

PROGRAMS AND PROCEDURES OF DESEGREGATION DEVELOPED BY THE
BOARD OF EDUCATION, MONTGOMERY COUNTY, MARYLAND

by

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Thesis submitted to the Faculty of the Graduate School
of the University of Maryland in partial fulfillment
of the requirements for the degree of
Doctor of Education

1959

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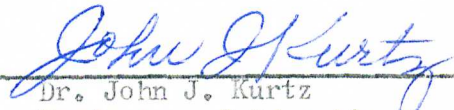
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ABSTRACT

Title of Thesis: PROGRAMS AND PROCEDURES OF DESEGREGATION DEVELOPED BY THE BOARD OF EDUCATION, MONTGOMERY COUNTY, MARYLAND

Frederick Luther Dunn, Jr., Doctor of Education, 1959

Thesis directed by: ^{Sup.} Dr. John J. Kurtz, Professor of Education, Institute of Child Study

The purpose of this study is to identify the programs and procedures developed by the Board of Education and the professional staff of Montgomery County, Maryland, to comply with the Supreme Court rulings declaring unconstitutional the practice of segregated schools. A further purpose is to determine what guideposts were used in dealing with the factors and forces operating to help or hinder such a complex undertaking.

The study is a detailed report of the interactions of the laymen and educators to effect this change. It is significant because the program and procedures have been judged successful by County leaders of proponents and opponents of school desegregation.

The transition began in September, 1955, and the Board of Education plans for completion in September of 1961. The program enables Negro students to be transferred to schools nearer their homes when adequate classroom space and educational programs are available.

A unique procedure provides for Negro students to be transferred to desegregated schools upon recommendation of the Superintendent without a prior request on behalf of the Negro student. The parents of these students were consulted prior to assignment. Students not recommended were permitted to make application on their own initiative.

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The data of this study reveal: (a) the arguments for and against desegregation as presented in the court cases; (b) procedures used to prepare the educators and laymen for the transition; (c) problems confronted by the Board of Education; (d) surveys and reports on various phases of the program; and (e) an analysis of the factors which contributed to a successful program.

Analysis of reports and materials suggest feasible guideposts for an effective program of desegregation. These include:

1. The local board of education is primarily responsible for developing a desegregation program, according to the Supreme Court decisions.
2. Each phase of the desegregation program should be implemented by the local board only after a careful study has been made by the lay and/or educators.
3. The local board should remain firm in the face of challenges to its decisions, provided, all facts were known at the time the decision was made.
4. The appointment of a professional committee or educator to coordinate the program assists extremists to identify the actual problems confronted in the desegregation process.
5. The local board should inform the laymen and educators as early as possible of its programs.
6. The local board provides for a smooth transition when it encourages and facilitates lay and professional preparation.
7. Lay organizations, whether proponents or opponents, assist the local board in complying with the law when they obtain and disseminate accurate information.

8. The role of the educator in the desegregation process should be to assist his board to develop a successful program after the board has decided to proceed.
9. A successful desegregation program necessitates an intensive evaluation of the educational programs and building facilities to determine their adequacy, not for desegregation, but to provide an educational environment conducive to maximum learning for each student.
10. The local board must decide what its policy will be in regard to hiring its employees.

The fact that the Board has continued to provide needed classroom facilities and educational programs for students with different learning abilities has led to a constant evaluation of the available educational programs for all students.

The study showed that the Board of Education and its professional staff secured the assistance of proponents and opponents of desegregation; this was accomplished by directing their attention toward solving educational problems of the school as opposed to solving the emotional problems of society.

ACKNOWLEDGEMENTS

This study was begun in July, 1958, when the Montgomery County Board of Education granted a leave of absence to the writer upon the recommendation of the Superintendent, Dr. C. Taylor Whittier. I thank the Superintendent and the members of the Board for their help and encouragement in completing this study.

Special thanks are extended to Mr. E. Maxwell Burdette, Assistant Superintendent of Educational Services; Mrs. Irma B. Dumford, Assistant in Personnel; Mr. T. H. Owen Knight, Supervisor of Pupil Personnel; Dr. James L. Prince, Assistant Superintendent of Personnel; and Mrs. Mary G. Walters, Clerk to the Board of Education, for their help in obtaining and supplying resource materials.

The events which led to this study can be traced to March, 1955, when the former Superintendent of Montgomery County, Dr. Forbes H. Norris, recommended to the Board of Education that the writer be appointed Special Assistant to the Superintendent on Integration. I wish to express my particular thanks for this confidence and subsequent support in a most interesting and difficult assignment. As the years passed it became evident that a study should be made to identify the programs and procedures which were used by the Board of Education in carrying out the May 17, 1954, Opinion of the United States Supreme Court. The endorsement by Dr. Norris and the members of the Board provided the writer with the opportunity to study and record the events which occurred.

This study was sustained through the help and support of many personal friends. To those who have helped to proofread, offered suggestions, and expressed encouragement a simple "thank you" seems

inadequate. Perhaps the knowledge that the primary task is complete, and that additional doors have been opened for further research lends meaning to the simple "thank you."

This study has come to fruition as a result of the cooperative efforts of the Committee on Doctoral Research and the writer. I express my gratitude to Dr. Gladys A. Wiggin, Professor of Education; Dr. Madelaine J. Mershon, Professor of Education, Institute for Child Study; and Dr. John J. Kurtz, Professor of Education, Institute for Child Study, members of this Committee. Under the chairmanship of Dr. Kurtz, they have assisted through their experience, insight, and inspiration.

Dr. Kurtz has given unstintingly of his time and wisdom. For a most interesting and profitable experience during the past seven years I express my sincere appreciation and gratitude to him.

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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

The Supreme Court's Opinion of May 17, 1954, declared that the practice of racial segregation of students in public schools was unconstitutional. Since each of the twenty-four public school systems in the State of Maryland operated segregated systems, this development required Maryland school officials to end the practice in compliance with the law of the land.

The subsequent Decree of the Supreme Court on May 31, 1955, placed the primary responsibility for ending this practice on the local boards of education. Officials in the State of Maryland endorsed this concept and directed local boards of education to develop programs which complied with the rulings of the Supreme Court.

Montgomery County is one of the twenty-four public school systems operating in the State. Its Board of Education has developed programs and procedures to end the practice of segregation. The County is presently in its fourth year of implementing a desegregation program.

This study is undertaken to determine what programs and procedures of desegregation have been developed by the laymen and educators of Montgomery County to accomplish this directed change in community practices. The study should, as a further purpose, reveal guideposts for dealing with the factors and forces operating to help or hinder such a complex undertaking.

MONTGOMERY COUNTY, MARYLAND

Montgomery County is bounded by: the Potomac River which separates it from the State of Virginia; Washington, D. C.; and the Maryland Counties of Prince George, Howard, and Frederick. It is a rapidly growing county. The following data show the extent of growth since the Supreme Court Opinion in 1954 and the status of desegregation.

TABLE 1

Population Growth in Montgomery County*

Year	County Population	Total School Enrollment	Total Classroom Teachers
1954	247,000	45,315	1,595
1955	267,000	50,546	1,891
1956	287,000	55,509	2,080
1957	307,000	63,015	2,216
1958	317,101	68,056	2,463

*Source: "Report Card," Montgomery County Sentinel, November 13, 1958, p. 1. (Supplement.)

Since the 1954-55 school year (four years), the population of the County has increased by 70,101; school enrollment has increased 22,741; and there are 868 more classroom teachers.

In four years the Negro student enrollment has increased by 255; there are 1,250 Negro students in desegregated schools; there are 113 Negro teachers; there are 38 Negro teachers in formerly white schools; there are 52 desegregated schools; 5 Negro substandard schools have been closed; and 5 Negro segregated schools remain.

Before the County will complete the transition from a segregated to a desegregated system, the Board of Education must develop plans to

desegregate the remaining 5 Negro schools, 1,886 Negro students and 75 Negro teachers.

TABLE 2
Desegregation Status in Montgomery County

Year	Total Negro Students ^a	Negro Students in Desegregated Schools ^b	Total Negro Teachers ^a	Negro Teachers in Desegregated Schools ^a	Number of Desegregated Schools ^b	Number of Segregated Negro Schools ^a
1954	2,881	0	108	0	0	10
1955	2,947	490	108	6	21	6
1956	3,017	686	117	14	49	6
1957	3,035	959	113	14	48	6
1958	3,136	1,250 ^c	113	38	52 ^c	5

^aBoard of Education, Montgomery County, Rockville, Md.

^bWhittier, C. Taylor. "Report on Desegregation, 1955-58," A Report to the Board of Education, July 7, 1958, p. 9.

^cMaryland State Department of Education, "Report on Desegregated Public Schools: September 30, 1958, Montgomery County," pp. 1-4.

ANALYSIS OF THE PROBLEM

The purpose of this study is to determine the programs and procedures of desegregation which were developed in Montgomery County. To study the problem which has been presented, it is necessary to determine:

- (a) the nature of the cases which were adjudicated by the Supreme Court and the arguments for and against segregation which were presented;
- (b) the procedures used by the Board of Education to develop its plan for desegregation;
- (c) the preparation of the professional staff and other employees of the Board of Education to effect a smooth transition;
- (d) the preparation of the public, non-school governmental agencies,

and the student body to assure a smooth transition; (e) the identification and explanation of the major problems which confronted the Board of Education in developing and implementing the Board's policy; and (f) a summary of the surveys and reports prepared by lay and professional sources concerning the desegregation process.

Consideration of the major divisions of the problems, as outlined above, reveals the individual and group interactions that developed as the changes in school and community patterns are effected. The solution to the problem which has been presented is based not only on programs and procedures, but also on individual and group concepts of specific educational and democratic principles which exist in a democracy. While no special effort has been made to delineate these principles, and no so called "yardstick" for their measurement is presented, a by-product of this study is that the educators and laymen in Montgomery County desegregated their schools with these principles in evidence.

SCOPE OF THIS STUDY

This study seeks to identify the programs and procedures which were developed by the educators and laymen of Montgomery County in the desegregation of its public schools, now in the fourth year of an estimated seven year program. The facts which have been obtained present indications that all of the problems which will be encountered to complete the desegregation program have been identified. The procedures which have been used to implement the adopted programs have developed into a pattern which is used by Montgomery County to implement its desegregation program.

In this study, interaction of individuals and groups are identified and their concomitant results in the desegregation program are

shown. These results are measured in relation to individuals and group beliefs in certain identifiable democratic and educational principles.

The study is not a comparison of different school systems and their respective desegregation programs. It is a detailed report on one system, and its success is evaluated by the residents of the County who assisted in the development of the program and procedures.

LIMITATION OF THIS STUDY

Desegregation is not complete in Montgomery County. The County is in its fourth year of this process. It has been estimated that by the start of school in September, 1961, each student will be attending the school nearest his home.¹ This will mean that in the seventh school year after desegregation began, the process will be complete.

This study is limited to what has actually occurred and to the proposed plans for the future. Whether or not these proposed plans will be used to complete desegregation cannot be known at this time.

Another limitation of this report is imposed by the problem selected for study. The study assumes that the responsible people who prepared the surveys and reports did so with an understanding that their observations were based on "fact." The "facts" are repeated in their reports and indicate that this assumption is valid.

DESIGN OF THE STUDY

Sources of Data

The major sources of information are found in the rulings of the Supreme Court and the arguments presented for ending and continuing

¹Dunn, Fred L., Jr. "Summary and Prospects for Desegregation of the Junior and Senior High Schools," A Report to Dr. C. Taylor Whittier, Superintendent of Schools, April 28, 1958, p. 3. (Mimeographed.)

segregated schools, the minutes of the Montgomery County Board of Education, the news reports, the information which has been collected by lay sources, and the surveys and reports which have been collected by the professional staff in its implementation of the Supreme Court rulings.

Procedure for Collecting Data

In the collection of data it was necessary to study the materials obtained from the above list of sources and arrange pertinent material within the specific sub-problem.

The sources for this information are based on lay and professional testimony. The validity of this information can be established, not by an arithmetical figure, but rather by the frequency of the answers on the part of reliable persons.

The information which has been collected is replete with repetitions of specific information. Therefore, it was necessary to select the data in order for this fact to be made known, and avoid redundancy.

Treatment of the Data

The data were organized within each major sub-problem and then into various sub-sections. In almost all chapters, the material has been presented in chronological order. This was developed because, in considering the study of programs and procedures, it was evident that they were developed empirically.

In attempting to maintain the continuity in the development of particular programs and procedures within the major sub-problems, it is necessary, sometimes, to refer to other chapters for detailed information. This is done only when the inclusion of that information within the particular section under discussion would repeat what had been stated in detail elsewhere.

In order to present the information so that a conclusion could be reached, specific items of information have been included in detail within the main body of the study and the use of an appendix has not been necessary.

EXPLANATION OF TERMINOLOGY

Opinion, Decree, and Rulings

Three terms, "Opinion," "Decree," and "ruling" are used in this study in referring to the desegregation cases before the courts. The various statements of the court frequently interchange these terms and there appears to be little distinction as to when one is preferred over another.² In this study the statement of the Supreme Court of May 17, 1954, is referred to as the "Opinion" of the Court; the statement rendered by the Supreme Court on May 31, 1955, is referred to as the "Decree" of the Court. All other cases which have been adjudicated by the courts are referred to as "rulings."

Segregation, Desegregation, and Integration

Throughout the study the words "desegregation" and "integration" are used interchangeably in the material which is quoted. When the writer uses these terms, he uses each according to the following definitions.

To "segregate" is "to separate or cut off from others or from the general mass; to isolate; seclude"³ In the case of some school organizations, this has been done through law in the past. That is, individuals of various race groups have been separated from members of

²"When Is A Decision a Judgment a Decree, an Order, an Opinion," Southern School News, June 8, 1955, p. 10. (Published in Nashville, Tennessee.)

³Webster's Collegiate Dictionary, Fifth Edition, p. 901. Springfield, Massachusetts: G. and C. Merriam Co., 1937.

other races because of hereditary backgrounds.

To "desegregate" is to change from a segregated system to one whose components are not separated. The term "desegregate" is used by the educators to denote the mechanics, the procedures, and the programs which are used to end a system of schooling where students, because of race, were formerly segregated.⁴ It is administrative, mechanical, and impersonal.

"Integration" is personal. The term is used by the educators as defined by the anthropologist and psychologist. Ruth Benedict suggests one use of "integration" as being the resolution of the conflicts of various cultures as they merge and select the useful from each.⁵ Gordon Allport uses the term "integration" in relation to how the individual resolves the conflicts he faces. To say that a person is integrated, one would be saying that he has "true resolution" of his conflicts:

. . . A given individual may for good reason be regarded as an enemy; certain vices or unlikeable qualities in people may be hated; occasionally a corporate entity, such as an antisocial organization or foreign government, may for good reasons be declared insupportable. There are such things as realistic opponents in our quest for our values. But what vanishes in an integrated personality are the racial bogies and traditional scapegoats who have nothing, really, to do with life's woes.

Perhaps few people achieve integration of this type; but many are fairly far along the road. They acquire a humane outlook because they know that most mortals are not their enemies, and that most of the designated villains in society are neither dangerous nor designing. Such resentments and hatred as they may have are reserved strictly for

⁴The term "desegregation" has only recently come into usage.

⁵Benedict, Ruth. Patterns of Culture, p. 43. New York: The New-American Library of World Literature, Inc., 1934. (Eighth Printing, December, 1951.) (A Mentor Book.)

those who actually threaten basic value systems. Only a personality organized in such a manner can be fully integrated.⁶

SIGNIFICANCE OF THE STUDY

The study is important because school systems have been directed by court order to end the "separate but equal" concept which existed. A minority race obtained this Decree. The activities of the elected, appointed, and professional officials related to this Decree should be recorded. This is a part of constitutional history, and it is necessary to determine what procedures were used lawfully to comply with constitutional interpretation.

Citizens have reacted to the Decree in different ways. These interpersonal relationships are studied to determine the bases for the positive and negative interactions of members of a single community. By "positive" is meant that there is harmony, agreement, and personal feelings of satisfaction; by "negative" is meant the opposite. It is important to attempt to determine upon what basis the positive and negative reactions can be reconciled.

The study will help in determining for the lay and professional citizens the basic as opposed to the surface questions which a desegregation program raises. In a process where emotionalism is reported to play an important role, a thorough study into exactly what concerns the members of the community and how the professional staff deals with these problems can provide information which will help to pinpoint the true problems and their solutions.

⁶Allport, Gordon W. The Nature of Prejudice, pp. 338-339. Boston, Massachusetts: The Beacon Press, 1954.

This study is a firm step toward the knowledge of man's inter-
personal relationships as he attempts to develop understanding and
acceptance among one another.

CHAPTER II

SUPREME COURT DECLARES SEGREGATION UNCONSTITUTIONAL

INTRODUCTION

This Chapter presents a brief statement, pertaining to the six cases, which were adjudicated by the Supreme Court and ended legal segregation practices in the public schools. The names of the cases are cited, their common legal question is presented, major arguments for ending or maintaining segregation were secured from the testimony in Federal District Courts and reveal what the interested parties intended to achieve from the litigation; Maryland's role in the cases is also shown.

The Opinion was rendered May 17, 1954, and subsequently the Supreme Court handed down its Decree on May 31, 1955, following consideration of the briefs filed as amici curiae in the Court. The terminology used in the Decree led to another ruling of the Court in the Little Rock, Arkansas, Case in September, 1958. The Opinion, Decree, and the ruling in the Little Rock, Arkansas, Case are discussed briefly to determine the responsibilities placed upon educators and the public to comply with the United States Constitution.

DECREE RESULTS FROM SIX CASES IN FIVE STATES

Five States

The Supreme Court handed down two opinions on May 17, 1954. One dealt with cases which had come from the States of Kansas, South

Carolina, Virginia, and Delaware;¹ the other dealt with the District of Columbia.² The cases were:

1. Oliver Brown, Mrs. Richard Lawton, Mrs. Sadie Emanuel, et al., Appellants vs. Board of Education of Topeka, Shawnee County, Kansas, et al., Appellees.
2. Harry Briggs, Jr., et al., Appellants, vs. R. W. Elliott, Chairman, J. D. Carson, et al., Members of Board of Trustees of School District No. 22, Clarendon County, South Carolina, et al., Appellees.
3. Dorothy E. Davis, Bertha M. Davis and Inez D. Davis, et al., Appellants vs. County School Board of Prince Edwards County, Virginia, et al., Appellees.
4. Spottswood Thomas Bolling, et al., Petitioners vs. C. Melvin Sharpe, et al., Respondents, Board of Education, Washington, D. C.
5. Francis B. Gebhart, et al., Members of the State Board of Education of the State of Delaware, George R. Miller, Jr., State Superintendent of Public Instruction, Alfred Eugene Fletcher, et al., Members of the Board of Education of the Claymont Special School District, Harvey E. Stahl, and Haig Kupjian, Petitioners, vs. Ethel Louise Belton, et al., Respondents.
6. Francis B. Gebhart, et al., Members of the State Board of Education of the State of Delaware, George R. Miller, Jr., State Superintendent of Public Instruction, Gordon F. Biehn, et al., Members of the Board of School Trustees of Hockessin School No. 29, Petitioners, vs. Shirley Barbara Bulah, et al., Respondents.

Common Legal Question

The cases, while different, were similar and in the Supreme Court's Opinion it was so stated. The cases ". . . are premised on different facts and different local conditions but a common legal question justifies their consideration together in this consolidated opinion."³

The plaintiffs, minors of the Negro race:

. . . seek the aid of the courts in obtaining admission to the public schools of their community on a non-segregated basis.

¹Brown v. Board of Education, Topeka, Kansas, Supreme Court of the United States, May 17, 1954.

²Bolling v. Sharpe, of Washington, D. C., Supreme Court of the United States, May 17, 1954.

³Brown v. Board of Education, op. cit.

. . . The plaintiffs contend that segregated public schools are not "equal" and cannot be made "equal," . . . and that hence they are deprived of equal protection of the laws . . .⁴

The defendants in the cases consistently presented two arguments. One argument was for the continuance of the "separate but equal doctrine," while the other argued for "states rights." In the pre-trial conference in the case of *Brown vs. Board of Education, Topeka, Kansas*, Mr. Willis H. McQueary, Assistant Attorney General of the State of Kansas stated the two arguments when he said:

If your Honor please, the position of the State of Kansas, insofar as this lawsuit or this controversy is concerned, is going to be to endeavor to uphold the constitutionality of the statute in question, and our participation will be limited to that field, and so far as equal facilities or the conditions provided by the Board of Education of Topeka or the facilities enjoyed by the Negro, by the plaintiffs, we are not going to make that a matter of issue as far as we are concerned. We have no knowledge as to that; we haven't investigated it. That will be left solely to the other parties in this matter.⁵

A similar statement is found in the summations of the case in Virginia. Mr. Spottswood W. Robinson, 3rd, counsel for the plaintiffs in summation said:

Certainly there have been two big questions. One is that question of what we now have in the county in the way of educational advantages, opportunities, and the facilities, respectively afforded Negro and white pupils; the other question is whether or not there are effects of the practice of racial segregation in that county which, as a matter of law, should cause this Court to enter an injunction against its continuance.⁶

⁴Ibid.

⁵Supreme Court of the United States, Transcripts of Records and File Copies of Briefs, October Term 1953, Vol. IV, Cases 1-5, p. 59.

⁶Supreme Court of the United States, Transcripts of Records and File Copies of Briefs, October Term 1953, Vol. VI, Case No. 3, p. 591.

The "separate but equal doctrine" was decided in 1896 in the case of Plessy vs. Ferguson and involved ". . . not education but transportation."⁷ However, cases were presented to the Court on education after this date and on the basis of the "separate but equal doctrine" were so adjudicated. In regard to higher education, the "separate but equal doctrine" was challenged and in June of 1950 decisions were handed down stating that separate facilities were not equal in higher educational levels.⁸ Thus, it remained for the challenge to be made on educational levels other than that of college status.

The case of McLaurin vs. Oklahoma State Regents required ". . . that a Negro admitted to a white graduate school be treated like other students . . ." in order for him ". . . to engage in discussions and exchange views with other students, and, in general, learn his profession."⁹ In the Opinion of May 17, 1954, it was stated, "Such considerations apply with added force to children in grade and high schools." The Opinion further stated, ". . . We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

The two questions for public schools were resolved in the Opinion of May 17, 1954, when the "separate but equal doctrine" of 1896 was declared to have ". . . no place . . .," and individuals are being ". . . deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment." "States rights" end when individual rights guaranteed by the Constitution are denied.

⁷Brown v. Board of Education, op. cit.

⁸Sweatt v. Painter; and McLaurin v. Oklahoma State Regents; Supreme Court of the United States, June, 1950.

⁹Brown v. Board of Education, op. cit.

ARGUMENTS PRESENTED FOR ENDING OR MAINTAINING
SEGREGATED SCHOOLS

Introduction

In presenting these arguments, those from the Kansas and Virginia cases were selected as they represented the specific contentions of the interested parties. Arguments presented from the other cases would be repetitious.

Arguments Presented for Ending Segregation

In the opening argument on behalf of the plaintiffs in the Kansas Case the following reasons were presented:

We feel, one, that the state has no authority and no power to make any distinction or any classification among its citizenry based on race alone.

. . . rights under the Fourteenth Amendment are individual rights. You cannot take away the individual's rights by classifying him or putting him in a group and therefore saying that we, on the average, treat the group well, therefore the individual, if he suffers he has to suffer because he is a member of a group.¹⁰

As a result of segregation, Negro students are transported to schools outside their territory and:

. . . insofar as the time spent on the bus takes away from the child the opportunity to play and to learn, to play rather, that he is being deprived of something of value to his education . . .

We have introduced testimony to show that there are differences, substantial differences, between various of the white schools as contrasted to the Negro schools.

We have shown that on the average in terms of teacher preparation, subject matter taught, buildings, and so forth, that on the average the school system here, as between the Negro and white schools, there is not too much difference except for this factor: . . . 45% of the white children attend schools newer than the newest colored schools . . .,

¹⁰Supr. Ct., Transcripts of Records, Vol. IV, op. cit., pp. 217-218.

that on the average the insured value per classroom of the Negro schools is approximately \$4,000 below that of the white school. . . . white schools maintain a newer supply of books; . . . have better books and that therefore the book holdings of the schools, as between Negro and white, is substantially different.

. . . separation . . . is harmful to the development of the child, although it has been conceded that the subject matters taught are the same . . . we have attempted to point out in the record that the school curriculum is the sum total of the child's experiences from the time he leaves home to go to school until he returns . . . Pupils who ride buses and pass schools closer to them . . . cannot come home for hot lunches . . .¹¹

In this Case the elementary pupils from one through grade six attend segregated elementary schools but attend mixed junior and senior high schools. Counsel for the plaintiffs contended that this ". . . places an added burden upon the child because that is the time that he is meeting the problems of adolescence . . ."12

The arguments in the Virginia Case are specific in the summation given by the attorneys, Mr. Robinson, Mr. Carter, and Mr. Hill for the plaintiffs. Mr. Robinson stated that the facts proved that more money was spent for the buildings, books, and busses in the white schools than in the Negro, also that the white schools had more courses to offer to its students.¹³

Mr. Carter stated that the testimony from the ". . . psychological experts agreed that the consensus of opinion was that racial segregation was an adverse situation which had bad effects on the individual."¹⁴

¹¹Ibid., pp. 221-224.

¹²Ibid., p. 224.

¹³Supr. Ct., Transcripts of Records, Vol. VI, op. cit., p. 590.

¹⁴Ibid., p. 595.

