

APPENDIX 5:

TIMELOOP: BLACK FOLKS AND SCHOOLING IN ITHACA, NY

This document was constructed as racial tensions emerged during the fall of 2007. As various community organizations held meetings to plot a course of action, much of the time was spent on “bringing people up to speed.” In an attempt to provide the background for the historical and cyclical nature of inequity in local schools, this timeloop was offered to the community organizations and to Ithaca City School District personnel. It is included here in the same format in which it was made available to the larger community. It is also the research that was used for the *Achieving Equity* talk delivered at the History Center in Ithaca, NY.

Equity Timeloop

Feeling compelled to deliver a forceful response to the white clergy who criticized his timing, his methods, and his involvement in a city rife with struggle, Dr. King penned his historic *Letter from Birmingham City Jail*. The letter includes some of the most-cited quotations attributed to Dr. King and a noted rebuke of white liberalism. The letter also begins a public conversation on the required steps for nonviolent direct action. According to King, the first step of any social justice action must begin with *a collection of facts*.

By most measures, Ithaca, NY, is a definitive university or college town. Like other university/college towns, it is primarily a single-industry community. Not only are three of the top four county employers in the public/private education sector, but education accounts for more than a quarter of all jobs.⁴⁶ Census data indicate that

⁴⁶ Tompkins County Area Development Website. Community Profile. Retrieved from <http://www.tcad.org/businessInfo/factsandfigures.php> on May 10, 2008. According to data compiled by the Tompkins County Area Development—an organizations whose “primary mission is to create quality private sector jobs and strengthen the local tax base”—Cornell has the most

Ithaca's population is above average in terms of the number of graduate/professional degrees earned, and one can find there the requisite number of pizza takeouts, coffeehouses, bookstores, and second-hand clothing stores.

Blake Gumprecht (2003) writes that another characteristic of college/university towns is their transient population. More than other U.S. communities, college towns have significant populations who are likely to have lived in another state within the previous five years. According to Gumprecht, the seasonal, almost natural, ebb and flow of college towns keeps them youthful, unconventional, and cosmopolitan (p. 54). What Gumprecht does not mention is that this transience—the frequent flow of people into and out of a community—easily disrupts the collective/community memory.

To be sure, there were many people in the larger Ithaca community who believed the fall 2007 rallies and protests in schools were long overdue. There were also many people in the larger Ithaca community who believed these protests were unnecessary and/or unwarranted. Some questioned the motives. Some questioned the impact. The creation of the timeloop was an attempt to answer these questions. It relies heavily on primary documents and is, quite literally, “a collection of facts.”

Timeloop and Sankofa

It would be a mistake to read this document as a linear history; or, as Dr. King (1967) writes, “the line of progress is never straight” (p. 12). Rather than the frequently used idea of a timeline, this is intentionally designed as a *timeloop*. The names and dates will change, but there is no shortage of repetition. Time, in many places, folds back on itself. This is precisely why the Adinkra word/idea of *Sankofa* offers some insights into the persistent tensions, protests, and status of educational

employees in the county at 9,480 for 2006. Ithaca College (1,525 employees), Borg Warner (1,500), and the Ithaca City School District (1,200) are the second through fourth employers, respectively.

(in)equity in Ithaca schools. Loosely translated to “go back and fetch it”—Sankofa is displayed in multiple visual symbols that all suggest moving forward while keeping an eye on the past.

In constructing the timeloop, material from Cornell’s Division of Rare and Manuscript Collections, the History Center Archives, and the Ithaca City School District Archives provided key pieces of local history. The timeloop also includes references from local historians, books, theses and dissertations, photographs, grant proposals, documentaries, newspaper articles, agendas, lectures, research reports, Board of Education minutes, radio segments, yearbooks, pamphlets, student publications, editorials, letters, and more. The goal is to present as many primary documents as possible, and there are detailed endnotes for each entry located at the end of the timeloop. Despite the range of sources, there should be no doubt that the omissions are infinite. All attempts to capture history are, at best, incomplete. Yes, these selections were intentionally chosen, and this should encourage the reader to consider the sources carefully and critically.

Academic excellence, academic failure, and the paradox of resistance are the three key ideas I have come to see in constructing the timeloop. Still, it is essential that readers make their own meanings of and connections to this telling of history. It is for this reason that the timeloop is presented in its current form. The listing of dates is a pedagogical approach. The timeloop is designed to be used and read. Moreover, it is expected that the reader will explore the dates, the events, and the people. It is expected that the reader will also pay particular attention to the research notes. Explore the sources. Make additions. Fill in the gaps. Challenge the past. This summary and timeloop on the following pages are an invitation to engage Ithaca’s educational history. The essential question is *where do we go from here?*

Timeloop: Black Folks and Schooling in Ithaca, NY

- 1779** Sullivan’s Campaign destroys the Tutelo Village at Coregonal. Harry Melone writes, “With sword and flame the land was cleared of its former owners.”¹
- 1788** Richard Loomis is brought to Tompkins County as “human chattel.”² Slavery marks the first record of black folks in Ithaca.
- 1796** First record of schooling. Kurtz writes, “As early as 1796 that portion of the town of Ulysses which became Ithaca was represented in the management of the existing schools by Robert McDowell, Benjamin Pelton and William Van Orman—early settlers—as is shown by the town records.”³
- 1807** First school is built in Ithaca. Jane Dieckmann writes, “The first school in Ithaca, District School No. 16, was built on the corner of Seneca and Cayuga streets, site of the DeWitt Building and a corner that has always had school buildings on it.”⁴
- 1822** Ithacans work to found a college. Writing in 1822, Philip Stansbury states, “Ithaca will be the place wherein all those minor academies and institutions, at present spread over the fertile and well inhabited countries beyond the first of the parallel lakes to Erie, will be centred into one great flourishing temple of science.” Proposal is effectively denied.⁵
- 1823** Ithaca Academy is formed to provide secondary education. It is argued that the failed attempt for a college provides the seed money for the Academy building.⁶
- 1833** St. James A.M.E. Zion Church is founded. The church website states, “Built in 1833, St. James AME Zion is believed to be the oldest church structure in Ithaca and one of the first of the AME Zion churches in the country. An Underground Railroad station, St. James is located in a community that was an important transfer point for fugitive slaves en route to Canada. Many of these slaves, impressed by the support of the local community, decided to stay in Ithaca and constructed homes in the area surrounding St. James.”⁷
- 1833** On November 13, 1833, the Trustees Book of Record for Public School District No. 16 records a meeting “for the purpose of making provisions for the school about to be opened in the new school house.” In outlining the roles of the principal and teachers, the book also states that students must be residents of the district “unless by special permission, in writing, signed by a majority of the trustees.”⁸

1839 Peter Wheeler publishes an autobiography, *Chains and Freedom: Or, The Life and Adventures of Peter Wheeler, a Colored Man Yet Living. A Slave in Chains, a Sailor on the Deep, and a Sinner at the Cross*. Among other experiences, Wheeler details his life of enslavement in Tompkins County.⁹



Courtesy of the History Center: Ithaca, NY

Illustration A.5.1: Frederick Webb and Oxen (n.d.)

- 1841** The New York Colored American references “a flourishing school” for black children in Ithaca.¹⁰
- 1851** New York State Superintendent’s Report indicates monies earmarked for “colored” education in Ithaca.¹¹
- 1863** Between December 3, 1863 and February 18, 1864, twenty-six black men from Ithaca enlisted in the 26th Regiment of the United States Colored Infantry. According to county historian Carol Kammen, “In late 1863, New York agreed to allow African-American men to enlist in the United States Colored Infantry. Black soldiers did not receive a bounty and were paid less

than white soldiers . . . But they were counted toward New York state's quota of men enlisted in the Civil War. In less than 60 days, 2,300 men—about 25 percent of the African-American male population between ages 18 and 45—signed up.”¹²

- 1865** Cornell University is founded. In an 1868 letter to A. D. White, Ezra Cornell states, “I would found an institution where any person can find instruction in any study.”¹³
- 1872** Cornell University becomes one of the first eastern universities to admit women and men. Charlotte Conable writes, “The admission of women to Cornell University is closely linked, according to legend, to the phrasing of the university motto.”¹⁴
- 1874** Draft of letter from Andrew Dickson White to C. H. McCormick, September 5, 1874, “In answer to your letter first received, I would say that we have no colored students at the University at present but shall be very glad to receive any who are prepared to enter. Although there is no certainty, the entrance of any such students here during the present year, they may come and if even one offered himself and passed the examinations, we should receive him even if all our five hundred white students were to ask for dismissal on that account.”¹⁵
- 1874** On May 11, 1874, the New York State legislature passed a bill entitled, “An act to secure to children the benefits of elementary education.” The bill required municipalities to offer elementary education and was designed to address the growing concerns of child labor. With little authority for enforcement and even less authority to require public expense, the act moves closer toward a system of free (tax-supported), compulsory education for all New York state residents.¹⁶ It is important to note this year also marks the U.S. Supreme Court decision of *Stuart & Others v. Kalamazoo* that upheld the legality of tax-supported public education.¹⁷
- 1875** The Ithaca Academy hosts its final commencement ceremony. The *Ithaca Democrat* reports, “The Ithaca Academy is now a thing of the past, and in its place we are to have a higher school, with no better literary advantages, but an increased taxation to support it. It will however gratify some of ‘the friends of education in Ithaca’ who are hungry for a position under, or in it.”¹⁸
- 1875** *Ithaca High School* opens and marks the beginning of public secondary education in Ithaca. The *Ithaca Journal* reports, “The public schools opened today and the children are all happy.”¹⁹

- 1876** Lucien Wait, head of the mathematics department at Cornell, founds the Cascadilla School. Wait opened the school in order “to prepare students for entrance into the university.”²⁰
- 1879** Jesse A. Johnson, eldest child of Underground Railroad conductor George A. Johnson, becomes the first black person to graduate from Ithaca High School. E. S. Esty, president of the Ithaca School Board of Education, offers words during the commencement ceremony: “Do not receive these diplomas merely as certificates of acquirements in success already achieved, but rather regard them as the keys which shall unlock for you the doors of the colleges and universities. Regard these as but the stepping stones by means of which you may go up higher. Always room at the top said Daniel Webster. Although the lower and middle ranks jostle each other in competition, and struggle for position and support, how serenely the comparatively few who attain eminence stand, both in life and history.”²¹
- 1883** Morris Kurtz publishes a small book that documents various people and resources in Ithaca. He writes, “In educational facilities, Ithaca presents advantages that are equaled by few localities in this country, the courses of study being complete, in continuity and thoroughness, from the time of entering the primaries until graduation at Cornell University.”²²
- 1883** In his year-end report, Ithaca School Board of Education President E. S. Esty writes, “I have watched not without interest the conflict going on in many districts between the Catholic and anti-Catholic elements, and have felt to congratulate both classes in our community that the good sense shown by both sides has so far saved us from harm to our schools from such dissensions . . .”²³
- 1884** Immaculate Conception Parochial School is established.²⁴
- 1889** In his year-end report, Ithaca School Board of Education President E. S. Esty writes, “Among other prominent reasons why we have attained this proud position is the fact that we have studiously avoided, so far as was practicable, all questions from which conflicting interests might arise and our endeavor has been to steadily adhere to the fixed purpose to secure the greatest advantage and attain the highest possible results.”²⁵
- 1890** Charles Chauveau becomes the first black person to graduate from Cornell University.²⁶
- 1892** Ithaca College is founded. William Grant Egbert, founder, states, “It is my plan to build a school of music second to none in the excellence of its faculty, the soundness of its educational ideals and the superior quality of instruction.”²⁷



Courtesy of The History Center Archives: Ithaca, NY (#V30.6)

Illustration A.5.2: Ithaca Central School Class Photo (1885 or 1886)

- 1895** William A. George establishes the Junior Republic in Freeville, NY. Attempting to replicate the social and economic hierarchies of U.S. society, George states, “I do not believe the Junior Republic is an ideal scheme, a Utopia, but I think it is the best thing yet invented for these classes of boys and girls. It is simply a plain matter-of-fact United States on a small scale, and the conditions social, civic, and economic are made to conform as near as possible to those of the great republic. What the youthful citizens learn they acquire by actual experience. Our maxim is ‘Nothing Without Labor.’”²⁸
- 1902** Ithaca Superintendent Frank Boynton publishes an article in *The School Review*. Boynton writes, “That high schools do not reach the masses as they should and as they can and must, will be generally admitted. To suppose that they are not alive to this condition, or that they are not making strenuous effort to widen the scope of their influence, would be at once to make a grave error and do them serious injustice . . . The American high school was not designed, like its predecessor, the old academy, for a college preparatory school. Its chief and ultimate aim is the preparation of young men and women for American citizenship. The curricula of tax-supported schools must be elastic enough to respond to the pulse of reasonable popular demand.”²⁹

- 1905** Ithaca College archive yearbook photos indicate the first black graduate of Ithaca College. Her name is not yet identifiable.³⁰
- 1906** Alpha Phi Alpha Fraternity establishes founding chapter. The AΦA website states, “Alpha Phi Alpha, the first intercollegiate Greek-letter fraternity established for African-Americans, was founded at Cornell University in Ithaca, New York by seven college men who recognized the need for a strong bond of Brotherhood among African descendants in this country.”³¹
- 1911** Cornellian James B. Clarke writes about race prejudice at Cornell. Clarke writes, “In the South it is, of course, out of the question for a colored person to think of entering an institution of the standard of Cornell. In the North a dark face is often turned away, disappointed and deceived, from a school that is not honest enough to put up the sign: NO DARKIES.”³²
- 1912** Ithaca High School building destroyed by a fire. A promotional brochure for the construction of a new tax supported building entitled, *Our Proposed New School: For all the Children of all the People*, states, “*Ithaca is known around the world as an educational center, a reputation which it has enjoyed for over a half-century. Not only has it been known for its great and growing university, but its public schools have attracted much attention not only in this state but elsewhere.*”³³
- 1915** The Annual (Ithaca High School Yearbook) promotes IHS as “Cornell’s Largest Fitting School.” The ad further claims, “The Ithaca High School sends more students to college than any other school in the state,” and, “This school gets students from nearly every county in New York state, every state in the Union, and from nearly every country.”³⁴
- 1922** Ithaca’s black newspaper, *The Monitor*, congratulates four graduating seniors from IHS. The paper states, “We wish more of our young people were graduating this year and hope that these young ladies will continue to study and make a mark for themselves and for the race, as there is plenty of room for such material and the race needs you.”³⁵
- 1925** Ku Klux Klan marches through downtown Ithaca. The *Ithaca Journal* reports, “Ku Klux Klansmen and Klanswomen estimated at nearly 500 in number, marched through the city streets Saturday afternoon in a spectacular parade, witnessed from the curb by thousands . . . A float accompanied the parade, on which were Klan children ostensibly listening to a religious teacher as she pored over a large volume of the Holy Bible before her . . . Banners proclaimed contingents from Seneca and Chemung counties, and one designated a group of Tompkins County women.”³⁶



