

Index

A

AALL (African American and Latino Leadership) program, 236
Abelmann, C. H., 162
Academic counselors, 50
Access, 67–69
Achievement gap, 198, 267; closing, at Berkeley High School, 3–27; responsibility for, 74–76
ACT examination, 63
Action Research for Teachers (ART), 25, 161–165, 171, 191, 194–199; intuition and, 183–187
Adger, C. T., 201
Advanced Placement (AP) classes, 3, 38–40, 45, 95, 105; accumulating credits in, to gain academic advantage, 99–101; and privilege, 98; why and how to take, 111–113
Affirmative Action, 11, 14, 54–55
African American and Latino Leadership (AALL) program, 236
“African American sports,” 179
African American Studies Department, 18
Afro-Haitian Dance Program, 18, 77, 79, 81
AHA!. See Arts and Humanities Academy
AIDS, 176
Algebra, 36, 38–40
Ann Arbor, Michigan, 7–8
Annenberg Challenge, 280 n.4
Anyon, J., 282–283
ART. See Action Research for Teachers
Art Department, 173–174

Arts and Humanities Academy (AHA!), 302
Asian American studies, 18
Asian cultural clubs, 80–81
Asian Pacific Islander Cultural Festival, 273
Asian Pacific Islander Student Union, 263
Athletic activities, 77
Attendance rules, bending, 102–104
Ayana (student), 188–190
Ayers, R., 122
Ayers, W., 122

B

“Bad kids,” 133; separating, from “good kids,” 144–146
Badminton, 80–81
BAHS. See Berkeley Alternative High School
Baile Folklorico, 80–81
Bay Area Coalition for Equitable Schools, 302
Bay Area (Northern California), 13, 14
Bay Area School Reform Collaborative, 162–163
Behavior rules, bending, 102–104
Bell, S., 187
Berkeley Alternative High School (BAHS), 124, 143
Berkeley, California, 3–5, 7–11, 13, 294, 295, 297, 298; as “Berserkeley,” 10; progressive culture of, 74; public school system, 32, 204; School Board, 149, 167, 290, 302; Unified School District, 138–139, 235, 244
Berkeley Community Theater, 19, 106

- Berkeley High School (BHS), 3; and
 “Berkeley High style,” 33; capital
 exchange at, 89–119; closing achieve-
 ment gap at, 3–27; discipline gap at,
 121–150; and finding and keeping con-
 science of, 165–169; freshman ethnic
 studies requirement, 30; integration
 across campus and segregation across
 classrooms at, 87–119; normalization of
 failure at, 121–150; structuring inequal-
 ity at, 29–86; tracking style, 34–35
- Berkeley Organizing Congregations for
 Action (BOCA), 217, 218, 222, 228,
 236–238, 241, 242, 282, 287–288; and
 Latino parents contributing to change,
 222–224
- Berkeley Public Education Foundation, 294
- Bernstein, M., 9
- Bilingual District Advisory Committee, 237
- Black Gold (performance troupe), 81
- Black Student Union, 77
- Bled, Ms., 264
- Board of Education, Brown v.*, 12, 16, 166
- BOCA. *See* Berkeley Organizing Congre-
 gations for Action
- Bollinger, Gruter v.*, 11–12
- Bonilla, J. B., 232–234
- Boston, Massachusetts, 203
- Bourdieu, P., 4, 31, 50, 51, 89
- Bowles, S., 282–283
- Bridglall, B. L., 123
- Brooke (student), 72–73
- Brown University, 44, 173
- Brown v. Board of Education*, 12, 16, 166
- Burns, A., 85
- Bush, G. W., administration of, 7
- Busing, shared, 10
- C**
- California, 14, 53; Proposition 21, 254;
 Proposition 187, 54; Proposition 209,
 54–55, 117; Proposition 227, 54, 117;
 Proposition 227 (“English-only”), 55
- California State University, 32, 44, 48,
 288, 289, 291
- Cambridge, Massachusetts, 7–8
- Capital exchange, at Berkeley High
 School, 89–119
- Celia (student), 70–71, 185–186
- Central America, 9
- Change: Diversity Project as catalyst for,
 15–23; Latino parents contributing to,
 222–224; recommendations for,
 290–293
- Chantelle (student), 30–33, 50, 84
- Chapel Hill, North Carolina, 7–8
- Chicago, Illinois, 297
- Chicano studies, 18
- Chicano/Latino Graduation, 77
- Children Now, 53
- Choice, privilege and, 97–98
- Christian, D., 201
- Christiano, J., 259–262
- Christopher (student), 71, 72, 74
- Civil rights movement, 11
- Class and Schools* (Rothstein), 283
- Class of 2000, 35, 287, 298; college enroll-
 ment rates for racial groups, by type of
 college, 50 Fig. 1.9; college-going rates
 for racial groups, by four-year
 college/any college, 49 Fig. 1.8; Com-
 mittee, 25, 26, 88, 174, 175; course
 options by ninth-grade math place-
 ment, 37 Fig. 1.1; ninth-grade GPA
 above 3.5, by race, 46 Fig. 1.4; ninth-
 grade GPA below 2.0, by race, 47 Fig.
 1.5; numbers and proportions of, eligi-
 ble for UC or CSU admission, by race,
 49 Fig. 1.7; percentage of students with
 GPA of 3.0 or higher, by race, 47 Fig.
 1.6; and private feeder schools, 36; pro-
 portion of, enrolled in AP classes by
 subject area and race, 45 Fig. 1.3; sur-
 vey responses on parents’ opinion on
 importance of good grades, 209 Fig. 5.1
- Coaches, private, 90
- Coalition for Equity and Excellence in
 Our Schools, 225–229; Teacher
 Advisory Committee, 226
- Cobb, C. E., Jr., 35
- Cohen, D. K., 97
- Coleman, J. S., 31, 89
- Colgate Palmolive Corporation, 13
- College adviser, 63, 64, 98, 107
- College application, crafting perfect,
 96–109
- College Park High School (Pleasant Hill,
 California), 271
- College preparatory resources, private,
 107–109
- Columbine High School massacre, 227
- Communication Arts and Sciences (small
 school-within-a-school), 302
- Community colleges, 44
- Community Partnerships Academy, 302

