967	153	297	0	66.4	12	3	0	20.0
Dunbar	1972	0	216	0	99.5	1	8	0	88.9
	1967	0	1251	0	100.0	1	42	0	97.7
Langston Br.	1972	0	107	0	100.0	0	5	0	100.0
	1967	0	148	0	100.0	0	5	0	100.0
Sherman Br. 3	1972	3	10	0	8.5	4	0	0	0.0
Clark Br. 1	1972	0	288	0	99.0	4	5	0	55.5
	1967	14	316	2	95.9	0	9	0	100.0
Hamilton Br. 1	1972	2	203	0	100.0	3	6	0	66.7
	1967	0	283	0	100.0	2	7	0	77.7
Howard Br.	1972	0	141	1	98.6	3	6	0	66.7
	1967	2	281	0	99.2	4	6	0	60.0
Marshall Br. 1	1972	1	183	0	100.0	1	5	0	83.7
	1967	0	273	0	100.0	0	9	0	100.0
Mitchell Br. 1	1972	94	350	0	99.7	4	7	1	66.7
	1967	0	272	0	100.0	7	2	0	22.2

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Sherman Br. 1	1972	0	6	1	6.9	4	0	0	0.0
Williams Br. 2	1972	0	163	0	100.0	0	7	0	100.0
	1967	1	307	0	99.3	0	9	0	100.0
Divoll Br.	1972	0	120	0	100.0	0	6	0	100.0
	1967	0	245	0	100.0	0	8	0	100.0
Carondelet	1972	235	0	3	1.3	8	1	0	11.1
	1967	347	19	0	5.5	12	1	0	7.7
Carr Sch.	1972	0	192	0	100.0	0	11	0	100.0
	1967	0	387	0	100.0	1	13	0	92.8
Field Br.	1972	0	216	0	100.0	1	7	0	87.5
	1967	0	294	0	100.0	2	8	0	80.0
Lyon	1972	328	0	0	0.0	11	0	0	0.0
	1967	436	1	0	0.2	15	0	0	0.0
Maddox	1972	292	14	0	4.6	9	0	0	0.0
	1967	346	11	0	3.2	11	0	0	0.0
Windsor	1972	433	0	0	0.0	13	0	0	0.0
	1967	558	0	0	0.0	22	0	0	0.0
City Hospital	1972	1	7	0	87.5	1	0	0	0.0
	1967	1	8	0	88.8	0	8	0	100.0
Farrgutt Br. 1	1972	1	37	0	97.4	3	7	1	72.8
Irving Br.	1972	31	308	0	90.9	0	4	0	100.0
Euclid Br. 2	1972	0	85	0	100.0	0	6	0	100.0
	1967	0	117	0	100.0	1	28	0	96.5
Clark	1972	3	877	0	99.7	2	28	4	94.1
	1967	10	921	0	98.9	9	28	0	68.0
Cook	1972	7	832	0	99.2	2	31	0	93.9
	1967	5	844	0	99.4	3	13	0	81.2
Dozier	1972	4	466	0	99.1	0	23	0	100.0
	1967	2	680	2	99.7	10		0	

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Emerson	1972	0	661	0	100.0	1	28	0	96.5
	1967	0	895	0	00.0	2	28	0	96.6
Galinudet Sch.	1972	21	69	0	76.7	14	1	0	93.3
(School for Deaf)	1967	60	44	0	42.3	15	1	0	6.2
Hempstead Br.1	1972	0	99	0	100.0	1	7	0	87.5
	1967	0	160	0	100.0	0	10	0	100.0
Marshall	1972	1	474	0	99.8	1	19	0	95.0
	1967	0	788	0	100.0	0	31	0	100.0
Mitchell	1972	0	854	0	100.0	7	23	0	76.6
	1967	0	905	0	100.0	2	31	0	93.9
Simmons	1972	0	783	1	100.0	0	32	0	100.0
	1967	0	1176	0	100.0	0	41	0	100.0
Curtis	1972	0	194	0	100.0	0	8	0	.0
	1967	0	505	0	100.0	0	19	0	.0
Farragut Br. 2	1972	0	11	0	100.0	0	7	0	100.0
Wheatley	1972	0	259	0	100.0	1	8	0	88.9
	1967	5	260	0	98.3	1	1	7	77.7
Clark Br. 2	1972	0	94	0	100.0	2	6	0	75.0
Cook Br. Sch.	1972	0	111	0	100.0	0	8	0	100.0
	1967	1	168	0	99.4	1	8	0	88.8
Euclid Br. 1	1972	0	52	0	100.0	1	8	0	88.9
	1967	0	162	0	100.0	0	10	0	100.0
Hamilton Br. 3	1972	0	119	0	100.0	1	7	0	87.5
Hamilton Br. 2	1972	2	98	0	98.0	2	6	0	75.0
	1967	0	162	0	100.0	5	5	0	50.0
Dessalines	1972	11	291	0	96.4	4	5	0	55.5
	1967	17	93	0	84.5	0	7	0	100.0
Childrens Study	1972	11	14	0	56.0	2	0	0	0.0
	196		13	1	50.0				

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Euclid Sch.	1972	0	515	0	100.0	1	17	0	94.4
	1967	3	648	1	99.5	0	22	0	100.0
Veatman Sch.	1972	4	965	0	99.6	7	26	1	79.4
	1967	9	1160	0	99.2	11	28	0	71.8
Adams Sch.	1972	396	165	1	29.5	14	2	2	22.4
	1967	615	21	0	3.3	19	2	0	9.5
Ames Sch.	1972	560	78	0	12.2	18	5	0	41.7
	1967	722	0	3	0.4	23	4	0	4.8
Arlington Sch. & Br.	1972	1	634	0	99.8	2	26	0	7.1
	1967	0	944	0	100.0	1	32	1	97.0
Ashland Sch. & Br.	1972	0	1219	0	100.0	9	33	0	78.5
	1967	12	1550	0	99.6	36	17	0	69.5
Baden Sch.	1972	474	205	2	30.4	18	2	0	-10.0
	1967	636	70	2	10.1	22	0	0	0.0
Banneker Sch.	1972	2	422	0	99.5	1	17	0	94.4
	1967	0	78	0	100.0	2	26	0	92.8
Bates	1972	2	608	0	99.7	0	25	0	100.0
	1967	1	1051	0	99.9	0	35	0	100.0
Benton	1972	0	498	0	100.0	3	13	0	81.2
	1967	1	739	0	99.8	0	22	0	100.0
Blair	1972	77	541	0	87.6	7	16	0	69.5
	1967	551	292	4	34.9	22	7	0	24.1
Blewett	1972	1	737	0	99.9	1	29	0	96.6
	1967	2	1291	0	99.8	3	43	0	93.4
Bryan Hill	1972	29	674	3	95.9	11	14	0	56.0
	1967	409	199	0	32.8	19	3	0	13.6
Buder	1972	518	20	2	4.1	14	1	0	6.7
	1967	555	15	0	2.6	18	1	0	5.2
Carr Lane	1972	0	448	0	100.0	0	17	0	100.0
	1967	1	1133	0	99.9	4	37	0	90.2