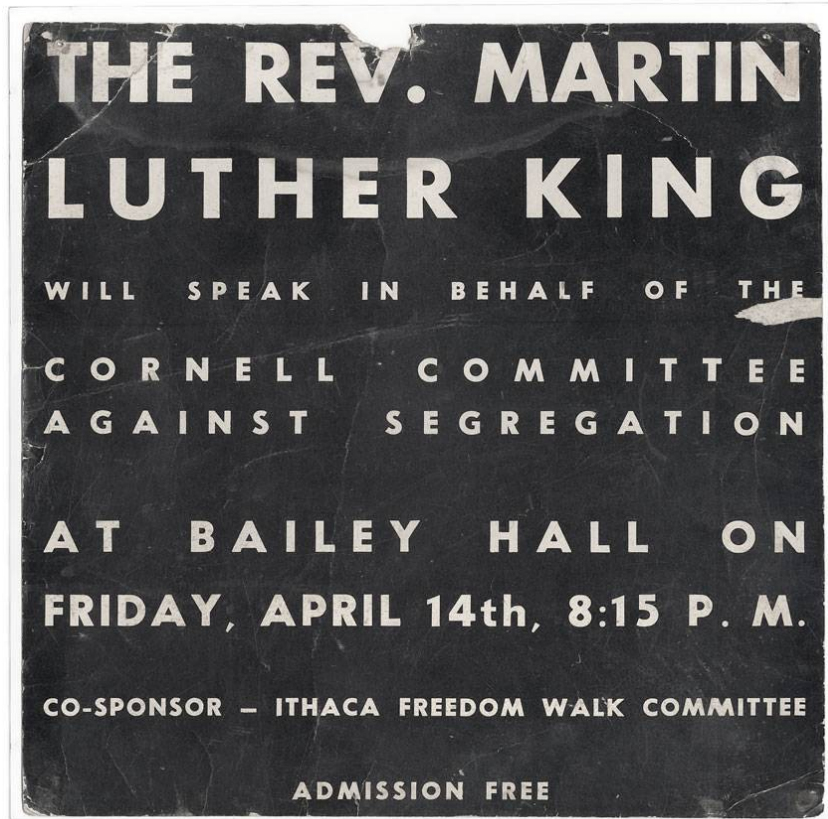
Courtesy of The History Center Archives, Ithaca, NY (#P1-1)

Illustration A.5.3: Ku Klux Klan Parade in Ithaca, NY (1925)

- 1935** Massive storm and subsequent flooding kills 8 people and leaves many Ithacans without homes. Two days after the record flood, the *Ithaca Journal* reports, “The misery of Ithaca flood refugees driven from their south and west end homes early Monday morning today pushed into the background as a minor detail in the damage brought by madly racing waters.”³⁷
- 1938** The South Side Community Center opens in new building. First Lady Eleanor Roosevelt attends the dedication ceremony and offers brief words to the audience, “I dedicate this building to the service of the people of the community. I am glad the two races are working together, for in that way we will have a better understanding. Here in this building you will find a happier, healthier, better future for your children and therefore a happier and better community.”³⁸
- 1939** John A. Mack (Cornell University) completes master’s thesis focused on Ithaca High School. He writes, “The students who are on a regular allowance seemed to rank higher in achievement, on the average, than any other group who reported any single method of getting spending money.” Mack adds, “When students from certain districts which constantly send low achievement pupils are being advised, they could be directed into required courses more nearly fitting their probable accomplishment, and into elective course meeting their vocational purposes.”³⁹

- 1944** Emma Rose Elliott (Cornell University) completes master's thesis focused on Ithaca High School. She writes, "For a city of its size and location, Ithaca has a relatively large Negro population. Doubtlessly, this fact is related to the presence of the university. Negroes can find employment here as cooks, kitchen workers, and housekeepers in dormitories, fraternity and sorority houses, and private homes. One of the Community Centers, of which Ithaca has three, is maintained for the negro group. And the activities of their young people center around the 'South Side House' to a large extent. By the time local negro children have reached high school age, they have developed a definite group feeling. They are apt not only to overtly resent any implications of inferiority, but also to read slight into situations when none was intended. Thus, Ithaca teachers frequently find it even unwise to encourage white and colored groups to mingle in classroom situations. There is always the danger that a negro child will resent some unwitting act or comment of a white child, and the negro group make physical retaliation later."⁴⁰
- 1948** Harold Wood (Cornell University) completes master's thesis focused on Ithaca High School. He writes, "Nearly all of the reasons given for withdrawal in this study were, to varying degrees, related to undesirable economic circumstances . . . Many of the withdrawals expressed regret over the fact that they did not remain in high school to graduate, and several said that they plan to return to school to complete the work required for a high school diploma. Not a single youth expressed satisfaction with his decision to withdraw from high school and make his own way in the world."⁴¹
- 1953** Barbara Blais writes a term paper, *A report on the Proposed Consolidation of Ithaca Area School Districts*, for a government course taught by Ithaca Superintendent W. L. Gragg. The paper is included in the Report on the Proposed Consolidation of Ithaca Area School Districts. Blais writes, "A number of Ithaca people have told me they felt consolidation would be harmful to the school system. The main objections seemed to be that, bringing in schools of lower standards would necessarily lower the standards of city schools, and that the city would be unfairly burdened financially in making the necessary improvements in the facilities of the suburban districts."⁴²
- 1956** Rural School District Consolidation: The *Ithaca Journal* reports, "Effective July 1st, 42 suburban school districts and the Ithaca City school district were consolidated. Fifteen buildings in the area outside the city will be used and five will be closed. A total of 25 buildings will be in operation."⁴³

- 1957** Chester Koons (Cornell University) completes masters thesis focused on Ithaca High School. He states, “The author’s general conclusion is that the low students are not second rate citizens of the high school community, but rather they are, for the most part, good citizens working up to their limited natural abilities. They are usually not leaders within the high school, but, as followers, they do perform certain functions within the high school that entitles them to full citizenship . . . To re-state again a general proposition of this paper, the author would like to emphasize that the low group will most likely not become the leaders in the community, but should fill the necessary jobs of responsible followers.”⁴⁴
- 1960** The new Ithaca Senior High School opens moving students from downtown to the North Cayuga Street campus. The *Ithaca Journal* reports, “Students and administrators at the Ithaca High School gave enthusiastic approval of their new home and facilities today.”⁴⁵
- 1961** Minutes from Ithaca’s Council for Equality state, “Discussion centered around the recent incidents in Ithaca, involving high school students in inter-racial clashes. The background of these incidents was pieced together, and it was generally felt that more difficulties might be expected. Several people present had attended the meeting with the Mayor which had taken place after these incidents, and they reported that there had been general agreement at that meeting that there should be some sort of a permanent committee set up to deal with such problems.”⁴⁶
- 1965** Dr. Mason, Superintendent of ICSD, proposes the Community Involvement Plan to help disadvantaged children in Ithaca schools. The *Ithaca Journal* reports, “The most significant part of the program, educationally, would be providing special ‘tracks’ for the educationally disadvantaged and in hiring a coordinator-counselor to coordinate community efforts to help these children, Mason said. ‘Tracking’ in education is an arrangement where special experiences, teachers, or programs are provided to fill a specific pupil ability or need. Special tracks already are provided for superior and exceptional pupils. This tracking would not be one in which disadvantaged pupils would be isolated, but one in which they would be given special class assistance and provided with extra personal help, he explained.”⁴⁷
- 1967** The Afro-American Club begins at Ithaca High School. Under the title, “*Negroes Form New Club*,” the 1968 IHS Annual states, “The Afro-American Club, headed by our new Health teacher, Mr. Nixon, promises to become quite an active club. Its purpose is to study the history of the Negro in American Culture. The members observed the National Negro History week in February and held a bake sale in the cafeteria. Besides holding discussions, they had Dr. Corinne Galvin, a noted lecturer, speak to them.”⁴⁸

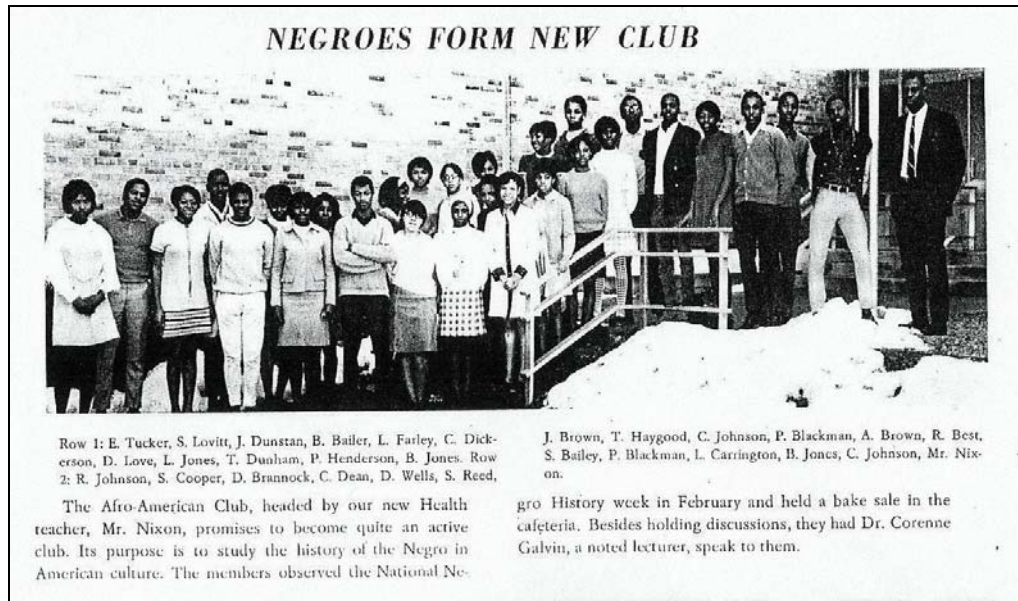


Kroch Division of Rare and Manuscripts Collection: Cornell University.

Illustration A.5.4: Dr. Martin Luther King, Jr.'s visit to Cornell University (1961)

1969 Willard Straight Takeover. According to an Africana Studies & Research Center (AS&RC) Takeover Study Guide, “On April 19, 1969, black students occupied Willard Straight during Parents’ Weekend as a continuing form of protest about racial issues on campus. Citing the university’s racist attitudes and irrelevant curriculum, the students occupied the building for thirty-six hours. The takeover received national attention as thousands of black and white students became involved, which engaged the community in broad discussion about race relations and educational matters. For many the image of students leaving the Straight with guns is the only lasting memory they have of the takeover. However, it was more than that. The guns were introduced in the seizure of a building only after groups of white students had attacked the black students occupying the Straight. After the peaceful end of the takeover, Cornell University introduced a curriculum in Africana Studies and established the Africana Studies & Research Center.”⁴⁹

- 1969** The educational team of the Cornell Summer Work-Scholarship Program creates 115-plus page report entitled “Black People and the Ithaca City School District.” The director, Paul DuBois, writes the introduction and states, “I believe that when a significant segment of our school-age population—the poorer children, the Blacks, the other minority groups—constantly demonstrate lower academic performance than their middle-class, white counterparts, the blame for the group differentials must be directed toward the system that is supposed to serve all our children equally. When groups of our children predictably will fail in school, the school system is failing its responsibility to the children.”⁵⁰
- 1969** Black Counseling Service is created as a collaboration between the Southside Community Center and the Ithaca City School District. “On November 25, 1969 the Black community began to seriously re-evaluate the type of education that Black students were receiving. A great many people concluded that Black students were not adequately prepared for college and work. This was confirmed when eleven of eighteen Black Ithaca High School Graduates of that period were enrolled in remedial type special programs on college campuses. It was apparent that the school personnel were unable to serve our Black students adequately. It was felt that the counseling service needed to be supplemented, so that the students could be made aware of opportunities for learning and advancement. Therefore, a black counseling program, supported and financed by the Ithaca Board of education, was conceived, planned, and initiated on November 25, 1969.”⁵¹
- 1970** ICSD Board of Education minutes include an answer sheet to Questions Raised by Tompkins County Taxpayers Association. Some of the issues posed by the Association include questions about the qualifications to hire new counselors, evaluation of the Trump plan (module scheduling), banning Students for a Democratic Society from IHS campus, and “We request the birthday of the F.B.I. Director, J. Edgar Hoover, be recognized as a holiday. At a time when chaos is running rampant across America, it is only fitting that this great Law and Order representative be recognized for his great contributions to our country.”⁵²
- 1973** Club Essence is formed. Deidre Hill states the club was created in “response to a need to establish more social and civic activity for Black women.” The primary fundraising activities of Club Essence provide “scholarships for college-bound high school students.”⁵³



Ithaca High School Annual ©1968.

Illustration A.5.5: Ithaca High School Afro-American Club (1967)

1974 The Lehman Alternative Community School (LACS) begins. Originally known as the “New Junior High Program,” the public school option “was created by the Board of Education in following one of a series of recommendations made to the Superintendent of Schools and School Board of the Ithaca City School District by the blue-ribbon ‘Alternative Education Committee.’”⁵⁴

1976 Ithaca undertakes a contentious redistricting plan.⁵⁵ The redistricting plan closes a number of elementary schools—including Henry St. John elementary school (primarily serving the Southside community). Katherine Eisenberger gives a presentation to the Board of Education on the results of the Community Household Survey. Eisenberger states, “It was overwhelmingly clear that the Ithaca community feels strongly about its schools, and holds dear the role education plays in their lives and in those of their school children . . . There were segments of the community which expressed the sentiment that discrimination between the ‘haves and have-nots’ is in evidence in the schools and should be eliminated . . . There was a great concern that closing a neighborhood school might spell the decline of a neighborhood unity and cohesiveness.”⁵⁶

1980 A letter from ICSD Superintendent Richard Backer dated April 23, 1980, acknowledges district errors and lack of communication. The event concerns allegations of a student in possession of pistol.⁵⁷

NEWS UNBIASED AND UNBOSSSED

Non-Sectarian
Non-Denominational

THE MONITOR

ADVERTISE AND
GET RESULTS

Published in the interest of Colored People. Published in the interest of Kingdom Building and Racial Uplift.