In the concluding remarks of this Case in the Federal District Court, an attorney for the plaintiffs replied to the remarks made by attorneys for the defendants. Dr. Garrett had testified for the defendants and the attorney for the plaintiffs spoke directly to his testimony, then stated a further argument for ending segregation practices. Mr. Hill, counsel for plaintiffs said:

What was significant about Dr. Garrett's testimony? Dr. Garrett said, "yes, they can get equal educational opportunities in separate schools, and I would like to see them build up their schools and develop their talents in music, in rhythm, in athletics." That is foremost in the minds of the people who want segregated schools. Let a Negro develop along certain lines. Athletics, that is all right; music, fine, all Negroes are supposed to be able to sing; rhythm, all Negroes are supposed to be able to dance. But we want an opportunity along with everybody else to develop in the technical fields, we want an opportunity to participate in the business and commerce of this nation. In other words, we want an opportunity to develop our talents, whatever they may be, in whatever fields of endeavor there are existing in this country. And a free capitalistic enterprise. I submit that in this segregated school system, you do not have that opportunity.¹⁵

Mr. Hill continued:

. . . Your Honor, that is the real **crux** of this situation. You cannot get equal job opportunities when you have no contact with other people. . . . when you do not have the opportunity to train in the technical fields. That is the crux of the situation. We are not concerned about socializing with white people, other than those white people who will accept us, and I think that social aspect will work itself out.¹⁶

Arguments Presented for Maintaining Segregated Schools

Mr. Brewster stated the arguments on behalf of the defendants in the Kansas Case:

Distance is no problem, there are . . . a number of white students who are required to walk to school a greater distance than those colored children who are furnished

¹⁵Ibid., p. 612.

¹⁶Ibid., p. 616.

transportation, . . . it's our position . . . that . . . we afford equal educational opportunities to the colored folks, . . .

The states . . . subject to the observance of fundamental rights and liberties guaranteed by the Federal Constitution, . . . shall exercise the police power and that the power to legislate with respect to safety, morals, health and general welfare and that in no field -- in no field is the right of the several states more clearly recognized than in that of public education.

. . . There has been testimony . . . that mixed schools would give a better education. But, on the other hand, it's been indicated that mixed schools might result in additional racial friction due to the fact that the colored students would be greatly outnumbered and you'd still have an inferior feeling.¹⁷

Mr. Moore and Mr. Almond presented the arguments for the defendants in the Virginia Case. Mr. Moore referred to the experts of the plaintiffs as "semi-experts," stated that if anything the psychological tests used by the plaintiffs ". . . are really of little value . . ." and ". . . that we know little of these things, . . ." He argued that it ". . . would be detrimental to the colored children as well as the white, if by court decree the system we now have were done away with."¹⁸

Mr. Almond said that if the segregation laws were ended that:

. . . the schools of Prince Edward County would not open tomorrow, or Monday, and they would remain closed until an adjustment could be made . . . What that adjustment would be, heaven only knows. That is a condition that our people literally and morally, are not prepared to accept, for they believe and they know out of the experience of the years that separation with equal facilities is morally defensible, in addition to being legally defensible.¹⁹

¹⁷Supr. Ct., Transcripts of Records, Vol. IV, op. cit., pp. 226-230.

¹⁸Supr. Ct., Transcripts of Records, Vol. VI, op. cit., p. 600.

¹⁹Ibid., p. 606.

Mr. Almond stated that the whole issue should be resolved by the plaintiffs obtaining an amendment to the Constitution.²⁰

Arguments Presented Reveal the Implications
of the Common Legal Question

The Common Legal Question develops from the challenges to the "separate but equal doctrine" and "states rights," the plaintiffs and defendants state specific implications of the litigation.

The plaintiffs introduce the economic factor of segregated practices and consequently contend that the source of the education of those segregated is important to them.

The defendants discuss the mores of society and contend that by ending segregation practices racial friction will result and consequently the educational system will not be effective.

Such arguments suggest that problems which will be confronted in implementing the Supreme Court Decree will be both educational and social.

MARYLAND FILED A BRIEF AS AMICI CURIAE

Introduction

The Opinion rendered May 17, 1954, in the case of Brown vs. Board of Education, Topeka, Kansas, requested the Attorney General of the United States and the "Attorneys General of the states requiring or permitting segregation in public education will also be permitted to appear as amici curiae . . ." Briefs were to be filed by October 1, 1954.

The State Superintendent of Maryland Schools, Dr. Thomas G. Pullen, Jr., appointed a Committee of Superintendents:

²⁰Ibid., p. 608.

(1) to work closely with the State Department of Education and the Attorney General's office on the collection and preparation . . . of Maryland's brief . . ., and (2) to draw up a broad general statement of principles to be used by local boards of education as guiding principles for implementing the Supreme Court decision "that will be fair and equitable through the state" and impair no individual rights.²¹

The Superintendent's Committee, under the chairmanship of William S. Schmidt, Superintendent of Prince George County, recommended that the Attorney General of Maryland ". . . argue for a 'gradual adjustment' . . ." and that the Attorney General ". . . plead for the remanding of all cases involving segregation to . . . 'lower courts' . . . with instructions to them to devise a program for implementing the Court's Opinion of May 17."²² The Committee stated that:

. . . state and local agencies which have been established to cope with such problems should be afforded the first opportunity to work out on a bi-racial basis the procedures for meeting the new principles of law as contained in the Court's decision of May 17.²³

The Committee did not hesitate to state strongly their belief that Maryland as a State would abide by the decision and carry out local plans which would be in keeping with past practices of maintaining a ". . . climate of good will between all parties concerned."²⁴

Brief Filed

Attorney General, Edward D. E. Rollins, filed the brief with the Supreme Court as amici curiae, friend of the Court. Parts of the brief

²¹Schmidt, William S. "Report of Committee of Superintendents," A Report to Dr. Thomas G. Pullen, Jr., State Superintendent of Schools, in preparing for the filing of Maryland's brief in the Supreme Court of the United States, November 10, 1954, pp. 2-3. (Mimeographed.)

²²Ibid., p. 6.

²³Ibid., p. 10.

²⁴Ibid., p. 17.

were identical with those of the Superintendent's Committee.

Mr. Rollins stated that Maryland would continue to demonstrate good faith in working out racial matters and the State desired gradual methods since counties in Maryland differ from one another as does ". . . Maine and Mississippi . . ." He further stated that if the matter were left to local units then: "This Court, or any court, should only intervene where school administrators on the local level can be shown to have failed to exercise good faith and reasonable diligence."²⁵

The writer has no way to determine the influence of this Brief on the Decree rendered on May 31, 1955, but it must be noted that officially the State of Maryland did desire that the Decree should enable the states affected to use a gradual plan and that the lower courts should serve as arbiters where ". . . good faith and reasonable diligence . . ." were questioned.

OPINION, DECREE, AND SUBSEQUENT STATEMENT
OF THE SUPREME COURT

Introduction

Three major statements have been issued by the Supreme Court, May 17, 1954; May 31, 1955; and September 29, 1958, as a result of their consideration of the question:

Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal opportunities?

The unanimous answer was, "We believe that it does."²⁶

Opinion of May 17, 1954

The Opinion was specific in stating the above question and further

²⁵"Maryland," Southern School News, December 1, 1954, p. 7.

²⁶Brown v. Board of Education, op. cit.

stated the fact that the "separate but equal doctrine" rendered in Plessy vs. Ferguson in 1896 had never been challenged. The aforementioned case involved:

. . . not education but transportation. American Courts have since labored with the doctrine for over one half of a century. In this Court there have been six cases involving the "separate but equal doctrine" in the field of public education. . . . the validity of the doctrine itself was not challenged.

As a result of this challenge and the Supreme Court's finding, it was stated:

Because these are class actions, because of the wide applicability of this decision, and because of the great variety of local conditions, the formulation of decrees in these cases presents problems of considerable complexity. [Therefore] . . . the cases will be restored to the docket, and the parties are requested to present further argument . . .

on whether desegregation would be gradual or immediate in geographical areas affected, and what administrative procedures should the court adopt in determining that the plaintiffs receive the requested relief.

The questions presented above were further argued and the Decree was handed down on May 31, 1955.

Decree of May 31, 1955

The Decree remanded the cases to the jurisdiction of the lower courts and permitted the defendants to proceed on a gradual basis for desegregating schools:

Once such a start has been made, the courts may find that additional time is necessary The burden rests upon the defendants to establish that such time is necessary in the public interest and is consistent with good faith compliance at the earliest practicable date . . . the courts may consider problems related to administration, arising from the physical conditions of the school plant, the school transportation system, personnel, revision of school districts and attendance areas . . . and revision of local laws and regulations which may be necessary in solving the foregoing problems.

The Decree also stated that:

School authorities have the primary responsibility of elucidating, assessing, and solving these problems; courts will have to consider whether the action of school authorities constitutes good faith implementation of the governing constitutional principles . . . at stake is the personal interest of the plaintiffs in admission to public schools as soon as practicable on a non-discriminating basis.

In remanding the cases to the lower courts they were:

. . . to take such proceedings and enter such orders and decrees consistent with this opinion as are necessary and proper to admit to public schools on a racially non-discriminatory basis with all deliberate speed the parties to these cases.

The Maryland brief filed as a friend of the court, requested that the Court's decision permit a gradual transition and that the cases be remanded to the lower courts for jurisdiction because of the varying local conditions.

Reaction to the decree by the officials of the State of Maryland can be summed up by the remark of Mr. Wendell D. Allen, President of the Maryland State Board of Education:

Allen said that the state board was going "to abide by the Supreme Court decision and do all in our power to see it carried out in fairness to all people."

The only statewide group actively opposed to desegregation is the Maryland Petition Committee, which claims some 40,000 signatures to a proposal that the state establish a system of private, segregated schools.²⁷

The State Legislature of Maryland has not entered into a discussion on this suggestion. The suggestion as proposed did find fertile ground in the State of Arkansas and led to the subsequent statement of the Supreme Court.

²⁷"Maryland," Southern School News, June 8, 1955, p. 4.

Subsequent Statement of the Supreme Court, September 29, 1958,
in the Little Rock, Arkansas, Case

This ruling resulted from disagreement in the lower courts and subsequent review by the Supreme Court which was called into a special session to consider the case. As a result of this action the following phrases of the Decree were clarified.

After starting (1) ". . . the courts may find that additional time is necessary." Desegregation should be effected (2) ". . . at the earliest practicable date . . ." Students should be admitted to schools (3) ". . . on a racially non-discriminatory basis with all deliberate speed . . ."

The Evening Star, in an editorial referred to the phrases mentioned above and said:

If the Supreme Court has left any loopholes for a State's evasion or avoidance of the desegregation decision four years ago, they are not visible to the naked eye. Directed specifically to the Little Rock case, which it decided on September 12, yesterday's written opinion embodying that decision covers a far wider area. The court pointedly reaffirms that "the law of the land" is just that and must be obeyed.

. . . The Court does retrace its past steps, with the possible intent of clarifying its own oft-quoted phrase "with all deliberate speed." . . . The opinion does tend to eliminate certain "ifs" and "buts" that have clouded the picture.²⁸

In the introductory paragraphs of the Little Rock ruling, it is stated that the case:

. . . necessarily involved a claim by the Governor and Legislature of a State (Arkansas) that there is no duty on the state officials to obey Federal Court orders . . . and . . . we reject these contentions.

²⁸"In No Uncertain Terms," Editorial, The Evening Star, September 30, 1958, p. A14. (Published in Washington, D. C.)

. . . In short, the Constitutional rights of children not to be discriminated against in school admission on grounds of race or color declared by this Court in the Brown case can neither be nullified openly and directly by state legislators or state executive or judicial officers, nor nullified indirectly by them through evasive schemes for segregation whether attempted "ingeniously" or "ignominiously."

. . . The Constitution created a Government dedicated to equal justice under law. . . . State support of segregated schools through any arrangement, management, funds or property cannot be squared with the Amendment's (14th) command that no state shall deny to any person within its jurisdiction the equal protection of the laws.

There have been other rulings by the Supreme Court, but the three that have been mentioned set forth the basic principles upon which the local boards of education must act.

SUMMARY

The plaintiffs in the cases which precipitated the three rulings of the Supreme Court challenged the "separate but equal doctrine" for the first time, and it was held that separate schools could never be equal. Defendants argued that a state had the "right" to assign students to schools on the concept of the "1896 Doctrine."

Maryland filed a brief as a friend of the court, and a study of the brief and the action of the court show that Maryland's requests and the Court's Decree were similar.

The three opinions rendered, briefly stated were: the first held segregation unlawful; the second permitted gradual desegregation programs; and the third reiterated the opinion of May 17, 1954, by stating that the Court had the power to interpret the Constitution and the legislators, executive, and judicial officers of states would be bound by recognition of that power.

CHAPTER III

MONTGOMERY COUNTY BOARD OF EDUCATION

DEVELOPS A DESEGREGATION PLAN

INTRODUCTION

Ten months after the Supreme Court Opinion of May 17, 1954, the Montgomery County Board of Education announced its "Statement of Policy on Integration." This announcement was made two months before the second ruling of the Supreme Court which indicated that desegregation should proceed with "all deliberate speed." Each year the Board has made a specific statement for the succeeding year detailing what the exact plan would be; the yearly plans have been in accord with the "Statement of Policy on Integration" which never has been superceded.

Maryland laws provided for segregated schools and the decision which was announced by the Montgomery County Board of Education was in compliance with the Supreme Court's Opinion, Decree, and the statement of the State Board of Education. To arrive at the decision, the Montgomery County Board awaited the recommendations of its appointed committee of lay and professional personnel.

This chapter reports the actions taken by state officials, Montgomery County Board of Education, its professional staff, Montgomery County Council of Parent and Teacher Associations, and organizations interested in the implementation of the Supreme Court Decree. A study of the "Statement of Policy on Integration" to determine the sources for the information contained therein is also presented and reveals that only one sentence originated with the Board; all other statements had

their source in one or more statements prepared either by the appointed committee of the Board of Education or organizations interested in the Opinion and Decree.

ACTION OF STATE OFFICIALS TO FACILITATE DESEGREGATION

COURT DECISION OF MAY 17, 1954

Governor

Under the organizational plan of Maryland's schools the Governor appoints the State Board of Education which formulates statewide educational policies and adopts by-laws and administrative regulations necessary to govern the school system in accordance with the Maryland Constitution and its By-laws. Each of the twenty-three counties has a school board bound by educational policies and by-laws of the State Board of Education.

The Governor of Maryland, Theodore R. McKeldin, issued a statement immediately following the decree which said, in part:

Maryland prides itself upon being a law-abiding state, and I am sure our citizens and our officials will accept readily the United States Supreme Court's interpretation of our fundamental law. . . . I shall confer with Dr. Pullen, (Dr. Thomas G. Pullen, Jr.) State Superintendent of Schools, and other officials involved in the question, and I am confident the transition can be brought about in Maryland without confusion and without undue delay.¹

Attorney General

Attorney General Edward D. E. Rollins indicated that Maryland would accept promptly the Supreme Court's invitation to discuss the decrees and said, "Nothing can be accomplished until next year following the Court's final ruling." He expressed the certainty that Maryland would

¹"Maryland," Southern School News, September 3, 1954, p. 6.

" . . . comply with the directives without equivocation."²

State Superintendent of Schools

Dr. Pullen, State Superintendent, said:

I see no immediate drastic changes in our present plans of operation. Particular cases will be handled as they arise locally, and the rights of no individual will be impaired by arbitrary and capricious devices.³

State Board of Education

The Board met on May 26, 1954, and issued the following statement:

The Supreme Court of the land has spoken. It is the duty and responsibility of the State Board of Education to do all within its power to work out the problem "seemingly and in order" and in such manner that the rights and privileges of no individual are impaired by arbitrary or capricious methods.

Upon the advice of the Attorney General of Maryland, the decision of the Supreme Court and the full implications of the decision will not be made until some time in the fall after the Court has had a conference and further hearings and arguments with the Attorneys General, and possibly other representatives from the various states which will be affected. Until the conditions of the decision are made known finally, with the mandate and decree of the Supreme Court, any detailed plan of action for implementation would be premature. This statement does not imply, however, that the State Board of Education and the local school authorities, upon whom the major burden of solving the problem will fall, should delay in analyzing the situation and making plans for implementing the decision of the Court.

The laws of Maryland specifically provide for segregation in the public schools and in the teachers colleges. In view of this law requiring segregation, no program of integration can be put into effect until the decision of the Supreme Court becomes final and an effective date is set by the Supreme Court.

The detailed problems in respect to implementing the decision of the Supreme Court will rest primarily upon the local boards of education. The problems involved in any program of integration will vary among the different school systems of the State, but we are confident that they will be

²Ibid.

³Ibid.

solved in a fair, decent, and legal manner and with good common sense. Furthermore we are confident that the local school boards, the local school officials, and the parents will settle this problem without resorting to chicanery or devious methods and with due regard for the rights of all parties concerned. Any program of implementation will be based upon professional and human consideration and not with coercive designs or methods. The public school system of Maryland has always been known for its high professional attitude and for its unbiased and unprejudiced treatment of all children.

The role of the State Board of Education is not to set the detailed pattern of operation but to take an official position that the decision will be implemented with fairness and justice to all, and with due regard for the professional aspects of the program. Further, its responsibility is to act in a general over-all supervisory nature to insure that standard, equitable practices are followed throughout the state.

State Superintendent Appointed a Committee

The next day, May 27, 1954, Dr. Pullen sent a letter to the Superintendent of Schools in the State enclosing the previous statement and said, "I know you are well aware of the problem and its magnitude. We shall discuss it at the meeting on June 4." At this meeting:

Dr. Pullen, State School Superintendent, followed up the action of the State Board by holding a meeting of school superintendents from each of the 23 counties with the Attorney General and other state officials. A five-man committee of school superintendents was named to (1) start work immediately with the State Department of Education and the Attorney General's office on preparation of the Maryland Brief to be presented to the Supreme Court in October, and (2) work out means of implementing the Supreme Court decision "that will be fair and equitable through the state" and impair no individual rights.⁴

The five-man committee reported to the Superintendent on November 10, 1954. In regard to the committee's assignment as outlined in the preceding paragraph the committee reported:

In summary, the committee advocates a policy of gradual adjustment and remanding of responsibility for implementing

⁴Ibid.

the decree to the local school authorities. Legal opinion would seem to indicate that the issues to be treated in moving from segregation to desegregation are not within the conventional experiences of the judiciary. The state and local agencies which have been established to cope with such problems should be afforded the first opportunity to work out on a bi-racial basis the procedures for meeting the new principles of law as contained in the Court's decision of May 17.

Our adherence to this position is based on our desire to build at the local level in our respective counties a climate of good will between all parties concerned. This climate is necessary to undergird the program of action which must be organized to carry out the opinion of the Court. We recommend to the several counties the formation of Citizen's Committees appointed by the local board and consisting of representatives of both races, who will consult with the local educational authorities on the steps to be taken in each county, the progress of desegregation, and the setting up of safeguards for the protection of the rights of all children . . .⁵

ACTION OF MONTGOMERY COUNTY OFFICIALS

TO DEVELOP A DESEGREGATION PLAN

School Board Appointed a Lay-Professional Committee

The Board of Education met on May 17, 1954, and May 24, 1954, in regular meetings. The first mention of desegregation in the Board's minutes occurred on June 8, 1954. At that time, Dr. Forbes H. Norris, Superintendent, read a press release from Dr. Pullen regarding the Supreme Court's decision on segregation.

This press release contained the statement which had been adopted by the State Board of Education and called upon local boards to begin planning for desegregation. At the time of the Supreme Court's Opinion the Montgomery County Board of Education was completing its budget requests for the 1954-55 school year. The situation was expressed when:

Mr. Myron Isaacs, President of the Montgomery County Council of P.T.A.'s, read a prepared statement which supported

⁵Schmidt, op. cit., p. 17.

the Capital Budget request of the Board of Education made prior to the Supreme Court ruling on integration.⁶

The Board of Education discussed the effects of integration on the capital budget. The Board had submitted its budget requests to the County Council on April 15, 1954. The ruling of the Supreme Court was made on May 17, 1954, and the Board did not have the time to change its requests since an exhaustive study was not made.

Similar comments were made by Dr. Norris when he said, "It is my opinion that the original capital budget requests would be difficult to justify in light of the Supreme Court ruling."⁷ Mrs. Scharf, Board Member, stated that she:

. . . felt that the Board of Education should stand behind its original request but should point out to the County Council that the Board does have unresolved problems because of the Supreme Court ruling and that Council should grant some flexibility to the Board of Education in its use of the funds.⁸

The previous statements expressed the concensus of the Board members that evening.

In another action the Board of Education decided to appoint a lay and professional committee to study the problem of desegregation. The following resolution proposed by Mrs. Scharf and seconded by Mr. McGraw was adopted by a yea and nay vote with Messrs. Barrow, McGraw, Stine and Mrs. Scharf voting in the affirmative and Mr. King abstaining from voting on the grounds that he was not prepared to vote. The resolution stated:

⁶Montgomery County Board of Education, "Minutes," June 8, 1954. (Mimeographed.)

⁷Ibid.

⁸Ibid.

That, the President of the Board, subject to the approval of the Board, appoint a Committee of 12 to 15 white and Negro citizens, including educators, for the purpose of advising and conferring with the Board and school administration on matters of policy for the implementation of the recent Decision of the Supreme Court concerning segregation.⁹

In the discussion Mr. King felt that committees should be formed around high school boundaries and not be just the one committee on a county-wide basis. This suggestion was incorporated in the appointment of members of the Advisory Committee from different parts of the County.

Philosophy expressed by Board of Education of appointment of Citizens' Committees. A study of the Board's minutes revealed that on April 13, 1954, thirty-three days prior to the Supreme Court Opinion, Mrs. John Scharf made a report to the Board outlining the procedures and philosophy of the Board of Education in reference to citizens' committees. The report was authorized at the meeting on February 9, 1954, when Mrs. Scharf and Mr. McGraw were appointed as a committee to study the matter. A proposal had been made to the Board calling for a citizens' advisory committee to assist the Board in gathering facts in many areas.

There is no evidence to indicate that desegregation was even considered at the time this report was made. It is significant that the procedures and philosophy expressed in this report were made prior to their use by the Board in considering its desegregation program.

On a motion by Mr. McGraw, the Board members unanimously made the report a part of the minutes. The following is explicit in stating the Board of Education's official view of its relationship to the public in policy making:

⁹Ibid.

The two requests made to this Board at the discussion meeting of January 4 were directed primarily to the subject of the teacher shortage. They were made by Mr. MacKnight of the P.T.A. Council and Mr. Fauver of the Allied Civic Group's Education Committee.

Mr. MacKnight's suggestion was apparently his personal suggestion and did not represent a request from the P.T.A. Council as an organization. Mr. Fauver's suggestion outlined an advisory committee of broad scope that would cover many aspects of educational program and policy, in addition to that of teacher supply.

It is our opinion that this is not the time to create a Board appointed committee such as Mr. Fauver proposed. This Board is currently adjusting to a revised organizational pattern under a new superintendent and needs to direct its energies and attention to immediate administrative policies before undertaking a board review of the educational program. Further, there already exist several active civic and educational organizations through which citizens may help and advise the Board. The Board itself is also currently providing opportunities for citizen participation in the formulation of school policy.

The open hearings and discussion meetings on teacher supply and budget proposals are examples of one way in which the Board seeks public reaction and counsel. Further, it appoints committees for study and advice on specific problems of school administration, policy and program, whenever the need is widely expressed by the Board or the public.

Typical problems studied by such special committees are the school lunch program and school construction. The membership of each committee is usually representative of a cross section of community interests and talents and their research and findings are valuable to the Board and the community.

In conclusion, we recommend that while no general education advisory committee be appointed by the Board of Education at this time, should any citizens group organize, on its own initiative, to find constructive solutions to important school problems, this Board should cooperate in any way it can, within existing limitations of time and staff.

We also suggest that this Board continue to call on the interest and experience of our citizens whenever there are particular problems to study or solve. This should be done, as now, through the use of committees with specific assignments, through the continued provision for open hearings and through the courteous and attentive reception of citizen delegations at the regular meetings of the Board.

The above statement reviews the Board's action and philosophy on the creation of citizens' committees to study problems as the need arises. It is significant that when the Board created its committee to study problems relating to integration, it had already established a procedure for such study and consequently used established Board of Education practices.

Board of Education appointed Citizens' Advisory Committee on Integration. Board members Bullis, King, and Edwards voted to set aside the motion previously adopted on June 8, to appoint the Citizens' Committee. It was the intent of the motion to suspend all action until ". . . the laws of Maryland have been changed to make integration possible."¹⁰ The motion failed for lack of a majority when Messrs. McGraw, Stine, and Barrow voted in the negative.

At the meeting on August 17, 1954, the Board (1) appointed a sub-committee to outline proposed topics for the Citizen and Professional Committee to consider, (2) raised the number on the committee from 17 to 19 members, (3) appointed the Committee, and (4) directed the Superintendent to inform the public that no desegregation would take place during the 1954-55 school year.

Report of Citizens' Advisory Committee on Integration filed with Board. The report was received by the Board of Education on February 28, 1955. A resolution was then passed by the Board members which stated that the report would not be released until after study by the Board. The report was released to the public on March 5, 1955.

The report of the Committee had four minority reports added to it. Chairman John R. Reeves stated in the letter of transmittal:

¹⁰Board of Education, "Minutes," June 21, 1954.

. . . It had been the hope of the chairman that we might come to unanimous agreement upon the report as submitted even though we differ as to details. The report as now submitted was adopted with 18 of the 19 members present. Thirteen members voted for the adoption of the report, three voted against it and two abstained from voting.

. . . The most controversial portion of the report in Committee developed in the discussion on that part of the report which is now numbered as No. 2, in the list of recommendations. On this point some members of the Committee have indicated they would file separate statements for the consideration of the Board of Education.