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Ford	1972	0	831	0	100.0	2	33	0	94.2
	1967	0	971	0	100.0	0	34	0	100.0
Franklin	1972	0	341	0	100.0	0	16	0	100.0
	1967	0	670	0	100.0	2	26	0	92.8
Fremont	1972	770	6	0	0.8	23	0	1	4.1
	1967	840	0	0	0.0	29	0	0	0.0
Froebel	1972	603	0	15	2.4	19	0	0	0.0
	1967	658	0	0	0.0	22	0	0	0.0
Gardenville	1972	455	3	3	1.3	16	0	0	0.0
	1967	374	0	3	0.2	13	0	0	0.0
Garfield	1972	608	0	10	1.6	18	0	0	0.0
	1967	629	0	0	0.0	20	0	0	0.0
Grant	1972	608	0	14	2.3	17	1	1	10.5
	1967	639	0	6	0.9	19	0	1	5.0
Gratiot	1972	132	51	0	21.9	8	0	0	0.0
	1967	243	67	0	21.6	11	1	0	8.3
Grundlach	1972	0	1042	0	100.0	5	33	0	13.1
	1967	1	1132	5	99.9	1	39	0	97.5
Hamilton	1972	3	1005	0	99.7	8	26	0	23.5
	1967	30	1004	0	97.1	10	28	0	73.5
Harrison	1972	0	629	0	100.0	4	20	0	83.3
	1967	26	683	0	96.3	5	18	0	78.2
Hempstead	1972	0	907	0	100.0	2	32	0	94.1
	1967	3	1177	0	99.7	1	37	0	97.3
Henry	1972	0	664	0	100.0	0	24	0	100.0
	1967	8	1033	0	99.1	6	28	0	82.3
Herzog	1972	7	453	2	98.5	8	5	0	38.4
	1967	214	95	2	31.2	9	2	0	18.1
Hickey	1972	0	814	0	100.0	0	25	0	100.0
	1967	0	936	0	100.0	0	26	0	100.0
Hogden	1972	48	727	0	93.8	8	19	0	29.5
	1967	823	51	7	6.5	27	2	1	10.0

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Carver	1972	3	515	0	99.4	2	18	0	90.0
	1967	5	360	0	98.6	1	16	0	34.1
Charless	1972	337	1	2	0.9	8	0	1	11.1
	1967	380	0	0	0.0	11	1	0	9.3
Chouteau	1972	0	433	0	100.0	3	15	0	83.3
	1967	31	562	0	94.9	2	18	0	90.0
Clay	1972	777	51	0	6.2	23	2	0	8.0
	1967	824	8	0	0.9	26	1	0	3.6
Clinton	1972	55	444	0	89.0	12	9	0	42.8
	1967	263	448	11	63.5	22	3	1	15.4
Columbia	1972	0	803	0	100.0	3	23	0	88.4
	1967	10	948	0	98.9	3	28	0	90.3
Cote Brilliante	1972	0	922	0	100.0	0	31	0	100.0
	1967	0	965	0	100.0	0	34	0	100.0
Cripples Sch.	1972	1	901	2	99.9	2	28	0	93.3
	1967	0	953	0	100.0	1	34	0	97.1
Curtis Br. Ele Sch.	1972	0	80	0	100.0	0	5	0	100.0
	1967	0	179	0	100.0	0	6	0	100.0
Dewey	1972	512	67	8	12.8	19	1	0	95.0
	1967	534	73	5	12.7	21	2	0	8.7
Divoll	1972	0	374	0	100.0	1	15	1	94.1
	1967	0	833	0	0.0	31	0	0	0.0
Dunbar (K-8)	1972	3	601	0	99.5	3	21	0	87.5
	1967	0	1251	0	100.0	1	42	0	97.6
Eliot	1972	77	632	0	89.1	10	13	0	56.5
	1967	629	69	0	9.8	19	4	0	17.4
Fanning Sch.	1972	767	1	23	3.0	24	0	0	0.0
Farragut	1972	1	971	0	99.9	1	31	0	3.1
	1967	1	1064	0	99.9	1	35	0	97.2
Field	1972	7	579	0	98.8	0	24	0	100.0
	1967	10	722	5	98.6	0	25	0	100.0

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Howard	1972	0	411	0	100.0	0	13	0	100.0
	1967	92	369	0	80.0	5	8	0	61.5
Humbolt	1972	344	138	0	28.6	15	2	0	11.7
	1967	556	32	0	5.4	19	1	0	5.0
Irving	1972	44	673	0	93.9	9	18	0	66.7
	1967	434	457	1	51.3	20	8	0	28.5
Jackson	1972	12	507	0	97.7	10	10	0	50.0
	1967	233	418	0	64.2	17	6	0	26.0
Jefferson	1972	0	651	0	100.0	2	27	0	93.1
	1967	0	1067	0	100.0	3	34	0	91.9
Kennard	1972	324	0	7	1.8	11	1	0	8.3
	1967	378	5	6	2.8	14	1	0	4.6
L. Cuverture	1972	0	664	0	100.0	7	21	0	75.0
	1967	4	904	0	99.5	2	30	0	93.7
Laclede	1972	0	911	1	100.0	4	29	0	87.9
	1967	4	1048	1	99.6	2	36	0	94.7
LaFayette	1972	389	27	2	6.9	19	1	0	5.0
	1967	535	35	13	8.2	25	1	0	3.8
Langston	1972	0	994	0	100.0	2	25	0	7.4
	1967	6	1210	0	99.5	13	26	1	66.7
Lexington	1972	16	543	1	97.1	0	18	0	100.0
	1967	36	571	0	94.0	0	23	0	100.0
Lindenwood	1972	329	0	2	0.6	10	0	0	0.0
	1967	323	0	3	0.9	12	0	0	0.0
Long	1972	553	0	2	0.4	19	0	0	0.0
	1967	494	1	5	1.2	17	1	0	5.5
Longfellow	1972	223	52	4	20.1	8	0	0	0.0
	1967	194	1	0	0.5	8	0	0	0.0
Madison	1972	71	201	0	73.9	9	4	0	30.7
	1967	251	157	1	38.6	12	5	0	29.4
Mallinckrodt	1972	229	78	5	26.6	8	1	0	11.1
	1967	192	95	0	33.1	9	2	0	18.1

