

## Reading Guide for The 1857 Project Essays

### “The Clayton conundrum” by Richard H. Weiss, pgs 54-58

<b>Excerpt</b>	<p>“Overall, they say their police department is one of the best and most highly-trained in the region, and that training includes instruction on identifying and mitigating racial bias. And yet with all that said, city officials decided to create a Community Equity Commission to address race relations and other matters aimed at making Clayton a more welcoming and inclusive community. They start by dealing with an incontrovertible fact. Clayton is home to very few African Americans. Officially the latest census estimate puts African Americans at 7% of Clayton’s population at just over 17,000. But that percentage is a bit misleading in that it includes residents of the St. Louis County Jail, and short-term residents like those residing in Washington University’s dorms. So the long-term black population is likely close to 3%. It had not always been that way. For nearly a hundred years, and until the early 1960s, Clayton had been home to a thriving African American community. Then civic leaders and government officials, in the name of progress and development, made it all but disappear.”</p>
<b>Key Names, Dates, and Terms</b>	<p>Racial profiling, Ethnic minorities, Equity, Bias, Segregation / desegregation, Redlining, Brown v. Board of Education decision of 1954</p>
<b>Supplemental Texts</b>	<p><a href="#">Brown v. Board of Education</a></p> <p><a href="#">Displaced &amp; Erased</a></p> <p><a href="#">Clayton and U City: Students’ Perceptions of Two School Systems</a> by students Ian Feld and Zoe Yudovich, juniors from University City High School in University City, MO</p> <p><a href="#">Schooling the System</a>, from Silence is Not an Option with Don Lemon</p> <p><a href="#">“St. Louis School Desegregation Program Begins Its Long Wind Down”</a> by Ryan Delaney, <i>St. Louis Public Radio</i></p> <p><a href="#">"Clayton Was Once Home to a Thriving African-American Neighborhood. Now, It’s Little-known History."</a> by Kelly Moffitt, <i>St. Louis Public Radio</i></p> <p><a href="#">The Equity Issue</a> of the CHS Globe Online</p>
<b>Guiding Questions</b>	<p>How were residency zoning laws and real estate practices used to perpetuate segregation?</p>

	<p>How does the reality of the African American experience in many “progressive” communities contradict their reputations and perceptions?</p>
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	<p>How does the history of a city impact its residents and influence its popularity?</p>
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