Number two (2) of the recommendations states:

That the Board of Education shall adopt as a policy that all schools in Montgomery County be integrated beginning on the kindergarten and first grade level, depending on which level the elementary school in the given area begins operation. Thus integration would increase gradually on a year to year basis adding a grade each year. In areas where a school will remain segregated due to the area of population, and where a Negro or white child may move into such an area and desire admittance to the nearest school, the Board of Education and School Administration may decide in which school he is to be placed. However, there shall be no deliberate mixing of races for the purpose of creating an integrated school. Approved 9-8, 1 member absent, 1 member abstaining, Feb. 24, 1955.

Four minority reports were filed; three of these were signed by a total of eight members of the Committee. The eight members submitted reasons why they did not believe a "year to year basis adding a grade each year," would be successful. The fourth minority report favored the "year to year" concept; in general it was a restatement of the Committee's report, but requested:

. . . that the Board of Education should recommend to the Administrative Staff that the results from the standardized testing program be tabulated, reported, and acted upon annually, to remedy the situation as it is shown; such reports and actions to be given in a joint open meeting with the Board of Education, the Superintendent of Schools, the Director of Curriculum, and the Supervisors.¹¹

¹¹Monk, Mrs. George; Wolfe, Mrs. John F. "Separate Report," Citizens Advisory Committee on Integration, February 7, 1955, p. 4.

They also requested that the Board study the ". . . desegregation discipline and social adjustment problems that have arisen in Washington, D. C., and Baltimore City."¹²

With the exceptions listed above, the minority reports either restated items which appeared in the Committee's report or omitted them. Toward the end of this Chapter, an analysis is made of the Board's "Statement of Policy on Integration" to determine the sources for the inclusion of specific items, and information of the reports is to be found in this analysis.

Superintendent Had Studies Made to Assist the Board of Education

The following studies represent the scope of the Superintendent's activities but do not show the numerous oral contributions which were made by him and his staff in assisting the Board of Education to determine their "Statement of Policy on Integration."

Superintendent assisted Board of Education citizens' committees. Dr. Forbes H. Norris, Superintendent, and his professional staff worked with the Board's appointed Advisory Committee on Integration in providing its members with the requested information.

Superintendent submitted statement on capital budget. On May 24, 1954, Dr. Norris submitted a statement for discussion to the Board entitled "Effects of Integration on Capital Budget Program." The Board discussed this statement on June 8, 1954. It was decided to prepare the Capital Budget for the ensuing years to provide building facilities to accommodate all pupils residing within their respective school boundaries. The statement in effect said that in a few schools this could be accomplished without additional building, but in all other cases it would require building additions.

¹²Ibid., p. 5.

Superintendent submitted data on students. This material shows the differences of achievement of Negro and white students on various tests, and it represents the kinds of information presented to the Board of Education as it concerned itself with desegregation.

Information in Tables 3 through 6, below, was prepared by the Research Department.¹³

The following is a comparison of median and quartile tests scores made by white and Negro pupils on standardized tests:

TABLE 3, General Educational Development Tests. The general Educational Development tests (G.E.D.) are administered annually, near the end of the school year, to all twelfth grade pupils. Table 3, below, compares the Median scores made on each part of the test by Negro pupils with corresponding County-wide medians.

TABLE 3

General Educational Developmental Tests' Medians

April, 1955

Subject	Median Percentile Scores	
	County (White and Negro)	Negro
Expression	54	7
Social Studies	69	10
Natural Science	79	21
Literature	69	12
Mathematics	62	12
National Norm	50 (in all subjects)	

¹³Research Department, "Comparison of Median and Quartils Test Scores Made by White and Negro Pupils on Standardized Tests, December 14, 1955." A Report Presented to the Board of Education. (Mimeographed.)

TABLE 4, Cummings World History Tests.

TABLE 4

Cummings World History Test
Medians and Quartiles
May, 1955

Populations Tested	Median and Quartile Percentile Scores		
	Q1	Median	Q3
County (White and Negro)	19	42	73
Negro	5	12	31

TABLE 5, The Greene-Stapp Language Abilities Test. The Greene-Stapp Language Abilities Tests were administered to all eleventh grade pupils in May, 1955. Table 5 compares the median and quartile scores made by Negro pupils with the corresponding County-wide scores.

TABLE 5

Greene-Stapp Language Abilities Test
Medians and Quartiles
May, 1955

Population Tested	Median and Quartile Percentile Scores		
	Q1	Median	Q3
County (White and Negro)	27	56	82
Negro	1	7	25

TABLE 6, The California Test of Mental Maturity (Short Form). The California Test of Mental Maturity is administered annually to grades 1, 3, 6, 9, and 11. The data for grades 6 and 9 are available on the latest administration of this test (October, 1955). Table 6 compares median and quartile intelligence quotients of white and Negro pupils as obtained from this test.

TABLE 6

California Mental Maturity Test, (Short Form)
Median and Quartile Intelligence Quotients
of White and Negro Pupils^a
October, 1955

Grade	Median and Quartile Intelligence Quotients and Number Tested							
	White				Negro			
	Q1	Median	Q3	No. Tested	Q1	Median	Q3	No. Tested
6	97	109	120	3762	74	86	95	197
9	98	109	117	2732	76	85	93	169

^aAccording to the results of this test, only three Negroes in the ninth grade have I.Q.'s above 109, the Median of the ninth grade white pupils; and only 10 Negroes in the sixth grade have I.Q.'s above 109, the median of the sixth grade white pupils.

Knowledge of the students' abilities was presented to the Superintendent and revealed, in part, the educational problems confronting the County when desegregation began.

Superintendent appointed a Committee of Classroom Teachers to make a study. Dr. Norris requested the two education associations in the County to recommend teachers to serve on an Integration Committee of Classroom Teachers. White teachers were members of the Montgomery County Education Association and Negro teachers belonged to the Montgomery County Teachers Association.

On September 30, 1954, Mr. Joseph J. Tarallo, President of the Montgomery County Education Association, in a letter addressed to Dr. Norris stated:

Attached is the list of classroom teachers recommended by the M.C.E.A. Executive Committee to serve on the Committee on School Integration. The list includes a County-wide representation, several "old timers," some relative "newcomers," and some individuals who can be quite vocal on both sides of the problem. Please use as many as you like . . .

The Montgomery County Teachers Association in a letter signed by its President, Miss Chlotile M. Trail, said:

The enclosed names are persons who have been chosen by the Montgomery County Teachers Association to serve on the teachers committee on integration. They have expressed their willingness to work with the group and we believe they are capable.

The Committee prepared the following questionnaire in December, 1954, and distributed to both Negro and white teachers in twelve schools, eight white and four Negro. A breakdown of the distribution figures shows that a total of 402 questionnaires were sent out: 76 to Negro schools, 326 to white elementary schools; 85 to white elementary schools, 27 to Negro elementary schools; 241 to white secondary schools, 49 to Negro secondary schools.

The questionnaire and its results:

This questionnaire has been prepared by the Integration Committee in an attempt to discover some of the attitudes, feelings, and problems that may be encountered in integrating the public schools of Montgomery County. We are asking each teacher's cooperation in filling out the questionnaire. IT IS NOT COMPULSORY. DO NOT SIGN. The following committee was appointed by Dr. Norris after names were suggested to him by the presidents of both education associations:

- | | |
|--------------------------------|---------------------------------------|
| 1. Mrs. Helen Annis | Takoma Park Elementary School |
| 2. Mr. Harry Beall | Richard Montgomery Junior-Senior High |
| 3. Mrs. Ann Boyd, Chairman | Glen Haven Elementary School |
| 4. Miss Winifred Byrd | Lincoln Junior High School |
| 5. Mrs. Geneva Clark | Lone Oak Elementary School |
| 6. Miss Alta Clarke, Secretary | Carver Senior High School |
| 7. Mrs. Nina Clarke | Sandy Spring Elementary School |
| 8. Mr. Weldon Dawson | Damascus Junior-Senior High School |
| 9. Mr. John Jones | Carver Senior High School |
| 10. Miss Margaret Mitchell | Montgomery Blair High School |
| 11. Miss Lillian G. Moore | Bethesda-Chevy Chase Senior High |
| 12. Mrs. Lillian Offord | Longview Elementary School |
| 13. Miss Esther Phillips | Takoma Park Elementary School |
| 14. Mrs. Helen Pumphrey | Poolesville Elementary School |

Please write YES, NO, or NOT SURE on the line before each statement. Underline type of school attended.

<u>Yes</u>	<u>No</u>	<u>Not</u>	<u>Sure</u>	
244	128			1. I have attended an integrated elementary school, and/or high school, and/or college, and/or university.
83	291			2. I have taught in an integrated elementary school, and/or high school, and/or college, and/or university.
				3. I belong to a group -- professional, civic, religious, fraternal, or any other -- which has taken a position in favor of:
35	156	8		a. discrimination in the community (employment, church, etc.)
127	108	8		b. non-discrimination in the community (employment, church, etc.)

The following questions deal with attitudes. Please say what is true for you as a teacher -- not what you think should be legally or morally sound, nor what you think is true for your neighbors. Answer in terms of yourself.

179	124	64		4. I can look forward to teaching a mixed class with pleasure and assurance.
222	87	64		5. I feel competent to prepare my students for integration.
231	93	45		6. I can look forward with pleasure and assurance to working with teachers of other races.
				7. If ours were an integrated faculty, I would be able to be at ease with teachers of other races;
334	26	10		a. in grade meetings
335	27	9		b. in faculty meetings
286	63	20		c. at lunch
286	60	22		d. at faculty tea
266	78	20		e. in car pool to a meeting
				8. I would be comfortable working under:
241	95	31		a. a helping teacher of other races
216	116	34		b. a principal of other races
216	113	35		c. a supervisor of other races
248	85	28		d. a consultant of other races
272	68	28		9. I can look at integration as an opportunity for sharing new experiences.
351	25	8		10. I would cooperate fully in an integrated school system because I believe it is my professional duty to do so.

<u>Yes</u>	<u>No</u>	<u>Not</u>	<u>Sure</u>	
101	211	53		11. I would be comfortable working on an integrated faculty if I were the only one of a different race.
366	6	4		12. I would maintain a professional attitude discussing school problems with parents, teachers and laymen of all racial groups.
235	109	22		13. I would like some in-service preparation for integration in the schools.
265	70	30		14. My morale would be bolstered by an announcement from the Board of Education of the guiding policy in the assignment of teachers to integrated schools.

The results of the questionnaire, which were presented above, were used by the Committee of Classroom Teachers to prepare their report to the Superintendent. The Committee of Classroom Teachers submitted the following information to the Superintendent (an extensive bibliography prepared by the committee is not included):

Committee of Classroom Teachers Report to the Superintendent. As a result of the study and discussion of the committee of classroom teachers in preparation for desegregation in Montgomery County.

. . . We wish to present the following recommendations:

FOR STUDENTS

1. That there be an interchange of student activities such as: play days, dramatics, assembly programs, student government, Inter-High Council school projects, and athletics.
2. That the children go to the school nearest their home for spring-roundup regardless of race.
3. That the Board of Education adopt as a policy that any student, regardless of race, shall attend the school nearest his home with allowance for special cases of adjustment.

FOR TEACHERS

4. That courses offered in the county for credit be opened to all teachers.
5. That all professional meetings under the direction of the Board of Education be integrated.
6. That some provisions for faculty visitation be arranged by supervisors and principals.

7. That a panel discussion on integration be arranged for all teachers.
8. That all schools have the benefit of visiting teachers, supervisors, and consultants.
9. That workshops on integration be conducted for interested school personnel.
10. That all teachers be given the same consideration at the time of integration.
11. That a reading list on integration be compiled and distributed by the Board of Education for both teachers and students.

The Superintendent presented this information to the Board of Education as one of the reports to be considered in developing the desegregation program.

Superintendent secured health information. The health question is one which had been raised by the parents of white pupils. On April 28, 1955, Dr. William J. Peeples, Montgomery County Health Officer, sent a memorandum to the Superintendent of Schools. The data show that in Montgomery County the incidence of communicable diseases for children under the age of eighteen is small and that the white population exceeds the Negro population in poliomyelitis, scarlet fever, and tuberculosis. The Negro and white population are approximately even in the number of cases reported for syphilis and gonorrhoea.

TABLE 7

Incidence of Disease Reported to the Montgomery County
Health Department for 1952, 1953, and 1954

Disease	Year	Number of Cases Reported	White	Colored	Under 18 Years
Poliomyelitis	1952	64	63	1	48
	1953	57	57	0	41
	1954	37	36	1	29
Scarlet Fever	1952	96	96	0	94
	1953	55	55	0	53
	1954	148	148	0	143
Tuberculosis	1952	94	78	16	14
	1953	59	45	14	13
	1954	63	40	23	11
Syphilis	1952	60	36	24	1
	1953	58	34	24	1
	1954	90	44	46	0
Gonorrhoea	1952*	13	3	10	-
	1953*	-	-	-	-
	1954	22	11	11	2

*Figures are not complete as records were not kept.

LAY AND PROFESSIONAL ORGANIZATIONS FACILITATE PLANNING

Montgomery County Council of Parent and Teacher Associations
Obtained Reactions from Their Local Organizations

A survey of principals whose schools were integrated in September, of 1955 was conducted by the Special Assistant on Integration in December of the same year. The survey revealed that the circulation of a recommendation from the County Council of Parent and Teacher Associations aided in the smooth transition from a segregated to a desegregated school system, and provided the Board of Education with a survey of public sentiment.

The action by the County Council of Parents and Teachers Association was preceded by statements by the Board of Managers of the National Congress of Parents and Teachers on May 22, 1954, and the Maryland Congress of Parent and Teachers on November 12, 1954. Each statement expressed the thought that local communities would differ in the period of transition, some would make rapid steps while others would make slow ones. Each statement requested that local units study and discuss the ways the problems could be answered. The Maryland Congress of Parents and Teachers stated that it ". . . believes that solution of the problems will be assisted by full and frank discussion at all levels of the P.T.A. organization . . ."

Montgomery County Council of Parent and Teachers Associations had requested that each local association appoint a representative to its Committee on Integration. On February 18, 1955, the Council met and on February 19th, the President of the County Council of Parent and Teacher Associations sent the adopted statement of recommendations to the Presidents of the local P.T.A.'s and a copy to the Board of Education members.

The statement of recommendations which was to be considered by the local Parent and Teacher Associations, contained an explanation of the committee's method of operations:

The Committee on Integration includes representatives appointed by about 40 P.T.A.'s, together with 15 appointed by the chairman, who was designated by the elected officers of the P.T.A. Council. Its recommendations were developed on the basis of full consideration and discussion at several meetings, held during the past three months. Every member P.T.A. was advised of every meeting, and invited to send a representative.

The statement mentioned that the material was prepared ". . . as a basis for discussion in local units," and that Council action ". . . may come before the P.T.A. Council at the regular meeting March 22. Please try to have the matter considered by your executive committee, your membership, or both, as soon as possible!"

The last item in the recommendations was that ". . . integration, at all levels of the school system throughout the County, be put into effect at the start of the 1955 fall term . . ." Local units replied specifically to this question and many held meetings prior to March 21, 1955, when the Board announced its "Statement of Policy on Integration." Reaction to this proposal, and other suggestions, were communicated to the Board prior to final action by the County Council of Parent and Teacher Associations and the Board was aware of public sentiment before they made their statement.

A number of letters which were sent to the Montgomery County Board of Education, prior to its statement on March 21, 1955, were initiated as a reaction to recommendations advocated by the Executive Committee of the County Council.

Montgomery County Education Association Made Plans to Desegregate

The Montgomery County Education Association at its Executive Committee meeting on July 26, 1954, passed the following motion:

That the Executive Committee should take appropriate steps so as to amend the Association's Constitution, Article 4, Sections 1 and 2, to strike the word "white" in defining membership in the association.

Individual and Organizational Communications to the Board

A study of the Board's minutes shows that individual and organizational interest in the resolution of the problem was extensive. On and before March 21, 1955, fourteen letters, many from organizations offering help, were addressed and read to the Board. Other letters were also received, so many that, "The President of the Board announced that many communications had been received by him and members of the Board on the subject of integration, but lack of time would prevent their being read at this time . . ."14

One communication was in the form of a petition to the Board, the signers ". . . requesting that they be allowed to go on record as desiring the Board to take no action on integration. . . . at the present time . . ."15

Many letters were addressed to the Superintendent and individual Board Members. These letters were not entered into the minutes of the Board. Their contents were considered, however, as evidenced in the Board minutes: "The Board met in Executive session to discuss the various aspects of integration as raised by committee reports, letters, and opinions of the members themselves."16

BOARD ADOPTED STATEMENT OF POLICY ON INTEGRATION

Introduction

The Board of Education of Montgomery County enacted a policy on

¹⁴Board of Education, "Minutes," March 8, 1955.

¹⁵Ibid.

¹⁶Board of Education, "Minutes," March 10, 1955.

Integration on March 21, 1955. The Board had access to the following information on which to base the decision:

1. Statement of the May 17, 1954, ruling of the Supreme Court.
2. Statement of the Governor of Maryland.
3. Statement of the Attorney General of Maryland.
4. Statement of the State Superintendent of Maryland.
5. Statement of the Maryland State Board of Education.
6. The Montgomery County Education Association amended its Constitution deleting the word "white" as a requirement for membership.
7. The Report of the Schmidt Committee (Committee appointed by the State Superintendent).
8. Statement of the National Congress of Parents and Teachers.
9. Statement of the Maryland Congress of Parents and Teachers.
10. The Proposal of the Executive Committee of the Montgomery County Council of Parents and Teachers Associations.
11. Majority and minority Reports from the Advisory Committee on Integration, appointed by the Board of Education of Montgomery County.
12. Report from the Committee of Classroom Teachers appointed by the Superintendent.
13. Report from Dr. William J. Peeples, Montgomery County Health Officer.
14. Letters and information sent to the Board and individual members.
15. Reports from the Superintendent.
16. Numerous newspaper reports on desegregation programs in the nearby cities of Baltimore and Washington, D. C., and other areas in the "border states" of the South.

Adopted Statement

The "Statement of Policy on Integration" was adopted unanimously by the Board of Education. From the evidence which has been presented it is evident that it was considered in detail. The "Statement of Policy on Integration" established the guiding principles in the desegregation programs of Montgomery County; the statement said:

In recognition of the Supreme Court ruling of May 17, 1954, that segregation in public school education is unconstitutional, the Montgomery County Board of Education affirms its intention to proceed to integrate the public school system of Montgomery County in an orderly and just manner. In so doing, the Board of Education also acknowledges the moral and democratic implications of the ruling, and regards compliance as an opportunity to extend all of its educational programs and facilities to all the children on an impartial basis.

The Board of Education is making a study and an analysis of the problems involved in desegregation, of the Report of the Citizens' Advisory Committee as well as the minority reports received from the members of that Committee, and of the materials and communications received by the Board of Education and its members.

In order to develop a plan of operation for the desegregation of the Public schools of Montgomery County to be put in operation when the legal obstacles have been removed, the Board adopts the following basic principles:

- I. Upon receipt of a ruling or advice from the Attorney General of the State of Maryland that there is no legal barrier existing in Maryland to the integration of all students in Public Schools, the Board of Education will instruct its Superintendent to place in operation its program of integration.
- II. The primary consideration of the Public Schools shall continue to be the educational needs of the pupils.
- III. The same policy of integration shall prevail throughout the County, provided, however, the Superintendent, with the approval of the Board, shall have discretion to vary the timing of integration as conditions warrant.
- IV. The integration of Board of Education employees shall be accomplished at the same time as the integration of pupils.
- V. Employment and placement of all personnel shall be based on relative merit established by personal and professional qualifications for the requirements of any particular vacancy.

- VI. School district lines shall be drawn without regard to race; pupils shall attend the school of their district unless by special permission of the School Administration.
- VII. Wherever necessary there shall be a realignment of school districts or a reassignment of pupils to accomplish proper use of existing facilities; new facilities shall be provided as promptly as possible to relieve overcrowded conditions.
- VIII. Wherever a pupil in a secondary school desires a particular course or courses, not available at the school which he would normally attend, the pupil shall have the option to go to a school that will provide the course desired. These decisions shall be made by the Board of Education in accordance with present administrative policies but without regard to race.
- IX. Changes would normally become effective at the beginning of a school year.

Board Implemented Its Statement

On April 28, 1955, the Board passed two resolutions which stated that desegregation would begin in the urban area after the Supreme Court made its next decision which was expected in May. The four sub-standard Negro elementary schools in the urban area were to be closed and their children enrolled in the nearest school to their residence having classroom space. On the secondary level in the urban area students could choose to attend the school nearest their homes or continue in their present schools.¹⁷

This action was taken in a Board meeting conducted at Wheaton High School. The school facilities were used to accommodate the expected crowd. Two hundred and fifty people were present. The Evening Star reported:

The Board approved planning for three phases of integration "when legal barriers are removed," and heard Superintendent of Schools Forbes H. Norris, reveal the findings

¹⁷Board of Education, "Minutes," April 28, 1955, Resolutions Nos. 154-55 and 155-55.

in a four-month old report which showed the County's teachers prepared to accept early integration.¹⁸

The three phases of the program included the two resolutions mentioned in the first paragraph and the merger of the Carver Junior College with the white Montgomery Junior College.

One effect of the closing of the substandard schools will be a sharp increase in the number of Negro children attending kindergarten. None of these schools maintains kindergartens. Under integration, the Negro pre-school children will be eligible for attendance at schools now attended only by white pupils.¹⁹

The Board postponed action on the Superintendent's recommendations that Mr. Fred Dunn be appointed a Special Assistant to the Superintendent to inaugurate the program of integration until the Board could interview him. At the same meeting a resolution was passed requesting the Chairman of the Board to invite Dr. Bish, McKinley High School; Mrs. Osborn, American Friends Service Committee; and Mr. Collins, Eastern High School; all of Washington, D. C., to meet with the Board to discuss their experiences with integration in their respective capacities.

The Montgomery County Board of Education had begun serious consideration of the Supreme Court's Opinion of May 17, 1954, when the Superintendent submitted a statement of "Effects on the Capital Budget," on May 24, 1954. On June 8th, three weeks after this Opinion, the Board appointed an Advisory Committee on Integration. Ten months after the Opinion the Board adopted its "Statement of Policy on Integration." One month before the second Decree of the Supreme Court, May 31, 1955,

¹⁸"Montgomery Undecided on Integration Timing," The Evening Star, April 29, 1955, p. A17.

¹⁹Ibid.

the Board implemented its statement by taking specific action in detailing what the plan for the 1955-56 school year would be.

A STUDY OF THE BOARD'S STATEMENT OF POLICY ON INTEGRATION
TO DETERMINE THE SOURCES FOR THE INFORMATION
CONTAINED THEREIN

Introduction

In the following study, data are revealed which show that the Statement issued by the Montgomery County Board of Education, had, as its source, numerous actions by State and local organizations. Each sentence has been searched to determine the possible source for its inclusion.

First Paragraph

The two sentences of the first paragraph of the Statement acknowledged the Supreme Court order and the Board's intention to "integrate the public school system . . . in an orderly and just manner." This statement was in effect similar to that issued by the Governor, the Attorney General, and the State Board of Education. It was also in keeping with the State Board of Education's statement to the effect ". . . The detailed problems in respect to implementing the decision of the Supreme Court will rest primarily upon local boards of education."

The second sentence appears to stand alone, that is, there is no evidence to indicate that any of the sources of information available to the Board indicated this concept. The only source which indicated the possible advantages of integration was a minority report of the Citizens' Advisory Committee filed by Mrs. Margaret E. Nolte and Mrs. Marjorie H. Garfield. In the report they stated:

We should like to call attention to some advantage which will accrue from integration. Aside from the intangible ethical considerations and the problems of training youth for leadership in a world where there are different races, there are some very practical gains to be counted. First, transportation of children far from their homes will no longer be necessary. Second, there may be an easing of the problem of an adequate teacher supply. Third, the special technical resources of Carver High School will be open to all who wish to study there. Fourth, the County programs for handicapped children will be open to Negro children whose number has been too small to justify special segregated classes . . .

The Board's statement did not indicate any advantage but instead acknowledged ". . . the moral and democratic implications of the ruling, and regards compliance as an opportunity to extend all of its educational programs and facilities to all the children on an impartial basis."

Second Paragraph

In the second paragraph the Board stated that it was studying the ". . . problems involved in desegregation . . ." and the reports and communications to the Board and its members. It was evident from the Statement that the Board had not decided on a specific plan for implementation of its Statement.

Third Paragraph

The third paragraph contained the introduction to the "basic principles" the Board would follow in its specific plan of desegregation, which was to be announced at a later date. Mr. McGraw, President of the Board, commented in the Board meeting on January 11, 1955, that ". . . perhaps the Board . . . should adopt a philosophy on integration . . ." to guide the Citizens' Advisory Committee. A number of groups had requested this statement, and the Board complied but not until the Citizens' Advisory Committee had made its report on February 28, 1955.

There is no evidence to indicate that the Board controlled or, in any way, dominated the discussion and subsequent report from their appointed Advisory Committee on Integration.

An examination of the reports received by the Board demonstrates that the Board's "Statement of Policy on Integration" was a composite of principles found in the reports.

Point I, Basic Principles

Point I, of the policy statement evolved, in part, from the following sources:

A. The statement from the State Board of Education:

The laws of Maryland specifically provide for segregation in the public schools and in teachers colleges. In view of this law requiring segregation, no program of integration can be put into effect until the decision of the Supreme Court becomes final and an effective date is set by the Supreme Court.

