

BULLETIN

This Day in Yale History, 1989

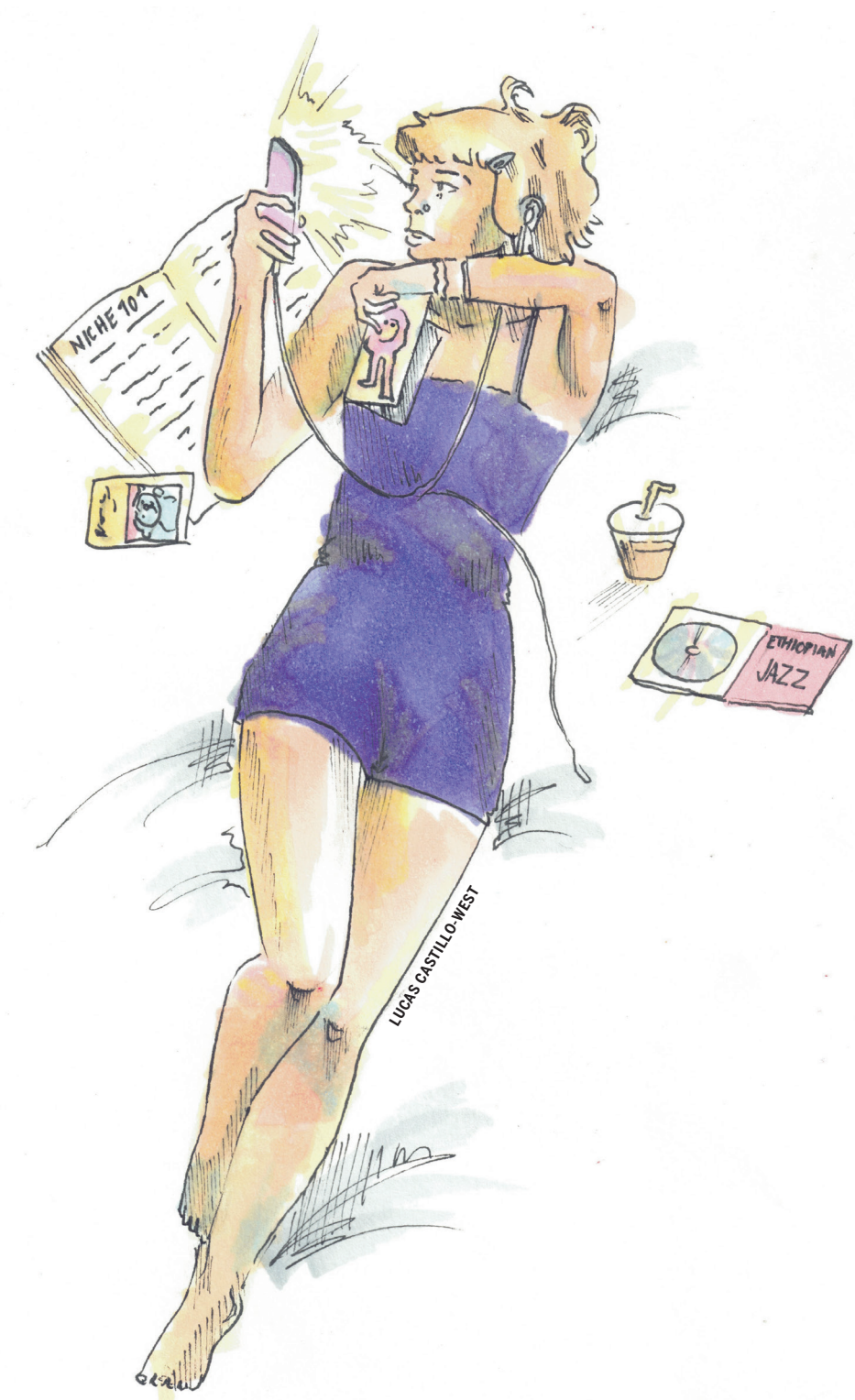
April 10, 1989 / 300 Yale Students Rally for ‘Choice’ In Washington

By Bob Milius

Carrying signs reading, “Skull and Bones for Pro-Choice” and “Bush Should Have Been Aborted,” some 400 members of the Yale and New Haven communities joined hundreds of thousands of abortion rights activists in Washington yesterday to defend women’s legal right to an abortion.

“We’re scared,” Ellen Davidson ’90 said. “We’re coming to the realization that the thing we’ve taken for granted can be taken away.”

The Supreme Court will hear arguments April 26 in a Missouri case that pro-choice and anti-abortion forces agree could significantly alter the 1973 Roe v. Wade decision that gave women the right to an abortion.



Behind the Headline

By Sabrina Thaler

Over the course of my time reporting for the News on education in New Haven, my editors and I noticed a conspicuous pattern: New Haven’s public schools have specific, often very long names. They referred to the schools’ unique “themes” — business, international communication, arts, engineering, aquaculture and architecture, to name a few. I quickly became curious about how they had gotten so specialized.

Myself a graduate of a public magnet school in Maryland, I started my reporting confident. I knew that school themes were intended to attract students from across a large geographic area and to give families autonomy in the school choice process. But as I interviewed the administrators who oversaw many of these schools’ development in the 1990s and 2000s, I realized that the story was more complicated. Many of these schools enrolled students from beyond New Haven’s boundaries. They had complex roots in a state Supreme Court case, 30-year-old legislative negotiations, racial segregation in Connecticut and the state’s hyper-local governance model.

I spent two months interviewing past and present district administrators, a demographer, school-level educators and policy experts, learning about a system whose purpose was to “diversify” schools in a surprising way: by enticing white, suburban families to send their kids to school in urban environments with high populations of Black and Latino students.

As I learned about this fraught history, I also met some of the passionate students who attend these schools each day. They go to class, hang out with their friends and want to positively impact the world. They’re grateful to have picked where and how they learned. I hope you’ll read more about them and where they spend their weekdays.

Read “Magnet schools seek white students” on page 1.

Puzzle by Ariana Borut '27

ACROSS	1	2	3	4	5
	6				
	7				
DOWN	8				
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