District
County

School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Mann	1972	637	0	3	0.5	19	0	(	0.0
	1967	740	0	1	0.1	22	0	0	0.0
Mark Twain	1972	6	691	0	99.1	9	12	0	57.1
	1967	288	209	0	42.0	14	3	0	17.6
Marquette	1972	3	478	0	99.4	0	21	0	100.0
	1967	17	733	0	97.7	2	22	0	91.6
Mason	1972	399	46	4	11.1	15	1	0	0.0
	1967	400	9	2	2.6	12	1	0	7.7
Meramec	1972	416	0	3	0.7	13	0	0	0.0
	1967	362	0	5	1.3	12	0	0	0.0
Monroe	1972	472	0	7	1.5	16	0	0	0.0
	1967	539	0	1	0.2	18	0	0	0.0
Mt. Pleasant	1972	366	0	3	0.8	11	0	0	0.0
	1967	269	0	0	0.0	8	0	0	0.0
Mullanphy	1972	707	39	10	6.5	24	0	0	0.0
	1967	929	0	5	0.5	28	1	0	12.5
Nottingham	1972	270	2	1	1.1	7	1	0	8.3
	1967	329	1	0	0.3	11	1	0	5.5
Oak Hill	1972	479	1	0	0.2	17	1	0	13.3
	1967	375	1	3	1.2	13	1	1	75.0
Peabody	1972	7	857	0	99.2	8	24	0	85.2
	1967	-17	1023	0	98.3	5	29	0	100.0
Pruitt	1972	0	230	0	100.0	0	16	0	100.0
	1967	0	1287	0	100.0	2	46	0	95.8
Riddick	1972	0	647	0	100.0	0	25	0	100.0
	1967	0	909	0	100.0	0	31	0	100.0
Roe	1972	561	7	0	1.2	17	0	0	0.0
	1967	567	0	0	0.0	18	0	0	0.0
Rock Spg. Sch.	1972	20	176	0	89.8	9	1	0	10.0
	1967	132	213	1	61.8	11	2	0	15.3

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Scruggs	1972	695	14	6	2.8	22	0	0	0.0
	1967	763	13	4	2.1	24	0	0	0.0
Sculin	1972	1	905	0	99.9	13	17	0	56.5
	1967	9	988	0	99.1	11	22	0	66.7
Shaw	1972	485	3	18	4.2	16	1	0	5.8
	1967	273	2	0	0.7	9	1	0	10.0
Shenandoah	1972	522	10	1	2.1	15	0	0	0.0
	1967	576	0	2	0.3	18	1	0	5.2
Shepard	1972	625	7	1	1.3	22	0	0	0.0
	1967	558	0	9	1.6	19	0	0	0.0
Sherman Ele.	1972	619	15	7	3.4	19	0	0	0.0
	1967	713	0	0	0.0	26	0	0	0.0
Sigel	1972	605	10	14	3.8	18	2	0	10.0
	1967	722	1	0	0.1	26	1	0	3.7
Stevens	1972	0	730	0	100.0	3	28	0	36.6
	1967	0	858	0	100.0	0	31	0	100.0
Stix	1972	98	295	3	75.3	10	4	0	28.5
	1967	371	100	10	24.6	12	6	0	33.3
Stowe	1972	1	1106	0	99.9	2	34	0	94.5
	1967	0	1149	1	100.0	2	38	0	95.0
Wade	1972	312	124	1	28.6	15	1	0	6.2
	1967	457	8	0	1.7	17	1	0	5.5
Walbridge	1972	26	881	26	97.4	16	14	0	45.6
	1967	507	124	0	19.6	18	2	0	10.0
Walnut Pk.	1972	37	831	0	95.7	13	7	0	35.0
	1967	400	219	0	35.3	22	1	0	4.4
Waring Ele.	1972	87	290	4	77.2	10	3	0	23.0
	1967	90	218	14	72.0	10	6	0	37.5
Washington Ele.	1972	0	731	0	100.0	0	26	0	100.0
	1967	0	822	0	100.0	0	29	0	100.0

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Webster	1972	187	314	2	62.8	14	11	0	44.0
	1967	692	117	6	15.1	26	2	0	7.1
Wilkinson	1972	193	55	1	22.5	6	1	0	14.2
	1967	172	0	0	0.0	6	1	0	14.2
Williams	1972	1	684	0	99.9	1	27	0	-96.5
	1967	0	922	0	100.0	0	3	0	100.0
Woerner	1972	578	2	3	4.1	17	1	0	5.5
	1967	600	0	1	0.1	19	0	0	0.0
Woodward	1972	6()	23	10	5.2	21	0	0	0.0
	1967	612	25	5	4.6	21	0	0	0.0
Wyman	1972	109	690	2	86.4	22	8	0	26.6
	1967	589	191	0	24.4	28	1	0	3.4
Childrens Hosp. Sch.	1972	2	12	0	85.7	1	0	0	0.0
Glennon Hosp. Sch.	1972	10	5	0	33.3	1	0	0	0.0
Phillips Hosp. Sch.	1972	1	16	0	94.1	0	0	0	0.0
	1967	1	6	0	85.7	1	0	0	0.0
Cole Sch.	1972	0	420	0	100.0	1	19	0	95.0
	1967	0	948	0	100.0	0	37	0	100.0
John W. Griscom Ele.	1972	16	50	0	75.8	3	3	0	50.0
	1967	28	39	0	58.2	0	7	0	100.0
Busch	1972	374	9	0	2.3	12	1	0	7.7
	1967	306	2	0	0.6	17	1	0	5.5
Blow	1972	400	4	7	2.7	14	0	0	0.0
	1967	332	12	0	3.5	17	0	0	0.0
Enright Mid. Sch.	1972	3	1225	0	99.8	4	50	0	92.5
	1967	2	1219	1	99.8	3	58	0	95.1
Turner Mid. Sch.	1972	0	539	0	100.0	3	26	0	89.7
	1967	0	668	0	100.0	0	34	0	100.0
Lowell Sch.	1972	42	410	0	90.7	7	6	0	46.1
	1967	294	197	0	40.1	12	2	0	14.2
Missouri Hills	1972	13	70	0	84.3	6	2	0	25.0
	1967	86	18	d	17.3	4	6	0	60.0