Vol. I, No. 2
ITHACA, N. Y., APRIL, 1923
5c the copy

**COMING! JAZZ A LA MODE,
THURSDAY, MAY 10TH**

Cayuga Temple I. B. P. O. E. W. Daughters of Elks No. 64 Present Jazz a la Mode for the Purpose of Building Fund.

This is planned to be one of the finest entertainments of its kind ever produced by our race in this section of the State.

Mr. Julius B. Jones, the noted Saxophone King, is doing wonderful work on the production end of the Minstrel Show and he anticipates bringing to the Ithaca Public an attractive production which you cannot afford to miss. Mr. Jones is also arranging a number of original lyrics and musical numbers which will be beautifully pleasing to the audience. Among the attractions are the following:

Eddie (Bozo) Williams will star throughout the show. He promises to furnish plenty of entertainment during the evening.

Special attention is called to Funny Frank Johnson who will be seen in a scene picturing the tomb of King Tut

Dona with the nightingale voice, will stir the audience with her silver tones. Little Mae Bradley will be there on the Buck & Wing stuff. She really moves a wicked hoof and will take a crack at the world's record on the Broadway shuffles.

Aanna Glasbe in Contortion work. Johnny Brown is the end man and he promises a lot of laughs during the evening.

The chorus of dashing, high stepping creole babies are a knockout and when they sing and dance you will get a thrill as never before.

After the show the Famous Elite Novelty Orchestra will furnish Jazz for the dance in which Jew Baby Jones will star on his saxophone.

This is the most lucrative and fascinating attraction ever staged by local talent. You have seen the light shoe dance and the caotic crawl but if you miss this treat, you have missed them all. Tickets are now on sale. Get them early, they are going fast.

in position to print and distribute good literature for the benefit of our people, but there is one thing every negro man and woman can do, we can become a member of the organization and allow our dollars and sincere cooperation help further this work. It is a great cause and one purely in the interest of every black man and woman.

No man, white or black, can conscientiously refuse to help this work as it stands for justice to all, and is endeavoring to prove to the world that the negro is a human being the same in the sight of God as any other race, with the same talents and possibilities as any other people, and due the same rights and protection as any other law-abiding citizen in this country.

The Ithaca Branch is hot on the trail with its drive, and hope to get 200 new members which is their required quota. The officers of the drive consist of Col. John Hill, Major Lloyd Hammond, 12 Captains and 15 Lieutenants.

The appeal is being made to our white friends also, as we need their help, both financially and otherwise, to help us solve the various problems with which our race is confronted.

If one of the many Captains or Lieutenants should approach you for a membership, give it to him. In so doing, you are helping humanity and yourself.

Watch the N. A. A. C. P. thermometer—Remember 200 is the required number. Let every man make himself a committee of one. Join yourself and get the other fellow.

For further information write or phone Mr. T. M. Redmond, President Ithaca Branch, N. A. A. C. P., Cleveland Ave.—Phone 6306 or consult the Major of the drive, Mr. Lloyd Hammond, 106 Cleveland Ave.







JULIUS B. JONES

in the Sahara Desert. You will laugh for ages when you see this.
Mabel Baker in the Shok of Alabam, and she really shouts it.
Mrs. E. (Bozo) Williams, the Prima

**WE HAVE JUST BEGUN TO FIGHT
—HELP US**

The N. A. A. C. P. is now in the field with its spring campaign membership drive.

This organization is the one real organization standing, and working, for a real democracy in America. Many of the complicated problems confronting our race have been solved through its work, but yet there is lots more to be accomplished. It can, and will be, but in order to do so this organization must have the full cooperation of every negro in America, who believes in the full manhood rights, and of every white person who is a real believer in full democracy.

It behooves every negro man and woman to stand back of this organization and push it with all the vim and vitality they have. We cannot all investigate the various outrages against our people from time to time in the South; all of us cannot go to Washington and battle with the law makers of our country for justice, neither are we

BRIEFS

A. Whitted, assistant chef at the Ithaca Hotel, is contemplating a large poultry and fruit farm at Lansing, north of Ithaca.

Miss Lillian Cornish of 205 E. State Street, has just returned from a weekend visit with relatives and friends at Elmira, N. Y.

WANTED—Bus Boy; at once. Apply at the Ithaca Hotel to Mr. C. H. Kent, head waiter.

The Monitor, Ithaca, NY (1923)

Illustration A.5.6: Ithaca's Black Newspaper—*The Monitor* (1923)

- 1981** ICSD considers eliminating Black Counseling Service. As director of the service, Nantambu Bomani writes, “To discontinue this program would be just like ‘cutting a heart from a body’ and the Black Counseling Services is a vital link to the Black students, school, parents and community.”⁵⁸
- 1981** Ithaca Black Caucus hosts a conference on “The Educational Needs of Black Children: the Ithaca Experience.”⁵⁹
- 1986** Ithaca undertakes a contentious redistricting plan. The *Report of the Subcommittee of the Administrative Council of Board of Education of the Ithaca City School District on the Space Problems of the Belle Sherman, Central and Northeast Schools* states, “one of the principles related to the desirability of multicultural and multiracial mix requires some brief discussion. Our implementation of our strong commitment to that principle and the social values it represents for education raised deep concerns within the subcommittee about the means necessary to achieve that goal in our proposed plan—the bussing of predominately low income and black elementary students to a variety of schools somewhat distant from their homes. After much discussion, the overwhelming majority of the subcommittee reaffirmed its commitment to the predominance of the principle of multicultural and multiracial mix schools in recommending a plan to resolve the current space problems.”⁶⁰
- 1986** WHCU’s Night Sounds airs a segment on the ICSD’s plan to cut the Affirmative Action Office. Commentator Annette Laurier-Skates asks, “Why is the Affirmative Action Office so expendable?” and “How does eliminating this position further the goals of the district?”⁶¹
- 1987** Ithaca Youth Council creates the film *Racism: The Intolerable Issue*. The youth leaders state, “A reason for making this video is a response to public outcry over racial tensions that exist in our community.”⁶²
- 1988** In the book *One Day in Ithaca, May 17, 1988* (commemorating Ithaca’s centennial), Paul McBride writes, “Ithaca itself is a colonized community. Moreover, as a college professor, I am one of the colonizers. My nation is Academia. In the last 120 years or so, the academics (as citizens of this nation are called) have taken over the city, shaped its values, its entertainment, its public school system and even its government. The ‘greasers’ or ‘farmers,’ as offspring of the academics call the natives, flunk out of school at shamefully high rates. They graduate from tracked programs which guarantee them a career no higher than a McDonald’s manager. They can be seen any time of the day playing video games [at] Deebe’s, a hang-out near the high school, or sneaking smokes down by the creek. They have not so much failed school, as school them. Ithaca’s schools have become the institutional tools of the colonizers, preparing their children for positions of

influence in the nation of Academia. Even organizations historically dedicated to service the native of the inner city, such as the YMCA, have become the servant of the upper middle class. The YMCA is no longer downtown, near the poor, but instead enjoys a fashionable location near the out-of-town shopping mall where its function is not unlike that of middle class country club. We academics convince ourselves that the greasers, townies and farmers are better off with our influence. Such is the thinking of colonizers throughout history.”⁶³

- 1991** WHCU’s Night Sounds airs a radio program on black students at IHS. Teachers, parents, and students call for an increase of black faculty/staff, support for Black Counseling Services, better curriculum, examination of tracking, and generally better preparation of black students.⁶⁴
- 1994** ICSD creates Institutional Racism Strategic Action Plan. The plan states, “One of the key ways systemic oppression has continued in America for hundreds of years is how subtle and unconscious the process continues to be. If the district were to follow this objective it would be acknowledging the need to overcome its own built-in institutional and personal bias with the cooperation of a consulting team giving voice in key decision making areas to ‘the other.’”⁶⁵
- 1994** Leadership and Multicultural Alliance Project (LMAP) is created. LMAP is a collaborative project between the Greater Ithaca Activities Center, the Multicultural Resource Center, the Community Dispute Resolution Center, and Training for Change Associates. The project is designed to bring together youth from diverse backgrounds to build appreciation for their own cultures and for their peers’ cultures, as well as to groom youth to take leadership roles in their schools and communities.⁶⁶
- 1995** Ithaca High School considers the elimination of tracking in science classes. The *New York Times* reports, “The issue became the focus of the school board elections on May 2. More than 5,000 voters—twice as many as in any recent school election—turned out to vote for three open seats, and two of the three incumbents who favored abolishing honors classes were defeated. On the nine-member board, there is now a bloc of four potential votes for keeping the honors classes . . . Inside the high school’s complex of squat buildings, science teachers said that they have long been teaching the same material to both honors and Regents students, forced to do so by the necessities of statewide Regents exams. Indeed, they contended that the distinction between classes is a matter more of prestige than substance and say that they intend to raise the level of the combined classes to honors standard and not the other way around.”⁶⁷

- 1995** The *Syracuse Post-Standard* reports, “A crowd of about 100 demonstrators Wednesday called on the community and the school district to do more to fight racism in the wake of a fight at Ithaca High School Tuesday.”⁶⁸
- 1995** ICSD Board unanimously adopts Elimination of Prejudice and Intuitional Racism resolution. The resolution states, “WHEREAS, the Ithaca City School District Board of Education acknowledges that racism is a serious problem within our jurisdiction and; WHEREAS, the Ithaca City School District Board of Education recognizes the need for government and community leadership to take sustained action to address this problem; THEREFORE BE IT RESOLVED, that the Ithaca City School District Board of Education agrees to make combating racism in our community a top priority for the coming year, and; BE IT FURTHER RESOLVED, that the Ithaca City School District Board of Education will see that our budget decisions reflect this commitment as much as possible and will make this issue a top budgeting priority starting in 1995–1996.”⁶⁹
- 1996** The *IHS Office of Minority Student Affairs (OMSA) Report for 1995–96* includes a number of suggestions. Assistant to the Principal for OMSA, Dr. John Raible, writes, “The primary focus of my work this year has been on decreasing the number of interracial conflicts at IHS by working with students involved in fights. Last year, when I first became interested in applying for the OMSA position, I spoke with then-superintendent James Lorthridge. I asked him what he envisioned as the main goal for the new person in OMSA. His response was this: ‘I need someone to go in there to prevent the bloodbath from happening. It could happen at any moment, or it could happen a year from now.’ Even as we spoke, a phone call came in to his office, informing us that yet another fight requiring police intervention had just taken place at the high school.”⁷⁰
- 1997** Tompkins County Board of Representatives hosts a countywide, three-day *Future Search Conference on Racism*. The final conference report includes key trends in education: “tracking that fails to meet individual student needs; failure to educate students of color; failure to educate students about history of other cultures; denial of racism; many committees, few solutions.”⁷¹
- 1997** Parents of African/Latino/a Students (PALS) creates a list of questions for the new principal. One question states, “At this time, Ithaca High School is 9.4% African American, and 1.6% Hispanic. Only 2% of all African American and Hispanic students are in AP or Honors classes. Conversely, we are 23.6% of the Special Ed department. How can we turn this around? What can you or are you planning to do different to ensure the success and high academic achievement of our students?”⁷²

- 1997** The *Utne Reader* names Ithaca the Most Enlightened Community in America. The story begins, “There’s a faintly penciled line of graffiti in the men’s room at the DeWitt Mall in downtown Ithaca, New York, that reads: ‘Places for graffiti like this provide a forum for people who otherwise might not be able to express themselves.’ You’ve got to love a town where populist values are on display so openly—and so politely—even in the john.”⁷³
- 1998** English/Media Production class creates the film, *Diversity at IHS*. One of the interviewees states, “There needs to be higher expectations for a lot of minority students. I’m fortunate to have my parents who have very high expectations for me. And um there—I don’t think there’s enough encouragement for minority students—specifically black students—to take honors and AP classes.”⁷⁴
- 1998** Bridge Across Cultures 21st Century Learning Center Grant. The program incorporated a number of ways to bring together Enfield and Beverly J. Martin elementary students including some middle school students. Program ends in 2003.⁷⁵



Courtesy of The History Center Archives: Ithaca, NY (#M1.58).

Illustration A.5.7: Clean Up of Ithaca Flood (1935)

- 1998** Drs. James Turner and Don Barr conduct research at IHS. The final report, *Race and Education at Ithaca High School*, includes the results from an IHS faculty and staff questionnaire. Of the more prominent results, “Seventy five of the 100 responses showed a high level of discomfort and fear about disciplining African American and Latino/Latina students . . . Overall the responses to this question describe a school environment where teachers, staff and administrators are hesitant when interacting with students of color and even worse, so uncomfortable and afraid that they avoid setting behavioral limits and academic demands. Permissiveness is a subtle and powerful form of rejection, and these data indicate that African American males in particular are allowed to roam freely with little accountability for both their behavior and academic work.”⁷⁶
- 1998** Jose Paulino—Assistant to the Principal for Minority Student Affairs—resigns citing lack of support. In a guest editorial published in the *Ithaca Journal*, Paulino writes, “It has appeared to me that supporting staff of color is a real issue within the Ithaca City School District . . . I did not leave to pursue opportunities in New York. I did not leave because I missed an urban environment. I left solely because I had no support from my principal(s) and some other colleagues.”⁷⁷
- 1999** School Issues Group, among others, calls for a public forum to discuss ICSD practices and procedures regarding staff of color. The *Ithaca Journal* reports, “There was at least one immediate response to Wednesday night’s emotion-packed forum on the Ithaca City School District’s treatment of staff of color. Board of Education President Steve Shiffrin put time on Tuesday night’s board agenda to discuss how the board will deal with the concerns and suggestions raised at the meeting.”⁷⁸
- 1999** In its “Year in Review,” the *Ithaca Journal* writes, “From the temporary closing of a black-owned barbershop to diversity policies at the Ithaca City School District to a horrific hate crime in Caroline, race relations played a dominant role in many of the incidents and issues of 1999.”⁷⁹
- 2000** *Newsweek* lists the top 100 high schools in the United States. Ithaca High School is listed 83rd.⁸⁰
- 2000** Dr. Don Barr and Ithaca High School math teacher David Bock conduct research on IHS. The final report, *A Retrospective Study of the Impact of Race And Class on Academic Success at Ithaca High School*, states, “The reality is that those at the bottom of the hierarchy of economic stratification have a great deal in common. They have experienced systemic oppression for hundreds of years. They share a common socio-economic class experience defined by limited life chances. Keeping the poor poor, and keeping the dark and white skinned fighting each other for scarce resources is part of the plan


to keep them in their place and in conflict with each other. If an interracial group of low income poor families were to organize and challenge the injustice their children experience in school, they could be a powerful force for change.”⁸¹

THE ITHACA HIGH SCHOOL

“Cornell’s Largest Fitting School”

“The Ithaca High School sends more students to college than any other school in the state.”
MELVIL, DEWEY, *Ex-Secretary Board of Regents.*

“My acquaintance with the preparatory schools of the United States leads me to believe that the Ithaca High School stands in the very front rank.”
J. G. SCHURMAN, *President Cornell University.*



Year	No. Entering College
1901.....	76
1902.....	55
1903.....	67
1904.....	78
1905.....	76
1906.....	76

This school gets students from nearly every county in New York state, every state in the Union and from nearly every country. It is thoroughly equipped—libraries, laboratories, etc.; employs only teachers of proved success.