B. Statement from the majority report of the Citizens' Advisory Committee:

In view of present laws requiring segregation, we recommend that the Montgomery County Board of Education continue planning and preparing for eventual integration of schools but not actually integrate until the Supreme Court implements its opinion that segregation in schools is unconstitutional, or the Maryland General Assembly has cleared the way by repealing those laws requiring segregation in County schools . . .

C. From the minority report filed by Mr. John Reeves, Chairman of the Advisory Committee, and signed by Geneva Mason, The Rev. J. Edwin Prather, Dr. Parlett L. Moore, and William S. Pyles:

1. That upon the receipt of advice from the Attorney to the Board of Education, or from the Attorney General of Maryland, that there is no legal barrier existing in Maryland to the integration of all students in the public schools, the Board of Education take immediate action to abandon sub-standard elementary school buildings so that in September following the receipt of such advice, facilities will have been provided and no child in the Montgomery County school system will be in a sub-standard school building thereafter.

D. From a minority report submitted by Mrs. Nolte and Mrs. Garfield:

2. That the Board make a simple straightforward statement of policy as soon as practicable, making clear its intention to integrate the schools as soon as it has been assured by its Attorney or by the Attorney General of Maryland that legal barriers have been cleared . . .

Point II, Basic Principles

Point II, of the Board's Statement evolved in part from the following:

A. The resolution circulated by the Executive Committee of the County Council of Parent and Teacher Associations:

We, as parents and teachers, recognize our clear responsibility to see that the law is carried out intelligently and effectively so as to involve the least disturbance of the education of our children.

B. The majority report of the Advisory Committee had several points related to this when it said:

8. That whenever attendance at a particular school presents to a pupil problems of adjustment which might better be met by attendance at some other school the Board of Education shall effect such transfer as shall be necessary.

11. That whenever necessary special or remedial groups should be established for pupils requiring assistance as indicated by the standardized testing program or other media and the Committee is of the opinion that white and Negro parents will understand the needs of such a program.

12. That every effort be made to provide a program of education which will challenge each child to the limit of his abilities. This requires a program which provides for the gifted as well as the retarded.

C. The minority report prepared by Reeves, Mason, Prather, Moore and Pyles called for elementary schools to be desegregated by September, 1956, and secondary schools by September, 1957, and this program:

. . . shall not preclude the admittance to any school of any student desiring to take the course or courses at the schools, or desiring to attend a school nearer his home,

but that such exceptions shall be made only when admittance will not cause overcrowding nor create social or other problems in the school.

D. The minority report of Mrs. George Monk and Mrs. John F.

Wolfe said:

3. That the administrative staff make every effort to accomplish proper use of existing facilities and that new facilities be provided as promptly as possible to relieve over-crowded conditions.

7. That special or remedial groups should be established for pupils requiring assistance or who are below average as indicated by the standardized testing program. The Lay Committee is of the opinion that white and Negro parents will understand the need for such a program. In connection with this, the Committee holds the opinion that the Board of Education should recommend to the Administrative Staff that the results from the standardized testing program be tabulated, reported, and acted upon annually, to remedy the situation as it is shown; such reports and actions to be given in a joint open meeting with the Board of Education, the Superintendent of Schools, the Director of Curriculum, and the Supervisors.

8. That every effort be made to provide a program of education which will challenge each child to the limit of his abilities. This requires a program which provides for the gifted as well as the retarded.

9. As school desegregation is a great sociological change, it is recommended that the Board of Education make every effort to study as thoroughly as possible the desegregation discipline and social adjustments problems that have arisen in Washington, D. C., and in Baltimore City.

E. The minority report signed by Mrs. Nolte and Mrs. Garfield

said:

6. That the Board instruct its administrative and teaching staff to begin immediately to prepare themselves and the pupils for the transition.

8. That the Board take the leadership to assure that the time intervening from now until schools are integrated may be constructively occupied by Negro and white community leaders, school officials, teachers, and parents in planning together how to make the change smoothly.

9. That the Board utilize the experiences of other successful communities which have integrated their schools recently through conferences with their administrators and teachers.

Point III, Basic Principles

Point III, of the Board's Statement evolved in part, from the following:

A. The majority report stated, "4. that the same integration policies shall prevail throughout the County."

Points IV and V, Basic Principles

Points IV and V, of the Board's Statement evolved in part, from the following:

A. The statement issued by the Executive Committee of the County Council of Parent and Teacher Associations said:

3. WE RECOMMEND THAT ALL QUALIFIED TEACHING, ADMINISTRATIVE AND OTHER SCHOOL PERSONNEL BE RETAINED UNDER AN INTEGRATED SYSTEM OF HIRING AND ASSIGNMENT.

B. The majority report of the Citizens' Advisory Committee said:

5. That integration of administrative, supervisory, and teaching personnel take place at the same time as the integration of pupils; employment and placement of all personnel should be based on relative merit established by personal and professional qualifications for the requirements of any particular vacancy existing in any County school.

9. That there be no segregation of drivers or pupils on school buses.

C. The minority report signed by Mrs. Monk and Mrs. Wolfe said:

2. That employment and placement of all personnel be based on relative merit established by personal and professional qualifications for the requirements of the particular vacancy existing in any County school and that desegregation of administrative, supervisory, and teaching staffs take place at the same time as the desegregation of pupils. There shall be no deliberate mixing of races for the purpose of creating a desegregated school staff.

10. That desegregation include also drivers and pupils on school buses.

D. The minority report signed by Mrs. Nolte and Mrs. Garfield said: ". . . that all school personnel be integrated at the same time as pupils."

E. The report from the Classroom Teacher's Committee recommends:

4. That courses offered in the County for credit be opened to all teachers.

5. That all professional meetings under the direction of the Board of Education be integrated.

6. That some provisions for faculty visitation be arranged by supervisors and principals.

8. That all schools have the benefit of visiting teachers, supervisors, and consultants.

10. That all teachers be given the same consideration at the time of integration.

Points VI and VII, Basic Principles

Points VI and VII of the Board's Statement evolved in part from the following:

A. The recommendation of the Executive Committee of the County Council of Parent and Teacher Associations said:

2. In all communities it has been found that in changing to an integrated school system, continuation of established procedures as fully as possible has helped ease the transition. WE RECOMMEND THAT PRESENT POLICY OF FIXED SCHOOL DISTRICTS IN MONTGOMERY COUNTY BE CONTINUED, WITH NECESSARY REDISTRICTING CARRIED OUT WITHOUT REGARD TO RACE. WE ALSO RECOMMEND THAT THE PRESENT POLICY OF TRANSFERRING FROM ONE SCHOOL TO ANOTHER BE CONTINUED.

B. The Citizens' Advisory Committee recommended:

6. That whenever necessary there be a realignment of school districts or a reassignment of pupils to accomplish proper use of existing facilities and that new facilities be provided as promptly as possible to relieve overcrowding conditions.

3. That a pupil, regardless of race, shall attend that school nearest his home.

8. That wherever attendance at a particular school presents to a pupil problems of adjustment which might be better met by attendance at some other school the Board of Education shall effect such transfer as shall be necessary.

C. The minority report signed by Mr. Paul C. Howard stated:

I believe that full integration of schools in the fall of 1955 could be put into effect without resulting in any more overcrowding than exists at present. Through use of buses and temporary redistricting, serious overcrowding could be relieved until necessary buildings are constructed. If the Board of Education should decide, however, that 1955 is too soon to arrange the classroom space and to make related administrative changes, I believe it should be possible to make necessary provisions by the fall of 1956.

D. The minority report signed by Mrs. Monk and Mrs. Wolfe said:

1. That the Board of Education shall adopt as a policy that all schools in Montgomery County be desegregated beginning on the kindergarten or first grade level, depending on which level the elementary school in a given area begins operation. Thus desegregation would increase gradually on a year to year basis -- adding a grade each year. In areas where a school will remain segregated due to the area of population, and where a Negro or white child shall move into such an area and desire admittance to the nearest school, the Board of Education and School Administration may decide in which school he is to be placed. However, there shall be no deliberate mixing of races for the purpose of creating a desegregated school.

E. The minority report signed by Mrs. Nolte and Mrs. Garfield stated that: "Any program adopted by the Board should include a statement saying . . . that a pupil, regardless of race, attend the school nearest his home . . ."

Point VIII, Basic Principles

Point VIII of the Board's Statement of Basic Policies evolved, in part, from the following:

A. The majority report of the Citizens' Advisory Committee stated:

7. That wherever a pupil in a secondary school desires a particular course or courses, not available at the school which he would normally attend, the pupil shall have the option to go to a school that will provide the course desired. These decisions shall be made by the Board of Education in accordance with present administrative policies but without regard to race.

B. The minority report filed by Mr. Reeves, Mrs. Mason, The Rev. Prather, Dr. Moore, and Mr. Pyles said:

4. That the foregoing program shall not preclude the admittance to any school of any student desiring to take the course or courses at that school, or desiring to attend the school nearer his home, but that such exceptions shall be made only when admittance will not cause overcrowding nor create social or other problems in the school.

C. The minority report filed by Mrs. Monk and Mrs. Wolfe said:

4. That whenever a pupil in a secondary school desires a particular course or courses not available at the school which he would normally attend the pupil shall have the option to go to a school that will provide the course desired, in accordance with policies adopted by the Board of Education.

D. The Classroom Teachers Committee said:

3. That the Board of Education adopt as a policy that any student regardless of race, shall attend the school nearest his home with allowance for special cases of adjustment.

Point IX, Basic Principles

Point IX, of the Board of Education's Statement was not mentioned in any reports or information supplied to the Board.

Findings of Study to Determine Sources for the Statement

The "Statement of Policy on Integration" adopted by the Montgomery County Board of Education evolved in part from reports and information given to the Board of Education. In some statements the wording of specific sentences is identical to that contained in these reports.

Only two statements appear to be original in the Board's Statement. One is contained in the first paragraph:

. . . the Board of Education also acknowledges the moral and democratic implications of the ruling, and regards compliance as an opportunity to extend all of its educational programs and facilities to all the children on an impartial basis.

The other is contained in the last statement, "IX. Changes would normally become effective at the beginning of a school year."

SUMMARY OF PLAN'S DEVELOPMENT

The Board of Education developed its "Statement of Policy on Integration" after its employees and the citizens of the County had discussed the significance of the Supreme Court's Opinion in detail. To facilitate understanding of these discussions the Board obtained information from: individuals who had experienced desegregation; its professional staff; individuals and lay organizations interested in the adoption or rejection of a complying statement; and its appointed Advisory Committee on Integration.

State officials released statements favoring compliance with the Opinion of the Supreme Court. The State Board of Education suggested the creation of advisory committees for the local county school systems.

The Board took action after its Advisory Committee on Integration filed its majority and minority reports. Evidence was presented which revealed that the Board had a statement of policy governing the practice of creating such advisory committees. These Board appointed committees conduct studies and make recommendations.

The data suggests that one criterion used by the Board in selecting members for its appointed committees is that each member will make specific and/or unique contributions to the solution of the problem.

The Superintendent made numerous reports to the Board. His appointed committee, Classroom Teachers Integration Committee, was one source for his reports. Other data for these reports were obtained from his staff and other County agencies.

The Chapter presents a detailed examination of the origin of components of the Board's "Statement of Policy on Integration." Data were presented which prove that with the exception of only two statements, the Board's Statement was based on suggestions obtained from

numerous sources. It is significant that letters from individuals were considered by the Board prior to its adoption of its Statement.

The Board, despite various factions of the County urging a fast or slow approach, provided the County's citizens and professional staff with leadership through ten months of deliberations following the Supreme Court Opinion of May 17, 1954, and adopted its "Statement of Policy on Integration" on March 21, 1955. It is significant that programs for implementation were developed prior to the Supreme Court Decree of May 31, 1955. The Board of Education had made its decision.

CHAPTER IV

PREPARATION OF THE BOARD OF EDUCATION AND ITS EMPLOYEES FOR DESEGREGATION

INTRODUCTION

The elected Board of Education and its professional staff focused their preparation effort in four distinct areas, the employees of the Board of Education, the public, other governmental agencies, and the student body. This chapter is directed to the preparation of the employees of the Board of Education; Chapter V is directed to the remaining three areas cited. The preceding chapter related the procedures used by the Board of Education in adopting its "Statement of Policy on Integration" and its first year plan. The evidence presented showed that the Board of Education desired to effect a smooth transition and was desirous of assistance from individuals and groups. In the following it will be evident that while outside help for preparation was secured, at the same time the professional staff made detailed preparations to comply with the statements adopted by the Board of Education.

The transition requires that each employee be prepared for the change which is to take place. Those specifically involved are the members of the Board of Education, the Superintendent, his central office staff, and principals of schools. This chapter reports the preparation employees of the Board of Education received. The preparation received by the central office staff, individual faculties, school secretaries, custodians, bus drivers, principals, vice principals, supervisors, pupil personnel workers, and counselors is presented.

PREPARATION OF CENTRAL OFFICE STAFF

The Superintendent, his central office staff, and the Board of Education prepared for desegregation through gathering of facts. From the evidence presented in the previous chapter it was shown that the State governmental and educational officials assumed that the Opinion of the Supreme Court was to be obeyed. The Board and Superintendent appointed committees to study the implementation of the Opinion; in so doing the staff of the Board was required to present facts concerning enrollment, building plans, and educational data.

Other sources for obtaining facts were the experiences of the nearby cities of Baltimore and Washington, D. C. These cities desegregated in September, 1954, and the approach used in each system was unique and offered the Superintendent, his staff, and members of the Board much information which was obtained in an informal way through normal contacts with personnel from these areas. As the reports from the appointed committees were presented, the Board of Education and its professional staff met more frequently in executive and open sessions in an attempt to develop a statement on integration. This statement was adopted on March 21, 1955. Plans for the first year program were adopted on April 28, 1955.

On May 18, 1955, the dinner meeting mentioned at the April 28th, public meeting of the Board of Education was held. The members of the Board of Education, the Superintendent of Schools, the Assistant Superintendents, Special Assistant, and two other professional staff personnel of Montgomery County met with three principals from secondary schools in Washington, D. C., and a professional employee of the American Friends Service Committee.

The discussion lasted from eight until midnight. Points obtained from the conference were as follows:

1. Montgomery County must devise its own desegregation program. What others have done is to be studied but the plan must be the one that fits our needs.

2. Large group meetings to hear talks are of little value; preparation for desegregation is obtained not through the lecture method but through small group meetings. The small meetings would include:

- a. School Board
- b. Superintendent's administrative staff
- c. Superintendent's central office staff
- d. Principals
- e. Faculty meetings

3. The workshop method is preferred and the most effective when there is interaction among the races.

4. The problems the faculties anticipated were social problems, but these were not the problems they encountered. The problems which resulted were educational. They need teaching materials, reading programs, speech teachers, and counselors to help students in selection of proper programs, if they are to be successful.

5. The health and welfare problems were more than they expected. This will not be a major problem in Montgomery County.

6. Negro students were one to two years behind in achievement levels. Also the Negro division had used different standardized tests than the white division. As a result the records were not much help. This is no problem in Montgomery County since the same testing program applies to both.

7. It is helpful to have a good sports program where athletes of different races perform on the same teams.

8. Indications are that the pressure on the Negro girls is greater than on the Negro boys in desegregated schools.

9. Negro parents were interested in their children and would help as much as they could.

10. Talks to the teachers and principals of the schools where the student transfers from are very helpful.

11. It is hard to convince the public that desegregation is not just a school problem. The schools have to desegregate but boys' clubs, churches, employment, recreational facilities do not.

12. Very few, almost none, complaints were received about teachers of another race teaching a particular student. The few complaints resulted from questionable teaching methods. Few problems resulted unless the teacher was not competent.

13. Negro and white teachers and students seem to look at schooling in different ways. The Negro teacher takes the attitude that "there is education if you want it, and those who want to learn can get it," while the white teacher extends himself trying to teach each one. The white student seems to use education as a stepping stone toward success while the Negro cannot wait to get to work. He reasons that even if he got the education he could not get a job which uses his abilities because of discriminatory race practices.

14. It was suggested that the School Board establish a firm policy and inform the community and professional staff.

15. No new problems developed, but all of the old ones were intensified.

16. One principal arranged the schedule so that each child had at least one teacher from the other race.

17. Individual teachers should be encouraged to use their individual techniques in handling the "awkward" situations which might result.

18. One should have all the help he can get from recreation department, churches, boys' clubs, etc.

In discussing the content of the meeting with members of the Board and its professional staff several important factors were identified. It was their opinion that the meeting was valuable because it focused attention on what might be the major conflict in implementing a desegregation program; that is, there appears to be two major problems involved. One, deals with the educational problems which will confront the educator, and the other, the social problems which will confront the community. Ample evidence was presented which illustrated this conflict.

If our program is to be successful, the community and professional personnel will have to have their attention focused on this schism in order for the conflict to be ameliorated.¹

The central office staff and the Board of Education were prepared for desegregation after careful study of the problems and their implications. Programs were then undertaken to prepare others.

¹Dunn, Fred L., Jr. "Notes on Meeting," May 18, 1955. (Handwritten.)

PREPARATION OF FACULTIES OF INDIVIDUAL SCHOOLS

Suggestions Sent to Each School for Consideration

On June 4, 1955, the Special Assistant on Integration sent each principal a list of activities he might pursue prior to the closing of school in June in preparation for desegregation, which was to begin in some schools in September. The survey made in December of 1955 by the Special Assistant revealed that each faculty handled the material in one of three ways: (1) the faculty discussed the material briefly or in detail; (2) the principal simply announced to the faculty that the school would meet the problem in a professional way and used the material for his own use; (3) the material was used by the professional staff as a basis for further talks with personnel from other schools or the central office staff.

The "Suggestions for the Professional Staff of the Local School Regarding Its Role in the Desegregation Programs" are:

Each school may wish to consider the merits of the following suggestions in its own situation and arrive at a concensus as to what the policy of their professional staff is regarding desegregation. Throughout the suggestions it will be noted that this is simply a restatement of the present policies, but in view of the Supreme Court's decision you may wish to discuss the following:

1. Discuss the "Statement of Policy on Integration" by the Board of Education and suggest ways it may be implemented by the local faculty.
2. Restate the present faculty policy regarding students, faculty, parental, and community relations in view of desegregation.
3. Discuss the Ethical Code of our Profession and/or invite the Ethics Committee of the M. C. E. A. to assist in this.
4. Restate the faculty policy regarding transfer of records and interschool relationships prior to student transfer.

For example:

- (a) Each school is to continue its present policy of obtaining pertinent information regarding a new student. (Test and health data, teachers comments, etc.)
- (b) If a known transfer for a child is to take place, or for any reason is reasonably expected, the school in which the child is enrolled should take the initiative in supplying adequate and sufficient information prior to such a transfer.
- (c) The school receiving the student may cooperate by:
 - (1) . . . Meeting teachers, counselors, principals in . . . obtaining complete information.
 - (2) Planning for visits by prospective students and parents.

5. Reconsider the program offerings in terms of Goals of Education with reference to new students expected.

- (a) This, has been, and will continue to be, the major problem in education.
- (b) When needed, members of the supervisory and pupil personnel services are available.

6. Restate the role of the students, the student council, and the student organizations in the orientation of new students to their school. Policies differ from school to school.

7. Plan periodic meetings of the Principal's Advisory Council on this to coordinate PTA and interschool programs on integration.

- (a) Indications are that this may be more important after integration begins than before.
- (b) Define carefully problems which come under this committee; do not include professional problems; the staff considers these.

8. Discuss the implementation the local school may make of the "Classroom Teachers Report" in preparation for desegregation.

9. Determine faculty concerns regarding intergroup situations and ways they might help themselves through various programs or consultant services to become more adequate in intergroup activities.

10. Consider how results from the testing program may be used.

Special Assistant on Integration Met with Individual Faculties

The Special Assistant was invited to meet with faculties to discuss their role in the desegregation program. The questions and

answers were concentrated on educational and social problems.

Below are the questions and answers noted during one of these faculty meetings. It is important to note the similarity of the questions discussed in this meeting with those previously mentioned by the guests of the May 18th dinner meeting of the Board of Education. That is, the participants in both of these discussions focused their attention upon the problems they anticipated as social and/or community problems; also, they discussed the possible problems which would challenge the present educational programs of the schools.

The December, 1955, survey showed that this particular discussion was very valuable to this school since most of their experiences were similar to those anticipated in this meeting. There was one major difference, however. That was, that although the physical differences of the Negro and white communities were discussed, no one was able to formulate vicariously how important this physical difference would be on the educational program. The December, 1955, survey did show specifically, the importance and influence community differences have on the educational program.

The questions and answers noted at this faculty meeting were:

QUESTION: What are the differences between the two school communities?

ANSWER: The socio-economic backgrounds differ. Most of the white are skilled or professional workers while the Negroes are mostly unskilled. Most of the Negro men are laborers and the women domestics. In most of the Negro homes you have a matriarchal society since the grandmother stays at home and takes care of the children while the mother works. In those families where there are illegitimate children their records will be confused, especially if they have had other "fathers" in the house. It was pointed out that the other Negro communities looked upon this particular community as a slum area. Many of the conditions which existed were not as intense in other areas of the county.

The Negro teacher has enjoyed prestige in the Negro community which he will not find existing in the white culture.

The poor housing conditions are extreme since there are almost no county sanitation facilities in the Negro community.

QUESTION: What are the facts regarding health and delinquency reports?

ANSWER: The facts were not known. Rumors were discussed and it was decided that the nurse should be contacted to discuss the facts, also a meeting with the faculty of the other school would be helpful. After this meeting the county health nurse for the specific area was always invited to the discussion. It was found that she knew the facts and that the facts did not agree with the rumors. As a matter of fact it was evident that in a number of areas the health of the Negro child was better than that of the white of the same economical level; also superior to that of white children in socio-economic levels above them since the public health services had been used by the Negro families for a long and continued program. The fact that there was not much moving of Negro families from one area to another led to a stable community and consequently sustained help from county medical sources.

The method of play is different, that is the Negro child has to use different expressions for play, since he does not have the play equipment that the white child does. They use more body expression and are accepted in other cultures for their athletic and entertainment abilities; consequently they appear to devote a great deal of energy in these endeavors.

QUESTION: Are there any specific problems regarding the transfer of students?

ANSWER: One teacher mentioned that the walking route for the Negro students is over a dangerous stretch of road and police advice will be sought to correct the situation. It was decided that the teachers would go to the Negro school and meet with the teachers there and discuss the records of specific children. In this respect they followed the suggestions as previously mentioned on the "suggestion sheet."

The question of grading was discussed. It was expected that Negro students would be behind and their grades would be extremely low. It was decided that in some cases grades would be influenced by those they had last year and these students would be graded in terms of their abilities, others would be graded against the class achievement. This was to be determined after desegregation began. The teachers did not want a grading system to stand in the way of an educational program for these students.

It was generally agreed that the teachers had the techniques to deal with the average student but those who were at either extreme were difficult. It was agreed that the classrooms may or may not have a wider range in abilities but it was expected that there would be more students in the lower achievement group.

emphasis on adequate grouping would continue and more materials for the different groups would be needed. That is, the problems would be educational problems.

QUESTION: What could be done by the school in dealing with the white pupils and their parents to help them bridge the gap?

ANSWER: It was agreed that the principal and the Executive Committee of the PTA would work this out. In the meantime some teachers were not saying anything while others were discussing the subject as it naturally came up in the regular educational program.

There was doubt as to exactly how the parents would accept the Negro children and parents. From the discussion held by the PTA in February there was strong feeling for and against desegregation. Since the parents knew that there would be only half as many Negro children assigned to the school there was not much opposition. If a Negro teacher were assigned to the school, it was not known what the reaction of the patrons would be. The professional staff said they could work with them, but thought it was wise to assign two and not one if such a move were to be made. Again it was felt that this problem was the responsibility of the principal and the PTA Executive Committee.

QUESTION: How do we talk to parents who approach us on these questions?

ANSWER: It was agreed that while the teachers had different viewpoints on the subject, they had one thing in common. They were members of a profession and as such they had a professional code of ethics to guide them. Regardless of their personal beliefs, they would have to see their professional and individual roles and act accordingly. Their professional ethics would form a basis for conduct related to professional problems. In talking with parents their role will be of a counseling nature and as such the teacher will ask more questions and help the parent to identify what the problem seems to be. Then the search for facts together will help the parent to work within whatever limitations or restrictions exist.

The teacher could give direct answers based on facts, refer the parent to the office, or answer the questions to the best of his ability.

QUESTION: Will this be as big a problem as we think?

ANSWER: It was decided that the big issue was class citizenship. Teachers would have to guard against impatience on their part in expecting changes over night.

QUESTION: Are there other ways for teachers to face this issue with more confidence?

ANSWER: This type of meeting was just one example of how we tried to get at the facts in relation to ourselves and the

situation. Another way was participation in the Child Study Program. A third way was to enroll in one of the Human Relation Workshop courses.

The meeting adjourned with the expression from one teacher that, "This is an educational problem of interpersonal relationships."

Faculties of Negro and white schools held several meetings together in the Negro schools. White teachers had an opportunity to see why these schools were substandard. The teachers of the two races discussed specific children in terms of their educational programs. Also, teachers discussed different teaching techniques which had proved successful for specific students. The community's strong and weak points were discussed and rumors were explored to determine their validity.

These meetings were planned by the Special Assistant.

PREPARATION OF SCHOOL SECRETARIES AND CAFETERIA EMPLOYEES

There is no evidence to show that the school secretaries and cafeteria employees received any preparation. No evidence was found to indicate that this was necessary.

PREPARATION OF CUSTODIANS

No preparation for desegregation was given to the custodial forces in any school unless they were told by the principal what was to happen in their particular school. It was revealed in the December survey that the Negro custodians provided an important link with the Negro communities and knew the families well enough to serve as consultants to the principal and the Negro family in any important misinterpretations or behavior situations.