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Michael	1972	45	73	0	61.9	6	6	0	50.0
Continued Ed.	1972	3	252	1	98.8	6	3	0	33.3
Beaumont H.S.	1972	0	3684	0	100.0	44	78	2	64.5
	1967	87	2557	1	96.7	59	59	0	100.0
Central H.S.	1972	416	1147	6	73.5	32	20	0	38.4
	1367	965	483	18	34.1	56	13	0	18.8
Cleveland H.S.	1972	2801	14	14	1.0	101	1	0	0.9
	1967	2362	40	18	2.3	99	4	0	3.8
Lincoln H.S.	1967	2	139	1	98.6	7	13	0	35.0
	1972	12	276	0	95.8	8	22	0	73.3
McKinley H.S.	1967	539	924	5	63.3	43	14	0	24.5
	1972	739	461	15	39.1	56	9	0	13.8
Northwest H.S.	1972	218	2070	1	90.5	48	33	0	40.7
	1967	1058	549	7	34.4	53	19	1	27.4
O'Falion Tech	1972	483	1553	3	76.3	101	23	1	19.2
	1967	0	326	0	100.0	2	10	0	83.3
Roosevelt H.S.	1972	2684	214	64	9.4	101	4	0	3.8
	1967	2540	54	22	2.6	122	3	0	2.4
Soldan H.S.	1972	0	4016	0	100.0	69	64	3	51.8
	1967	1	2471	1	99.9	42	77	1	65.0
Southwest H.S.	1972	2468	220	26	9.1	98	3	0	2.9
	1967	2412	33	20	2.1	102	5	0	4.6
Sumner H.S.	1972	0	2644	0	100.0	26	78	0	75.0
	1967	0	1990	0	100.0	9	86	0	90.5
Vashon H.S.	1972	2	2634	0	99.9	23	83	0	78.3
	1967	1	1360	0	99.9	12	98	0	89.1
Metro H.S.	1972	56	56	0	50.0	3	4	0	57.1
S. Grand W. Study	1972	3	210	0	98.6	6	11	0	35.2
Delmar	1972	1	359	0	99.7	3	8	0	72.8

District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
King	1972	11	904	1	98.8	4	24	2	86.6
Special Hogden Br. Sch.	1972	6	65	0	91.5	0	6	0	100.0
Special School #48	1972	0	99	0	100.0	2	5	0	71.4
St. Louis Spec. Sch. #1	1972	75	7	0	8.5	5	0	0	0.0
	1967	89	8	2	10.2	5	1	0	16.6
Webster Groves S.D.									
St. Louis County									
Bristol Primary	1972	233	29	1	11.4	10	0	0	0.0
	1967	799	25	0	3.0	31	1	0	3.1
Avery	1972	405	41	7	10.6	18	1	0	5.2
	1967	539	28	0	4.9	25	1	0	3.9
Clark	1972	281	0	0	0.0	12	0	0	0.0
	1967	345	0	0	0.0	16	0	0	0.0
Douglass	1972	86	245	0	74.0	7	7	0	50.0
	1967	125	250	0	66.7	9	8	0	47.0
Edgar Rd.	1972	204	0	2	1.0	8	1	0	11.1
	1967	318	0	0	0.0	15	0	0	0.0
Goodall	1972	317	3	1	1.2	14	0	0	0.0
	1967	357	1	0	0.2	14	1	0	6.6
Hudson	1972	208	41	1	16.8	9	0	0	0.0
	1967	313	7	0	2.1	14	2	0	14.2
Lockwood	1972	375	0	4	1.1	14	1	0	6.6
	1967	444	1	0	2.2	16	1	0	5.9
Schall	1972	110	213	3	66.3	8	5	0	39.3
	1967	235	93	0	45.0	17	1	0	5.5
Warson	1972	129	0	2	1.5	5	1	0	16.6
	1967	236	0	0	0.0	10	0	0	0.0

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District County School Name	YEAR	W. Stud.	B. Stud.	Other	% Min.	W. Staff	B. Staff	Other	% Min.
Washington	1972	160	0	2	1.2	6	0	0	0.0
	1967	199	0	0	0.0	8	2	0	25.0
Bristol	1972	377	47	4	11.9	15	2	0	11.7
Hixson J.H.S.	1972	716	1	9	1.4	38	2	0	5.0
	1967	791	1	0	0.1	46.	0	0	0.0
Plymouth J.H.	1972	483	63	5	12.3	24	4	1	17.1
	1967	532	62	0	10.4	31	2	0	6.0
Steger J.H.S.	1972	317	232	5	42.8	21	6	0	22.2
	1967	472	141	0	23.0	31	3	0	8.8
Webster Groves H.S.	1972	1605	239	11	13.5	85	5	2	7.5
	1967	1777	147	0	8.1	106	2	2	3.6

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APPENDIX B

Percentage of Black Students and Faculty Members in Missouri School Districts For 1972

DISTRICT NAME	% Black Students	% Black Faculty
Afton	0.0	0.0
Ash Grove	0.0	0.0
Aurora	0.0	0.0
Ava	0.0	0.0
Bayless	0.0	0.0
Belton	2.5	1.0
Berkley	25.7	7.5
Billings	0.0	0.0
Bismarck	0.0	0.0
Bloomfield	0.0	0.0
Blue Springs	0.1	0.0
Bolivar	0.0	0.0
Boonville R-I	12.1	0.0
Bowling Green R-I	6.6	1.6
Brentwood	10.1	2.3
Brookfield R-3	2.2	0.0
Bucklin R-2	0.0	0.0
Cabool R-4	0.0	0.0
California R-I	2.1	0.0
Camdenton R-3	0.0	0.0
Cameron R-I	0.5	0.0
Cape Girardeau #63	10.1	1.2
Carl Junction R-I	0.0	0.0
Carrollton R-7	3.9	0.0
Carthage R-9	1.7	0.0
Caruthersville S. D. 18	33.4	7.2
Center S. D. #58	1.4	0.0
Centralia R-VI	1.7	0.0
Chaffee R-2	0.0	0.0
Charleston R-I	43.1	23.3
Chillicothe R-2	1.0	0.0
Clearwater R-I	0.0	0.0
Clinton #124	2.9	0.0
Columbia	11.2	3.8
Crawford County R-II	0.0	0.0
Crocker R-2	0.5	0.0
Dallas County R-I	0.2	0.0
De Soto # 73	1.7	0.0
Dekalb R-4	0.0	0.0
Dexter R-II	0.2	0.0
South Pemiscot R-V	26.9	7.5
Dixon R-I	0.0	0.0
Doniphan R-I	0.0	0.0