In recent years it has won seventy-nine State and twenty three University Scholarships, and has the distinction of having prepared nearly One Thousand students for various college work.

Special classes for state Scholarship work.
Courses in stenography, typewriting, bookkeeping, public speaking, etc.
Has gymnasium, seven-acre athletic field on which are baseball diamonds, tennis courts, basketball courts, football etc.
Both sexes. Enter any time. Tuition \$100.
For catalog, address F. D. BOYNTON, D. Pd., Superintendent and Principal, Ithaca, N. Y.

Ithaca High School Annual ©1907

Illustration A.5.8: Cornell’s Largest Fitting School (1907)

- 2001** ICSD Board votes to “downsize” the Affirmative Action and Multicultural Education office,⁸² and the superintendent disbands the Ithaca City School District’s Affirmative Action Committee.⁸³
- 2002** Village at Ithaca is created. The *Ithaca Journal* reports, “Representatives from the School Issues Group, Ithaca High School’s Parents of African-American and Latino Students, the Mentoring Program for Young Black Males, the Saturday Science and Mathematics Academy, the Welfare to Work Program of Catholic Charities, the Greater Ithaca Activities Center, Southside Community Center, teachers and administrators from the Ithaca City School District, civic leaders, and ministers from several churches crowded into the conference room of the Tompkins County Human Services Building to unite

on behalf of students of color in Ithaca.”⁸⁴

- 2002** The ICSD Board of Education adopts the following as Goal #1: “As part of a long time effort, the Board will focus on enhancing Student Achievement in accord with the District’s Mission. The immediate objective is to support all students with programs that eliminate race and class as a predictor of performance. Assuming progress on that issue, the next objective is to stretch the talents of all youngsters toward and even beyond mastery levels of achievement.”⁸⁵
- 2004** Racial Fights—*Ithaca Journal* reports, “Apprehension that racial tensions exist between some students at Ithaca High School was made clear this week by parents pulling their kids out of school, and students saying they’re eager for conversation on the subject.”⁸⁶
- 2004** United States Department of Justice—Community Relations Service (CRS) is called to conduct an investigation. CRS suggests Ithaca High School run a “SPIRIT” group (acronym for Student Problem Identification and Resolution of Issues Together) as an attempt to decrease tensions and hostilities.⁸⁷
- 2004** ICSD creates the Equity Strategic Action Plan. According to the document, “This plan is in support of the Ithaca Board of Education’s goal to ‘eliminate race and class as predictors of student success.’ These elements outline both manageable action steps to achieve tangible results in the short term, and a meaningful, integrated long-term strategy. The strategy involves the school district, families, community organizations, and higher education in a collaborative effort. The component parts, taken together, form a comprehensive strategy, but they should not be seen as a linear, sequential plan. Rather, all elements can be pursued concurrently, with different work groups focusing their efforts on different parts of the plan at the same time.”⁸⁸
- 2004** Dr. Roberta Wallitt creates film *Breaking the Silence: Asian American Students Speak Out*. The video contains a facilitated conversation among a group of Tibetan and Cambodian young people about their school experiences and includes a discussion of what supported and what hindered their progress.⁸⁹
- 2004** ICSD Board of Education debates the elimination of Assistant to the Principal for Multicultural Affairs positions.⁹⁰
- 2005** Village at Ithaca Video Project includes interviews with students talking about high school experiences with racism, tracking, lowered expectations, feelings of isolation, and culturally responsive curriculum and staff.⁹¹
- 2005** “How Our Kids Become Unequal” is the front-page headline of the February 12, 2005 edition of the *Ithaca Journal*. The story reports the graduation rate

for African American students at Ithaca High School is 50%.⁹²

- 2005** Ithaca undertakes a contentious redistricting plan. In May, members of the group, *Concerned Citizens for Neighborhood Schools*, file a suit to prevent redistricting plans. Plaintiffs argued that their children would suffer “irreparable harm” if they had to attend Beverley J. Martin elementary. Case is dismissed on procedural grounds in 2007.⁹³
- 2005** Forum held at Greater Ithaca Activities Center (GIAC) to discuss the use of a book, *War Comes to Willy Freeman*, which includes multiple appearances of the racial epithet *nigger*.⁹⁴
- 2005** The Community Foundation of Tompkins County hosted a Critical Issues Roundtable: *Inclusive Communities: Breaking the Barriers*. This event was shaped and facilitated by local high school students “to address the concerns of youth about their experience of diversity and inclusion when they are not in school.”⁹⁵
- 2006** Dr. Ronald Ferguson conducts the Tripod Project—a survey focused on racial disparities in high-achieving suburban schools.⁹⁶ The IHS *Tattler* reports, “Ithaca City School District Superintendent Judith Pastel said that the survey serves a unique and unusual purpose. ‘Very clearly we have an achievement gap based on race, class, and disabilities. I’m not happy about it, but it’s real. We do not give many opportunities for students to voice their opinions about why they are or aren’t achieving.’”
- 2006** Amelia Kearney takes her case to the Tompkins County Human Rights Commission to address the harassment of her daughter during the 2005–06 school year.⁹⁷
- 2006** Ithaca High School bans the wearing or display of the Confederate flag. An *Ithaca Journal* editorial states, “[I]n a letter sent to parents and guardians of Ithaca High School students, Principal Joe Wilson announced to the community that his school will no longer allow any students to wear or carry any item that contains an image of the Confederate Flag. The national banner of the ill-fated Confederate States of America, Wilson wrote, ‘has caused and continues to cause feelings of ill will. . . . Such feelings in turn have led to disruptions to our operations and educational process.’”⁹⁸
- 2006** The Village at Ithaca and the ICSD create the First Annual Equity Report Card.⁹⁹
- 2006** A.C.T.I.O.N. (Activists Committed To Interrupting Oppression Now) is formed “to take more direct action” against inequity in the ICSD.¹⁰⁰
- 2006** Student panel and community forum held at Southside Community Center. Students expressed concerns/anger over open displays of racism (confederate

flags, racist language, graffiti, lower expectations, and more).¹⁰¹

- 2006** Students, faculty and community members meet with City of Ithaca Common Council—Environmental and Neighborhoods Services committee (former Community and Neighborhood Services). Students express concerns about their experiences at Ithaca High School.¹⁰²
- May 2007** Protest at the Board of Education. The *Ithaca Journal* reports, “Prior to Tuesday evening’s Ithaca City School District Board of Education meeting, a group of about 120 people gathered outside the district’s office to protest what they see as a lack of equity in the enforcement of district policies.”¹⁰³
- Sept 2007** ICSD Board votes to challenge the Human Rights case of Amelia Kearney with a particular challenge to Human Rights jurisdiction in public schools. The *Ithaca Journal* reports, “The Ithaca City School District will pursue an injunction to block a hearing scheduled for Monday with the New York State Division of Human Rights. After adjourning their regular meeting session and speaking in a closed executive session Tuesday night, the board came back into public session and authorized the school district’s attorney to file a ‘motion for a preliminary injunction precluding the Division of Human Rights from conducting further proceedings with respect to the complaints brought against the district,’ Superintendent Judith Pastel said.”¹⁰⁴
- Sept 2007** Protest at the Board of Education. The *Ithaca Journal* reports, “A group of college students, high school students and community members besieged the office of Ithaca City School District Superintendent Judith Pastel Monday demanding an audience with the administrator to address the district’s challenge of New York’s Human Rights Law.”¹⁰⁵
- Oct 2007** Student-led walkout at Ithaca High School. An open letter from student organizers states, “We walked out of school for a reason, not because we are ‘class-cutting trouble-makers.’ The Countdown to Equality is not about violence. It is about justice. We want equality. We want an end to discrimination of all kinds in the ICSD. Despite what has happened so far, and the obstacles we have faced, this campaign is not over. We want to remember yesterday, but live for tomorrow!”¹⁰⁶
- Oct 2007** The *Ithaca Journal* reports, “Almost half of Ithaca High School’s student body was absent from school for at least half of Thursday, estimated Ithaca City School District Superintendent Judith Pastel. The absences came after parents expressed concern for their children’s safety due to rumors this week that something violent would occur at the school.”¹⁰⁷



Ithaca High School *Tattler* ©2007.

Illustration A.5.9: Ithaca High School Student Walkout (2007, October)

Oct 2007 In calling for the community to move forward, the *Ithaca Journal* editorialized that the most recent situation is “one of the worst racially charged messes in school district (and area) history.”¹⁰⁸

Jan 2008 Administrative law judge submits findings of fact, recommendation, decision and order in *Kearney v. Ithaca City School District*. Beyond recommending the ICSD pay \$1 million USD in compensatory damages, Hon. Christine Kellet recommends “that within 60 days of the Commissioner’s Final Order, that the Respondent’s teachers, administrators, school bus drivers, cleaning staff and all other employees be trained in the recognition of discrimination and the effects of discrimination on children; that Respondent review and revise its student disciplinary code to incorporate effective progressive options for changing student behavior; that the Respondent in conjunction with the Division develop plans for the creation of proactive programs for students and their parents to address discrimination; and that the Respondent develop staffing plans to insure the District’s staff has the diversity and tools necessary to end the racial disharmony evidenced by the record at this public hearing.”¹⁰⁹



Author ©2008.

Illustration A.5.10: Hip-Hop Pioneers at Southside Community Center (2008, October)

Timeloop Endnotes:

¹ See Harry Melone's (1929) *A Sesqui-Centennial Souvenir describing One Hundred and Fifty Years of Progress*, p. 5. It is dangerous to begin this history with European arrival. The Cayuga Nation and Iroquois Confederacy have a long history that predates the U.S./Britain revolutionary war and Sullivan's campaign. Melone is referring to the Finger Lakes "campaign" in general and not simply the specific events of Coregonal. Throughout the book, Melone is apologetic in the retelling of Sullivan's military legacy. Melone writes, "Historians and casual readers have often questioned the seeming ruthlessness with which the colonist, blazing the path of the new republic, trampled down every vestige of the domination of the conquerors of two centuries. But the Sullivan campaign was more than a cruel, punitive expedition. The vigor and decisiveness of the methods employed merely reflect what Washington and his counselors considered the necessities created by conditions in the New York Colony" (p. 5). For more information on the history of Ithaca's settlement, see the works of local historians: Carol Kammen's (1985) *The Peopling of Tompkins County: A social history* and Jane Dieckmann's (1986) *A Short History of Tompkins County*.

² Noting that enslavement was legal in New York State until 1827, Field Horne writes that "many early settlers brought human chattel in addition to moveable goods into Ithaca" (p. 18). Horne's essay, "Ithaca's Black Community," can be found in Young Armstead et al.'s (1988) *A Heritage Uncovered: The Black Experience in Upstate New York 1800-1925*. Records indicate that black Ithacans actively resisted enslavement. Mr. Peter Webb paid Mr. Speed \$384 in 1818 for his

emancipation (Kammen, 1985). Sidney Gallwey (1960) writes that after securing emancipation, Mr. Webb attended an abolitionist meeting where his former master spoke and advocated gradual emancipation. Upon hearing Mr. Speed's words, Mr. Webb "arose and remarked that he had formerly been one of Mr. Speed's slaves and that Mr. Speed had given him his freedom, but not until he bought and paid for it and earned the money with his own hands." and adds, "This turn in the discussion was unexpected, and Mr. Speed was real taken down by it" (Gallwey, 1960, n.p.). For additional references to slavery in Tompkins County, see Sydney H. Gallwey's (1962) "Early Slaves and Freemen of Tompkins County" or Kammen's (1985) *The Peopling of Tompkins County*.

³ See Morris Kurtz (1883) *Ithaca and its Resources*, p. 58. In other accounts of the early settlers, Robert McDowell is listed as the "owner" of Richard Loomis. McDowell is connected to education and enslavement in Ithaca.

⁴ See Dieckmann's (1986) *A Short History of Tompkins County*, p. 129. Dieckmann and others also make reference to a pre-existing Lancasterian system of schools in Ithaca.

⁵ See Peter Stansbury's (1822) *A Pedestrian Tour of Two Thousand Three Hundred Miles in North America: to the Lakes,—the Canadas,—and the New-England States. Performed in the Autumn of 1821*. Stansbury's book reads as a travelogue documenting his North American tour in 1822. He sings high praise for the landscape and people he encounters during his time in Ithaca (pp. 85–86).

⁶ See Waterman T. Hewett's (1905) *Cornell University: A history*. Hewett writes, "It was directed, April 10, 1822, that the charter of a college in Ithaca be granted whenever it should be shown within three years that a permanent fund of fifty thousand dollars had been collected for its support. It was, however, found impossible to raise this sum. This impulse, though fruitless in itself, may have led to the foundation of the Ithaca Academy, which was incorporated the following year, March 24, 1823" (p. 39).