Compton, California, 269
 Computer Academy, 175, 302
 Connell, R. W., 281
 Conscience, 165
 Counselors, academic, 90
 Cragmont Elementary School
 (Berkeley), 231
 Crespin, Father, 222
 Criminality, 146
 Cultural capital, 4, 31, 50–51, 89, 112;
 possessing wrong kind of, 115–116
 Currie, E., 147
 Cushman, K., 252, 280 n.4
 Customized professional development
 (CPD), 157, 158

D

Dance Projects, 13, 79
 Danzinger, S., 283
 Datnow, A., 118, 203
 Davidson, A. L., 70
 Davis, V., 238–241
 Defunding, 56–58
 Deindustrialization, 13
 Desegregation, 203, 204
 Detracked Freshman English/History core
 program, 20, 26
 Dewey, J., 203
 Dilulio, J. J., Jr., 147
 Dinkins, Ms., 121, 128
 Disadvantage, 51; and Kevin, 109–117;
 and lack of access to college-going
 information, 111–114; and possessing
 wrong kind of cultural capital, 115–116
 Discipline Committee, 124, 142
 Discipline gap, 121–150, 285; and East
 Campus, 137–140; eradicating,
 149–150; and individual-orientation to
 discipline, 146–148; and normalization
 of failure, 140–144; and on- and off-
 campus suspensions, 133–137; and
 overview of discipline system at Berke-
 ley High School, 130–133; and Ray's
 journey through discipline system,
 125–130; and separating "bad kids" from
 "good kids," 144–146; and social impact
 of ideological assumptions, 148–149
 Discipline system: and East Campus,
 137–140; failing students *versus* failing
 system in, 125–130; and on-and off-
 campus suspensions, 133–137;
 overview of, 130–133; and separating
 "bad kids" from "good kids," 144–146

Discoe, M., 191–194
 Disruption/defiance category, 135–136
 Diversity Project, 3, 17, 39; Action
 Research for Teachers (ART), 25,
 161–165, 171, 183–187, 191,
 194–199; as catalyst for change,
 15–23; Class of 2000 Committee, 25,
 26, 88, 174, 175; Core Team, 154, 178,
 181; Discipline Committee, 124, 142;
 evolving strategy of, 205–221;
 Extended Team, 178; Professional
 Development Committee, 153, 156,
 157, 159, 160, 171, 172; structure of,
 23–27; Taking Stock Committee,
 76–78, 82–83, 178, 179
 Dohrn, B., 122
 Donato, R., 55
 Dopman, J., 194
 Douglass, F., 228
 Dual-language immersion programs, 231
 Durkee Foods, 13