PREPARATION OF BUS DRIVERS

The Director of Transportation, Mr. Richard Ream, contacted the Special Assistant on Integration to discuss the role of the bus driver

who would be the first authorized person from the school to begin desegregation. Mr. Ream stated that although he knew his drivers would handle the situation with good judgment he felt, nevertheless, that a statement from the Superintendent to all bus drivers was in order. This statement was prepared and mailed to all bus drivers on August 19, 1955. The letter appears in its entirety:

TO: Mr. Ream and Staff

FROM: Forbes H. Norris, Superintendent

Beginning with the new school term, we will take the first steps in meeting the Supreme Court's decision that segregation of white and Negro pupils must end. It would be unwise to try to do all this at once, so we plan to go ahead by steps.

According to the School Board action we plan these steps for September, 1955:

1. The four down-county Negro schools at Takoma Park, Linden, Ken Gar and River Road will be closed and those pupils will attend their nearest school or the school where space is available.

No other Negro elementary pupils are to change.

These pupils will ride the buses going to the school.

2. The Board agreed, also, that any Negro pupils in grades 7-12 who live in the B.C.C., Montgomery Blair, and Wheaton High School districts may attend the nearest junior high school or high school if they desire. (Quite a number have asked to do this and they will use the buses going to those schools.)

The different schools have been told of these changes and the principals will stand ready to help in any way they can.

I understand very well that these changes may cause you some trouble and that all people may not want to cooperate. However, as employees of the school system and public servants it is the duty of all of us to be as fair and reasonable as we can possibly be. The way each of us does our particular job will go a long way in making things easy or hard for all of us.

Mr. Ream and I feel we can count on all of you to do your very best, not only as bus drivers but as citizens, in helping to carry out the law of the land.

The December survey showed that the Transportation Department had handled the situation in such an efficient manner that no major problem resulted. The survey also indicated that a number of Negro parents took their children to school early so that the desegregation process could begin inside the school. The local school situation dictated to the parents the procedure to be used.

PREPARATION OF THE PROFESSIONAL STAFF

The appointment of a Special Assistant on Integration enabled the leaders of the community, the school employees, and individuals to contact one person to discuss their views.

Information was sent to the Superintendent that Howard, American, and Catholic Universities were going to offer workshops in human relations in their summer session. The Special Assistant worked closely with these workshops and on May 10, 1955, the first detailed announcement was sent to each school and requested interested teachers to contact the Special Assistant for information on available scholarships.

On June 7, 1955, in a press release from the Superintendent it was announced that money had been made available by the Board of Education, American Friends Service Committee, B'nai B'rith, and the National Conference of Christians and Jews to send twenty-two people to the workshops on scholarships; the scholarships totaled eight hundred and forty dollars.

Participants met together prior, during, and at the conclusion of their workshops. In the first meeting, Dr. Jean Grambs, author of several books on intergroup relations, served as consultant. The group members explored possible study interests for the various participants in order that unnecessary duplications would not occur. The studies were reproduced for their participants by American and Howard Universities.

At the second meeting the views of the Montgomery County "workshopper" were obtained in relation to their experiences and possible uses of their knowledge for the professional and lay personnel of the county. It was decided that they would be able to serve on panels and have personal contacts with individuals interested in the desegregation program. Plans also began to develop for a workshop for principals, assistant principals, counselors, pupil personnel workers, and supervisors of instruction.

The third meeting dealt specifically with the program for the county workshop, which had been scheduled for September 1, 1955. The experiences of the "workshoppers," their knowledge of the speakers in the field, and results of their studies were the basis for the local workshop. The specific details were worked out by the Special Assistant, with the advice of the Superintendent, and leaders and sponsoring agencies of the human relations workshops.

The survey made in December, 1955, indicated that the program of September 1, was a major contributing factor to the success in individual schools. A detailed account of this workshop follows.

Montgomery County Staff Conference on Integration

On September 1, 1955, the Staff Conference on Integration was held at Sherwood High School. Invited to the meeting were members of the Board of Education, principals, vice principals, supervisors, Board of Education professional personnel, pupil personnel workers, "workshoppers," and counselors.

Purposes of the various phases of the program. On August 26, 1955, a letter was sent to participants who had special conference assignments; it stated the various phases of the program and its purpose. They are:

A. Purposes of the Panel Presentations (each 10-12 min.) are:

1. To help the staff members develop a feeling, an attitude, a viewpoint, etc., whereby they may face the situations as members of the educational profession.
2. To provide staff members with vicarious experiences whereby similar situations may be handled judicially.
3. To present specific examples of successes and failures with a brief analysis.
4. To help focus attention upon the total scope of the desegregation program and the responsibility for its success upon the entire profession although certain schools are in areas which are not to be desegregated this school year.
5. To help focus attention upon various levels of individual faculty preparation and the role of the meetings with consultants and other faculties during the year.

B. Group discussion (10-12 in a group.) (See program. Worksheet of Problem Situations.)

Each group will be assigned a leader, observer, and recorder. Details of their suggested functions will be distributed on September 1.

The purpose of this discussion is to encourage very frank opinions and thereby enable the participants to see more clearly the relationship of their emotions and attitudes to desegregation and integration.

C. Demonstration of "Group Processes and Intergroup Education." By bringing the entire group together and focusing their attention upon several techniques, it is expected that this will furnish the "Springboard" for the hour and ten minutes with the group leaders.

Each of the Groups will number 30-40. Each group will have a recorder.

After the demonstration the leader may decide to elaborate on various aspects of the demonstration, create additional ones, or assist the participants to work through various problems of intergroup education as they express them.

It may be that the individual group members would like to explore their concepts of intergroup education and acquire some fundamental principles upon which programs may be established.

The group of 30 or 40 will actually be composed of a number of sub-groups. This results from the fact that individuals will be assigned to the group of 30 to 40 within the supervisory areas. For example, Mr. X., a high school supervisor, will be in the same group with principals, counselors, etc., of schools A, B, and L. In the same group will be Mr. Y., an elementary supervisor with principals from schools E, J, G, H, etc.

Since this is the first opportunity for the supervisors to meet with the principals this school year it is hoped that they will establish a foundation of attitudes and goals regarding integration for the coming year.

D. General session, to hear reports from Miss Stone, Director of Nurses, Dr. Peeples, County Health Officer, and Mr. Gustafson, Director, Recreation Department. These people have had experience within our County in desegregated programs and will be able to share with us pertinent information.

E. Concluding Remarks by the Superintendent.

The Program in its entirety. This presents the time divisions, the names of the program principals, and topics of the various phases which were mentioned above. The "Staff Conference on Integration" was held at Sherwood High School on September 1, 1955. The program of the day:

8:45-9:15 Cafeteria -- Coffee

9:20-10:50 Gym

Welcome by Dr. Forbes H. Norris, Superintendent

Panel Presentation Dr. Carl Hansen, Moderator
Assistant Superintendent, in
Charge of Secondary Schools,
Washington, D. C. Public Schools

- A. Dr. Josephine Smith
Director of Elementary Education in Charge of
Administration, Washington, D. C. Public Schools
"Parent Fears and the Teaching Professions"
- B. Miss Irene Osborne
Washington Representative, Community Relations
Program, American Friends Service Committee, Inc.
"Classroom Techniques in an Integrated School"
- C. Dr. Houston R. Jackson
Assistant Superintendent, Baltimore Public Schools
"School Administration and Integration"
- D. Mrs. Helen Scharf
Vice President, Montgomery County Board of Educa-
tion, "Intergroup Relations, the Workshop Approach"
Questions from the floor

- 11-12:20 Rooms.....Group discussion (10-12 in a group)
 Subjects for discussion
 1. Panel talks
 2. Personal problems regarding integration
 3. Prepared mimeographed list of situations,
 which have or may occur.
 Leaders:
 Dr. Leonard Aries, National Conference of Christians
 and Jews, Inc.
 Dr. Paul Cooke, Howard University Workshop
 Dr. John J. O'Connor, Catholic University Summer
 Workshop
 Miss Irene Osborne, American Friends Service
 Comm., Inc.
 Mrs. Alma Scurlock, Washington Fellowship
 Mrs. Margery T. Ware, Washington Urban League
 Summer Workshop Participants
 Others
- 12:30-1:25 Cafeteria -- Luncheon
- 1:30-1:50 Gym.....Demonstration of "Group Processes and
 Intergroup Education"
- 1:50-3:00 Total group is to be divided into six smaller groups,
 each under the direction of one of the following
 consultants to continue consideration of "Group
 Processes and Intergroup Education"
 Dr. Leonard P. Aries, Director, Washington Area
 Office, National Conference of Christians
 and Jews, Inc.
 Dr. Ross Clinchy, Director, Maryland Region of
 National Conferences of Christians and Jews, Inc.
 Dr. Paul Cooke, Director, Howard University Work-
 shop on School Integration
 Mr. James Enneis, Supervisory Psychodramatist,
 St. Elizabeth's Hospital
 Mr. Robert Luke, Assistant to the Director in the
 Division of Adult Education, National Education
 Association
 Dr. John J. O'Connor, Director, Fifth Annual Work-
 shop in Intergroup Education, Catholic University
- 3:10 Gym.....General Session
 Miss Virginia Stone, Chief Division of Nursing
 Services "Nurses Role in Integration"
 Dr. William J. Peeples, County Health Officer
 "The Health Department and Integration"
 Mr. Forest V. Gustafson, Director, Department of
 Recreation, "Our County Playgrounds and Integration"
- 3:45 Concluding Statement, Dr. Forbes H. Norris, Super-
 intendent of Montgomery County Schools
 Material Display -- Edward Hebda, Takoma Park Junior
 High
 Problem Situations for Small Group Discussions, pre-
 pared by: Charles E. Conroy, McKenney Hills Ele-
 mentary, Chairman
 Lucille Kerr, Bethesda Elementary

Ora Poole, McKenney Hills Elementary
 Physical Arrangements -- Charles B. Remaley,
 Principal, Sherwood High
 Program Arrangements -- Fred L. Dunn, Jr., Special
 Assistant to the Superintendent on Desegregation

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details of various phases of the program. The program was divided into various phases. In this section each phase is studied and a brief description of the information obtained and mechanics of organization are presented.

A. COFFEE HOUR -- -- This meeting was the first of the new school year for the staff; members of the two races were present, following a custom of long standing on the principal and supervisory level. The "hour" offered a period for greeting and also provided time for last minute details.

B. WELCOME -- -- Dr. Norris, Superintendent, stated his concept of the importance of the meeting:

I want to say it again, that, in the principal-supervisory group, to that group we must look for perspective, for vision, for balance, for tolerance, for idealism, and then in addition, to look to you to suggest solutions or ways of putting into effect the things we planned. And this meeting today is planned particularly with that in view; to get all of us to start thinking about a particular problem as it affects our school system, our county, our state, our nation.

C. PANEL PRESENTATIONS -- -- Dr. Hansen, Moderator, defined the two terms "desegregation" and "integration":

Desegregation . . . is a mechanical process; the moving of children together into schools, on non-racial lines. . . . It's an administrative, mechanical process.

Integration . . . in our thinking we conceive of this particular term to be a spiritual and emotional relationship which is arrived at as people work together in the business of education and learn to respect each other for what he is, one and the other, so that there is a relationship of common concern on something of a spiritual basis, among the people in the classroom, among the faculty of the school, and among

the administrative staff and the community. Integration then, is a process which takes time to achieve. We can't expect, offhand, to develop a truly integrated program. We must take the first step of desegregation.

Dr. Hansen also stated that:

. . . the . . . administration and the Board of Education should develop a firm and clear-cut policy of operation which everyone can understand and which is based upon practical and incisive thinking, and . . . when the children come into your classrooms, teach them as children. . . . Thereby following . . . a very simple educational principle.

Dr. Smith spoke on "Parent Fears Concerning Integration." She said:

I think all of us know, when it comes to parent fears, the fears they have are not necessarily what their children fear. Parents mention fears in the area of "health;" that teachers of another race . . . will not be fair . . . ; changes in boundary lines which means attendance in new schools where the child has no established status; possible . . . lowering of standards . . . a language barrier might exist between the two races; teachers from schools which have been overcrowded might use harsh discipline; and that children will mingle together socially.

If the principal is very sure, if the principal is firm in democratic principles, if the principal is a principal who has been accepted by his parents in the community you can be assured that his parents will listen to him. If the classroom is the kind of a classroom where there is warmth and understanding, where every child gets a chance to feel secure, where every child gets the satisfaction of having work that he can achieve, where every child really belongs, I don't think we have to worry about parent fears.

Miss Osborne spoke on "Classroom Techniques in an Integrated School." She raised the question that if:

. . . all a teacher needs is to go on using her own abilities as a teacher, why do we have a workshop, why do we think it is a problem? The reason, I think, is the realistic fact that there is in the community, in the nation, in a sense, in the world, a problem about this, a problem of anxiety. We all live in our world, we all live in our society, and as we bring this at a somewhat critical point into our classrooms, teachers will bring some part of the problem with them, children will bring some part of the problem with them. So we need to think, I believe, about how we can remove from ourselves the kind of

anxiety we are very naturally apt to have and act like real human, real natural people and good teachers.

Teachers do not need to know all the "Theories about hostility . . ." to be successful but by ". . . taking the child as I find him and trying to help this child . . ." the teacher can be successful.

Miss Osborne cited a number of situations to underscore her view that:

We can trust school people; that even those that didn't like it know that the job is theirs . . . go into the situation, find that they are all real people, find your own resources, do it, feel open about it, feel free to talk about it, and I'm sure we're going to find that our school people will rise to the occasion as professional people.

Dr. Jackson reviewed the desegregation program in Baltimore City, by citing community and staff work which had taken place years before the Supreme Court Opinion of May 17, 1954. All teachers had taken the same examinations for employment in the school system, students have had exchange programs, and teachers have had exchange programs. As far back as 1947 ". . . a staff committee in cooperation with other agencies prepared a pamphlet called 'Better Inter-cultural Relations.'" Many surveys had been conducted in Baltimore to improve cultural relations over the years and an interracial staff committee had worked together on a curriculum program. Even with all of this preparation:

We were amazed after all of these years of curriculum development to find a large majority, at least something like 88% of the white teachers said, "We don't feel we're ready for integration." . . . this was in the winter of 1953-54 before we even realized the full Supreme Court decision . . . about 84% of the principals . . . "felt they were ready but their communities were not." . . . So what did bring about the smoothness of integration . . . as of September? I would say that a clear and unequivocal statement of policy by the Superintendent, the Board of School Commissioners, Police Department, and firmness in the execution of that policy despite any initial resistance. . . . I believe, and the history of civilization has proved, the great masses

are good. All they want is somebody in the leadership who will say, "This is the way it ought to be done, I'm convinced, and I have the courage to stand behind my conviction."

Dr. Jackson told of selecting Negro teachers for assignment into the white schools the first year and of the Superintendent's stand in the face of several school strikes in the beginning of desegregation.

Mrs. Scharf, Board of Education member, spoke on "Intergroup Relations, the Workshop Approach." She mentioned her experience in the workshop she had attended:

Like many of you I have lived all my life set apart from the other race and I don't feel that I know their point of view, or their attitude . . . I feel that I know it a little better after my summer experience. I also felt a responsibility as a member of a School Board faced with implementing a great social change that had been decreed by the Supreme Court. . . . I would say that one of the best ways to get ready for integration is to have more of these mixed group experiences such as a workshop offers.

The remarks of Mrs. Scharf preceded the next item on the agenda, small group discussions, which provided some of the experiences she had mentioned.

D. GROUP DISCUSSIONS -- -- The groups were established by the planning committee not to exceed twelve members. Each group was assigned a leader, observer, and recorder. Their duties were listed on a sheet of paper given to each of them. The duties of the leader revolved around the statement of the planning committee on the purpose of the small discussion group. "The purpose . . . is to encourage very frank opinions and thereby enable the participants to see more clearly the relationship of their emotions and attitudes toward desegregation and integration."

The observer was ". . . to aid the group members to express themselves concerning their personal feelings and attitudes . . . by showing

... readily his personal feelings ... " and by interjecting questions and challenging "... the statement of some one in such a way as to provide more critical discussion."

The recorder was to obtain "... a consensus regarding significant question ..." and "... include the group's brief summary and questions needing further consideration."

An attempt was made to see that each group was racially mixed. This was not possible in two groups since there were not enough Negroes attending. This fact was noted by one of the groups: "The lack of a Negro member in this group influenced the manner and outcome of this discussion." There was no explanation regarding what was meant by "manner and outcome."

The Planning Committee provided each group with a series of actual experiences teachers and administrators had faced in desegregated situations in Baltimore and Washington, D. C. Several of the teachers who attended the Human Relations Workshops at Howard, Catholic, and American Universities, had made a study of actual situations. These actual situations differed from expected situations; this concept was expressed previously in the meeting the Board of Education members had on May 18, 1955, with other educators. One group noted this difference and stated:

The group feels questions were presented on this question sheet which they would not have considered as possible problems before this discussion. They would like to have other questions which may have been listed.

The following six problems are representative of the twenty-four stated:

1. If there are five third grade colored children to be integrated in the school and three teachers on that level, what distribution should be made?

2. It seems that some parents do not object to children sitting together and playing together but balk at dancing. Shall we omit square dancing? Should we have social dancing?

3. A teacher with 5 Negro children comes to you as the principal. All 5 of these children will fall into her lowest ability group and she is afraid she will be accused of prejudice. What counsel do you give your teacher?

4. A Negro mother complains that her child gets a low grade in spelling because he can't understand the white teacher who is a Northerner. What can the principal do in this situation?

5. A very slow primary group consists of two white boys, a white girl, two Negro boys, and a Negro girl. The white parents of the white child object. They don't want their girl to be the only white girl in that group? What does the teacher say to the parents? Is this a problem for the principal?

6. A teacher comes to the principal and tells him that all of her Negro children sit together and resist any efforts to break them up and integrate them with the other students. What does he tell her?

On August 29th, the Special Assistant to the Superintendent met with the Supervisors and discussed the workshop. The planning committee and the supervisors were well informed as to the purpose and intent of the workshop. They examined the above situations and several began to realize that in almost all cases the matter of race was not the problem but the situation was. They decided that if the words "white" and "Negro" were deleted that the problems were almost the same as they previously faced. This, of course, was the purpose for discussing the situations and using the words "Negro" and "white." This point is emphasized in each report in one expression or another. One comment recorded from one group was, "Let's forget about the outside social angle and concentrate on the educational aspect of the problem." Another group ". . . It is the responsibility of teachers to accept all children on the same level." Still another group ". . . The observation

was made that within any given race there are differences; physical, economical, cultural, etc. These differences can also be parallel in each race. Mr. Pyle commented that, ". . . if I am different from others, then I have a different and unique contribution to make."

In general, two questions were raised and received extensive discussion; the desegregated faculties, and how to work with parents. As to the first question, three phases were considered: (1) That teachers should be selected for their abilities and not their race; (2) Professional and social relationships are not one and the same. For those who want social relationship, white or Negro, one group stated, "Adult relationships need to be developed professionally -- mixed social occasions should arise as outgrowth from professional activities at first. Never create social situations just for the sake of having mixed social situations;" (3) the answer to parental objections regarding teachers of another race is that of competency. If the teacher is good few parents will question, if the teacher is poor you will receive complaints; if the teacher is from another race and poor, you will probably get more complaints. The concensus of the groups in discussing the assignment of a Negro teacher to a formerly white school was that if the teacher were a good teacher, there would be very few parental problems the principal could not handle.

In the second general question, working with parents, the groups acknowledged the fact that the feeling of parents in the various areas of the County was different. In the rural area it is felt that much more difficulty will be encountered than in the urban area, because there are more Negroes proportionately and the community structure has not changed. The urban area has changed with the influx of new homes.

Although desegregation is a community problem, the schools have had burden placed on them to do most of the work. Parents will naturally turn to the school and express their opinions. One group felt:

That each school would have to handle the problem in its own way. Principals might schedule a conference with complaining parents, nurses, doctors, etc. Again a matter of educating or re-educating parents.

Another group stated that, ". . . professional people should be ready for changes," and in all situations the professional must, ". . . find out what the real problem is, and face the issue, be realistic and not set up false situations."

E. DEMONSTRATION OF GROUP PROCESSES AND INTERGROUP EDUCATION -- --

The afternoon group session was arranged in order for the principals and supervisors to meet in their respective supervisory areas with skilled group leaders. This provided an opportunity for many of the individuals to answer the questions raised in the morning sessions within their own supervisory groups.

The leadership of the afternoon groups was provided by experts in the field of group dynamics and human relations. Their main concerns were expressed in questions dealing with development of a climate to approach the desegregation problems with local faculties, PTA groups, and students.

F. GENERAL SESSION -- -- The Health Department and the Recreation Department had experience in desegregated programs and were invited to share their experiences and knowledge with the professional personnel of the Board of Education.

Miss Stone, Chief, Division of Nursing Services, said, in effect, that she didn't realize the part nurses had in the desegregation program until they were called together to tell what questions they were getting from the public:

What school will my child go to? . . . What is the plan of integration? . . . What is going to become of the teachers in the schools that are being closed? . . . In other words, they were getting administrative questions, rather than the health questions.

The public expects the nurses to know this. "Another role . . . is that of alleviating fear of disease in any one group, or correcting some misconceptions concerning disease in one group as against another." This can be done by presenting the facts.

Dr. Peeples, County Health Officer, said:

. . . the most prominent question which has been coming up to the medical end of the Health Department . . . Is there any difference between the health of the white child and the colored child? and, I think our answer to that question must be an emphatic, "No!"

He discussed poliomyelitis, scarlet fever, diphtheria, tuberculosis, venereal diseases, pediculosis, and impetigo. The latter two were not mentioned in his report to the Superintendent.² His comments on these two were:

As far as pediculosis is concerned, meaning head lice or body lice, the white child, if anything, has more pediculosis infections than the colored child. As far as impetigo, skin infections, those sorts of things are concerned, there is a slight incidence in favor of the colored child, but not enough to make any particular difference.

So communicable disease-wise, or physical condition-wise, we in the Health Department are not in any way concerned that this problem of integration will effect the health of either race because of contact in school with one another.

Dr. Peeples also said:

We are concerned about the mental aspects of having a relatively small number of colored children in a school with an overwhelmingly large number of white children. . . . It's

²Letter from Dr. William J. Peeples, Montgomery County Health Officer, to Dr. Forbes H. Norris, Superintendent of Schools, April 28, 1955. (See Chapter III.)

the same sort of thing that might happen if a child had to walk on crutches. . . . He would be criticized . . . because he was different.

Mr. Gustafson, Director of Recreation Department, told the assembly that they had operated an integrated program in the urban area during the past summer. It was begun by a simple announcement in June. A few people phoned and he advised school personnel to:

. . . be aware of these comments people are making, try to give them a positive, matter-of-fact approach, let them understand the policies, and do not leave anybody in doubt as to what is taking place and what conditions exist. Anticipate and handle problems before they arise.

G. CONCLUDING STATEMENT -- -- Dr. Norris, Superintendent, concluded the meeting and in his statement said:

I know many times that most of us like to put a thing off, especially if it appears a little disagreeable or a little hard. Some of our citizens have done that, they like to shove it to one side; or say, "I'm more or less set apart; I won't be affected." Well, all American citizens were affected by this thing, this proposal, this ruling. And for some reason or other, you know, I'm going to expect the leadership of this to come from school people. I think some people have criticized rather justly other organizations like churches and other community groups of perhaps not carrying their share of the load on this, and it comes to us directly and a whole lot is going to depend on the way we handle it.

The evidence in the survey of December, 1955, revealed that this staff conference on integration contributed significantly toward the smooth transition to a desegregated school system.

SUMMARY

The Board of Education and its employees were prepared for the advent of desegregated programs. The Board members and the central office staff were prepared as they sought answers to problems raised by the action of the Supreme Court. They consulted laymen and school personnel in other systems who had experienced various aspects of desegregation. It was learned that the programs and procedures which

would be developed in Montgomery County would be more effective if they were designed specifically to meet the needs of the County.

To prepare the other employees the Board appointed a Special Assistant to the Superintendent on Integration. His duties were to coordinate the desegregation program and assist the public and employees to focus their attention on the educational and social problems to be encountered.

Faculties, custodians, and bus drivers each received information to prepare them for the transition. No evidence was obtained which indicated that school secretaries and cafeteria employees received any preparation, or that it was necessary.

A one day workshop was conducted for the Board of Education members, principals, vice principals, pupil personnel workers, counselors, and supervisors of instruction to prepare them for desegregation. This workshop was organized by the Special Assistant on Integration and resulted from the cooperative efforts of those members of the professional staff who had been awarded scholarships to attend the human relations workshops which were presented at universities in the area during the summer. Detailed information of this workshop was presented and revealed that the planning provided the participants with both vicarious and personal experiences concerning problems of desegregation.

It was reported in this Chapter that a survey conducted in December of 1955, revealed that this one staff workshop provided those who participated with programs, procedures, and attitudes that enabled them to effectuate a satisfactory transition.

CHAPTER V

PREPARATION OF THE PUBLIC, NON-SCHOOL GOVERNMENTAL AGENCIES, AND THE STUDENT BODY FOR DESEGREGATION

INTRODUCTION

The Supreme Court in its Decree ending segregation in public schools provided for localities to effectuate action over a period of time, ". . . full implementation may require solution of varied local school problems." After a ". . . start has been made, the Courts may find that additional time is necessary to carry out the Ruling in an effective manner." This Chapter shows that the participation by the professional, lay organizations, non-school governmental agencies, and the student body to find the ". . . solution of varied local school problems. . . ." aided the Board of Education to ". . . carry out the Ruling in an effective manner." All sources for this support are not presented in order to avoid redundancy.