⁷ See St. James African Methodist Episcopalian (AME) Zion webpage—"St. James Church History," available: <http://www.stjamesithaca.org/History.htm>. The website documents a number of historic events occurring at the church. St. James AME Zion's significant role in Ithaca's history—for the black community and beyond—is precisely why the church is listed on the National Register of Historic Places. According to Claudia Montague's chapter in Sisler et al.'s (1988) *Ithaca's Neighborhoods: The Rhine, the Hill, and the Goose Pasture*, "St. James served a dual purpose in its early years. Not only was it a place of worship for free blacks in Tompkins County it also played a role in the Underground Railroad in the period before and during the Civil War" (p. 90). Church historians quote Douglass as saying St. James was the "neatest, cleanest, colored meeting house" he had visited.

⁸ See *Trustees Book of Record* (1833), Ithaca Public School District No. 16. The record—written in perfect script—also indicates that students must be vaccinated for smallpox and come to school with a clean face, clean hands, and clean clothes. Failure to adhere to the expected dress code would result in being denied entrance to the school.

⁹ Peter Wheeler's (1839) *Chains and Freedom: Or, The Life and Adventures of Peter Wheeler, a Colored Man Yet Living. A Slave in Chains, a Sailor on the Deep, and a Sinner at the Cross* was edited by C. E. Lester. Though difficult to find in print, Wheeler's narrative remains one of the few literary accounts of slavery in the North. For more information about such accounts, see John Blassingame's (1975, November) "Using the Testimony of Ex-Slaves: Approaches and Problems" in *Journal Of Southern History*. Again, for more information about slavery in Tompkins county, see Gallwey's (1962) *Early Slaves and Freemen of Tompkins County*; Sisler et al.'s (1988) *Ithaca's Neighborhoods: The Rhine, the Hill, and the Goose Pasture*; and Dieckmann's (1986) *A Short History of Tompkins County*. In fact, slavery is a large part of the early black narrative in Ithaca. There is the life of Daniel Jackson who, in death, tells yet another story of enslavement. Jackson's

headstone, resting just below Cornell University in the Ithaca Cemetery, reads, “Faithful Daniel Jackson (1814–1889) BORN A SLAVE. He followed The North Star to Freedom. He returned to bring his aged mother and tenderly cared for her as long as he lived, they were not long parted for she survived him but five years Daniel was 75 and his mother 103 yrs. of age. This Tribute belongs of right to Faithfulness and filial affection.” Summarizing his research and the importance of this early history, Gallwey eloquently writes, “Among the 1,000 names which I have gathered over the span of five years, there are many more who could have been mentioned . . . All have been Negro pioneers. All have contributed to the community which we now share. And this is history, the history of the Negro from out of the Ithaca past. But today it lives again, breathing the breath of a new life into the heart of a struggling people” (n.p.).

¹⁰ This reference is from Horne’s essay, and Horne cites the *New York Colored American*, 13 March 1841. While archival research has not yet provided confirmation, educational programs were most likely housed at St. James AME Zion Church.

¹¹ Horne, p. 20.

¹² Kammen is quoted in Michelle Reaves’s article, “Church honors Black Civil War vets.” (*Ithaca Journal*—2004, October 18). Kammen also authored the play “‘I Am A Man Too’: A History of Local Black Men and the Civil War,” which was performed locally in 2000 and 2003. The play was used as a fundraiser to construct a Civil War memorial and park adjacent to St. James AME Zion church. The black granite memorial lists the names of 26 Ithaca black men who enlisted for and fought in the Civil War.

¹³ Cornell’s co-founder and namesake, Ezra Cornell, used this phrase during the first inauguration ceremony on October 7, 1868. In 2007, the shortened phrase was voted the best college motto in the United States. See “Cornell University’s ‘Any person . . . any study’ named nation’s best college motto by magazine” from the *Cornell Chronicle Online*: <http://www.news.cornell.edu/stories/Aug07/mottoRank1.html>. Of any organization, institution or business, Cornell has exerted the largest influence on Ithaca and has had a direct impact on local primary/secondary education efforts. For more information on Cornell’s founding, see Brian Frey’s (2004) documentary, *Cornell: Birth of the American University* or Morris Bishop’s (1967) *A History of Cornell*.

¹⁴ See Charlotte Conable’s (1977) *Woman at Cornell: The Myth of Equal Education*. Confronted by a young feminist who argued Cornell embodied an institution that was oppressive to women, Conable researched the claim in an effort to offer a rebuttal. Conable writes, “The outspoken young woman had challenged many of my comfortable assumptions, and in anger I determined to search the records of this institution for convincing evidence that she was wrong” (p. 8). What she found, however, was a consistent pattern of discrimination. Differentiated instruction and discriminatory policies led Conable to conclude that while Cornell may have been founded upon a theory of “any person,” the first 100 years of women’s attendance at Cornell defines *unequal education*. She contends, “The study of women’s history reveals a pattern of development which is cyclical in nature rather than evolutionary” (p. 11).

¹⁵ A digital copy of the letter is available via Cornell’s Division of Rare and Manuscript Collections webpage. See, “Legacy of Leadership: Cornell’s Twelve Presidents.” Available: http://rmc.library.cornell.edu/presidents/view_item.php?sec=3&sub=8.

¹⁶ In 1874, New York State politicians had a lengthy debate about compulsory education, and not everyone was for public schools at public expense. The *New York Times* article “Enforced Education” (1874, March 3) stated, “[A] law for compulsory education is a great step to make, and we hardly believe the public or the Legislature are as yet fully prepared for it.” For a sampling of the *New York Times* coverage of the 1874 debate, see: “Compulsory Education in New York” (*New*

York Times—1874, May 31); “Compulsory Education” (*New York Times*—1874, April 10); and “Compulsory Education: The law on the subject; What it requires and how to do it” (*New York Times*—1874, September 26). Both Joel Spring’s (2004) *The American School 1642–2004* and Carl Kaestle’s (1999) *Pillars of the Republic: Common Schools and American Society, 1780–1860* offer additional insight into state hesitation to create tax-supported, compulsory education systems.

¹⁷ See *Stuart v. School District No. 1 of Kalamazoo*, 30 Mich. 69 (1874).

¹⁸ This quote is taken from Sevan Terzian’s (n.d.) “Some notes on the founding of Ithaca High School, 1873–1894.” Available at: www.icsd.k12.ny.us/highschool/foundingofihs.pdf. Terzian has written a number of pieces on the early history of Ithaca High School including “The Struggle for the Extracurriculum at Ithaca High School, 1890–1917” (*Journal of Curriculum and Supervision*, Summer 2005) and “The Elusive Goal of School Spirit in the Comprehensive High School: A Case History, 1916–1941” (*High School Journal*, October/November 2004). Both of these articles complement his dissertation work (2000), *The Emergence of a Comprehensive High School: Ithaca High School in Ithaca, NY 1875–1941*. Terzian is an IHS alumnus, and his work is recommended to anyone wishing to better understand the early—and lasting—formation of Ithaca High School.

¹⁹ “Daily Journal.” (1875, September 6). *Ithaca Journal*, p. 4.

²⁰ See Dieckmann’s (1986) *A Short History of Tompkins County*, p. 126. The Cascadilla School was founded specifically as a preparatory school for admission to Cornell University. The school continues to maintain some affiliation with the university for senior coursework, meal plans, and extracurricular opportunities. For additional information on the Cascadilla School, see school website: <http://www.cascadillaschool.org>.

²¹ “Ithaca High School. Fourth Annual Commencement.” (1879, June 14). *Ithaca Journal*, p. 4.

²² See Morris Kurtz’s (1883) *Ithaca and its Resources*, p. 58.

²³ See E. S. Esty’s (1883) *President’s Report—Annual Report of the Board of Education of the Village of Ithaca*, p. 18. In the same report, Esty poses the question of “whether any advantages result from female representation in Boards of Education” (p. 14). It is possible that E. S. Esty (the first School Board President) and Frank D. Boynton (Superintendent from 1900–1930) have exerted the most influence in shaping Ithaca’s educational institutions. Again, for a further exploration, see Terzian (2000/2005) or “Frank David Boynton: In Memoriam” (n.d., Ithaca, NY).

²⁴ See Dieckmann’s (1986) *A Short History of Tompkins County*, p. 127. Since the last half of the 19th century, parochial schools have been the most widely available alternative to public schools for Catholics and non-Catholics. For more information, see Spring’s (2004) *The American School 1642–2004*.

²⁵ See E. S. Esty (1889), “Why We Have Succeeded.” *President’s Report—Annual Report of the Board of Education of the Village of Ithaca*.

²⁶ See “Legacy of Leadership: Cornell’s Twelve Presidents.” Available: http://rmc.library.cornell.edu/presidents/view_item.php?sec=3&sub=8.

²⁷ See John Harcourt’s (1983) *The Ithaca College Story*, p. 1. For more information, see The History Center’s exhibit “*From Downtown to South Hill: Ithaca College Is Ithaca’s College.*” The exhibit deftly traces the history of Ithaca College from a scattered and haphazard use of buildings throughout downtown to the sprawling campus on South Hill. Produced in partnership with the Friends of Ithaca College, this exhibit offers insight into the transformation from a music conservatory to one of the Northeast’s elite colleges. The History Center states, “When William Grant Egbert rented four rooms on East Seneca Street in 1892 for his Ithaca Conservatory of

Music, he not only founded what was to become Ithaca College he launched a partnership between the Ithaca community and the College.”

- ²⁸ See “A Republic in Miniature” (*New York Times*, 1897, May 5). In the article, George identifies four groups of youth the Junior Republic was designed to assist: “children of the vicious and criminals, children of improvident parents, those whose parents attempt to live by charity, and children born in foreign countries.” William A. George’s focus on industrial and behavioral training make him a national figure in educational reform. His “charity” was replicated in other states and included the short-lived National Junior Republic. For more information, see Jack Holl’s (1971) *Juvenile Reform in the Progressive Era: William R. George and the Junior Republic movement* as well as William George’s (1910) *The Junior Republic*. Today, the original Junior Republic has changed its name to the William George Agency for Child Services and has witnessed great fluctuation in the number of citizens/residents. In references to the fluctuations, the website states, “[c]hanges in administration of residential treatment in New York and the nation have led to fundamental restructuring of the program during the past two decades.” In this same time period, “The Agency has experienced continued growth.” Available: <http://www.georgejuniorrepublic.com>
- ²⁹ See Frank Boynton’s (1902, September) “High School Attendance” in *The School Review*, 10(7), p. 558. Boynton also had two shorter articles published on high school curriculum in this journal. *The School Review* begins at Cornell University and shortly after its creation moves to the University of Chicago. For more information on the *School Review*, see Harold Wechsler’s (1979, November) “The Primary Journal for Secondary Education, 1893–1938: Part I of a History of School Review,” found in the *American Journal of Education*. Boynton would also help shape curriculum at the state level and published his own civics book.
- ³⁰ Bower, B. “Re: Black Students at IC” (Personal Email—October 23, 2007). This date is taken from a graduation photo sent by Ithaca College archivists.
- ³¹ See Alpha Phi Alpha History website, available at <http://www.alphaphialpha.net/Page.php?id=54>. Part of the narrative regarding the founding of the fraternity is a response to segregation and isolation experienced by black students at Cornell. Effectively shunned from campus life, black students formed their own organization. Carol Kammen’s article “Ithaca man opened home to black CU students” (*Ithaca Journal*—2007, February 28) offers additional details on the founding of the fraternity. According to Kammen, “Edward Newton was a frequent debater at the Thursday evening Lyceum meetings at AME Zion Church on Wheat Street. He also sang bass in the Ithaca Colored Quartet directed by Miss Jessie Johnson. And he served, several times, as toastmaster at special church receptions, either at St. James or at the Methodist Chapel (now the Baptist Church) on North Albany Street just down the street from his house. Newton was also the man who offered his home to the African American students at Cornell in 1906 when they wanted to form a fraternity so they might enjoy the same college experience as white students. Newton is mentioned frequently by the historians of Alpha Phi Alpha as a community member who helped get the fraternity started.” The fall of 2006 witnessed more than 1,000 fraternity members convening in Ithaca to pay homage to the founding chapter and participate in a centennial celebration. For more information, see Rubicon Production’s (2006) video *Alpha Phi Alpha Men: A Century of Leadership*, or see Andrew Tutino’s “Alpha celebrates in Ithaca” (*Ithaca Journal*, 2005, November 21).
- ³² See James B. Clarke’s *Race Prejudice at Cornell*, found in the *Cornell Era* (1911), p. 199. Clarke writes an impassioned plea to his fellow Cornellians—particularly addressing white women—about the housing discrimination faced by black women. Clarke writes, “I do not believe, I cannot believe that Cornell women are so little appreciative of what the University has done for their sex that a majority of the occupants of Sage College would exclude girls from residence merely on account of

their color” (p. 198). Clarke also makes an appeal along economic lines, “Cornell University was founded by a farmer and is intended for farmer’s children” (p. 200).