E

East Bay Asian Youth Center, 266
 East Campus Continuation High, 124,
 128, 132, 137–140, 143, 145, 146
 Eaton, S. E., 11
 Eckert, P., 51
 Economic capital, 89
 Education gap, steps to close, 291–293
 Educational justice, 244–246
 El Cerrito, California, 186
 Elmore, R., 162
 English as Second Language (ESL) pro-
 gram, 19, 26, 33, 56, 62, 63, 68, 178,
 179, 223, 224, 237, 291. *See also* Eng-
 lish Language Learner (ELL) program
 English "backup" classes, 39
 English Language Development (ELD), 66
 English Language Learner (ELL) Depart-
 ment, 55–56, 179, 180, 223, 241, 242,
 291; case study, 52–55; college accessi-
 bility and, 62–67; cycle of funding and
 defunding of, 56–58; and invisibility,
 58–61; *In Living Cultures* (yearbook),
 57, 66, 79, 248; and role of gender,
 68–69; and student obstacles, 67–69
 EOP. *See* Equal Opportunity Project
 Epstein, J. L., 201, 205
 Equal Opportunity Project (EOP),
 267, 268
 Equity, 67–69, 233
 Erickson, F., 21, 71

Ethnic studies, 92, 169
 Evanston, Illinois, 7–8
 Extracurricular activities, racial segregation in, 75–76, 80–81

F

Failure: description of normalization of, 140–144; and discipline gap, 121–140; eradication of normalization of, 149–150; and individual-oriented approach to discipline, 140–144, 146–148; and separating “bad kids” from “good kids,” 144–146; social impact of ideological assumptions and, 148–149
 “False tops,” 297
 Farkas, B., 31
 Farrar, E., 97
 Ferguson, A. A., 122
 Fine, M., 85, 210, 249
 Finley, M.K.V., 102
 Focus Groups Committee, 26
 Ford Motor Corporation, 13
 Fordham, S., 70
 Forensic Team, 66
 French language study, 34
 Friedman, T., 249
 Fuentes, E., 33, 52, 201, 202
 Fuhrman, S. H., 162
 Funding, and ELL Department, 56–58

G

Gans, H. J., 9
 Gee, J. P., 13
 Gender, 68–69; stereotyping who is smart by, 72–74; and youth acting out gender identities, 69–72
 General Motors Corporation, 13
 Gentrification, 14
 Geometry, 36, 38–40
 German language study, 34
 Gintis, H., 282–283
 Glass, R., 17, 23
 Goodman, W., 3
 Gordon, E. W., 123
 Gordon, R., 4, 142
 Gottschalk, P., 283
 Grade point averages (GPA), 46; comparison of range and medians for Class of 2000 white female and Asian male seniors, 96 Fig. 2.2
 Greenhouse, L., 11–12

Gregory, A., 121, 148
Gruter v. Bollinger, 11–12
 Guerrero, M., 61

H

Hapa student group, 254
 Harklau, L., 40
 Harlem, New York, 256
 Harvard University, 44, 168
 Health Center, 176
 Henze, R., 55
 Heterogeneous classes, 92
 “High-end kids,” 117
 Hilliard, A. G. III, 35, 38, 172
 “Holding tank,” 134
 Holland, A., 77
 Hollifield, J. H., 201, 205
 Homework Center, 248
 Honors classes, 40, 95; and how to get into Honors Math, 113–114; information about value of taking, 90; and privilege, 97–98
 “Hoochies,” 69, 74
 Howard University, 44
 Hubbard, L., 84
 Hull, G. A., 13

I

Ideological assumptions, 148–149
 Immigrant youth, 53–54
In Living Cultures (ELL yearbook), 57, 79, 248
 Integration, 67–69, 87–119
 Intuition, 183–187
 Iraq, 9
 Issel, S., 219, 220
 Ivy League, 15, 90, 116

J

Jacket (student newspaper), 61, 77, 79, 81, 247
 Jackson, Mr., 121
 Jake (student), 176
 Jazz Band Lab, 80, 81
 Jencks, C., 6
 Jennifer (student), 30, 32, 33, 36
Jocks and Burnouts (Eckert), 51
 Jones, M., 118, 203