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DISTRICT NAME	% Black Students	% Black Faculty
Dora R-III	0.0	0.0
Dunklin R-5	1.4	0.0
East Carter	0.0	0.0
East Buchannon C-I	0.0	0.0
El Dorado Springs R-2	0.0	0.0
Eldon Adm. Unit R-I	0.2	0.0
Excelsior Springs # 40	1.5	0.0
Farmington R-VII	1.9	0.0
Fayette R-3	20.0	2.4
Ferguson	2.2	1.4
Festus	6.0	3.6
Fort Zumwalt	0.4	0.0
Fort Osage	0.1	0.0
Fox C-6	0.0	0.0
Fredericktown R-I	0.0	0.0
Francis Howell	0.2	1.9
Fulton S. D. #58	14.3	5.8
Galena R-II	0.0	0.0
Gallatin R-V	0.0	0.0
Grandview C-4	1.8	0.0
Halfway R-3	0.0	0.0
Hallsville R-IV	0.0	0.0
Hancock Place	0.1	0.0
Hannibal 60	7.0	2.0
Hardin Central C-2	0.0	0.0
Harrisburg R-8	0.0	0.0
Hartville R-2	3.2	0.0
Hayti R-2	62.6	21.6
Hazelwood	2.3	1.2
Herman R-I	0.6	0.0
Hickman Mills C-I	1.5	0.0
Hickory County	0.6	0.0
Hillsboro R-3	0.0	0.0
Holden R-III	1.2	0.0
Hollister R-V	0.0	0.0
Houston R-I	0.0	0.0
Hughesville R-5	0.0	0.0
Illmo-Scott City R-I	0.0	0.0
Independence 30	0.8	0.4
Jefferson City	3.1	3.1
Jefferson R-VII	0.0	0.0
Jennings	3.6	0.6
Joplin R-8	2.2	1.4
Kahoka R-I	0.0	0.0
Kansas City 33	54.4	40.9
Kearney R-I	0.0	0.0
Kennett S. D. 39	7.7	0.8
Keytesville R-3	12.8	0.0
Kinloch	100.0	88.7

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DISTRICT NAME	% Black Students	% Black Faculty
Kirkwood R-7	12.2	6.8
Knox County R-1	0.1	0.0
Knob Noster R-VII	8.1	2.0
Laclede County C-5	0.0	0.0
Ladue	1.3	0.6
La Fayette	6.2	3.3
Lamar R-I	0.0	0.0
Lathrop R-2	1.8	0.0
Lebanon R-3	1.3	0.0
Lees Summit R-7	0.1	0.0
Lewis Co. C-1	5.7	1.3
Lexington R-5	9.0	2.4
Liberty 53	2.8	1.3
Licking R-8	0.0	0.0
Lindberg R-8	0.3	0.4
Logan - Rogersville R-8	0.0	0.0
Lonedell	0.0	0.0
Louisiana R-2	7.5	0.0
Macon R-I	5.9	3.0
Malden R-I	14.9	2.2
Mansfield R-4	0.0	0.0
Maplewood	16.9	10.3
Marceline R-V	1.2	0.0
Marshal	5.8	1.7
Maryville R-II	0.0	0.0
Maysville R-I	0.0	0.0
McDonald Co. R-I	0.0	0.0
Meadow Heights R-2	0.0	0.0
Mehlville R-9	0.0	0.0
Mexico 59	10.7	3.8
Meramac Valley R-3	1.8	0.0
Miami R-I	0.0	0.0
Miller R-2	0.0	0.0
Moberly	7.9	0.7
Monett R-1	0.0	0.0
Montgomery County R-II	5.1	0.0
Mountain Grove R-3	0.0	0.0
Mountain View	0.0	0.0
Neosho	0.8	0.0
New Madrid County R-I	35.7	11.0
Nodaway Holt R-7	0.0	0.0
North County R-1	0.2	0.0
Normandy	45.9	13.2
North Andrew R-VI	0.0	0.0
North Kansas City S. D.	0.1	0.1
Northeast R-4	0.0	0.0
Northwest R-I	0.0	0.0
Northwestern R-I	6.4	0.0
Novinger R-I	0.2	0.0
North Pemiscot R-I	28.0	5.6

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DISTRICT NAME	% Black Students	% Black Faculty
Oak Grove R-VI	8.4	0.0
Orchard Farm R-V	0.0	0.0
Orrick R-II	0.0	0.0
Owensville	0.0	0.0
Ozark R-6	0.0	0.0
Palmyra R-:	2.4	0.0
Paris R-II	3.1	0.0
Park Hill R-5	0.5	0.0
Parkway S.D.	0.2	0.9
Pattonville R-3	0.9	0.4
Pemiscot Co. C-7	28.9	7.1
Perryville 32	0.3	0.0
Pierce City R-6	0.0	0.0
Pike R-3	10.9	0.0
Pleasant Hope R-6	0.5	0.0
Polo R-7	0.0	0.0
Poplar Bluff R-I	9.0	4.8
Potosi R-3	1.1	0.0
Putnam	0.0	0.0
Raymore-Peculiar R-2	0.1	0.0
Raytown C-2	0.5	0.0
Reed Spring R-4	0.0	0.0
Republic R-3	0.2	0.0
Richland R-4	0.0	0.0
Risco R-2	7.2	0.0
Ritenour	6.9	5.7
Riverview Gardens	1.6	0.0
Rock Point R-2	0.0	0.0
Rockwood R-6	1.0	0.5
Rolla 31	0.3	0.6
Savannah R-3	0.0	0.0
Gideon 37	2.6	0.0
Sedalia 200	7.9	7.2
Senath C-8	8.6	0.0
Seneca R-7	0.0	0.0
Seymour R-2	0.0	0.0
Sherwood R-8	0.3	0.0
Shelby County R-4	1.3	0.0
Sikeston R-VI	14.4	4.3
Slater S. D.	12.5	0.0
South Harrison R-II	0.0	0.0
South Callaway R-2	0.0	0.0
Southern R-I	1.7	0.0
Southwest Livingston County	0.0	0.0
Southwest R-5	0.0	0.0
Special S. D. of St. Louis	18.9	8.3
Sparta R-III	0.0	0.0
Spokane R-7	0.0	0.0
Springfield R-12	2.3	0.7
St. Jospeh	4.0	2.3

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DISTRICT NAME	% Black Students	% Black Faculty
St. Charles	1.9	1.7
St. Clair R 13	2.0	1.4
St. James R-I	0.2	0.0
St. Louis City S.D.	68.8	53.7
Ste. Genevieve R-II	0.5	0.0
Steelville R-III	0.0	0.0
Strawford R-6	0.0	0.0
Sullivan C-2	0.0	0.0
Tarkio R-I	0.0	0.0
Tipton R-VI	2.4	0.0
Trenton R-9	0.2	0.0
Troy R-3	3.7	0.0
Twin Rivers R-10	0.0	0.0
Union R-II	0.5	0.0
Union Star R-2	0.0	0.0
University City	54.9	25.8
Valley Park	1.6	1.5
Van-Far R-I	2.8	0.0
Versailles R-2	2.8	0.0
Warrensburg	6.1	1.8
Washington	0.8	0.0
Waynesville R-VI	13.8	5.2
Webb City R-7	0.0	0.0
Webster Groves	16.0	10.5
Wellington-Napoleon R-9	0.0	0.0
Wellston	96.8	79.6
Wellsville R-I	7.2	0.0
Wentzville R-IV	6.6	2.2
West Nodaway R-I	0.0	0.0
Westphalia R-3	0.1	11.1
Willard R-2	0.0	0.0
Willow Springs R-4	0.0	0.0
Windsor C-1	0.0	0.0
Winfield R-4	1.0	0.0
Wright City R-2	12.9	0.0