- ³³ The 1912 brochure *Our Proposed New School: For all the children of all the People* (retrieved from Ithaca City School District Archives) is designed to persuade Ithacans to vote yes for a tax increase to support a new school building. On February 4, 1912, the high school building was destroyed by fire. Terzian (2005) states that the Board of Education believed the fire to be the result of foul play—possibly as an act of retaliation for the banning of Ithaca High School secret societies and fraternities the year prior. The community agreed to a tax increase and a new high school building opened its doors in 1914. This structure still stands as the DeWitt Mall.
- ³⁴ See the 1915 *Ithaca High School Annual*. Terzian’s research uses school newspapers as an untapped source of research material. The same can be said of yearbooks. The phrase “Cornell’s Largest Fitting School” is used in multiple years of the Annual (1906, 1907, 1913). Located in the “Advertisements” section, these full- and half-page ads offered information about the number of scholarships, university admissions, and the cost of tuition. All of the earliest yearbooks include a retelling of the high school’s history, and most list the addresses of students. The addresses not only indicate that students are coming from various Ithaca neighborhoods, but also that students traveled far and wide to attend Ithaca schools—from Rochester, NY; Pennsylvania; Mississippi; Wyoming; Canada; China; and elsewhere. The *1913 Annual* ends its brief history by stating, “Notwithstanding our school is regarded as one of the largest and best preparatory schools in the country, each year sees it laying greater emphasis upon those lines of work which have to do with the large mass of students who will not and cannot go to college and whose formal education ends with their High School work” (n.p.).
- ³⁵ Ithaca’s black newspaper, *The Monitor*, had a short life span in 1923. Despite its brief run, *The Monitor*’s three issues (March, April, & June 1923) offer an in-depth look into black life and politics in Ithaca. The April edition contains an editorial that states, “The one big job for our nation’s leaders today is to take the money out of war and put it into the schools. Quit betting on gunpowder and bet on the kids” (p. 10).
- ³⁶ See “Thousands see 500 March in Klan Parade” (*Ithaca Journal*, 1925, October 5). Horne writes, “Photographs and a newspaper story in 1925 attest to the Klan’s visit, if not presence, in Ithaca when thousands watched five hundred march in a Klan parade for a rally of Tompkins County Klansmen at the Circus Flats” (p. 25). And Diedre Hill’s (1994) *Without Struggle There is no Progress: An Ethnohistoric study of Ithaca, New York’s African American Community* (Unpublished master’s thesis, Cornell University), identifies this event as a catalyst for the eventual creation of the Southside Community Center. Though the first attempts failed, the resulting political mobilization would become the Serv-Us League. And it was the Serv-Us League that tirelessly agitated for the creation of the Southside Community Center (Hill, p. 38).
- ³⁷ See “Many Ithacans Find Homes Flood-Ruined; Lehman Due Tonight” (*Ithaca Journal*, 1935, July 11; p.1). The July 8, 1935 flood took 8 lives, destroyed homes, marooned cars, killed crops, and much more. The *Journal*’s reporting includes stories about the lasting ill effects, emotional scars, emergency response time, looting, disease, and flood canal designs.
- ³⁸ Again, see Deidre Hill (p. 43). Hill’s (1994) work is one of the better resources on the history of the Southside Community Center (SCC) and captures over 25 oral histories. While the SCC officially began in 1934, the WPA project to construct a new building was completed in 1938. Mrs. Roosevelt’s commendation of “the two races working together” may have indicated a shift in interactions after the Ithaca Flood of 1935. Regarding racial interactions in the Southside community, Claudia Montague offers a different tale. She writes, “The history of the Southside neighborhood is a black and white story, though certainly not a simple one. The Southside has one of the highest concentrations of minority population in the city. Although the histories of the

Southside's black and white communities were sometimes interwoven, more often they ran parallel to each other. In some ways, the black community forged ahead on its own, creating a separate strand of the neighborhood's story" (p. 88). The Southside Community Center remains an important neighborhood institution as reflected by its mission statement: "Since its incorporation in 1934, the Southside Community Center, Inc., continues to affirm, empower, and foster the development of self pride among the African-American citizens of greater Ithaca. Through forums and activities in education, recreation, political and social awareness, the Southside Community Center is a community resource center. We serve as a vehicle to develop an appreciation for the contributions and presence of those peoples of African descent in the greater Ithaca community and in the larger world community." Additional information can be found in Simon Tarr and Louis Messiah's (2002) documentary film *Passing It On: The Southside Story*.

³⁹ See Mack's (1939) *Some factors which affect the scholastic progress of rural boys in Ithaca High School* (Unpublished master's thesis, Cornell University), pp. 65, 72. Mack employs a strict economic analysis of student performance and writes, "While the rural students are absorbed into the school population and do not present themselves as an independent entity in the student body, their adjustment is of necessity rather more extensive and intensive, because they must change types of school, make new friends, spend more time going to and from school, and to a larger extent depend upon themselves" (p. 3).

⁴⁰ See Emma R. Elliott's (1944) *Teaching personal economics in ninth-grade social studies classes as an expansion of the home economics curriculum at Ithaca High School* (Unpublished master's thesis, Cornell University), p. 20. Elliott's work is one of the more interesting writings on IHS. In trying to determine the interest in and desire for "home economics curriculum," Elliott also details the experiences of Ithaca's ethnic groups including Italians, Hungarians, and Assyrians. Elliott writes, "There is evidence that much status is drawn from the university, and, as is usual in college communities, there is some 'town and gown' feeling. Children of staff members form to some extent a 'group unto themselves' in public schools. Although they are not wealthy, they are designated as the best people in an intangible but quite definite way. Children of manual workers at the university, too, seem to be proud to say their fathers work for Cornell. Some of these workers and many of the office workers really enjoy the beauty and traditions of the campus. High school boys and girls are very 'college conscious.' A somewhat high per cent of local high school graduates attend college than is generally common, but a far larger group develop a definite feeling about it. Frequently this feeling takes the form of defense reactions—a desire to assert loudly that college is not necessary" (pp. 18–19).

⁴¹ See H. H. Wood's (1948) *A follow-up study of students in the class of 1947 of Ithaca High School and withdrawals of 1946–47* (Unpublished master's thesis, Cornell University), pp. 56–57. According to Wood, 60 members of the class of '47 indicated they were in college. More than half—35 of these members—were attending Cornell. The percentage of the total student body has decreased, but 30 or so IHS graduates continue to attend Cornell University each year. Wood surveyed some students who graduated as well as those who withdrew from school. His research attempted to understand why students withdrew from Ithaca High School, and Wood repeatedly comes to the conclusion that financial reasons may be a driving force. One student who withdrew offered the suggestion, "Have more discussion in social studies classes about 'progress and difficulties in our town'" (p. 76).

⁴² See Barbara Blais's (1953, May 29) *A report on the Proposed Consolidation of Ithaca Area School Districts*. The report is included as part of a prolonged attempt at school consolidation. Ithaca School District officials first inquire about rural consolidation in 1951. Conversations with New York State Board of Regents indicate that while consolidation may have some merits, it is not economically feasible. In a letter to Dr. Maurice G. Osborne (Chief, Bureau of Field Financial Services) dated September 5, 1951, Superintendent C. L. Kulp writes, "it seems fairly obvious that

it would be impossible to go ahead at this time with the further development of the proposed program. I hope that in the years ahead, however, it may be possible to develop some type of financial support which will alleviate or overcome the present financial ‘blocks’ under the existing constitutional limitations.” Two acts changed the constitutional limitations. On February 19, 1952, New York State passed “An Act to amend the education law, in relation to enlarged city school districts of cities of less than one hundred twenty-five thousand inhabitants” (No. 2568—Int. 2401). On February 7, 1955, New York State passed “An Act to amend the education law, in relation to the apportionment of public money to enlarged city school districts” (No. 1547—Int. 1481). These two acts paved the way for rural consolidation by providing large financial assistance to cover busing and transportation.

⁴³ See the *Ithaca Journal* article “Schools in New Consolidated District Gleam after Lots of Summer Work.” (1956, September 1). Among others, William Banner, *the rural school coordinator*, is photographed. Ithaca’s school consolidation plan comes in the midst of school integration just after the 1954 and 1955 Supreme Court decisions of *Brown v. Board I* and *Brown v. Board II* respectively. It should be noted that many students from outlying areas had been attending Ithaca schools prior to consolidation. For more general information on rural school consolidation, see DeYoung and Howley’s “The Political Economy of Rural School Consolidation” (1990, Summer). The authors state, “School reform and school improvement are hardly stories about how to best structure learning opportunities for children. Rather, they are stories about the changing political economy of the United States. We argue that understanding the logic behind such ‘improvement’ as school consolidation in rural America demands understanding how the state legitimates its goals and, more particularly, how those goals override other cultural and intellectual interests which might serve citizens equally well, if not better” (p. 65).

⁴⁴ See C. R. Koons’s (1957) *A study of a senior low group in the Ithaca High School for special characteristics, personality traits and special methods of teaching* (Unpublished master’s thesis, Cornell University), pp. 53 & 78. Koons argues that families—particularly low-income families—are the single largest factor responsible for “low-group” achievement. This work represents a pronounced *social reproduction* argument.

⁴⁵ See “School Officials, Pupils Give Enthusiastic Okay” (*Ithaca Journal*, 1960, September 7, p. 2). The September 3, 1960, edition of the *Ithaca Journal* reported that the new school had “many of the features of the most modern schools of the country” (New High School Ready to Open, p. 2). This edition of the *Ithaca Journal* contains five stories and numerous pictures of the \$4.5 million new high school campus. The 1961 IHS Annual writes, “The year we entered a beautiful new school. Its nine buildings and all new facilities offered us untold advantages and opportunities. Even the atmosphere was different. The spaciousness, brightness, and size of classes pleased almost everyone” (p. 7). The most touted aspect of the new campus is the flexibility of the design. According to school officials and architects, the open-air corridors allow for easy access for community use, less feelings of confinement, easy evacuation, and accommodations for changes in the curriculum (“Design Seen Meeting Needs of Future,” p. 4). The new high school also includes a shift from 6 to 7 periods per day.

⁴⁶ See the History Center Archives on *Ithaca’s Council on Equality* (1961–65). According to the Executive Committee Meeting dated September 5, 1961, the climate at Ithaca High School warranted concern and immediate action. Ithaca’s Council on Equality was an active organization that worked with city and school officials to address areas of job discrimination, affordable housing, and schools. The History Center archives include minutes to meetings, agendas, and letters to and from civil rights organizations around the nation.

⁴⁷ See G. B. Clay’s article “Mason Describes Help Needed for ‘Disadvantaged’ Children” in the *Ithaca Journal* (1965, Jan 26). The advocacy for tracking is an ironic component of this plan as *tracking* is

frequently cited as a cause of school isolation. Members of the Council, Dr. Ed Hart, James Gibbs, Ben Nichols, Dr. Corinne Galvin, and others offered influence on the plan's development. Beyond the strong advocacy for a universal preschool and Head Start programs, the Community Involvement Plan called for a neighborhood youth corps, evening library hours, staff in-service trainings, and tutorial programs.

⁴⁸ See *1968 Ithaca High School Annual*, p. 181. The Afro-American Club still exists at IHS and is now called the African-Latino/a Club. The club organizes a year-end senior awards ceremony, an annual black college tour, and other events throughout the school year. The African-Latino Club has had a number of dedicated staff/faculty serve as advisors, beginning with Mr. Nixon, and is currently under the long-term care of Mrs. Lynn Saulsbury and Mr. Abe Lee.

⁴⁹ See Eric Kofi Acree's "Willard Straight Takeover Study Guide" (available at <http://www.library.cornell.edu/africana/guides/wsh.html>). More information is also available from Donald Downs's (1999) *Cornell '69: Liberalism And The Crisis Of The American University* and Charles R. Whitt's (1989) edited volume, *20th Anniversary Of The Willard Straight Hall Takeover Commemorative Book*. The Straight Takeover did more than produce a Pulitzer Prize-winning photo. It established one of the premiere Africana Studies centers in the nation. Despite Claudia Montague's claim that "The racial tensions that turned Cornell University into a battleground apparently did not affect the black community downtown" (p. 105), within a few months of the takeover, black parents demanded better educational services in local secondary schools. The result, the ICSD creates the *Black Counseling Services* housed at the SCC. In fact, from the founding of Alpha Phi Alpha to the Willard Straight Takeover to recent protests of the ICSD, black students at both Ithaca College and Cornell have been active members of the larger Ithaca community.

⁵⁰ See DuBois et al. (1969), *Black People and the Ithaca City School District*. This report of educational team of the 1969 Cornell Summer Work-Scholarship Program comprised the findings from five students who researched various aspects of the Ithaca school district. Chapter titles include Blacks and the Junior High School; Blacks and Ithaca High School; BOCES; The Central Administration; and Summer Programs in the Schools & the City. DuBois writes, "Three of the most obvious needs that remain unsatisfied—and thus present opportunities for changes of racial discrimination—are in the areas of curriculum, counseling and teaching personnel" (p. 3). The report addressed issues of faculty diversity, discipline, tracking, curriculum, and teacher expectations. It goes on to add, "There is a feeling that two high schools should exist. Black students complained about the physical distance involved . . . The programs at the schools are directed towards the white students, and are not attractive to the Black students . . . From the perspective of Black students, the Ithaca School System is a Fraud. Teachers are described as hypocrites. Half the teachers are out to help students, the other half are not" (p. 112).

⁵¹ See *Black Caucus of Ithaca records (1979–81) #6572*. Division of Rare and Manuscript Collections, Cornell University Library; Ithaca, NY. The Ithaca Black Caucus was another organization that worked to address housing, job discrimination, and inequity in local schools. One of the primary focal points of the archived material documents the efforts to prevent a Sambo's restaurant from opening in Ithaca. In regards to local schools, the timeloop quote is taken from a letter, dated May 11, 1981, and authored by Nantambu Bomani to the ICSD Board of Education. For more information on the Black Counseling Service, see the ICSD Regular Board of Education Meeting (1969, December 22). The minutes state, "Dr. Bardwell introduced Mr. Carson Carr, Jr. and Assistant Director of Admission at Cornell University who explained the new Black counseling service to be conducted within the community. Mr. Carr and Mrs. Desdemona Jacobs, co-chairman, will be working closely with two Cornell University Work Study students in a program that will offer personal and educational counseling to black students (k–12) with their families or as individuals. Mr. Carr pointed out that this service is needed because many black students are not

adequately prepared for college or employment after leaving school. One of the first steps of this service will be talking with and counseling junior high school students concerning college entrance possibilities. Mrs. Ann Gunning, Director of Curriculum, will work closely with the program co-directors and will follow up the progress with a report to the Board of Education as the close of the school years” (pp. 3–4).