K

- Keleher, T., 4, 123, 142
 Kevin (student), 88, 93; college outcome of, 116–119; as disadvantaged regular track student, 109–117
 Key Club, 78
 Kirp, D. L., 10, 11, 204
 Kiswahili, 18, 34, 38
 Kohn, A., 114
 Kuraender, M., 8

L

- Laboratory sciences, 44
 Ladson-Billings, G., 5
 Lake Natoma (Sacramento, California), 241
 Laney College (community college), 65
 Language, Culture, and Access (ELL case study; Fuentes and Liou), 52–55
 Lankshear, C., 13
 Lareau, A., 90, 201, 205
 Latin study, 34, 36, 38, 97, 98, 104, 105, 109, 192
 Latino Graduation, 80–81
 Leadership, lack of, 284–286
 LeConte Elementary School (Berkeley), 231
 Lee, L. (principal), 26, 299
 Lee, Ms. (history teacher), 87, 117
 Lee, S. J., 116
 Lemann, N., 7
 Lester, N., 256–258
 Leticia (student), 39
 Leventer, L. (co principal), 299
 Lichtenstein, N. X., 273–276, 280 n.1
 Lily (student), 176
 Liou, D., 33, 52
 Literary Magazine, 79, 81
 Long Island, New York, 256
 Longfellow Middle School (Berkeley), 231
 “Looking white,” 70
 Los Angeles, California, 165
 Lucas, T., 55
 Luna, J. G., 37, 249, 251
 Lynch, F. (principal), 299

M

- Mack Truck, 13
 Magic Club, 77
 Mahiri, J., 297
 Manuel (student), 40, 50

- Maran, M., 4, 285
Maroon within Us, The (Hilliard), 172
 Martin Luther King Jr. Park (Berkeley, California), 16, 131
 Math: as gatekeeper, 35–38; placement and gate to advanced placement, 40–41; and racial stratification over time, 43
 McCready, L. T., 34, 42, 75–76
 McDonald, J. P., 83
 McKinley School, 138. *See also* East Campus Continuation High
 McMaryion, J., 268–270
 Mehan, H., 84
 Men’s soccer, 80–81
 Meroe, A. S., 123
 Mexico, 55
 Mike (student), 39
 Miller, M. D., 234–236
 Miller, S. L., 123
 Mills College, 183
 Minority Student Achievement Network (MSAN), 7, 8, 294
 Moran, D., 17, 42, 121, 165, 301
 Morehouse University, 44
 Mosely, M., 148
 Mosely, P. M., 153
 Moses, R. P., 35

N

- Napa, California, 176
 Natay (student), 38, 39, 50, 84
 Nathan, H., 9
 National Coalition of Advocates for Students, 68
 National Merit Scholars, 16
 Navigational skills, 90
New York Times, 3
 Nicole (student), 91, 92
 Ninth grade: class of 2000 GPA by zip code and median household income, 93 Fig. 2.1; as uneven start, 35
 No Child Left Behind (NCLB), 6, 7, 9
 Noguera, P. A., 3, 10, 23, 29, 31, 33, 34, 76, 139, 145, 207, 211, 281, 299, 301
 Nygreen, K., 121, 146

O

- Oakes, J., 19, 34, 97, 118, 203
 Oakland, California, 36, 187, 288
 O’Connor, S. D. (Supreme Court Justice), 11–12

Okahara, A. X., 42, 201, 202, 301
 Olsen, L., 53, 54
 On-campus suspension (OCS), 104,
 133–137, 146, 292. *See also* Discipline
 system; Suspensions
 Orchestra, 77
 Orfield, G., 8, 11
 Organizational dysfunction, 284–286
 Organized communities, 205–221

P

Pamela (student), 87, 88, 93, 117; college
 outcome of, 109; and crafting perfect
 college application, 96–109
 Parent e-tree, 89
 Parent Outreach Committee, 26, 171,
 210–212, 214, 215, 229–233, 299
 Parent Outreach Committee (Diversity
 Project), 208
 Parent Resource Center, 215–218, 287, 301
 Parent Teacher Student Association
 (PTSA), 237
 Parents: engaging, as partners, 202–205;
 learning from other parents, 232–234;
 and Parent Outreach Committee,
 229–232; and parent outreach to orga-
 nized communities, 205–221; sus-
 tained involvement of marginalized,
 293; transforming role of, in schools,
 201–246; voices of, 229–232
 Parents of Children of African Descent
 (PCAD), 217–220, 228, 234–236,
 238, 244, 282, 287–288, 301, 302;
 REBOUND! program, 220, 221, 224,
 235; Steering Committee, 218, 219
 Parker, I., 215, 217, 218, 220
 Parra, I., 229–232
 Passeron, J., 4
 Pathways, and Class of 2000 course
 options by ninth-grade math place-
 ment, 37 *Fig. 1.1*
 PCAD. *See* Parents of Children of African
 Descent
 Peer Health Educators program, 176
 People's Republic of Berkeley, 10
 Perry, T., 35, 38
 Peru, 58
 Phelan, P., 70
 Philadelphia, Pennsylvania, 203
 Phillips, M., 6
 Piana, L. D., 4, 123, 142
 Piryaei, S., 270–273