It is evident from this Chapter that the public is constituted of individuals who may or may not be members of organizations. The public was prepared for desegregation through the interaction of individual and organizational activities.

Preparation of the public by professional personnel is shown by the activities of the Superintendent, his Special Assistant on Integration, the news media, and the clergy. The role of other professional personnel is revealed throughout the entire work and is not shown here since they were not specifically charged with this responsibility.

The lay organizations are represented by the League of Women Voters and the Montgomery County Council of Parent and Teacher Associations.

Non-educational governmental agencies and their concomitant influence on the success of school desegregation is shown by studying the actions of the Recreation Department, Health Department's nurses, Police Department, and the Inter-Agency Advisory Committee on School Desegregation Programs.

Student body preparation depended upon the needs of the specific school. A list is presented of activities which were used in the schools to prepare students for desegregation.

This Chapter is significant in that public preparation and public acceptance of a school policy change evolve from numerous interactions of individuals and organizations not officially connected with the Board of Education.

PREPARATION OF THE PUBLIC BY THE SUPERINTENDENT,
SPECIAL ASSISTANT TO THE SUPERINTENDENT,
NEWS REPORTERS, AND THE CLERGY

Superintendent's "Responsibility" in Preparation of the Public

The Superintendent made many talks to Parent and Teacher Associations, clubs, and fraternal groups following the May 17, 1954, Opinion. The first year of desegregation for Montgomery County was the school year of 1955-56. The first year program provided for the schools in the urban area of the County to be desegregated. The report of the Citizens' Advisory Committee on Integration demonstrated that the urban population was more favorable to desegregation than the rural areas. The development and implementation of the second year program would affect the rural areas and because the percentage of Negro students

would be greater in these schools it was expected that this would necessitate careful planning. To prepare for this, the Superintendent, in his Bulletin of September 12, 1955, to principals, said:

III. Questions involving integration --

This is a matter affecting all of our schools, whether it seems to or not. Now is the time to study and discuss ways in which your school might be affected and the best ways to start your community thinking about it. I believe this can be handled best and first by the principal with his Advisory Council. May I suggest these points:

A. Follow the procedure outlined in forming as strong an Advisory Council as you can. Be sure you have non-patron representation.

B. Discuss with your council the ways in which your school might be affected. Some suggestions are:

1. Classes of "mixed pupils";
2. "Mixed" faculties;
3. "Mixed" P.T.A. meetings and activities;
4. Instructional problems that might arise;
5. "Mixed" bus loads of pupils; and
6. Others

Mr. Dunn will be on call to help you in any way he can, but I do not expect him to initiate actions; I expect him, also, always to work with and through the principal.

The School Board, as yet, has not set up a schedule or time table. These things are sure: The law of the land concerning segregation has been changed; as law abiding citizens, we will obey the law; it is our duty and responsibility to plan for and arrive at the best ways to do this; both white and Negro have responsibilities in making changes.

The role of the principal is very important in the preparatory stages, but the final and ultimate responsibility must rest on the School Board and me. Please keep us advised and informed on any questions or plans being considered. Any publicity on this question should come from this office, only.

You will be kept informed of any School Board action.

The Superintendent thus stated his responsibility to assist in the preparation of the public for desegregation. The second year's program was developed after a survey of the professional staff and responses from this Bulletin were received. The third and fourth year programs were similar to that used in the second year and were developed by the

professional staff, based on their knowledge of the public's concern, and that of the individual as adjudicated by the Supreme Court.

Each year, following the adoption of the desegregation program by the Board of Education, the Superintendent sent a letter to the parents or guardians of each Negro child. The letter explained the plan for the ensuing year and gave specific directions as to the procedures which would be used in the transfer of students.

Special Assistant on Integration Helps Prepare the Public

A summary of his activities is presented in an article:

The special assistant to the Superintendent discussed with the principals their experiences in the desegregated schools and collected information regarding their recommendations for further program development. He was invited to every school, Negro and white, which would eventually be desegregated to discuss the above information and to obtain recommendations for further steps.

Many of the people in the county have sincere and strong feelings against desegregation of schools. In the above-mentioned meetings the special assistant was attempting to find common ground upon which the public and educators could base compliance with the Supreme Court decree. While many school patrons do not feel that the time is ready for complete desegregation, nevertheless, most are law abiding; while many admit they do not know what social changes will take place, they are insistent that the educational program have no changes unless such changes improve the program. The more citizens and educators discussed the situation, the more certain all became that the common ground on which to base further desegregation was the availability of adequate educational programs.

The special assistant always spoke with a small responsible group, with the principal's advisory group and/or the PTA executive committee, with small groups in homes, and with organized church and club groups. Visitors could attend these meetings. It was advantageous to have the nurse, supervisor of instruction, and a person from a desegregated school present whenever possible. These meetings helped the administration to determine specific needs and concerns in particular areas and also provided many people with a socially approved way to change their minds.

Certain questions and answers were typical of these meetings. In reply to questions about the Supreme Court decree, only an explanation of how the local school board interpreted the decrees and implications for the county could be given. People wanted to know what other systems had done; they wanted to know on what basis one plan was applied to one system while another plan was used by a different system. To each of these a detailed report had to be given. On questions relating to the health and morals of the Negroes in any area, the nurse was the best source; she told what was being done and the help needed in the schools for all pupils, regardless of race.

Important to the group discussion were changes in educational program, although these were few; some special classes were added to meet needs of the white children more adequately and at the same time meet the needs of the Negro. Dance programs were curtailed, modified, or remained the same, depending upon community desire and understanding of the educational program. In some cases field trips, bowling leagues, and athletic games were curtailed because such facilities were not desegregated. Classes in which personal problems and reactions were discussed produced new questions which teachers faced in a scientific and ethical manner. A great deal of interest was shown in after-school dances. Some secondary schools reduced the number of dances; others continued as in the past; some allowed only couples to attend; others allowed stags; all discontinued any dance mixers such as Paul Joneses, square dances, etc. Each citizen group wanted to know the educational problems which the staff was to confront and what concerns the PTA should face. Each PTA examined the nature of its meetings, the activities it sponsored such as dinners, Scouts, dances, card games, etc., and decided if it would continue or move such sponsorship to a private club or church group where no mixing would occur. It is significant that only two of the 49 schools made any major changes in their programs. The others made themselves aware of possible difficulties, made slight program changes if necessary, and decided to depend upon the people of both races to use courtesy and good judgment to avoid ill feeling and misunderstanding that would disrupt student progress.¹

The Superintendent recognized this aspect of public preparation when he said:

¹Commission Five of Phi Delta Kappa, "Desegregation in Montgomery County, Maryland," Patterns of Transition, No. 4, October 1957, pp. 3-4. Bloomington, Indiana: Phi Delta Kappa. (Printed.)

For some months this question of implementing the Supreme Court ruling has been the subject of searching, careful study, and of daily observation. . . . Numerous discussions have been held among the professional staff. . . . My assistant on integration has had many meetings and conferences in a great number of our school communities. These conferences have included principals of the schools concerned, PTA's, and civic groups.²

News Reporters and Their Informational Media Inform the Public

Many public meetings and statements were reported by the news reporter. His reports were circulated in the press, radio, and television:

The local newspaper man is, of course, an important agent in informing the public. He can also misinform. Misinformation which was circulated several times in the last three years in Montgomery County can be traced to: (1) educators who did not take the time to give newsmen all of the facts so that they could present accurate reports; (2) quoting of irresponsible sources in an attempt to "make news"; and (3) inexperienced news reporters. Experience proved that when a reporter was apprised of the situation in advance and had facts supplied to him, he would write an informative article and respect the release date. Articles giving detailed facts seldom were cut by the editor and provided a most important source of public understanding.³

An attitude of the relationship of educators to news reporters was stated by the Special Assistant:

. . . I will be perfectly frank; in the beginning, I distrusted the press, but later I found that with discretion, one or two good reporters on each paper was an asset. By good, I do not mean someone who favors desegregation. I mean a reporter who is interested in getting facts and reporting a story, not one who slants the news. I never saw one situation where adequate facts were presented that it hurt the community, but I have seen situations raise a storm when we (educators), did not give adequate facts. Adequate facts must be disseminated. Reporters are exercising the rights of the people when they ask questions.

²Norris, Forbes H. "Press Release," Board of Education, April 23, 1956.

³Commission Five, P.D.K., op. cit., p. 2.

I have tried to sit down with each reporter and discuss the basic facts. Each likes to write an interesting story. With the basic facts presented by different reporters you obtain more news coverage on the same story. The only way to deal with the professional news reporter is to be honest with him, give him the facts. He has responsibilities; he has ethics.⁴

The Superintendent issued prepared statements to the press regarding desegregation. The statements were released at the direction of the Board of Education; as a matter of policy, when the Superintendent had a prepared statement for the Board of Education, he supplied the news reporters with copies.

Clergy Helps to Prepare the Public

The clergy of Montgomery County played an important role in the development of the third year program for desegregation. The Superintendent in his letter of transmittal, April 22, 1957, to the Board of Education concerning the third year program stated:

In addition to the findings and opinions of this Committee [Staff Committee on Desegregation], I have discussed this matter with many citizens and other staff members. In addition, and several weeks ago, I invited all of the up-county clergymen to a meeting at this office. This meeting was quite informal, was not publicized, and 25-30 clergymen attended.

In discussing with the clergy the present policy, they were of the unanimous opinion that the plan this year was most practical and desirable. A continuation of this plan seemed to them to be most fair and workable.

Montgomery County had no county-wide Ministerial Association and for many of these churchmen, although they lived within a few miles of each other, the meeting called by the Superintendent provided the first

⁴Dunn, Fred L., Jr. "Desegregation in Montgomery County," Paper read before a section meeting of the Delaware State Teachers Convention, Wilmington, Delaware, October, 1958.

Opportunity a number of them had to meet with each other. A number of community ministerial associations did exist and individual churches had appointed committees, presented sermons, and studied desegregation problems and informed their members.

A summation of the remarks of Reverend John F. Wells, Jr., of the Barnestown Presbyterian Church, located in a rural area, presented an opinion of the way a church works with its members to assist in a smooth transition:

The churches are not as far behind as they have been accused of being. There have been complaints that the churches have not taken leadership, but they have been working quietly. The Presbyterian Synod has operated integrated camps for eight or ten years.

Before the Supreme Court decision, people used to inquire about integration and keep children home from camp because of it, but now they send their children so that they may have an integrated experience.

Churches work in the volunteer areas of experiences. They try to enlarge the areas of Christian brotherhood. They require voluntary submission to certain disciplines of thought, but this does not necessarily involve pressure into social action. Church study groups can help their people to understand and appreciate others, but force will not work. Church leaders stress integration and love of their fellow man.

If the Barnestown school served its neighborhood, it would be about one-third Negro. His is the only white church; the colored have their own churches. However, they have had colored choirs and speakers visit. After the May decision of the Supreme Court, a colored layman speaking on Laymen's Sunday was not as welcome as he would have been before. The members of the church do not wish to be pushed faster than they are ready to go, especially by outsiders.

The churches can have study groups and teach their members that churches are not exclusive clubs. The power to want to be better comes from God, and there is definitely some long-range improvement. The up-county area is southern and permits Negroes to be very close to them, but not to be ambitious; the north, on the other hand, keeps Negroes at a

distance, but does not mind their success.⁵

LAY ORGANIZATIONS PREPARE THE PUBLIC FOR DESEGREGATION

Introduction

Two lay organizations are presented to show the extent of their participation as they aided the public in complying with the Supreme Court Opinion. They are the League of Women Voters and the Montgomery County Council of Parent and Teacher Associations.

League of Women Voters

The organizations, civic, fraternal, and religious, performed two major functions. One, they informed their memberships of the facts, and two, the organization offered the considered opinion of the group, or a committee, to the Board of Education and professional staff on matters which they considered to be important to the desegregation program. Organizations differed in their acceptance of desegregation of the schools from opposition to immediate compliance with the Supreme Court Decree.

Only one opposition group was active in Montgomery County and that was the Maryland Petition Committee. There were organizations in the County which did not want desegregation but offered no objection to compliance provided it was gradual and that educational standards did not suffer.

The League of Women Voters of Montgomery County has prepared the only summary of the desegregation programs of Montgomery County. They have issued what they entitle "A Fact Sheet" each year.

⁵ League of Women Voters of Montgomery County, "Summary and Remarks of Discussion," League of Women Voters All-day School on Education, March 27, 1957, pp. 3-4. (Mimeographed.)

The League and other organizations sponsored discussions on desegregation. On March 27, 1957, the League held a round-table discussion on "The Communities' Role in Making Integration Work."

Attending the meeting at the invitation of the League were: Mr. Lee Nichols, Intergroup Relations Advisor to the Executive Committee of the Montgomery County Council of Parent and Teacher Associations; Miss Martha Satterfield, Principal, Gaithersburg Elementary School; Mr. Forrest V. Gustafson, Director, Montgomery County Department of Recreation; Mrs. Kenneth Lawshe, Clara Barton Neighborhood Chairman, Girl Scouts; Mr. Allison Clagett, Teacher, McKenney Hills Elementary School; The Rev. John F. Wells, Jr., Darnestown Presbyterian Church; Mr. William Royer, Head, Department of Welfare, Montgomery County; Mr. H. J. Conway, Executive Director, Housing Authority of the City of Rockville; Mrs. Catherine M. Rhoads, Home Demonstration Agent of Montgomery County, under the Extension Service of the University of Maryland; Mr. Ervin S. Baugher, Jr., Director, Silver Spring, YMCA; Mrs. Gene Bielefeldt, Camp Fire Girls; Mrs. Lynam Smith, President, County YWCA; and Mr. A. P. Loftis, Montgomery County Chapter, NAACP.

In the presentations, from each of the above named participants it was learned to what extent desegregation of their particular organization had been effected. The Chairman concluded:

. . . that most county groups are integrated or have opened their doors to Negroes but that there is need for more Negro participation in these activities. There is a need to have housing for professional Negroes made available, but we (county) do not have a cross-section of Negroes here.

Margery Ware of the Washington Urban League, but a resident of Montgomery County, said that housing is the crux of the matter. Professional Negroes who could be leaders go to the District to live.⁶

⁶Ibid., p. 6.

The round-table discussion started with consideration of the school desegregation program and ended with the suggestion that, ". . . now might be the appropriate time to form a council on Human Relations to compile information on discrimination in housing, jobs, recreation, etc."

The League, and other groups, which have become informed on school desegregation have demonstrated that schools are not the only agency in the community which is faced with the problem. Through public discussion and action these organizations have been preparing the community for desegregation programs in school and community activities. These meetings also provide the educators with an opportunity to present the professionals' viewpoint to the group; news reporters are assigned to these meetings and consequently a large segment of the population is able to receive their message.

Montgomery County Council of Parent and Teacher Associations

In Chapter III it was explained that the County Council of Parent and Teacher Associations circulated "Recommendations of the Montgomery County PTA Council Committee on Integration" for the local units to act upon. In this way, individual members had a chance to speak on the subject. This discussion produced the largest crowds at PTA meetings. It presented to each principal an opportunity to identify the extremists, for and against desegregation, in the local P.T.A.

The December survey also showed that one of the results of this discussion was that local officers for the P.T.A. were selected mainly on the basis of their stand on desegregation and when local patrons were disturbed by rumors, or they wanted to discuss a particular situation, they talked with their elected leaders.

The County Council of Parent and Teacher Associations sponsor an annual one-day workshop in the fall of the year. In 1955 and 1956 one feature of their program was to include a section to discuss desegregation in the schools.

Another activity of the Council has been to have a committee on desegregation active each year since 1954.

In 1956, under the chairmanship of Mr. Lee Nichols, the Intergroup Relations Advisor to the Executive Committee of the County P.T.A. Council, a report on "Integration Information" was sent to the presidents of the local Parent and Teacher Associations:

It is a form of status report on what has taken place, an explanation of where we seem to be going and provides answers to some of the questions which are being asked by parents. . . . It is a firm policy of the Advisor, his committee and the MCCPTA Executive Committee that any information supplied to local PTAs should be strictly factual in nature, transmitted for use by local PTAs, only if and to the extent they see fit, with no hint or suggestion of pressure on them to follow any specific course.⁷

Part III of the report was entitled "Integration and the P.T.A."

This part told of various P.T.A. activities which had been used:

Integration activities of down-county PTAs have ranged all the way from doing nothing to intensive programs of preparation and continuing efforts to assist their members and school officials accomplish integration with maximum smoothness.

Those who took no special steps report that they either felt no need for such activity, or discussed the issue and decided that the best way to avoid "problems" was to assume there would be none. These PTAs generally report they encountered no serious problems, either in school or PTA activities, and have not had to adopt any special programs. Even PTAs which conducted active integration programs warned against "overpreparation" which might exaggerate problems involved.

⁷Nichols, Lee. "Integration Information," Montgomery County Council of Parent and Teacher Associations, Letter sent to presidents of local associations by Jesse M. MacKnight, President, May 22, 1956, p. i. (Mimeographed.)

Those that took specific steps generally did so along one or more of these lines:

1. Informational -- many PTAs felt the number one service they could perform for their membership was to keep them fully informed on coming plans, and on actual or potential problems and their solution. Some . . . continued local integration committees . . . others handled it through their full Executive Committees. One PTA changed the name of its integration committee to School Relations Committee as the nature of its activity changed during progress of integration.

Supplying information to members was handled in several ways. Forums, workshops . . . particularly in the pre-integration period. . . . Such meetings were addressed by members of the Board of Education, the Superintendent and members of his staff, principals of schools, and outside speakers with special knowledge in the field including officials of the D. C. school system. . . .

Some PTAs kept their membership informed through their Executive Committees, who in turn were kept up to date by their school principal. These reported to their membership at . . . meetings or through newsletters. . . .

2. "Ice Breaking" -- . . . Advanced orientation of Negro children to their new schools usually was handled by school authorities as part of their normal program of introducing any child to his new environment. Negro and white teachers . . . in the same school held joint meetings prior to the opening of school.

One PTA invited an incoming Negro teacher to meet with its Executive Committee to discuss the coming program. . . . One PTA, together with the principal . . . asked the Board to send . . . Negro teachers from the schools of incoming Negro children. The aim was to use the Negro teachers' background and knowledge of the Negro students to help the new school understand them and their problems. This was later reported to have had the result desired.

Some PTAs arranged visits of members to Negro schools from which they would get pupils. . . . At another white school, the principal held "open house" the night of the opening day, standing at the door welcoming all parents.

3. Negro Participation -- . . . In some schools, some came to the first PTA meeting or two and later did not attend. In others, attendance . . . was steady. A Negro teacher in one integrated school reported the attendance . . . was greater than . . . in the former Negro school. . . .

In one PTA which had an extensive integration program, Negroes were on four out of eight committees. In another . . . [one] served on the Executive Committee; another was on the health committee. . . . In other cases Negro participation was small or lacking at the committee or leadership level.

Negro parents were reported to have been accepted . . . without much question, . . . several white parents declined to join because of Negro members. Some that so declined to attend meetings sent in their membership anyway. . . . One PTA . . . made arrangements to hold dances at a country club that did not prohibit Negroes . . . teas [were scheduled] at the school instead of at members' homes.

In one school, parents served in the school cafeteria under a program arranged by the PTA. . . . when the principal knew a Negro parent would serve on a certain day, she arranged to have a white mother she knew would not object.

4. "Problem" Situations -- Reports were not received of any problem situations on which local PTAs acted, though there undoubtedly were some.⁸

The conclusions and suggestions of this report included the following:

1. One of the items emphasized most strongly by integration experts in the Superintendent's office is that each PTA should do what is "comfortable" for that particular PTA and its members. It is easier to handle delicate problems by using procedures to which a group is accustomed, or which it considers acceptable, rather than by methods of which it is in doubt. For those PTAs which feel it best to do nothing at all in the way of preparation for integrated classes, they may be the best prescription for them. Others may think a particular activity, which may or may not have been used elsewhere, would be most helpful to their membership. This then is probably what they should do, or at least try.

2. Integration experts in the school administration feel that forums or meetings of various kinds have a valuable place in the integration program, if wisely arranged and conducted. They provide information to PTA members, give them a chance to air their concerns and get answers to their questions, and provide clues to community acceptance for the guidance of PTA officers and school officials.

Some PTAs have felt in the past that speakers appearing before them were "loaded" on one side of the integration issue. It is important for PTA officials to secure speakers

⁸Ibid., pp. 7-9.

or discussion leaders whom they and their members can feel are objective and reliable. The Intergroup Relations Adviser, with the help of his up-county and down-county committee members, will try to help in such matters if requested. In some cases the best possible speaker may be the principal of the school concerned, or possibly the two or more schools concerned in a specific integration step, or members of the Superintendent's staff. Principals from integrated schools in the down-county area might be asked to report on their experiences and findings.

Meetings could range all the way from "workshops," usually lengthier gatherings at which several specialists lead separate discussions or study groups in considering various aspects of a subject, with small conferences of PTA Executive Committees or other parent groups with officials or others of their own choosing. If local PTAs wish to, they can bring Negroes into such preparatory meetings, either as speakers or as interested parties.

3. Other types of get-togethers have been used effectively by some PTAs. An Executive Committee might wish to meet informally with a Negro teacher, a few Negro parents, or the principal of a Negro school from which children will be coming to learn more about the background and problems of the Negro children.

School officials have found it generally desirable to introduce new children into their schools before the end of the school year prior to their formal entry. Joint meetings of Negro and white teachers, intervisitation of student groups such as bands and glee clubs, and other preparatory activities have the official sanction of school authorities. School officials emphasize the added value of such programs if PTAs and their members encourage authorities to take what to them are normal steps in pupil and teacher orientation.

4. Another suggestion is that parents in some cases may want to visit down-county integrated schools to see what they are like, meet and talk with principals and teachers, and even talk to some of the parents -- white, Negro or both. A mother who had moved from the district of a down-county integrated school was most helpful at the recent up-county parent-teacher meeting in answering from experience some of the questions raised by those present. A visit to a down-county school could be arranged through the local PTA at the school, or through the Intergroup Relations Adviser to the County PTA.

5. PTAs may, if they consider it advisable, encourage other community groups such as civic organizations, churches and others to take some type of responsibility in the integration program. Women's clubs and Lions groups already have invited principals of integrated schools to address them to learn of the problems and solutions. There are many issues related to school integration such as health, housing and

sanitation which community groups may find assume new importance with school integration. School officials believe the community as a whole has a responsibility in this new step, and the first step toward assuming it is to become informed.

6. Preparation on a more personal level also may have value. One down-county principal stated that if she had to do it again, she would work more with Negro teachers and parents in advance, explaining the difference in customs and standards of the new school stressing the importance of regular attendance, explaining to Negro parents their children may have to learn to accept some teasing, etc. Both white and Negro children may need to be exposed to one another in some fashion in advance, or at least told in as natural way as possible about such things as differences in behavior, dress, speech, etc., and encouraged to be understanding of such differences. At the parent level, a report by one down-county PTA stressed the "cooperative attitudes of the parents . . . and in particular the forbearance of some whose views may not coincide with those of the Supreme Court. By subordinating their views in the interest of their children's welfare, these parents have made a very special contribution to the smooth working of this year's school program."

7. Some PTAs in still-to-be integrated schools have asked whether they should have integration committees. This depends on the local situation and the judgment of the local PTA Executive Committee. If there is enough need for information that is not readily available, or if many problems are expected to require special handling, such a committee may prove valuable by studying available material, visiting integrated schools, and contacting school administration officials for help on various aspects of their situations. On the other hand if no great need of such special activity is felt, and if currently known problems appear to be fully within the capability of the Executive Committee of handling, there may be no value in such a committee. Sometimes this can be "played by ear." That is, an integration committee is created if and when it appears needed rather than being set up in a vacuum. Such a committee can also be disbanded when it has no function to perform.

8. Last year the Board of Education encouraged teachers and other school personnel to attend summer "human relations" workshops held by various colleges in the vicinity as preparation for integration. The Board voted \$300 to help pay tuition for teachers wishing to attend, and is expected similarly to encourage such attendance this summer. Local PTAs feeling this sort of advance preparation is valuable may wish to encourage some of their school's teachers and other personnel to attend workshops this summer, even to the extent of assisting them financially to pay the tuition. Some parents or other PTA members especially interested in studying some of the problems of integration may want to attend such workshops. . . .

9. The Intergroup Relations Adviser will attempt to be helpful to local PTAs wishing advice or assistance on any phase of the integration program. He or members of his committee may be able to assist with such things as speakers, factual information, intergroup activity if desired, or inter-visitation with other schools.⁹

The above study by the Council's Intergroup Relations Adviser and his committee reveals the extent of the local Parent and Teacher Associations' activities in desegregation.

The School Relations Committee of the Parent and Teacher Association of Clara Barton Elementary School made a report on the "Integrated Program at Clara Barton." In its conclusion the report stated:

The Committee feels that the leadership of Mrs. Louise Colip, Principal of Clara Barton School, in preparing the ground for integration and in conducting the school's integrated program has been most important in accomplishing an easy transition. . . .

The cooperative attitudes of the parents should also be mentioned, in particular the forbearance of some whose views may not coincide with those of the Supreme Court. By subordinating their views in the interests of their children's welfare, these parents have made a very special contribution to the smooth working of this year's school program.¹⁰

NON-EDUCATIONAL GOVERNMENTAL AGENCIES

Introduction

The Recreation Department, Public Health Nurses, Police Department, and the Interagency Advisory Committee on School Desegregation Programs are shown in this section as active forces in assisting the Board of Education to effectuate a smooth transition in changing from a segregated to a non-discriminating system.

⁹Ibid., pp. 9-11.

¹⁰School Relations Committee, "Integrated Program at Clara Barton," Clara Barton Parents and Teachers Association, April 19, 1956. (Mimeographed.)