- ⁵² See Ithaca City School District Regular Board of Education Meeting Minutes, (1970, May 11).
- ⁵³ D. H. P. Hill’s (1994) *Without struggle there is no progress: an ethnohistoric study of Ithaca, New York’s African American Community*. Though this work is largely focused on the Southside Community Center, it is a necessary contribution to understanding the history of black folks in the greater Ithaca community. For additional information regarding Ithaca’s neighborhoods, see Sisler et al.’s (1988) *Ithaca’s Neighborhoods: The Rhine, the Hill, and the Goose Pasture*.
- ⁵⁴ See “Lehman Alternative Community School History.” Available: <http://www.icsd.k12.ny.us/acs/history.html> (accessed: Oct 25, 2007). For more information, see “Report on the Consideration of an Alternative Junior High School Program,” found in Ithaca City School District Regular Board of Education Meeting Minutes, (1970, May 18).
- ⁵⁵ An editorial in the 1977 Ithaca High School Annual states, “The entire Ithaca community was faced with the task of the redistricting of the city schools . . . The results show that the schools was split upon a decision” (p. 6). Additionally, the *Resource Material for the Reorganization Study* (1976, November) stated, “In Ithaca, in the Spring of 1973, the Select Committee convened to review educational opportunity in our district, and recommended providing an educational setting for students that reflected a balanced racial and socio-economic mix. The district’s professional staff concur with this view. The community’s response to the questionnaire on reorganization confirms that the community too, is concerned with this issue.”
- ⁵⁶ See Katherine Eisenberger’s (1976, September 20) Presentation to the Board of Education—Questionnaire Responses. The household survey was conducted in June of 1976 and presented to the ICSD Board in September. The following return rates were disaggregated by elementary schools: 17% from Northeast, 15% from Belle Sherman, 15% from Cayuga Heights, 7% from Caroline, 5% from Central, 3% from Danby, 3% from Henry St. John, and 2% from Enfield. For additional information, see Jill Raygor’s article “Then and Now” in the *Ithaca Times* (2004, December 1): http://www.zwire.com/site/news.cfm?newsid=13468911&BRD=1395&PAG=461&dept_id=546876&rfi=6. Raygor writes, “The [Board of Education] at the time decided to close a number of elementary schools including West Hill Elementary School (what is now the Lehman Alternative Community School), East Hill Elementary School (located at the corner of State Street and Stewart Avenue), Glenwood School (now the Franziska Racker Center) and Danby Elementary. Many of the schools were sold, and eventually repurchased (some at higher costs), by the district. Henry St. John and Cayuga Heights were also among the schools that were closed. Henry St. John, Glenwood and Danby were sold. Cayuga Heights was going to be sold, but because of a fuss raised by the community the building was not sold, but rented as a private school until eventually being reopened in 1989.” The closing of schools during the 1970s redistricting/consolidation effort was a prominent concern in 2005. One of the ways ICSD officials sought to support staff during the most recent redistricting effort was to “Learn from veteran Belle Sherman staff about experiences with closing of Henry St. John” (available: <http://www.icsd.k12.ny.us/redistricting/transition/ES-transition-plan.html>).
- ⁵⁷ See *Black Caucus of Ithaca records*, (1979–81) #6572. Division of Rare and Manuscript Collections, Cornell University Library; Ithaca, NY.

⁵⁸ IBID.

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- ⁵⁹ IBID. In addition to the conference notice, the *Ithaca's Black Caucus Report of the Education Committee* (1979, October 1) outlines the need for an aggressive affirmative action policy, career awareness, open communication between school personnel and community, and the need for increased academic expectations.
- ⁶⁰ See *A Report of the Subcommittee of the Administrative Council of Board of Education Of the Ithaca City School District on the Space Problems of the Belle Sherman, Central and Northeast Schools* (1987, April). The draft report states, "these attendance districts should be drawn to ensure as much as possible that each of the four schools has a similar mix of children as determined by their racial and social and economic status" and adds, "We thus look upon redistricting as an opportunity to equalize the access of all children to the rich education that only student and staff diversity within the individual school can provide" (p. 7).
- ⁶¹ See WHCU Night Sound's 1986 radio segment *Affirmative action in Ithaca's Public Schools: An editorial on the cuts in affirmative action program and the status of its director Mrs. Beverly J. Martin*. The broadcast segment expresses anger and frustration regarding proposed cuts in the ICSD budget.
- ⁶² In 1987, the Ithaca Youth Council created, directed, and edited a 21-minute film entitled *Racism: The Intolerable Issue*. The film included a number of interviews from young people regarding their thoughts about racism in the Ithaca community. Many young folks recalled experiences with racial profiling, racial epithets, and lowered academic expectations. The film also includes an interview with an IHS teacher who states, "I . . . I feel that many of my students are real sensitive on the issue of race. Many of my black students—um—are understandably—uh weary—um distrustful. They—they're—they're not sure of until a teacher proves himself or herself about what the attitude is toward them on the basis of race."
- ⁶³ See Carol Kammen's (1988) *One Day in Ithaca: May 17, 1988*, p. 48. The quote is taken from Ithaca College professor Paul McBride's entry. This book is a compilation of writings from local Ithacans documenting the events, frustrations, celebrations, mundaneness, and general happenings on May 17, 1988. Termed the "Great Ithaca Write-In," Carol Kammen writes, "In this age when 'the next best thing to being there' is not a letter but rapid communication by telephone, when letter writing and diary keeping seem to be disappearing activities, we wondered what of our age and of our lives, other than photocopied reports and aggregate statistics, would be left to represent us to subsequent generations?" (p. 13).
- ⁶⁴ This WHCU Night Sounds program aired on February 26, 1991. This program, *Black Students at Ithaca High School*, aired a number of segments that offered commentary further exploring the experiences of black students in Ithaca high school. Black parents, students, teachers, and community members offered commentary on the status of education in Ithaca High School. Expressed concerns include the lack of academic preparedness, lack of ownership/belonging, lack of Afro-American curriculum, lack of black teachers/staff, and lack of effort to communicate with black families. Tracking is also a key issue, and near the end of the program, one student being interviewed states, "The classes they given—they . . . they not classes that will help you in college."
- ⁶⁵ The *Institutional Racism Strategic Action Plan* created by the ICSD (Personal Collection, 1994, June 18) includes a number of action points. Beyond opening up the decision-making process, the plan calls for principals to create diversity and multicultural goals; a district goal to hire 5 faculty of color; the development of a 5-year in-service education plan; support of paraprofessionals; and the involvement of families and community. The plan also describes and defines racism (prejudice + power) and states that the primary goal is "To improve academic achievement of African-American and Latino students throughout the Ithaca City School District, and create an academic atmosphere which nourishes minority students and encourages them to succeed" (p. 9).

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- ⁶⁶ The Multicultural Resource Center (MRC) was one of the key agencies in the Leadership and Multicultural Alliance Program. Information regarding LMAP's activities and programs is currently housed in the MRC office files. In an email conversation with the MRC Director and LMAP facilitator, Ms. Audrey Cooper, she writes, "LMAP teaches how misinformation, myths and stereotypes keep us ignorant of one another's contributions and histories. We believe that a greater number of youth benefit by our participants' impact as role models in their schools and communities. At a minimum, we know they talk to friends about what they are learning and interrupt disrespectful interactions. LMAP spawns new friendships across differences" (Personal Email—2007, November 3).
- ⁶⁷ See Joseph Berger's article, "Two Classes of Students: Ithaca High Joins Debate" (*New York Times*—1995, June 4). Berger adds, "[T]he high school science teachers—with the blessing of the Superintendent, Dr. James E. Lorthridge, a black educator who grew up in the segregated South and has a strong interest in promoting diversity—decided they would merge honors and Regents classes starting in September. The move is expected to be a prelude to the Superintendent's goal of eliminating all tracking. In the vision they offered, students would be exposed to a richer spectrum of humanity and those with, say, good mechanical intuition could help those more adept at abstract theory and vice versa. The decision, like others across the country to cut classes for the gifted, has produced a powerful outcry here. On a cool spring evening, parents, including many Cornell professors, lined up at a cafeteria microphone to argue that the merger would water courses down to the level required by the statewide Regents exam." An article in the *CQ Researcher* ("Is the Democratic Dream of the 'Common' School Being abandoned in the nervous 1990s?"—July 26, 1996) also discussed Ithaca's attempts to detrack. The article states, "It is one thing to bemoan inequity, however, and another to design a public school that transcends it." Joel Spring (2004) argues that tracking is 2nd generation segregation. In other words, communities can segregate within a school and not just between schools. The hostility and tenor of the debate regarding Ithaca's proposal to detrack help to shed some insight on the role of privilege and reform. For additional information, see Alfie Kohn's (1998, January 1) "Only for My Kid: How Privileged Parents Undermine School Reform" (*Phi Delta Kappan*). Also, Tom Loveless's (2000) *The Tracking Wars* and Jeannie Oake's (2005) *Keeping Track; How Schools Structure Inequality* provides a solid background to the issues and concerns regarding the practice of tracking.
- ⁶⁸ For the quote, see "Ithaca City Police To Handle Probe Of High School Fight" in the *Syracuse Post-Standard* (1995, June 16). For additional information, see "Attack On 2 Students At Ithaca High School Spurs Rally Vs. Racism" *Syracuse Post-Standard* (1995, June 15). Both stories focus on IHS where four white students were accused of assaulting two black students.
- ⁶⁹ See ICSD Regular Board of Education Meeting Minutes (1995, June 27), pp. 13–14.
- ⁷⁰ See John Raible's (1996) *Office of Minority Student Affairs Year End Report for 1995–96*. The Assistant to the Principal for Minority Student Affairs originally began in 1969 as the Black Counseling Services. At the time of its elimination, it was referred to as the Assistant to the Principal for Multicultural Affairs. Raible's 1996 report states that the implementation of the district's Strategic Plan for the Elimination of Prejudice and Race "will benefit all students at IHS." Additional recommendations include building a sense of community among minority students, providing for ongoing relationships with adults from minority communities, using existing staff in new and creative ways to better meet the needs of minority students, and a proposed pilot class for at-risk minority students. Dr. Raible was also part of a 1995–96 lecture series held at Cornell's Africana Studies and Research Center focusing on Ithaca's black community. Beyond Raible's *African American Young Men 'At Risk' in the Public School System* (1996, March 27), the following videotaped lectures are available at AS&RC's John Henrik Clarke library: Don Barr's *Tracking in Education* (1996, April 4); Lucy Brown's *Parental Advocacy and Black Student Achievement in the Ithaca School System* (1995, Nov 15); Jackie Melton Scott's *Town-Gown*

Relations and the Black Community (1995, Sep 20); and Dianne Samms's *Black Politics in Ithaca* (1995, Oct 4).

- ⁷¹ See Tompkins County Board of Representatives' (1997) *Final Report: Tompkins County Future Search Conference on Racism*. The search conference was a 3-day workshop held at Ithaca College and was designed to "discover ways to create a future for all our community members that is free of racism" (p. 2). Beyond a list of recommended action steps, the final report identified key trends in local schools which included a tracking system that fails to meet individual student needs, the failure to educate students of color, the failure to teach students about the history of other cultures, the denial of racism, and too many committees with too few solutions.
- ⁷² This question is from August 27, 1997 meeting minutes of *Parents of African/Latino/a Students* (Personal Collection, Ithaca, NY). Parents of African/Latino/a Students (PALS) was an active organization of high school and middle school parents with children of color working to advocate for students as well as structural change. Additional PALS resources and documents are housed at the Ithaca High School Library.
- ⁷³ See Jon Spayde's (1997 May–June) "America's 10 Most Enlightened Towns" in the *Utne Reader*. This article begins a 10-year span where Ithaca finds its way onto a number national top 10 lists: Smart Places to Live; Best Places to Vacation; America's Five Best Mountain Biking Towns; Best Green Places; Best Lesbian Places to Live; Number-One City for Knowledge Workers; Number-One Emerging City; and more (*Ithaca Journal*, "Ithaca's good traits too long to list," 2007, April 21). For more information, see Gumprecht's "The American College Town" (*Geographical Review*, January 2003) and "Fraternity Row, The Student Ghetto, and the Faculty Enclave" (*Journal of Urban History*, January 2006). Yet, the *Utne* article has staying power and may be the most quoted moniker in Ithaca's modern history. In fact, being bestowed with such a title has become a blessing and a curse. Most important, however, is the article's main rationale for selecting Ithaca with the top spot. Spayde writes, "Most of all, it's because Ithacans genuinely believe that individuals can make a difference."
- ⁷⁴ See Jeff Spence's (1998) *Diversity at IHS* (English/Media Production Class, Ithaca, NY). This film explores gender, sexuality, race, and other factors of diversity at Ithaca High School. When asked to define diversity, one student replies, "Diversity means a lot of stupid meetings and being told how racist you are."
- ⁷⁵ Friedeborn, K. "Re: Rural-Urban Adventure Program" (Personal Email, 2007, November 3). Mrs. Friedeborn is the Youth Development Division Coordinator for the Ithaca Youth Bureau and was one of the facilitators of the 21st Century grant designed to bring together students from Enfield and Beverley J. Martin elementary schools. Videos, evaluations, and other documents are housed at the Ithaca Youth Bureau.
- ⁷⁶ See *Race and Education at Ithaca High School* (p. 4). Locally known as the Turner and Barr Report (1998), the final draft includes a list of patterns that emerge from the data. The list includes no general agreement that low academic achievement is a serious problem, a sense that problems that do exist are external to the high school, and a lack of knowledge or understanding of systemic racism. The report also states, "There were several who expressed anger and/or impatience with all this talk about race all the time. Some expressed things are going well at IHS" (p. 9). One of the action steps called for an open and honest dialogue about discipline. The report adds, "These data continue to show a resistance to critically look at the internal structures of the school e.g. the curriculum and pedagogical approach to education in Ithaca High School" (p. 7). For most of the 1990s, Drs. Turner and Barr taught a course, *Race, Class and Privilege*, for ICSD staff and faculty.
- ⁷⁷ See Jose Paulino's editorial, "IHS Administration not so enlightened" (*Ithaca Journal*, 1998, September 17, p. 13A). Paulino's resignation was also the focus of a front-page article on the same

day (Margaret Claiborne's "IHS minority officer quits, unsupported," p. 1A). Citing an example of his perceived lack of support, Paulino stated the administration had "little concern for a racial epithet scrawled on his office door" (p. 1A).