Platt, A., 148
 Pleasant Hill, California, 271
 Plettner, L., 183
 Positive Minds group (BHS Parent
 Resource Center), 216
 Powell, A. G., 97
 Pradichith, P., 266–268
 Private college advisor, 98
 Private feeder schools, 36
 Private tutor, 40
 Privilege, 20, 51, 93–96; and access to
 extra college information, 104–105;
 and access to most qualified teachers,
 102; and access to private college
 preparatory resources, 107–109; and
 accumulating AP credits to gain acad-
 emic advantage, 99–101; and bending
 attendance and behavior rules for acad-
 emic reasons, 102–104; and benefits
 of small school without being in one,
 105–106; and capital exchange at
 Berkeley High, 89–119; and case of
 Pamela, 96–109; and choice of school
 and classes, 97–98; and crafting perfect
 college application, 96–109
 Problem students, 145, 146
 Professional Development Committee
 (Diversity Project), 153, 156, 157,
 159, 160, 171, 172, 325
 Project 10, 75–77
 “Proposal: Plan of Action on Behalf of
 Underachieving Students in the
 Berkeley Unified School District”
 (PCAD Steering Committee), 219
 Pruitt, L. P., 85
 PSAT test, 63
 PTSA. *See* Parent Teacher Student
 Association
 Public middle schools, 36
 Publishers Clearinghouse Sweepstakes, 115
 Punishment schools, 139
 Public Broadcasting Service (PBS), 166

R

Racial Harmony Coordinator, 165
 Racial inequality, using research to
 counter, 281–295
 Racial segregation: challenging, outside
 classroom, 82–86; in extracurricular
 activities, 75–76; peer-driven social
 dynamics that lead to, 78–82
 Raul (student), 175

- Ray (student), 122, 123, 125–130, 132, 138
 Raza student group, 254
 REACH! (University of California, Berkeley, Recruitment Retention Center), 263, 265
 REBOUND! program (PCAD), 220, 221, 224, 235, 302
 Research, use of, to counter racial inequality, 281–295
 Richard D. Navies Week, 169–170
 Richmond, California, 187, 288
 Rodriguez, A. P., 34, 68–69
 Rosa Parks Elementary School (Berkeley), 231
 Rosa (student), 186
 Rose (student), 70
 Rothstein, R., 31, 201, 282–283
 Routè-Chatmon, L., 27, 169, 177, 201, 202, 286, 301
 Rubin, B. C., 29, 33, 34
- S**
- Sadker, D., 68
 Sadker, M., 68
 San Francisco, California, 153
 San Francisco Foundation, 23
 San Francisco State University, 65
 SAT examination, 63, 104–106, 262, 263; preparatory classes, 107–109
 SAT II examination, 63, 107, 263
 Saunders, T. (principal), 26, 299
School Colors (PBS), 16–18, 79, 166
 School of Social Justice and Ecology, 302
 School reform process, conflict *versus* collaboration in, 286–290
 School-within-a-school-programs, 224–229
 Scott, S., 9
 Scott-George, K., 201, 202
 Segregation, across classrooms, 87–119
 Self-scheduling, 41–42
 Serna, I., 39
 Sexually transmitted diseases, 176
 Shaker Heights, Ohio, 7–8
 Shakur, T., 265
 Shirley, D., 205, 206
 Silva, E., 247, 251
 Singh, B. (student), 52–55
 Skokie, Illinois, 7–8
 Skolnick, J. H., 147
 Small Schools Exploratory Committee, 302
 Small Schools Policy, 105–106, 225–229
 Social capital, 31, 89, 106, 112
 Social Living classes, 92
 Social order, reproducing, 51
 Solano Stroll (Berkeley), 239
 Southwestern Regional Championship (crew team), 241
 Spanish language study, 34
 Special Education, 237
 Spirit Week, 259
 Sports, breaking through color line in, 238–241
 St. Joseph the Worker Catholic Church, 222, 223
 Stahl, M. K., 24, 173
 Stanford University School of Education, 17
 Stanton-Salazar, R. D., 31
 State university system. *See* California State University
 Steele, C., 35, 38
 “Steerage class,” 114
 Stone Soup Luncheon, 219, 221, 226
 Strategic Planning Work Group, 210, 214
 Structuring inequality, 29–86; and ninth grade as uneven start, 35–42; and quality of teaching and learning in different tracks, 38–39; and tracking, 34–35; in upper grades, 43–47
 Student: changing outcomes of, 153–199; choice, myth of, 41–42; voices, 256–276
 Student Learning Center (SLC), 254, 255, 268, 280 n.5, 290, 293
 Student Outreach Committee, 26, 39, 247–256, 260, 262, 280, 299
 Students for Jericho, 270
 Suspensions, on-and off-campus, 133–137
- T**
- Taishan (student), 187
 Taking Stock Committee (Diversity Project), 76–78, 82–83, 178, 179
 Talbert, J., 38
 Teacher Advisory Committee (Coalition for Equity and Excellence in Our Schools), 226, 227, 302
 “Teacher X,” 118–119
 Teachers: access to most qualified, 102; as agents of change, 163–164; as allies, 173–178; and changing teacher practice, 153–199; and finding and keeping conscience of Berkeley High, 165–169;

