school. Even if a segregated school were equal in the physical facilities it provides, the mere fact of "segregation" humiliates minority children—a humiliation that retards educational motivation and achievement. The fear that integration can only be achieved by lowering the quality of education for the white child is a tacit admission that segregated education (and segregated society in general) is in fact responsible for providing non-white children with substandard education. Otherwise there would be no need to express concern about non-white children holding back the educational process. Desegregating the schools has merely brought to the attention of the whole community the problems that were "safely bottled up inside the segregated school system."[28] It is morally indefensible to demand the best educational facilities for white children and at the same time to ignore or remain indifferent to the damage we are inflicting on Negro children by confining them to ghettoized schools. It is this ghettoization in housing and in education that helps to breed and create the maladjusted child, the delinquent and the criminal. The alternative to providing integrated schools, therefore, *even at the risk of a temporary decline in the standards of a white school* (a decline which need not even take place or can be quickly overcome)—is to perpetuate a system of inferior education for a tenth of our citizens. This type of racial selfishness cannot be condoned.

CONCLUSION:

Negro and Puerto Rican children are not biologically less intelligent than white children. Segregation and discrimination, however, have lowered their aspiration, social morale and their incentive to learn. A genuine integration program, therefore, makes provision to reduce this gap wherever it exists, by requesting smaller classes, improved facilities, more experienced teachers, better remedial work and more extensive guidance and motivation resources. Thus conceived, a real integration program improves the educational standards for all children.

MYTH 9 If Negroes Or Puerto Ricans Move Into A White Neighborhood, Crime And Delinquency Will Increase

FACTS:

In discussing this myth, it is important to distinguish between the movement of a few Negroes into a suburban community and the creation of "black belts" in formerly all-white urban areas. No one believes that crime and delinquency will result from the first movement; it is the second that produces this fear. It is a justifiable fear. For, there can be no question but that slum conditions—crowded, filthy apartments, poor schools, lack of recreational facilities, dirty streets and the inadequate home life they reflect—go hand in hand with crime and delinquency. Such slums, peopled by those who are denied educational opportunities and discriminated against in employment, do produce criminals and delinquents. But, the way to protect a community against such crime and delinquency is not by running away from it. The criminal or delinquent cannot be confined to his slum. What stops him from traveling two blocks or two miles to rob or molest? To keep the Negro or Puerto Rican locked in his slum, subject to the social diseases that slums breed will not provide protection for anyone anywhere. Real protection lies in destroying this ghetto, in providing fair housing markets so that anyone can choose better places in which to raise his children, in giving him better schools and a labor market that will accept him on merit alone.

CONCLUSION:

There can be no question but that slum conditions do go hand in hand with crime and delinquency. The way to protect a community from these social diseases is to provide fair housing markets for all people, to give all people better education and employment opportunities and to rigidly enforce housing, health, sanitary and police regulations so that every part of the city is conducive to decent living.

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