- ⁷⁸ From 1999 to 2002, Margaret Claiborne authored a series of *Ithaca Journal* articles on the issues facing the Ithaca City School District. This quote comes from Claiborne's article "ICSD board plans forum response" (1999, December 19). A small sampling Claiborne's *Ithaca Journal* articles also include "ICSD forum to address race issues" (1999, October 27), "ICSD Board told to improve minority hiring" (1999, December 16), "Emotions high over ICSD restructuring" (2001, April 29), and "ICSD head fields parents' questions" (2002, April 5).
- ⁷⁹ See Missy Globerman's "Year in Review" (*Ithaca Journal*, 1999, December 31). Globerman's story refers to the closing of J.C. Knight barbershop, the tensions within the ICSD regarding the hiring and retention of staff of color, and a racially motivated assault where two young men (a black man and a white man) were assaulted by a group of white youth while attending a high school graduation party.
- ⁸⁰ See Jay Mathews's article in the March 13, 2000, edition of *Newsweek* ("The 100 Best High Schools," 135[11]). While questions about the methodology are not to be ignored, the *Newsweek* ranking is another accolade in a long history of academic recognitions. According to the National Center for Educational Statistics (NCES), there are more than 20,000 high schools in the United States. As such, Ithaca High is listed in the top 0.5% nationally. The article states, "These schools challenge kids by encouraging them to take tough high-school courses, producing students who can succeed later in college."
- ⁸¹ See *A Retrospective Study of the Impact of Race And Class on Academic Success at Ithaca High School*, p. 16. Locally known as the Barr and Bock Report (2000), the study includes eight policy recommendations toward achieving equity. In short, the authors found that socioeconomic status and race are strong predictors of academic level, special education identification, and class rank. The authors state, "Our primary objective in doing this study was to provide data that would challenge the thinking and planning of the school district and the community on issues related to the academic performance of low, socio-economic, poor, dark skinned and white students. We hope our recommendations will be taken seriously because it is time the Ithaca City School District brought the social class issue out of the closet and on to the table" (p. 18).
- ⁸² See Margaret Claiborne's article "Emotions high over ICSD restructuring" in the *Ithaca Journal* (2001, April 29). The controversy surrounded the office and work of Dr. Deborah Manning. The term "downsize" is used by Claiborne; however, the author also quotes some community members who called the manner and process for this decision "dirty" and "underhanded." To date, while the Multicultural Education component has become the Instructional Specialist for Educational Equity, the affirmative action position has not been replaced.
- ⁸³ See guest column in the *Ithaca Journal* by Members of the Ithaca City School District Affirmative Action Committee, "Why 'Affirmative' committee is upset" (2001, May 3, p. 11A). Committee members wrote this guest column after the affirmative action committee was disbanded without consultation or notice.
- ⁸⁴ The beginnings of the Village at Ithaca (VAI), an organization whose mission is to "advocate for excellence and equity in the Ithaca City School District by developing strategic community relationships to ensure that students, particularly Black, Latino, and low-income, consistently meet or exceed district and state standards of achievement," was captured by Margaret Claiborne's "Agenda set for minority students" (*Ithaca Journal*—2002, February 5). At a standing-room only gathering, Cornell University professor James Turner "acknowledged a sense of déjà vu, that the issues facing the group were not new. 'But they are perennially profound issues,' he said." The

founding of the VAI continues a legacy of community organizing working to address the historic education gap in Ithaca schools.

- ⁸⁵ See Ithaca City School District Board of Education Meeting Minutes (2002, August 27), p. 5. The Board also approved three other goals: to increase community involvement, continue to develop more effective evaluations for instructional programs, and refine the “educational continuum” approach to constructing a budget.
- ⁸⁶ See *Ithaca Journal* article “School pushes for race dialogue” (2004, March 27) by Anne Ju. In an article earlier that same week, “5 teens charged after fight at IHS” (2004, March 24), Ju includes a quote from ICSD Superintendent Judith Pastel: “Even though the fight took place between a group of white students and a group of African-American students, Pastel said that from what she heard from administrators, ‘it was not racially motivated.’” Despite the claims from administration, many students and community members believed “race” to be a significant player in the tensions that simmered throughout the remainder of the 2004 spring term.
- ⁸⁷ See United States Department of Justice—Community Relations Service. (2003). *Student Problem Identification and Resolution of Issues Together (SPIRIT)*. [Brochure], Washington, DC. The SPIRIT group selected representatives from the student body to engage in conversations and participate in retreats.
- ⁸⁸ See *Elements of a Strategic Action Plan to Promote Equity in the Ithaca City School District*. Work for the plan began in 2003, publicly introduced in 2004, and finalized in Spring 2005. The 31-page document is available at: <http://www.icsd.k12.ny.us/board/equity/EquityStrategicPlan.pdf>. The plan highlights numerous areas where equity work needs to occur: cultural and educational events, family and community advocacy and involvement, community involvement, communication, co-curricular and extra-curricular programs, curriculum, clinical support for students, supplemental programs (academic and non-academic), targeted academic support, teacher preparation, recruitment and retention of diverse staff, staff development, leadership development, research on and implementing of “best practices”, assessing causes of inequity, and data analysis.
- ⁸⁹ See Roberta Wallitt’s (2004) *Breaking the Silence: Asian American Students Speak Out* as well as her dissertation research, *Breaking the Silence: Cambodian Students Speak out about School, Success and Shifting Identities* (University of Massachusetts). Referring to her dissertation research, Wallitt writes, “The study examined how the participants’ cultural identities and family expectations influenced their interaction with the school system and how teachers’ practices and institutional policies affected the young people’s striving for academic achievement . . . This study generated a number of significant findings that emerged from the data. One finding illustrated the extensive influence their families and cultural teachings exerted on the students’ lives, most relevantly in the school context. Other findings depicted the school experiences that supported the students in their educational journey as well as the obstacles that hindered their progress.”
- ⁹⁰ See Anne Ju’s article “Minority affairs assistant resigns; position reinstated” (*Ithaca Journal*—2001, April 29). While the position was reinstated, the office had been the focus of budgetary cuts for decades. Just a year prior, the ICSD Board decided that the Office of Multicultural Affairs office could operate as a half-time position. The proposition of further cuts also caused Board member Dr. Roger Richardson to remark, “I’m concerned, given our board goal of equity. This is the elimination of a key position,” quoted in Ju’s article “ICSD’s Pastel proposes \$77.8M spending plan” (*Ithaca Journal*—2004, March 17).
- ⁹¹ See *Village at Ithaca Video Project* (2005). Students in the video discuss racism, tracking, feelings of isolation, curriculum, and what makes a good teacher. When a student was asked, “Have you ever talked about racism in any classes?,” he replied “Nope.”
- ⁹² See Anne Ju’s “How our kids become unequal” (2005, February 12). *Ithaca Journal*, p. 1A.

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- ⁹³ The Ithaca case is *Concerned Citizens For Neighborhood Schools v. Judith Pastel, as Superintendent Of The Ithaca City School District* (2005). The Tennessee case is *Concerned Citizens For Neighborhood Schools, Inc. v. The Board Of Education Of Chattanooga, Tennessee* (1974). In 1974, a group of parents also called *Concerned Citizens for Neighborhood Schools* challenged Tennessee's compulsory school attendance law in protest to desegregation orders. Plaintiffs argued that their children would suffer "irreparable damage." Redistricting in many communities have closely followed the battle patterns of integration.
- ⁹⁴ See Kerrie Frisinger's "Culture change in ICSD seen as key" (*Ithaca Journal*—2005, May 6). The controversy around the usage of *War Comes to Willy Freeman* at Boynton Middle School—particularly the lack of preparation and context regarding the word *nigger*—began a larger conversation about pedagogy and cultural responsiveness. The resulting fallout included debates of censorship and tensions between black parents and the school as well as tensions between the black principal and some staff.
- ⁹⁵ See Executive Summary: The Community Foundation of Tompkins County Critical Issues Roundtable: *Inclusive Communities: Breaking the Barriers* (Personal Collection, 2005, April 1). As stated in the executive summary, more than 120 people attended this roundtable, and the program "began with reflections from youth on their own experiences of when they did not feel they belonged, or were excluded, and what could have been done that would have changed their experience." It also included action steps and suggestions to work toward inclusion.
- ⁹⁶ See C. Ayala and O. Jarrah (2006, November 6). "Tripod Survey: Necessity? Frivolity?" *Ithaca High School Tattler*. Available: http://www.ihstattler.com/november2006/view.php?a=_ntripod. Additionally, the *Minority Student Achievement Network* (<http://msan.wceruw.org/>) and John Ogbu's (2003) *Black American Students in An Affluent Suburb: A Study of Academic Disengagement* are additional sources of information regarding black students in so-called high-performing schools.
- ⁹⁷ The media coverage regarding Amelia Kearney's lawsuit is too numerous to include. There have been continuous stories in local Ithaca papers as well as letters and editorials in the *Ithaca Journal* (see: <http://www.theithacajournal.com/apps/pbcs.dll/article?AID=/99999999/SPECIAL02/70912007&template=theme&theme=KEARNEY>). The *Ithaca Times* included a cover story, "A Mother's Struggle" (October 10, 2007) as did the *Tompkins Weekly*: "Racial Tensions simmering" (October 15–21, 2007). The *New York Times* also ran a story on the hostilities spurred by the case—David Staba's "Tension tied to race percolates in Ithaca" (*New York Times*—October 23, 2007, p. 1B). Further yet, the case has been profiled by local television media and out-of-town reports (Syracuse news stations). The earliest reference in the *Ithaca Journal* (May 8, 2007) begins by stating, "The New York State Division of Human Rights has determined that there is probable cause to believe the Ithaca City School District engaged in unlawful discrimination against a DeWitt Middle School student during the 2005–06 school year."
- ⁹⁸ See *Ithaca Journal* editorial "Wrong remedy for deep wound" (2006, April 18). In using a free-speech argument to advocate in support of the right to wear/display the confederate flag in school, the *Ithaca Journal* editorial states, "The only remedy is to address the underlying hatred that inspires these tensions; and to address this hatred, in all its forms, in the very aggressive and very public way that Ithaca High School and Ithaca in general has steadfastly avoided. It will be uncomfortable. It will be embarrassing. Ithaca and the surrounding communities will have to look in that mirror, shed our beloved pretensions of enlightenment and admit what we and our children really are as burdened with the American legacy of racism as every other community in this nation."
- ⁹⁹ The First Annual Equity Report Card (2006) was a joint effort of the ICSD with the Village at Ithaca. Statistical data was collected for 16 measures of academic performance "as an attempt to establish

baseline data” and to “measure the current degree of equity in our school district.” The 48-page full report indicates some pronounced disparities in the realm of special education identification, advance placements courses, suspensions, drop-outs (force-outs), and test scores. The equity report card has become the baseline measurement of equity work.

- ¹⁰⁰ See Audrey Cooper’s guest editorial “Is ICSD really committed to equity?” (*Ithaca Journal*, 2006, September 20). Cooper writes, “As members of ACTION, we are writing to express our grave concern about the policies and practices of the Ithaca City School District that appear to contradict the Board of Education’s stated goal ‘to eliminate race and class as predictors of academic achievement.’ . . . The presence of a diverse staff in the schools is crucial to the achievement of students of color, as well as important for all students preparing for life in an economically and culturally diverse world. If the ICSD Board of Education is truly committed to its stated goals, it’s time that they face up to the failure of the administration and insist the superintendent accept the offers of those who can assist them to realize these goals.”
- ¹⁰¹ Selected Notes/Themes from Student Panel/Community Forum (2006, March 27). Among a long list of noted concerns, student participants also made the following statements: “It is not the after school stuff, it is the out of school stuff that motivates me,” and “I don’t feel comfortable saying what I want to in most classes.”
- ¹⁰² See City of Ithaca Common Council Proceedings—Regular Meeting Minutes dated (2006, April 5). The city Common Council also “approved resolution to be presented to the ICSD Board of Education requesting that action be taken to recruit additional employees of color; equal discipline in the schools, access to college opportunities and increased dialogue between students and guidance counselors; Council request for continued support for affirmative action positions in the ICSD budget; Provide mandatory diversity training for all staff; Institutionalize diversity by increasing social clubs and focus groups; Adopt zero tolerance for racial slurs, other forms of harassment or intimidation” (p. 20).
- ¹⁰³ See Tim Ashmore’s “Groups call for equity in ICSD” (*Ithaca Journal*—2007, May 23). A broad collaborative effort was organized for the protest as the article indicates, “Organizers of the rally included Activists Committed to Interrupting Oppression Now, or ACTION; The Village at Ithaca; The Greater Ithaca Activities Center; and local activist groups Urgent and the Race Liberation Alliance.” The protest was generally organized to express displeasure with the districts treatment of students of color as well as to specifically support the case of Amelia Kearney and her daughter.
- ¹⁰⁴ See Topher Sanders’s article “ICSD Board will pursue injunction in race hearing” (*Ithaca Journal*—2007, September 26). The decision from the ICSD Board to challenge Amelia Kearney’s case via Human Rights jurisdiction drew immense criticism from students, faculty, and national organizations. The Lambda Legal Defense and Education Fund sent ICSD Board members a letter outlining the potential dangers and devastating legacy should the Human Rights challenge be successful. The Lambda Legal letter stated, “Though the Board of Education’s challenge to the NYHRL lacks merit and will likely be rejected by the courts, the repercussions of a Board of Education victory on this issue could be so severe for the state’s youth that it is simply unconscionable for the Board to press forward with its argument challenging the law’s scope . . . We acknowledge the Board’s legal right to defend itself. To elect a defense that would undermine crucial human rights protections, however, is a shortsighted, unjustified and potentially destructive strategy that flies in the face of the Board’s broader duty to stand up for all students.” The Board would eventually overturn the vote and instruct its legal team to cease with the challenge. This was due, in no small part, to the Lambda letter.
- ¹⁰⁵ See Topher Sanders’s article “Protest spills into ICSD offices” (*Ithaca Journal*—2007, October 2). The Journal indicates that the protest included calls for the superintendent to resign.

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- ¹⁰⁶ See Student letter, “Don’t Let Jena Happen Here” (2007, October 19). Also see Topher Sanders’s article “Protest, lockdown at IHS over inequity” (*Ithaca Journal*—2007, October 11). The article states, “Ithaca High School was put on lockdown Wednesday after a group of students began protesting and disrupting classes to voice their concerns about discrimination at the school, while a few white students allegedly made references to ‘nooses’ and yelled insults such as ‘welfare’ at the largely minority crowd . . . The student-organized protest came after an angry crowd of students and community members disrupted Tuesday’s school district board meeting. The crowd was upset about the district’s legal challenge of New York’s human rights law. The challenge is part of a defense in a discrimination claim by Amelia Kearney that the district failed to protect her daughter from alleged racial harassment.”
- ¹⁰⁷ See Topher Sanders’s “Absences spike over IHS safety” (*Ithaca Journal*, 2007, October 19). Roughly 700 students stay home from Ithaca High School in response to threats of violence and the alleged existence of “hit lists.”
- ¹⁰⁸ The *Ithaca Journal* penned this statement in its editorial “ICSD legal challenge” (2007, October 25). The editors also stated, “[T]he district must now defend itself on the merits of the case where Kearney alleges that the district discriminated against her daughter when it did not properly intervene and protect her against racial harassment during the 2005–06 school year.”
- ¹⁰⁹ See Kellet, C. M. (2008, April 11). Recommended Findings of Fact, Opinion and Decision, and Order. *Kearney v. Ithaca City School District*, pp. 11–12.