- inquiry approach to, 183–187; and pedagogical solutions to political (or racial) problems, 169–173; and professional as personal, 164–165; and realized potentials, 194–199; and self-questioning, 178–183; and spending day as student, 191–194; voices of, 165–199; and winning friends and influencing conservatives, 187–191
- Teaching: Making Sense of an Uncertain Craft* (McDonald), 183
- Ten-unit science courses, 44 Fig. 1.2
- The Lingo* (Cushman), 252, 280 n.4
- Thomas, A., 77
- Thompson, F., 75
- Tracking, 19; Berkeley High style, 34–35; and jumping track, 40; and quality of teaching and learning in different tracks, 38–39; and self-scheduling, 41–42
- Tran, J. T., 262–265
- Tutoring Center, 77
- Tutors, private, 89, 90
- U**
- U.C. Reference Guide for Counselors* (1998-1999; University of California Office of the President), 66
- UCO MESA academic support program, 238
- Ujamaa* (Black student newspaper), 78–79, 248
- United States Census (1990), 93
- United States educational system, 54
- University of California, 48, 65, 66, 90, 95, 108, 109, 238, 289; admissions, 112, 116, 291; application information, 105, 109; Office of the President, 66; Regents, 117
- University of California, Berkeley, 14, 15, 17, 23, 32, 62, 63, 66, 117, 163, 265, 298; Graduate School of Education, 179; Recruitment Retention Center, 163
- University of California, Davis, 60
- University of California, Los Angeles (UCLA), 109, 117, 193
- University of Pennsylvania, 44
- Unz, R., 55
- Upper grades, 43–47; and advanced placement, 45; and grade point averages (GPA), 46; and ten-unit science courses, 44
- V**
- Valdés, G., 205, 206
- Valenzuela, A., 103
- Valles, A. (co principal), 299
- Vietnam, 9
- Vietnamese Student Association, 77
- Villanueva, I., 84
- Villegas, J., 236–238
- Vista College (community college), 65
- Visual and performing arts activities, 77, 176
- W**
- Wacquant, L.J.D., 31, 116
- Watson, V., 249, 251
- Weis, L., 85
- Wells, A. S., 39, 118, 203
- Western Association of Educational Opportunity Personnel, 66
- Western Association of Schools and Colleges, 168–169, 264, 267
- “White sports,” 179
- Williams, J., 24, 149, 286, 301
- Willis, P. E., 282–283
- Wilson, W. J., 13
- Wing, J. Y., 3, 4, 29, 33, 34, 37, 87, 174, 285, 291
- Wolters, R., 11
- Work Experience support service, 248
- X**
- Xavier University, 44
- Y**
- Yerger, V. B., 244–246
- Youth Together, 248, 254, 255, 266, 267, 274, 280 n.2
- Youth-N-Vision, 254, 255, 280 n.2
- Yu, H. C., 70
- Z**
- Zion (student), 40, 50