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Missouri County Population by Race for 1950, 1960 and 1970

COUNTY	YEAR	TOTAL	WHITE	BLACK	% BLACK	OTHER
Adair	1970	22,472	21,991	186	0.8%	295
	1960	20,105	19,981	70	0.3%	54
	1950	19,689	19,649	37	0.2%	3
Andrew	1970	11,913	11,883	16	0.1%	14
	1960	11,062	11,052	5	0.0%	5
	1950	11,727	11,714	12	0.1%	1
Atchison	1970	9,240	9,141	68	0.7%	31
	1960	9,213	9,204	3	0.0%	6
	1950	11,127	11,123	3	0.0%	1
Audrain	1970	25,362	23,813	1,529	6.0%	20
	1960	26,079	24,417	1,654	6.3%	8
	1950	23,829	22,087	1,735	7.3%	7
Barry	1970	19,597	19,556	2	0.0%	39
	1960	18,921	18,911	5	0.0%	5
	1950	21,755	21,745	8	0.0%	2
Barton	1970	10,431	10,422	0	0.0%	9
	1960	11,113	11,106	1	0.0%	6
	1950	12,678	12,676	1	0.0%	1
Bates	1970	15,468	15,229	148	0.9%	21
	1960	15,905	15,770	134	0.8%	1
	1950	17,534	17,422	111	0.6%	1
Benton	1970	9,695	9,650	26	0.26%	19
	1960	8,737	8,712	22	0.25%	3
	1950	9,080	9,048	31	0.3%	1
Bollinger	1970	8,320	8,809	2	0.0%	9
	1960	9,167	9,167	0	0.0%	0
	1950	11,019	11,017	1	0.0%	1
Boone	1970	80,911	75,792	4,299	5.3%	820
	1960	55,202	51,729	3,268	5.9%	225
	1950	48,432	45,369	3,010	6.2%	53
Buchanan	1970	86,915	84,154	2,511	2.8%	250
	1960	90,581	87,938	2,582	2.9%	61
	1950	96,826	93,644	3,146	3.2%	36
Butler	1970	33,529	31,418	2,059	6.1%	52
	1960	34,646	32,659	2,511	7.2%	20
	1950	37,207	35,449	2,252	5.9%	29
Caldwell	1970	8,351	8,341	1	0.0%	9
	1960	9,084	9,071	7	0.1%	6
	1950	9,929	9,913	11	0.1%	5
Callaway	1970	25,850	23,813	1,916	7.4%	61
	1960	23,858	21,822	2,028	8.5%	8
	1950	23,316	21,266	2,043	8.8%	7
Camden	1970	13,315	13,287	7	0.0%	21
	1960	9,116	9,097	11	0.1%	8
	1950	7,861	7,851	5	0.0%	5
Cape Girardeau	1970	49,350	47,770	1,471	2.9%	109
	1960	42,020	40,796	1,192	2.8%	32
	1950	38,397	37,181	1,192	3.1%	24

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COUNTY	YEAR	TOTAL	WHITE	BLACK	% BLACK	OTHER
Carroll	19.0		.107	251	1...6	7
	1960	1.../.../	13,	158	...%	0
	1950	15,589	15..77	160	1.0%	2
Carter	1970	3,876	3,368	..	0.0%	8
	1960	3,073	..3	0	0.0%	0
	1950	4,777	.,775	.	0.0%	0
Cass	1970	39,448	36,819	459	1.1%	190
	1960	29,702	29,336	397	1.0%	59
	1950	19,325	11,159	163	0.8%	3
Cedar	1970	9,424	9,400	0	0.0%	24
	1960	9,185	9,171	0	0.0%	14
	1950	10,663	10,652	3	0.0%	8
Chariton	1970	11,084	10,347	728	6.7%	9
	1960	12,720	11,860	852	6.7%	.
	1950	14,944	13,88.	1,054	7.0%	.
Christian	1970	15,124	15,106	..	0.0%	.
	1960	12,359	12,354	4	0.0%	1
	1950	12,412	..,40.	..	0.0%	10
Clark	1970	8,260	8,247	..	0.0%	1
	1960	8,725	8,716	8	0.1%	0
	1950	9,00.	8,992	11	0.1%	460
Clay	1970	125,322	...,994	...	0.7%	100
	1960	87,474	..,64.	7.3	0.8%	2.
	1950	45,221	44,426	774	1.7%	23
Clinton	1970	12,462	1..,112	327	2.6%	0
	1960	11,588	11,257	33.	2.9%	0
	1950	11,726	11,340	386	3.3%	93
Cole	1970	46,228	43,031	3,009	6.7%	2
	1960	40,761	37,580	3,161	7.7%	.
	1950	35,464	32,483	...75	8.4%	29
Cooper	1970	14,732	.,62.	981	7.3.	5
	1960	15,448	14,247	.496	7.7%	.
	1950	16,508	5,374	..133	7.4%	2.
Crawford	1970	14,028	4,716	7	0.0.	3
	1960	12,647	2,64.	4	0.0%.	2
	1950	11,915	..,..	5	0.0%	10
Dade	1970	6,820	6,809	31	0.4%	3
	1960	7,577	7,508	66	0.8%	?
	1950	9,324	9,.4.	76	0.8%	25
Dallas	1970	10,054	9,016	13	..1.	5
	1960	9,31.	9,309	0	0.0%	6
	1950	10,394	10,385	1	0.0%	12
Daviess	1970	8,420	8,.01	7	0.0%	4
	1960	9,502	9,..8	30	0.3%	
	1950	11,1.0	11,124	55	0.5%	
Dekalb	1970	7,305	7,295	1	0.0%	
	1960	7,226	7,225	0	0.0%	
	1950	8,047	8,036	10	..1	
Dent	1970	11,457	11,438	1	0.0%	
	1960	10,445	10,444	1	0.0%	
	1950	10,932	10,931	1	0.0%	
Douglas	1970	9,1..	9,.18	4	0.0%	
	1960	9,6.5	.,649	.	0.0%	
	1950	12,638	12,636	2	0.0%	