Recreation Department

Playground segregation of races was declared unconstitutional on November 7, 1955, when the Supreme Court upheld a decision of the Fourth United States Circuit Court of Appeals in Richmond, Virginia. Prior to the Supreme Court action, Attorney General C. Ferdinand Sybert ". . . said that this ruling 'seems to be the last word' and that ending of segregation in state parks would be largely an administrative matter to be decided by the Department of Forest and Parks."¹¹

A newspaper reported:

Playgrounds in Montgomery County's suburban recreation district will hereafter be operated on an integrated basis, Recreation Director Forest V. Gustafson announced yesterday.

. . . Mrs. Daniel H. Campbell, Chairman of the policy making Recreation Board, pointed out that the Board last year "informally" agreed not to enforce racial bars in recreation areas under its jurisdiction.

. . . The Recreation official further noted that "there have been varying degrees of integration that people have not been generally aware of" in the county recreation program.

He cited last year's leadership training and adult athletic programs as examples.¹²

On September 1, 1955, Mr. Gustafson told the one-day workshop for professional personnel the extent of this program. The December Survey revealed that in a number of communities in the urban area, the children playing on the playground and on teams "broke the ice" and the first day's tension was reduced as a result.

During the summer, programs were operated at about 50 centers. Some centers remained all white; others had mixed attendance, ranging from only a few Negroes to as many as 30%.

¹¹League of Women Voters, "Desegregation in Montgomery County, Md., A Fact Sheet," January, 1956, p. 16. (Himeographed.)

¹²"Playgrounds in Montgomery Suburbs Officially Placed on Integration Basis," The Washington Post and Times Herald, June 12, 1955, p. A13. (Published in Washington, D. C.)

The seven Negro centers were kept open, since this summer's program was on a permissive basis. However, it was no longer necessary for children to be taken to an up-county Negro school for baseball and other games requiring facilities not available at some of the Negro centers, since they could now use nearby playing fields formerly reserved for white children. All schedules were organized without regard to race, and buses were integrated. There was no integration of staff, although Negro directors participated fully in organizing and directing the inter-center competition.¹³

The staff was desegregated in 1956. The second year of desegregation was aided by the fact that several Negro recreational leaders were placed on formerly white playgrounds and this aided in reducing tensions toward Negro teachers. In almost all cases the recreation leaders on summer playgrounds are teachers employed for the summer; the Negro recreational leaders were teachers in the Montgomery County school system.

Preparation of Public Health Nurses

The Public Health Nurses who are in the field and those assigned to the schools are in a unique position to know what concerns the public. With the help of the County Health Officer, Dr. William J. Peebles, it was arranged for the Superintendent of Schools to meet with the nurses and discuss problems confronting them. It was the belief of all that the nurses should know what the desegregation plan was for the first year, and the Superintendent was particularly interested in what questions the public was asking the nurses.

The meeting was held on July 20, 1955. After the meeting it was apparent that the Public Health Department was one of the most important agencies to interpret the desegregation program to the citizens they served. The questions nurses received fell into the following

¹³League of Women Voters, Fact Sheet, op. cit., p. 16.

major areas:

1. What were the facts regarding the health of the Negro students and parents?
2. What would happen to the Negro principals and teachers?
3. How can the P. T. A. Health Committees be improved?
4. What about health records of students, the extent of the program for the first year, and the disposition of the abandoned school buildings?
5. What does the nurse know about specific students who are to be transferred so that an adequate program can be devised?¹⁴

Police Department

In a paper presented by the Special Assistant, he said:

The Police Department is trained to maintain order. Whether individual members like or dislike desegregation is not the issue; the important fact is that as professional law enforcement agents they will assist in maintaining law and order. They should be told what the local plans are and any possible trouble spots. They have techniques for handling the situation.

In our county the Police Department was aware of all potential problems. They had plainclothes men assigned to anti-desegregation meetings, or had informants; at all times they knew what was planned. Local principals also knew if there were to be trouble, because most trouble makers warn you what is going to happen. If they do not, people in the community hear about it, and will contact the school or police in the interest of their children's safety.

The Police Department will assign plainclothes men to a potential trouble spot, assign an officer to direct traffic, have police cars make frequent appearances in the school area, and assign a number of cars to be in a particular area so that if trouble develops the immediate show of force reduces the opportunity for a situation to get out of control.¹⁵

¹⁴Special Assistant on Integration, "Notes on July 20, 1955."
(Handwritten.)

¹⁵Dunn, Delaware Paper, op. cit.

Inter-Agency Advisory Committee on School Desegregation Programs

In a progress memorandum, to the Superintendent on May 26, 1955, it was shown that an Inter-Agency Advisory Committee was established to aid the Special Assistant in implementing the Board policy. The group met three times and discussed and outlined many of the possible programs which the County might undertake in desegregating the schools.

Members of this advisory committee were: Mrs. Ann Boyd, Teacher; Miss Mary Ann Estey, Teacher; Mr. Robert Fioramonti, Teacher; Mr. Henry C. Gregory, Secondary Principal; Mrs. Mary H. Hawks, Public Health Nurse; Mr. William Holt, Probation Officer of the Juvenile Court; Mr. John King, Supervisor; Dr. Christine Keane, Psychiatrist, Psychiatric Youth Services; Mrs. Antoinette McKeever, Elementary Principal; Dr. Parlett Moore, Secondary Principal; Mr. Harold Packard, Secondary Supervisor; and Mr. Charles Remaley, Secondary Principal.

The meetings were used by the Special Assistant on Integration to discuss all possible activities which should be considered to implement the Board of Education's desegregation program to assure a satisfactory transition.

Student Preparation

Schools differed in their preparation of students. They differed in terms of their interpreted immediate and anticipated needs. In the December Survey schools reported the following methods for preparing the students.

Secondary schools.

1. An exchange assembly with a Negro school using the band and choir.
2. Registration of Negro students while school was in session and a tour of the building.

3. Early registration of Negro students prior to the opening of school and a tour of the building.
4. Discussion by the student council of concerns and recommendations.
5. Inviting parents of students who were to enroll to a special meeting or to the regular meetings of the P.T.A.
6. Doing nothing, accepting it as an accomplished fact.
7. Schools that had visitation of students in the spring arranging for Negro students to attend at the same time.
8. Encouraging teachers to discuss fully the thoughts expressed by the students in regard to desegregation; that is, use good teaching techniques.
9. Sending school handbooks explaining traditions, dress, and history, etc., to the incoming students.

Elementary schools.

1. Having the Negro kindergarten children register in their new schools at the same time the others registered.
2. Inviting the Negro school students to come to the white school to get their polio shots.
3. Using the regular instructional program by having children aware that differences exist among people.
4. Inviting Negro parents to a special meeting or a regular meeting of the P.T.A.
5. Principals' accepting invitations to meet with Negro groups in their community to discuss their questions.

Students were prepared for desegregation through direct and indirect means. The direct method was in using every opportunity to extend the normal procedures of the school in enrolling any new student.

The indirect method was to work with the parents of both races; again, if one would forget the race implications, it can be seen from the evidence that this was basically the same procedure used by the schools in any transfer of students.

Students were also prepared through information received from the normal news media of press, radio, and television.

SUMMARY

In the preceding Chapter (IV), evidence was presented which explained how the Board of Education and its employees were prepared to begin a desegregated school program. This Chapter (V) contains evidence which demonstrates that in addition to the leadership of the Board of Education in preparing the public for desegregation, lay and other County agencies assisted in providing a climate whereby desegregation programs could be placed in operation.

The Board, the Superintendent, and the professional staff are primarily responsible for a desegregation program. Facts were presented which demonstrated that in preparing the community for this transition the Superintendent provided a program whereby the members of the community were obligated to discuss the impending change in their schools. The method used was to direct the principals to hold meetings with leaders in the community, who worked directly with the schools, and consider specific questions and possibilities. The principal then filed a report with the Superintendent in answer to the questions he had requested.

The news reporters and members of the clergy also assumed roles of responsibility when they performed their normal functions by providing facts to their respective followings.

It is significant that lay organizations, both those for and those against desegregation, were active in supplying the public with facts to persuade factions to their belief. Other organizations, as was evidenced by the County Council of Parent and Teacher Associations and the League of Women Voters, actively obtained and disseminated facts to inform the public in order to effect a smooth transition.

The non-education governmental agencies of police, health and recreational departments, through performing their normal functions within the community also assisted the Board of Education in its transition.

Students were prepared depending upon the need as recognized by the faculty and/or parents. Each school determined its own need and devised a program accordingly.

The evidence reveals that the public, students, and other governmental agencies participated in the preparatory steps. Although the Board of Education is specifically charged with the responsibility to provide non-discriminatory school situations, the Supreme Court provides for a gradual change, and the data contained in this Chapter shows that extensive help was given to the Board of Education by non-school lay and governmental agencies.

The Board of Education facilitated its programs by providing the community with a coordinator of the Board's program, and evidence was presented and revealed that he served as a consultant and source of information for these groups. He worked with groups favoring and disfavoring desegregation. The data revealed that extremists, those for and against desegregation, could work toward the same objective, and facilitate the desegregation program if each focused his attention on obtaining adequate educational programs for all students.

CHAPTER VI

MAJOR PROBLEMS OF DESEGREGATION CONFRONTED

BY THE BOARD OF EDUCATION

INTRODUCTION

Four major problems of desegregation confronted the Board of Education. A major problem faced by the Board is identified in this study as being a situation which arises when individuals and/or organizations enter into a controversy with the Board of Education and the press extensively reports the interaction. In this situation individuals and organizations not originally a factor in the discussion take action to influence the outcome of the matter under consideration. The four major problems were: the development of the programs for desegregation; Rollingwood situation; personnel policies of the Board of Education; and the Poolesville incident.

The solution of the four problems answered the basic questions of: What is the policy of integration? Does the Board have the right to determine what schools will be desegregated? What should be the employment policy be in a desegregated system? What stand will the Board take if it meets with open resistance?

This Chapter reports the opinions of those concerned with each controversy, the methods used to focus attention to the problem, and its outcome.

No attempt is made to determine the "cause" of the particular controversy. The evidence presented does reveal that in each controversy specific individuals and/or groups provided the nucleus for the movement.

The causes or reasons revealed are many and to cite any one as THE CAUSE would be conjecture.

There is some evidence, especially in the Poolesville situation, which indicated that there are groups and individuals opposed to desegregation, who attempt to manipulate the various segments of the public. They remain in the background or become known publicly. There is some evidence which suggests that those for desegregation attempted to manipulate various segments of the public in a similar manner.

BOARD OF EDUCATION DEVELOPS STATEMENT OF POLICY
ON INTEGRATION AND IMPLEMENTS ITS POLICY

Statement of Policy on Integration

In Chapter III, the developmental stages of the Board of Education's Policy were presented; the controversy and methods used by the interested parties are documented in that Chapter. It was shown that immediately following the Supreme Court Opinion on May 17, 1954, the Montgomery County Board of Education began to make plans for compliance and adopted its "Statement of Policy on Integration" in March of 1955. In April the Board announced its implementation policy which preceded the May 31, 1955, Decree of the Supreme Court by one month. Immediately following this Decree it was announced by the Superintendent, following announcement of the Maryland Superintendent of Schools and the Attorney General of Maryland, that ". . . I see now the possibility of making plans and implementing the decision in terms of community needs and problems."¹

As was pointed out in Chapter III the Superintendent took his action after the people in Montgomery County had discussed the problems for months. Reports from the Southern School News compare

¹League of Women Voters, Fact Sheet, op. cit., p. 5.

Montgomery County with other counties in the State with reference to its activity in determining a desegregation policy:

. . . The greatest amount of activity has been taking place in Montgomery County. . . .²

A field test of the full-public-discussion approach to the question of school integration is being carried out in Montgomery County, for the first time in Maryland.

No other county has had anything like the free and open debate going on there. Most other counties, on the contrary, have decided that it is better to defer the whole subject until after the Supreme Court has taken final action. And even in Baltimore City, where a desegregation policy has been in effect since schools opened last fall, the "when" and "how" of integration never had such a public airing.

So far, at least, the discussion in Montgomery County has been an orderly one, directed almost entirely to the question of how best to implement the Supreme Court's opinion, rather than to proposals to circumvent that opinion. Hostility toward desegregation is presumed to be a motivating force among some advocates of a "go slow" approach to Supreme Court compliance, but in most instances the hostility has not been expressed.³

Evidence also shows that there was "hostility" on the part of those who desired an immediate approach. The newspaper reported:

Several residents of the Montgomery Hills area . . . said today they planned a protest to the Board of Education over comments attributed to the Superintendent . . . at a Parent Teacher Association meeting Tuesday night.

Among the statements which aroused criticism was the educator's declaration, "I am proud to be a white man." Dr. Norris described his words as "strictly a side remark" and asserted "some people are making a mountain out of a mole hill."

Wayne C. Birdsell, a member of the Board of Education who attended the meeting, called the remark "unfortunate." He said Dr. Norris "angered" those who favor an integrated school system and "gave a bit of fuel" to those who are opposing integration.⁴

²"Maryland," Southern School News, March 3, 1955, p. 10.

³"Maryland," Southern School News, April 7, 1955, p. 6.

⁴"Norris Remarks Draw Protest," The Evening Star, April 14, 1955, p. B1.

At an earlier Parent and Teacher Association meeting at Sherwood High School, Dr. Norris had ". . . warned that 'community dissension can affect classroom teaching' and pleaded for restraint by 'extremists' on both sides of the integration question."⁵ The first major problem faced by the Board was to develop its "Statement of Policy on Integration" and to implement it.

The data have been presented in Chapter III which make known the opinions of the extremists. Following the adoption of the plan for 1955-56, on April 28, 1955, newspaper reports explain the action of the extremists which forced the Board of Education to devote time to the resolution of the following conflicts.

The intent of this section has been to state simply that in determining the "Statement of Policy on Integration" and the ensuing plans of implementation the Board of Education decided one of the major problems. Details of these plans are to be found in Chapter III.

BOARD OF EDUCATION CHALLENGED ON PERSONNEL POLICY

Introduction

The County had announced in its Statement of Policy that ". . . integration of Board of Education employees shall be accomplished at the same time as integration of pupils." and, "Employment and placement of all personnel shall be based on relative merit, . . ." Accordingly, six teachers from the Negro schools were assigned to white schools, the remaining four were assigned to other Negro schools.

Personnel Policy Challenged

Prior to the closing of the four substandard Negro elementary schools, Mrs. Margaret Jones, the Principal of Rock Terrace Elementary

⁵Ibid.

School, served in a dual capacity. She was Principal of Rock Terrace and Supervisor of Instruction for all eight Negro elementary schools. It was decided that with the closing of the four schools, and the assigning of the remaining four schools to the supervisory areas of other supervisors, that Mrs. Jones would be able to concentrate on Rock Terrace.

The Superintendent acknowledged the fact that Mrs. Jones was competent for either position, that of a full time supervisor of instruction, or as a principal. In the judgment of the Superintendent and his central office staff, it was determined that her services were required as a principal.

Mrs. Jones was not contacted by the Superintendent or any members of his staff prior to this announcement. A newspaper article reported:

Norris (Superintendent) originally made his proposal at the June 27 meeting of the school board. . . .

The Board failed to take action after three members pointed out that Mrs. Jones had not been informed of the proposal. Her first knowledge of Norris' recommendation, Mrs. Jones said, came from parents who attended the June 27 meeting.

The Board again on June 30, deferred action until Tuesday.⁶

Mrs. Jones was reported in the same article as stating, ". . . It is perfectly obvious to me that there is nothing more to this than that I am a Negro woman. I'm certain that's the issue." Norris said his recommendation was aimed at 'equalizing Mrs. Jones' load.'⁷

The Board of Education members took sides on the issue and the public began to send letters to the Superintendent and the Board over

⁶"Row Looms over County School Aide," The Washington Post and Times Herald, July 10, 1955, p. B10.

⁷Ibid.

the question of what was referred to as "demotion" and discrimination."

Mrs. Jones, was quoted as saying:

I wouldn't like to be a principal again. I am qualified for a supervisor's position and have a supervisor's certificate from the state. When they issued it, they took back my principal's certificate, which means I would have to apply all over again if I am demoted.⁸

On July 9, 1955, an announcement was made at the County Branch of the National Association for Colored People that a law firm in Baltimore had been appointed by the National Headquarters to attend meetings of the Board of Education.

The confusion and controversy which had been created continued. On August 29, 1955, Mr. Hines, acting as a spokesman for the Legal Redress Committee of the N.A.A.C.P. spoke before the Board of Education.

He "commended the attitude of the Board on its action in the matter of integration and further stated that due to many statements issued by the Press, the Legal Redress Committee was desirous of having a number of questions clarified." The President of the Board read the following questions, as prepared by the Committee and presented to the Board:

1. What disposition has been made of the ten teachers of the four substandard schools which have been closed?
2. What has been done in regard to Lincoln and Carver Senior High Schools?
3. Since you have need for some 220 teachers, have you considered any of the Negro applicants in your office files?
4. Have you considered appointing Negro Supervisors, since Supervisors are needed?
5. What are your plans for integrating bus drivers?
6. Since housing (school) is a problem in the upper [rural] county, what is being done to relieve this condition?

The President then advised Mr. Hines that these questions would be studied by the Board and replies furnished as early as possible.⁹

⁸"Montgomery Board Split," Washington Daily News, July 9, 1955, p. 29. (Published in Washington, D. C.)

⁹Board of Education, "Minutes," August 29, 1955.

Four of the above questions related to personnel policies regarding the employment of Negro personnel. Two of the questions concerned the building program.

Dr. Norris answered these questions in a letter to the National Association for the Advancement of Colored People on September 26, 1955. Briefly, the answers are as follows:

1. Six of the ten teachers in the four closed substandard schools have been assigned to white schools; the remaining four have been assigned to Negro schools.

2. Not enough students left the two schools to necessitate any changes.

3. and 4. The Superintendent replied by restating sections of the Board of Education's "Statement of Policy on Integration." In addition he added:

Filling a vacancy in our school system will be based on the particular needs of each vacancy and the qualifications of the candidate applying.

Other items to be considered are the degree and caliber of service required by the school system, and the prospects of success faced by the candidate. As with pupils, so with other personnel, it is a wise policy to place individuals in situations where they will have a reasonable chance to succeed.

In view of the above, no Negro candidates for filling vacancies in white schools, or the appointment of Negro supervisors, are being considered this year.

5. No one will lose his job "if his work has been satisfactory."

6. The planning of the 1955-56 Capital Budget has been made with the intention of providing adequate school housing.

These answers (stated briefly above) did not satisfy the National Association for the Advancement of Colored People. At the same time, other individuals and groups requested that the Board schedule a time for those groups to present their views.

This meeting was scheduled for November 14, 1955, in the Board Room in Rockville. The crowd was so large, ". . . more than 200 persons appeared at the Board meeting . . .," that the meeting was held in the Circuit Court several blocks away.¹⁰

The fact that six Negro teachers had been assigned to white schools and that 490 Negro students were enrolled in 21 formerly segregated white schools was never mentioned in the meeting.

The organizations which spoke were: National Association for the Advancement of Colored People; League of Women Voters; Montgomery County Chapter of the American Veterans Committee; Social Action Committee of the Christ Congregation Church; Montgomery Civic Unity Committee; the Washington Fellowship; and one individual attorney, Charles A. Horsky, described in the Maryland News report of the meeting as "Chairman of a coordinating group for the integrationists."¹¹

The substance of their comments was that the Superintendent had violated Board policy in not employing more Negroes the first year, and that the hiring of non-certified personnel if certified personnel are available, because of race, is seriously hampering the entire educational program.

At the conclusion of the meeting, ". . . John Harrell of Rockville shouted, 'I demand Dr. Norris be given the right to defend himself!'" He charged the speakers were "stooges from the District," reported The Evening Star.

Reported in the Maryland News:

The large number of segregationists in the audience cheered and applauded a demand that Dr. Norris be allowed to

¹⁰"Montgomery Hit on Race Policy for Teachers," The Evening Star, November 15, 1955, p. A15.

¹¹Ibid.

defend his statement. As a result, President Willard McGraw promised another meeting to hear the anti-integration groups which included the Maryland Petition Committee, We the People . . . , and the Montgomery Farm Bureau . . .¹²

This meeting was held at Wheaton High School on December 2. The Maryland News reported that more than 300 attended the meeting. Nine statements were presented, not all of these were from the "anti-integrationists." Speakers were from We the People, Maryland Petition Committee, Unitarian Church, Kensington Branch of the American Association of University Women, Farm Bureau, Brighton Dam Citizens Association. ". . . Most of these statements favored what may loosely be termed a 'conservative' approach to integration . . . and . . . many praises for the policy of gradual, rather than immediate integration . . . were offered."¹³

Another paper reported that, "At an unexpectedly quiet meeting last Friday speakers who weren't heard at a November 14th School Board meeting stated their views on hiring of Negro teachers and supervisors in Montgomery County."¹⁴

The Maryland News also stated:

At the conclusion of the smoothly run hearing the audience broke up slowly, people lingering in small groups for the discussion which the Board had not invited. Willard McGraw, Board President, in closing, thanked the various speakers and expressed the hope that the subject would now be considered closed so the Board could get on with its other problems.¹⁵

¹²"Integration Failures Face School Board," Maryland News, November 18, 1955, p. 1. (Published in Rockville, Maryland.)

¹³"Gradual Integration Wins Praise at Wheaton School Board Hearing," Maryland News, December 9, 1955, p. 6.

¹⁴"Integration Views Told at Hearing," Montgomery County Sentinel, December 8, 1955, p. 1. (Published in Rockville, Maryland.)

¹⁵Maryland News, op. cit.

"What did the two hearings accomplish?" the Maryland News asked individual educators:

"I think everyone feels better," was one reply. "At least they know what they want."

"I didn't hear any facts that the Board doesn't already have, but I think it all shows a general appreciation of the problems the Board is up against."¹⁶

The evidence shows that the failure to discuss the transfer of Mrs. Jones with her, led to an attack on the Board and staff members by those favoring integration. The second hearing, led by so called anti-integrationists, complimented the Board on doing as much as it had without disrupting the educational program. The Board's champions had turned antagonists while the antagonists had studied the facts and were Board advocates.

BOARD OF EDUCATION CHALLENGED ON DISPERSAL PLAN

Introduction

The third major problem was a challenge by a group from the Rollingwood Elementary School area.

In April, 1955, the Board of Education decided that four Negro elementary schools would be closed at the end of school in June, following the next Supreme Court desegregation Decree which was rendered May 31, 1955. The resolution closing the four schools stated that the pupils from these closed schools would be sent to the nearest school in their residential district ". . . if facilities permit; otherwise, transport them to the nearest school having facilities; . . ." Three of the closed schools were able to transfer their students to schools within each pupil's residential district; Linden, the fourth school,

¹⁶Ibid.

was not able to do this. School officials dispersed these students to three schools pending completion of a school nearer their homes. The three schools were Woodlin, McKenney Hills, and Rollingwood.

The Parent and Teacher Associations of Woodlin and McKenney Hills met and made plans to accommodate those transferred. A new organization named the Rollingwood Community Association was formed and voiced objections to the transfer of Negro students to their elementary school. Action of this group resulted in a protest to the Board of Education to change its plan; when this was denied, the protest of the local Board's dispersal plan was carried to the State Board of Education.

The material is presented in a time sequence and shows the interaction of the factions involved in the dispute.

Board of Education Challenged

On June 3, 1955, the Special Assistant on Integration and the Supervisor of Pupil Personnel, Mr. T. H. Owen Knight, met with the Superintendent. It was agreed that "Woodlin Elementary School will not have the room for all students from Linden." A plan is to be developed ". . . so that some of the Negro children will go to other schools until the new school (Rosemary Hills) in the area is constructed."¹⁷ Principals of the neighboring schools were contacted and a report of the tentative plan was made to the Board of Education by the Superintendent on July 12, 1955.

An open letter was sent "To the Parents of Rollingwood School District" by the President of the Rollingwood Parent and Teacher Association, Mr. Robert L. Thompson. The letter acknowledged that "rumors" were:

¹⁷Special Assistant, "Notes on June 3, 1955." (Handwritten.)

. . . circulating that Rollingwood . . . would be required to accept a large number of colored students, and perhaps colored teachers. . . . the Principal's Advisory Committee invited Mr. T. H. Owen Knight, Supervisor of Pupil Personnel, . . . to meet with us and explain what part . . . Rollingwood . . . would be expected to perform. . . . he met with us . . . June 8 . . . he did state . . . that . . . Linden . . . would not be used next year. Therefore, the Superintendent's office was faced with the necessity of finding, . . . school rooms. . . . Rollingwood . . . will not be overcrowded in the fall term. . . . Thus, it is possible that we may be called upon to accept in our schools some of the students . . ., although Mr. Knight emphasized that no final decision has been made.

This is all that is known at the present time. The Principal's Advisory Council will . . . bring additional information to your attention as it becomes available . . .

In conclusion, the letter reminded the school's patrons to attend the budget hearing on June 10th ". . . the question of . . . additional schools . . . is to be considered."

A letter was sent to the Superintendent by Mr. Thompson on June 17. He stated that a meeting had been held with Mr. Knight and that:

Rumors reached us during the past week. . . . Since we have no Negro children in the community we were taken by surprise. . . . We agree that it was right to close the standard Negro elementary schools in the area. A number of us had seen the squalid, melancholy conditions of these schools and we were happy for the day when these children could be given a better chance for an education.

We were not happy, however, when we discovered that there was a possibility of the entire student body . . ., some 115 to 120 . . ., being sent to Rollingwood next fall.