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COUNTY	YEAR	TOTAL	WHITE	BLACK	% BLACK	OTHER
Dunklin	1970	33,742	32,089	1,617	4.8%	36
	1960	39,139	37,507	1,613	4.1%	19
	1950	45,323	43,813	1,514	3.3%	6
Franklin	1970	55,116	54,329	594	1.1%	123
	1960	44,566	44,014	543	1.2%	9
	1950	36,046	35,575	463	1.3%	3
Gasconade	1970	11,878	11,849	13	0.1%	16
	1960	12,195	12,191	2	0.0%	2
	1950	12,342	12,332	9	0.0%	1
Gentry	1970	8,060	8,049	3	0.0%	8
	1960	8,793	8,779	4	0.0%	9
	1950	11,035	11,033	2	0.0%	1
Greene	1970	152,929	150,034	2,421	1.6%	474
	1960	126,276	123,755	2,358	1.8%	163
	1950	104,823	102,620	2,126	2.0%	77
Grundy	1970	11,819	11,785	15	0.1%	19
	1960	12,220	12,201	18	0.1%	1
	1930	13,220	13,184	35	0.26%	1
Harrison	1970	10,257	10,249	3	0.0%	12
	1960	11,603	11,597	1	0.0%	5
	1950	14,107	14,100	4	0.0%	3
Henry	1970	18,451	18,224	184	1.0%	43
	1960	19,226	18,964	238	1.2%	19
	1950	20,043	19,742	249	1.2%	2
Hickory.	1970	4,481	4,474	0	0.0%	7
	1960	4,516	4,516	0	0.0%	0
	1950	5,387	5,386	0	0.0%	0
Holt	1970	6,654	6,631	3	0.0%	20
	1960	7,885	7,873	2	0.0%	10
	1950	9,833	9,824	9	0.1%	0
Howard	1970	10,561	9,539	998	9.4%	24
	1960	10,859	9,761	1,091	10.0%	7
	1950	11,857	10,583	1,274	10.7%	0
Howell	1970	23,521	23,308	47	0.2%	166
	1960	22,027	21,919	86	0.4%	10
	1950	22,725	22,653	69	0.3%	3
Iron	1970	9,529	9,461	42	0.4%	26
	1960	8,041	7,991	48	0.6%	2
	1950	9,458	9,370	85	0.9%	0
Jackson	1970	654,558	537,598	112,867	17.2%	4,093
	1960	622,732	537,521	84,022	13.5%	1,189
	1950	541,035	484,002	56,636	10.4%	397
Jasper	1970	79,852	78,519	988	1.2%	345
	1960	78,863	77,715	1,049	1.3%	99
	1950	79,006	78,024	1,048	1.3%	34
Jefferson	1970	105,248	104,207	816	0.8%	225
	1960	66,577	65,522	831	1.2%	24
	1950	38,007	37,170	825	2.1%	12
Johnson	1970	34,172	32,540	1,397	4.1%	235
	1960	28,981	28,014	866	3.0%	101
	1950	20,716	20,116	593	4.6%	7

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Eric		5,60.	5,678	6	0.1%	8
		;,558	6,539	18	0.3%	1
		7,...	7,590	2"	0.3%	0
		19,944	19,769	139	0.7%	36
		18,991	18,811	169	0.9%	11
		19,0..	18,872	136	0.7%	2
Lafay..		26,...	25,657	929	3.5%	40
		25,274	24,299	968	3.8%	7
		25,272	24,149	1,117	4.4%	6
Lee		24,585	24,478	42	0.2%	65
		23,266	23,189	47	0.2%	24
	1950	23,400	23,345	21	0.1%	4
	1970	10,993	10,494	469	4.3%	30
		10,984	10,502	467	4.3%	15
		10,7..	10,276	453	4.2%	4
Lincoln		..,0..	17,448	566	3.1%	27
		14,...	14,231	543	3.7%	9
	1950	13,479	12,893	585	4.3%	0
Livingston	070	15,125	14,885	220	1.4%	20
	60	16,815	16,584	225	1.3%	6
	1950	18,865	18,576	287	1.5%	2
	1970	15,368	15,093	247	1.6%	28
	1960	15,771	15,421	336	2.1%	14
		16,533	16,218	309	1.9%	5
McDonald	070	12,357	12,240	4	0.0%	113
		11,793	11,745	5	0.0%	48
		14,144	14,122	1	0.0%	21
		15,48.	15,150	273	1.8%	19
		16,473	16,157	307	1.9%	9
		18,332	17,991	335	1.8%	4
		8,641	8,622	10	0.1%	9
		9,365	9,333	32	0.3%	1
		10,381	10,330	49	0.5%	1
		6,851	6,847	0	0.0%	4
		7,2.2	7,279	1	0.0%	2
		7,423	7,420	3	0.0%	1
	070	28,12.	26,685	1,379	4.9%	57
		29,5.2	27,939	1,566	5.3%	17
		29,765	28,133	1,622	5.4%	12
		4,916	4,902	1	0.0%	7
		5,750	5,746	4	0.0%	0
		7,235	7,231	3	0.0%	1
		..,028	14,975	27	0.2%	24
	60	14,800	13,774	20	0.1%	6
		13,734	13,699	33	0.2%	2
	7	..,647	13,124	3,507	21.0%	16
		20,695	15,749	4,941	23.9%	3
	1950	22,551	17,641	4,901	21.7%	3
		10,742	10,572	150	1.4%	20
		10,500	10,348	152	1.4%	0
	1950	10,840	10,621	227	2.0%	2
	1970	9,54.	9,120	414	4.3%	8
		10,689	10,165	513	4.9%	0
	195.	11,214	10,919	480	0.0%	2

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COUNTY	YEAR	TOTAL	WHITE	BLACK		
Montgomery	1970	11,000	10,517	473	4.3%	10
	1960	11,097	10,643	539	4.9%	5
	1950	11,555	11,078	474	4.1%	3
Morgan	1970	10,068	9,903	151	1.5%	14
	1960	9,476	9,309	166	1.7%	1
	1950	10,207	10,034	172	1.7%	1
New Madrid	1970	23,420	18,929	4,473	19.1%	18
	1960	31,350	25,008	6,336	20.2%	6
	1950	39,444	30,688	8,756	22.2%	0
Newton	1970	32,901	32,494	156	0.5%	251
	1960	30,093	29,879	153	0.5%	61
	1950	28,240	28,031	187	0.6%	22
Nodaway	1970	22,467	22,353	68	0.3%	46
	1960	22,215	22,193	8	0.0%	14
	1950	24,033	24,010	19	0.1%	4
Oregon	1970	9,180	9,167	1	0.0%	12
	1960	9,845	9,841	3	0.0%	1
	1950	11,978	11,970	6	0.0%	2
Osage	1970	10,994	10,978	3	0.0%	13
	1960	10,867	10,853	14	0.1%	0
	1950	11,301	11,297	21	0.2%	1
Ozark	1970	6,226	6,210	1	0.0%	15
	1960	6,744	6,741	0	0.0%	3
	1950	8,856	8,848	7	0.0%	1
Pemiscott	1970	26,373	19,141	7,203	27.3%	29
	1960	38,095	27,834	10,255	26.9%	6
	1950	45,624	35,693	9,916	21.7%	15
Perry	1970	14,393	14,378	10	0.0%	5
	1960	14,642	14,628	9	0.0%	5
	1950	14,890	14,863	30	0.2%	3
Pettis	1970	34,137	32,610	1,444	4.2%	83
	1960	35,120	33,327	1,767	5.0%	26
	1950	31,577	29,921	1,649	5.4%	7
Phelps	1970	29,481	28,902	194	0.7%	385
	1960	25,396	25,147	151	0.6%	78
	1950	21,504	21,441	42	0.2%	21
Pike	1970	16,928	15,711	1,189	7.0%	28
	1960	16,706	15,405	1,298	7.7%	3
	1950	16,844	15,458	1,384	8.2%	2
Platte	1970	32,081	31,751	215	0.7%	115
	1960	23,350	23,006	288	1.2%	56
	1950	14,973	14,630	310	2.1%	33
Polk	1970	15,415	15,363	20	0.1%	32
	1960	13,753	13,748	0	0.0%	5
	1950	16,064	16,057	6	0.0%	1
Pulaski	1970	53,781	48,849	4,099	7.6%	833
	1960	46,567	43,313	2,772	5.0%	482
	1950	10,392	10,377	14	2.1%	1
Putnam	1970	5,916	5,915	0	0.0%	1
	1960	6,999	6,997	2	0.0%	0
	1950	9,166	9,162	2	0.0%	2
Ralls	1970	7,764	7,550	206	2.6%	8
	1960	8,078	7,865	212	2.6%	1
	1950	8,686	8,421	262	3.0%	3

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COUNTY	YEAR	TOTAL	WHITE	BLACK	% BLACK	OTHER
Randolph	1970	22,434	20,993	1,404	6.3%	37
	1960	22,014	20,866	1,133	5.1%	15
	1950	22,918	21,654	1,254	5.5%	10
Ray	1970	17,599	17,206	357	2.0%	36
	1960	16,075	15,716	355	2.2%	4
	1950	15,932	15,506	421	2.6%	5
Reynolds	1970	6,106	6,098	1	0.0%	7
	1960	5,161	5,152	0	0.0%	9
	1950	6,918	6,916	2	0.0%	0
Ripley	1970	9,803	9,783	0	0.0%	20
	1960	9,906	9,901	2	0.0%	3
	1950	11,414	11,411	2	0.0%	1
St. Charles	1970	92,954	91,456	1,155	1.2%	253
	1960	52,970	52,054	868	1.6%	48
	1950	29,834	29,069	753	2.5%	12
St. Clair	1970	7,667	7,636	13	0.2%	18
	1960	8,421	8,385	36	0.4%	0
	1950	10,482	10,426	44	0.4%	1
St. Francois	1970	36,813	36,618	159	0.4%	41
	1960	36,516	36,335	167	0.4%	14
	1950	35,276	35,079	182	0.5%	15
St. Louis County	1970	951,353	902,002	45,495	4.8%	3,856
	1960	703,532	683,652	19,007	2.7%	873
	1950	406,349	389,336	16,819	4.1%	194
St. Louis City	1970	622,236	364,992	254,191	40.9%	3,053
	1960	756,026	534,004	214,377	28.6%	1,645
	1950	856,796	702,348	153,766	17.9%	682
Ste. Genevieve	1970	12,867	12,813	44	0.3%	10
	1960	12,116	12,046	70	0.6%	0
	1950	11,237	11,059	142	1.26%	0
Saline	1970	24,633	23,332	1,258	5.1%	43
	1960	25,148	23,782	1,359	5.4%	8
	1950	26,694	25,101	1,589	5.9%	4
Schuyler	1970	4,665	4,660	1	0.0%	4
	1960	5,052	5,048	0	0.0%	4
	1950	5,760	5,760	0	0.0%	0
Scotland	1970	5,499	5,493	0	0.0%	6
	1960	6,484	6,479	4	0.0%	1
	1950	7,332	7,328	3	0.0%	1
Scott	1970	33,250	30,426	2,778	8.5%	46
	1960	32,748	29,576	3,166	9.7%	6
	1950	32,842	30,076	2,752	8.4%	14
Shannon	1970	7,196	7,189	2	0.0%	5
	1960	7,087	7,083	0	0.0%	4
	1950	8,377	8,373	3	0.0%	1
Shelby	1970	7,906	7,804	141	1.3%	1
	1960	9,063	8,867	194	2.1%	2
	1950	9,730	9,538	191	1.9%	1
Stoddard	1970	25,771	24,612	1,108	4.3%	51
	1960	29,429	27,482	1,994	6.7%	14
	1950	33,463	31,799	1,643	4.9%	21
Stone	1970	9,921	9,904	1	0.0%	16
	1960	8,176	8,163	3	0.0%	10
	1950	9,748	9,746	2	0.0%	0

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COUNTY	YEAR	TOTAL	WHITE	BLACK	% BLACK	OTHER
Sullivan	1970	7,572	7,567	2	0.0%	3
	1960	8,793	8,795	2	0.0%	6
	1950	11,299	11,290	8	0.0%	1
Taney	1970	13,023	12,960	23	0.2%	40
	1960	10,238	10,236	0	0.0%	2
	1950	9,863	9,855	5	0.0%	3
Texas	1970	18,320	18,283	5	0.0%	32
	1960	17,758	17,945	5	0.0%	8
	1950	18,992	18,982	0	0.0%	10
Vernon	1970	19,065	18,970	24	0.1%	71
	1960	20,540	20,513	15	0.07%	12
	1950	22,685	22,651	27	0.1%	7
Warren	1970	9,699	9,266	427	4.4%	6
	1960	8,750	8,393	356	4.1%	1
	1950	7,666	7,399	259	3.4%	8
Washington	1970	15,086	14,951	113	0.7%	22
	1960	14,346	14,204	135	0.9%	7
	1950	14,689	14,539	142	0.96%	8
Wayne	1970	8,546	8,527	8	0.1%	11
	1960	8,638	8,623	4	0.0%	11
	1950	10,514	10,508	5	0.0%	1
Webster	1970	15,562	15,442	2	0.0%	18
	1960	13,753	13,735	17	0.1%	1
	1950	15,072	15,063	8	0.0%	1
Worth	1970	3,359	3,357	0	0.0%	2
	1960	3,936	3,936	0	0.0%	0
	1950	5,120	5,118	2	0.0%	0
Wright	1970	13,667	13,542	98	0.7%	27
	1960	14,183	14,081	92	0.6%	10
	1950	15,834	15,746	94	0.6%	1

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