Mr. Thompson further stated in his letter that Rollingwood might have the room but if the ". . . solution is examined from every side, it becomes readily apparent that it is not good for either the boys and girls from Linden or for our own Rollingwood children." He suggested that new district lines be established, planning for the new school continue, and assign students in classes in neighboring schools into classes with children in the Rollingwood residential district.

Mr. Thompson questioned the "psychological factor" involved when great "economic extremes" exist between the two communities, and:

Some of these children's mothers are maids in our homes; their fathers deliver our groceries or are engaged in similar service trades. . . . Instead of the children's starting together from a common economic background, or a number of backgrounds not too dissimilar, these children would suffer an economic inferiority. . . . The same extremes are readily apparent on the academic side. . . . We think our parents feel more deeply on this point than any other: They do not wish to see their children's academic progress seriously retarded or threatened. . . .

If the Rollingwood school were to become "the integration school" for the Chevy Chase area, the whole community would suffer. People . . . would find an appreciable decline in the value of their homes and property should they be forced to sell during this period of transition. This is not to suggest that we put property values above human values! . . .

The letter was concluded by stating that the letter had the approval of the Principal's Advisory Council, the School Trustees, and by the Executive Board of the P.T.A.

On June 17, 1955, the Tribune newspaper carried a report on the front page and headlined, "120 COLORED PUPILS MAY GO TO ROLLINGWOOD."

In the text it was stated:

County school officials reportedly have a plan under consideration that would put some 120 Negro pupils into the Rollingwood Elementary School next fall. . . . School officials are firm in noting that the Rollingwood proposal is only one of several under consideration. . . . Rollingwood is about to open a new six room addition that would make its capacity exceed enrollments by about 100 providing all purpose room, libraries, and the like are continued in use as classrooms.

On July 12, 1955, "The Superintendent submitted his plan for the tentative placement of teachers from the four sub-standard schools and the dispersal of the pupils from these schools."¹⁸ The plan called for

¹⁸Board of Education, "Minutes," July 12, 1955.

the 114 students from the Linden sub-standard Negro school building to be transferred to three schools in September, 1955. The Rollingwood, Woodlin, and McKenney Schools would each receive 32, 32, and 50 students respectively. It was explained that this would be for one year since the Rosemary Hills Elementary School would be complete by that time and the children in the Linden area would fall within its boundaries. The closest schools to the Linden area were Woodlin and Rock Creek Forest, but because of crowding none would be assigned to Rock Creek Forest.

A communication was sent by the President of the Parent and Teacher Association to the parents and teachers of Rollingwood School on July 25th announcing a meeting with the Superintendent on August 2. Attached to this report was:

1. Letter dated June 10 to parents of Rollingwood School.
2. Letter dated June 17 to Dr. Norris from the Advisory Committee to the Principal, the Executive Board, and the Trustees.
3. Reply from Dr. Norris dated June 23.
4. Chart showing relative positions of schools near Linden School, capacities and anticipated enrollments of most of the schools not including colored children.
5. Breakdown by classes showing the assignment of the Linden children and the number of white children in each class.
6. Questions to and answers given by Mr. Knight at the Executive Board Meeting, July 18.¹⁹

On July 25, 1955, at a Board of Education meeting:

Mr. Andrew Lipscomb, acting spokesman for the Rollingwood Community Association, read a prepared statement to the Board, on behalf of the Association, wherein the Superintendent's proposed plan for the dispersal of the Negro students from the sub-standard schools was opposed, and urging that the unused capacity of the Rollingwood Elementary School be used to relieve the overcrowding of the immediately adjacent school rather than transferring children from a more

¹⁹ Letter from Ruth J. Boone, Acting President, to Rollingwood Parents and Teachers, July 25, 1955.

distant school. This statement was supported by a petition bearing the signatures of approximately 325 persons.

In the following discussion, the President and the Superintendent advised the Association that the present plan for the dispersal of the children was felt to be the most feasible and was merely the first step in desegregating the school system; however, the thoughts of the Rollingwood Community Association would assuredly be taken under study and given consideration.

Re: Appearance of Mrs. William Boone,
Acting President of the Rollingwood
Parent-Teachers Association

Mrs. Boone, Acting President of the Rollingwood PTA, advised the Board that their Association had taken no definite stand in the proposed plan of the Superintendent for the dispersal of students from the four-sub-standard schools and further advised that their Executive Board has called a special meeting for Tuesday, August 2, 1955, at 8:00 P.M., for the purpose of open discussion of integration as it affects Rollingwood School and that the Superintendent will be present at that time, therefore, the Board was urgently requested not to take any definite action until this meeting had been held.²⁰

The Evening Star newspaper, in its report of the Board meeting said:

A group of residents of the Rollingwood School district in Chevy Chase, Maryland, last night told the Montgomery County Board of Education they would fight the Board's plan to "dump" children from a sharply contrasting economic community into the Rollingwood school this fall. . . . In a strong show of resistance . . . the residents call the transfer . . . "deportation". . . . Sixty . . . homeowners crowded the small meeting room to hear their protest voiced by Andrew A. Lipscomb . . . who said he was the spokesman for the newly formed Rollingwood Community Association. . . . a petition . . . charged that the transfer would "leap frog" the Negro pupils over adjoining school districts and "dump" them into Rollingwood School. . . . "The residents," said Mr. Lipscomb, "live miles away from the . . . [Linden School] Few, if any of them, knew of its existence. They bought their homes in a community which did not adjoin such a district."²¹

²⁰Board of Education, "Minutes," July 25, 1955.

²¹"Residents Hit Shift of Pupils to Rollingwood," The Evening Star, July 26, 1955, p. A19.

Mr. Lipscomb stated, "This is not a protest against integration within a law and on a just and equitable basis."²²

Mr. Lipscomb suggested that the area be re-districted and that the Negro children from Linden be assigned to Rock Creek Forest and Woodlin Elementary Schools and that students in Rock Creek Forest be assigned to Rollingwood. The "slum condition" of Littonsville was mentioned, and:

Duplicate in the Maryland code is an appreciation of the property and community right of any community not to be used as a dumping ground for children from remote and drastically different communities. . . . [Rollingwood residents] . . . paid high prices for their homes because of the location and character of Rollingwood. . . . On the other hand, those who bought their homes in communities adjoining Littonsville, paid less for their homes. . . . they pay much lower taxes because of their proximity to Littonsville. Along with the benefits of lower prices and lower taxes they assumed the burden that any residents of a community must bear, that children from an adjoining community may attend their schools.²³

Reasons were given by the Board for its action and that it would study the protest.

Montgomery County Sentinel commented on the situation:

News that the Rollingwood School people appeared in force . . . to protest the transfer of Negro students to their area calls forth three reflections:

1. The shoe never pinches until you try it on . . .
2. All too infrequently do County residents try to get the facts on the other person's problems. . . . The community in question is all of two miles away . . .
3. . . . The hard facts of the matter are, of course, that Rollingwood's facilities are the best equipped in the area to handle the new students. Nevertheless, the first one to break the ice is entitled to a gasp of surprise.²⁴

²²"Rollingwood Negro Pupil Transfer Hit," The Washington Post and Times Herald, July 26, 1955, p. 23.

²³Board of Education, "Statement of the Rollingwood Community Association," read before the Board by Andrew A. Lipscomb, July 25, 1955, pp. 2-3.

²⁴"The Lower County Runs Into Integration," Editorial, Montgomery County Sentinel, July 28, 1955, p. 4.

The Sunday Star devoted slightly more than one half of a page to the dispute. The article reported that the Executive Committee of the Parent and Teacher Association had ". . . voted 10 to 7 to accept the Board of Education's action on integration. . . . Residents have been urged by Acting PTA President, Ruth J. Boone, to reserve final action until Tuesday night when Dr. Norris will be present."

The article, in comparing the two communities, said that in Rollingwood:

. . . There are some 300 homes ranging in value from \$28,000 to more than \$60,000. . . . The nearest Negro neighborhood, by actual traveling distance is almost two miles. It is Littonsville, a community of some 110 homes ranging from rather attractive and well-kept houses to miserable hovels that would shock the senses of many Montgomery residents. . . . Linden school is . . . a three room structure with outside privy.²⁵

The meeting of August 2, 1955, was attended by over five hundred in the Rock Creek Shelter:

. . . Dr. Forbes Norris underwent a 90 minute question barrage as the meeting began. . . . The Executive Board had sought to require all speakers to indicate how many children they had and in what grades they were located. . . . The move was aimed at emphasizing that 87 new members joined the PTA before the meeting last night so that they could vote on the integration issue. . . . this was . . . defeated badly.²⁶

. . . Eighty-six new families paid membership dues in the PTA in advance of this meeting. It was revealed that many of these "new members" have no children in the school, but were responding to a call of the quickly formed Rollingwood Community Association to "join the PTA and express yourself." By-laws require merely that members subscribe to the PTA aims and pay \$3.00 dues. Only requirements for the

²⁵"Integration Issue Comes to Rollingwood," The Sunday Star, July 13, 1955, p. A7.

²⁶"Rollingwood PTA Vetoes Integration Plan 3-1," The Evening Star, August 3, 1955, p. A25.

. . . Rollingwood School are that persons have children attending the school or live in the school district.²⁷

With the newly formed Rollingwood Community Association it meant the Rollingwood was represented by two organizations. The other was the Rollingwood Citizens' Association, the regular civic group, which had not taken a stand on the issue prior to the July 25th Board of Education meeting.²⁸

Although over 500 persons attended the meeting, the vote to reject the stand of the Executive Committee, by secret ballot, was 176 to 55, a total of 231.

The Superintendent's plan would send 32 students to Rollingwood; four would attend the first grade; seven the second; ten in the third; eight in the fifth; and three in the sixth.

Three suggestions were offered at the meeting to avoid the transfer:

1. Improve the sanitary facilities and use Linden School until Rosemary School is completed.
2. ". . . Take 100 students into Rollingwood from nearby Rock Creek Forest School -- where classes will be in double shifts this fall -- and have the Negro students absorbed by McKenney Hills and Woodlin Schools.
3. ". . . Have Rollingwood absorb pupils from the fringe areas of nearby districts, and allot the 32 Negro students earmarked for

²⁷"Rollingwood PTA Opposes Accepting Negro Students, Votes Committee Confidence," Rockville Times, August 4, 1955, p. 3. (Published in Rockville, Maryland.)

²⁸Ibid.

Rollingwood elsewhere."²⁹

On August 7th, the press reported that the President and eight other officers of the Rollingwood Parent and Teacher Association had resigned.³⁰ In an open letter Mr. Robert L. Thompson said:

. . . The Executive Board's recommendations . . . were voted down. . . . Under the circumstances I am of the opinion that leadership closer to the thinking of the community is needed. . . . Probably no one is satisfied with the proposed integration plan -- least of all the 32 Negro children faced with the prospect of going to school in a hostile community. . . . Rollingwood had the space -- more than 100 vacant desks. . . . the talent -- a number of former teachers and doctors had offered their services to help out such problems as health and the maintenance of proper levels of academic work. All our community lacked was an understanding of the fact that human needs know no boundaries. It is still not too late for our community with its many fine citizens to start another crusade -- this time for human values. . . .³¹

A newspaper editorial criticized the action of the Rollingwood Parent and Teachers Association:

The story of the resignation of Robert L. Thompson, . . . and eight of his associates . . . makes painful reading. . . . The lamentable part of the story is the community's revolt against a group of conscientious parents who were trying to help bring their community into conformity with the law of the land. . . . Rollingwood residents had an opportunity to demonstrate their devotion to the ideals of equality and law and to set an example of tolerance for children. Instead they yielded to pettiness. . . . For citizens groups affected by these decisions the choice is between large spirited acceptance of the inevitable and the backward looking obstruction. We cannot help thinking that, if the members of the otherwise progressive Rollingwood PTA would rise above the emotionalism of the moment and think seriously about what they have done, they would yet reverse the course they have taken.³²

²⁹"Pupil Shift Protested By Rollingwood P.T.A.," The Washington Post and Times Herald, August 3, 1955, p. 15.

³⁰"Rollingwood P.T.A. Officials Resign in Montgomery Dispute," The Washington Post and Times Herald, August 7, 1955, p. A1.

³¹"P.T.A. Head Quits on Race Issue," The Evening Star, August 7, 1955, p. 1.

³²"Pettiness in Rollingwood," Editorial, The Washington Post and Times Herald, August 9, 1955, p. 20.

On August 10th it was reported that Dr. Norris would report, ". . . again on Monday night . . ." about Rollingwood. Dr. Norris reported that ". . . 'the school administration had legal authority to assign the Littonsville children wherever it pleases.' . . . The Board left the matter in the hands of the Superintendent shortly after he declared: 'I think the decision has been made and we should stick to it.'"33

In another report it was stated that:

. . . Among the solutions and letters considered by the Board yesterday was a petition from 19 parents, relatives and neighbors of the children of Linden School. . . . They urged the Board to seek another solution. Mrs. Rose Kramer, board member, said she understood the petition wasn't "spontaneous" and had been solicited by protesting citizens of Rollingwood.

Mrs. Helen Scharf, another board member, said she wouldn't "be a party to keeping Linden School open."³⁴

The Washington Daily News reported that when the petition was discussed, "A Board Member pointed out that several of the signatures were in identical handwriting."³⁵

On Monday night, August 15, Dr. Norris read a prepared statement of four pages to the Board of Education. He stated:

- . . . four basic principles . . . which governed the transfer decisions:
1. The welfare of all children must be considered;
 2. The total instruction program in all schools affected should be the best obtainable;
 3. As few children as possible should be disturbed by transfer;
 4. Permanent school areas should be established as soon as

³³"New Report To Be Made on Rollingwood Issue," The Evening Star, August 10, 1955, p. B1.

³⁴"Rollingwood Pupil Transfer Stands," The Washington Post and Times Herald, August 10, 1955, p. 27.

³⁵"It Looks Like Rollingwood Student Shift Will 'Stick,'" The Washington Daily News, August 10, 1955, p. 18.

possible.³⁶

Dr. Norris mentioned that Woodlin, Woodside, Parkside, Forest Grove, Rock Creek Forest, McKenney Hills, the Montgomery County Jewish Center, and Rollingwood were each studied in making the final plan. He cited specific situations wherein classes, and individual students have been "bussed" to schools outside their own district for a number of years as a result of the rapid growth in some communities. ". . . I do not say the above plan is the only one, but I do believe that it is the fairer and more feasible. . . . I see no reason to change my decision in assigning Linden pupils to the three schools mentioned."³⁷

. . . When he made his announcement about 40 members of the Rollingwood Community Association walked out of the school board meeting . . . , and met on the lawn outside to plan a possible suit for an injunction against Dr. Norris' decision.

The Community Association was organized, according to its temporary president, James S. Spivey . . . , when "we tried to get the Rollingwood Citizen's Association to do something about this, but they refused."

At the lawn meeting a Washington lawyer, Andrew A. Lipscomb . . . , took over as Chairman of the "Committee on Appeals and Litigation."³⁸

It was reported that Lipscomb ". . . said the group would act against Dr. Norris rather than against the School Board 'since the Board appears to have abrogated its authority to Dr. Norris in this case.'"³⁹

A petition was received by the Board late the same evening, backing the assignment of 32 Linden children to Rollingwood, signed by 75

³⁶Board of Education, "Minutes," August 15, 1955.

³⁷Ibid.

³⁸"Rollingwood Plan Stand Unchanged," The Washington Daily News, August 16, 1955, p. 13.

³⁹"Legal Action Threatened to Bar Rollingwood Shift," The Evening Star, August 16, 1955, p. A21.

members of the Linden School P.T.A.⁴⁰

Six days after the "lawn meetings":

More than 100 residents of the . . . well-to-do Rollingwood section appealed to the Maryland State Board of Education to block enrollment of 32 Negro children into the Rollingwood School this fall. They charged that plans for the enrollment change were "makeshift."⁴¹

Under Maryland law the appeal from a school board decision is taken to the State Board of Education and if the petitioner is not satisfied at that level he may appeal to the courts.

The Rollingwood Parent and Teachers Association ended its dispute with the Board of Education when its executive committee met on August 22 and took no action in the matter. Officers were appointed to replace those who had resigned earlier.⁴² The protest was carried to the State Board of Education, not by the P.T.A., but by individuals of the community.

The appeal was filed on August 20 and signed by two hundred and sixty residents of the Rollingwood community. The appellants requested, that the State Board reverse the decision of the Superintendent and County Board of Education since the decision is contrary to a number of statements of the State and federal courts which allow for desegregation timing to depend upon local conditions. The appellants also requested that the matter be considered by the State Board of Education in an "immediate hearing" because of the school opening date. If this

⁴⁰"School Heads Give Glenview to Twinbrook," Montgomery County Sentinel, August 18, 1955, p. 6.

⁴¹"Integration," The Washington Daily News, August 22, 1955, p. 3.

⁴²"Rollingwood P.T.A. to Have 3 New Officers," Rockville Times, August 25, 1955, p. 2.

could not be arranged, the State Board of Education was requested to direct the county authorities to ". . . suspend the execution of the proposed transfer. . . . pending final action."

Fourteen "matters" were submitted and the State Board was requested to "investigate" them. These "matters" pertained to districting policies of the Montgomery County Board of Education, why the Linden school could not be used for another year, and the statements reported in the press by Board members. These reports were cited as being indicative of their confusion and possible intimidation.⁴³

The hearing was held on August 31, 1955, at the State Board of Education offices in Baltimore, Maryland. It lasted for three and one half hours:

The Rollingwood protest is the first of its kind to come before the State Board.

The hearing was punctuated by frequent comments and questions from the audience, consisting largely of Rollingwood citizens. No parents of the Negro pupils at Linden School attended.⁴⁴

On September 1, the State Board handed down its decision:

. . . After a careful study of all the testimony the State Board of Education is of the opinion that the evidence presented to it on this appeal does not show any bad faith or capricious action upon the part of the County Board or upon the part of its County Superintendent. On the contrary, the decisions in the premises appear to have been made in good faith, and, in the belief of the majority of the members of the County Board, their actions were in the best interest of all the pupils involved in this transfer and of public education in the County.

⁴³Appeal From Decision of County Superintendent of Schools and County Board of Education of Montgomery County, Maryland, filed with State Board of Education. Andrew A. Lipscomb and Appellants, Baltimore, Maryland, August 20, 1955.

⁴⁴"Rollingwood Takes Case to State," The Washington Post and Times Herald, September 1, 1955, p. 17.

Examining in retrospect the decision in connection with the closing of Linden School, the State Board feels that some of the procedural details adopted by the County Board and the County Superintendent may have been open to question. For example, as a matter of general administration of a public school system, the State Board feels that the scattering of children from a particular school among a number of other schools for a one-year temporary period is educationally unsound unless a real emergency exists. Nevertheless, it is clear that these questions are matters of local school administrative policy, and it is the opinion of the State Board that sound administration of the public school system requires that a substantial degree of weight be given to policy decisions of local boards.

In the opinion of the State Board of Education the evidence in this case does not justify a reversal of the determinations and decisions of the local board and its Superintendent. However, in view of the evidence adduced at this hearing, the County Board may desire, in its discretion, to modify procedural details of its plan. That, in the opinion of the State Board of Education, is a matter for local determination.

The State Board of Education therefore concludes that the Montgomery County Board of Education and its County Superintendent have acted within their legal rights and within that field of discretion in which they must necessarily act in resolving their local problems of public school administration.

Accordingly the relief prayed in this appeal is hereby denied.⁴⁵

On September 7, 1955:

A group of Chevy Chase residents yesterday accused Montgomery County School authorities of "face saving" by refusing to change plans for admission of 32 Negro students to Rollingwood Elementary School. This was contained in a statement released by Andrew A. Lipscomb.⁴⁶

On September 9, 1955:

Mr. Andrew Lipscomb announced that the Rollingwood community group would not take further action. The group intends "to keep a close watch to see if the problem created by the

⁴⁵ State Board of Education of Maryland, "Opinion and Order of the State Board of Education of Maryland Filed September 1, 1955," pp. 2-3.

⁴⁶ "Rollingwood Stand Called 'Face Saving,'" The Washington Post and Times Herald, September 7, 1955, p. 44.

County Board of Education and the Superintendent of Schools is handled in a manner that is educationally sound."⁴⁷

School opened as scheduled without any further action taken by the appellants to appeal to the courts. The report stated:

A Montgomery County school bus pulled up to Rollingwood School yesterday and among the youngsters stepping out were 31 pupils who last year attended an antiquated all-Negro school at Littonsville.

Members of the Rollingwood PTA greeted the young people and took them to the library to join other newcomers in learning the rules of the school.

By 10:30 A.M., the school's first, second, third, fourth, and sixth grade classes were integrated. Classwork was underway. By noon, when some of the shyness had worn off, the new pupils were taking their turn at the slide and the jungle gym. All the children were playing together . . .⁴⁸

Another report:

Montgomery County school children were introduced to racial integration today and the result was called successful throughout the system.

. . . This was true of the Rollingwood Elementary School as elsewhere. . . . Everything appeared to move in routine fashion. . . . Mrs. Elizabeth Roberts, the school principal . . . said . . . she knew of only two or three withdrawals from the school.⁴⁹

BOARD OF EDUCATION MET RESISTANCE AT POOLESVILLE

Introduction

The fourth major challenge to the desegregation program of the Board of Education occurred in Poolesville. The challenge was in the

⁴⁷"Rollingwood Group Drops School Suit," The Evening Star, September 9, 1955, p. A16.

⁴⁸"Rollingwood Integrates Without Stir," The Washington Post and Times Herald, September 12, 1955, p. 21.

⁴⁹"Schools in Montgomery Are Quietly Integrated," The Evening Star, September 12, 1955, p. B1.

form of picketing, refusal to send pupils to school, petitions, and a motorcade to the County seat; this resistance movement was halted by the County and State Police and the Board of Education.

The resistance movement was encouraged by non-residents of the Poolesville community. Threats of physical violence were made. The methods used by those opposing the Board's plan are revealed in chronological order.

The events which took place at the opening of Poolesville School in 1956 occurred despite the fact that the faculty and the Parent and Teacher Association had made plans to effect a smooth transition.

The Board of Education was firm in its stand to carry out the plan it developed. This section tells how the Board effected its plan in the face of this resistance.

Resistance at Poolesville

The Parent and Teacher Association, in response to the request of the Montgomery County Council of Parent and Teacher Associations, acted on March 1, 1955. Each local association had been requested to consider the Council proposals which called for the end of segregated schools in September, 1955. The following resolution was passed "almost unanimously":

We . . . recommend . . . that after the Supreme Court has handed down its ruling on implementing integration in the public school system that it [The School Board] follow a pattern of gradual integration, beginning with the kindergarten and first grade level.⁵⁰

The Executive Committee of the Poolesville Parent and Teacher Association met in January of 1956 and discussed two of the talks which

⁵⁰Letter from John P. Spates, Chairman, Integration Committee, to Dr. Forbes H. Norris, Superintendent, March 28, 1955.

had been recorded at the September 1, 1955, professional staff workshop on integration. It was decided at this meeting that a part of the March, 1956, Parent and Teacher Association meeting would be devoted to the discussion of desegregation.

On February 23, 1956, Mr. Hugh Smith, Principal of Jefferson Junior High School in Washington, D. C., and the Special Assistant to the Superintendent on Integration were invited to meet with the Principal's Advisory Committee and the officers of the Parent and Teacher Association. During the discussion the plan which was to be adopted in April by the Board of Education was discussed. It was the consensus of those present that a selective program, whereby the Negro students coming into the school would have satisfactorily indicated that their placement would not disturb the educational program by lowering its standards, would be satisfactory. The dangers of a grade to grade approach were reviewed. Mr. Smith and the Special Assistant urged the group to watch carefully the results, so that, if anything, their standards improved.⁵¹

On May 8th a resolution, below, was passed at the final Parent and Teacher Association meeting for the 1955-56 school year. The vote was 33 for, 28 against, and 7 abstaining. The resolution was sent to the Board of Education June 27, 1956, and read at the July 11th meeting of the Board. The resolution stated:

Whereas the Poolesville PTA has as its primary concern, the improvement of the educational and sociological programs of the Poolesville School, and

Whereas to integrate Negro and white children . . . will not improve these programs . . . and

Whereas the Poolesville PTA has not expressed itself officially to the Board of Education for or against the integration . . . and

⁵¹Special Assistant on Integration, "Notes of February 23, 1956, Meeting," (Handwritten.)

Whereas the County School officials, the principal, and teachers have a right to know the will of the PTA . . . and

Whereas the acceptance of the Supreme Court decision to force the integration of Negro and white school children in public schools has met with widespread differences . . .

Therefore, Be It Resolved, that the . . . PTA go on record in absolute opposition to the integration of Negro and white children in Poolesville School and call upon the county school officials, the principal, and the teachers to oppose any such present or contemplated action as being detrimental to the educational and sociological programs of the school . . .

On June 12, 1956, it was announced that Poolesville would receive 15 Negro students when school opened in September. The resolution, which was in direct opposition to that passed by the same Parent and Teacher Association in May of 1955, was sent to the Superintendent on June 27th. This was 15 days after the Board had announced its anticipated Negro enrollment figures. The Board of Education received the resolution at its July 11th meeting. No action or comment was made by the Board of Education members.⁵²

On the front page of The Washington Post and Times Herald, the first article of the protest appeared. The article reviewed briefly the events leading up to the opening of school. An account of the day was given:

The . . . demonstration began at 8 A.M. when knots of parents began to form by the school doors. Many uttered angrily, "We don't want integration."

By 8:20 A.M. pupils began arriving on foot and by bus. The adults began urging them to stay out of class. The 9:10 bell rang and 20 uniformed Montgomery County Policemen ordered the adults away from the door. They moved about 75 feet back on the lawn.

About 300 students filed into the building. Another 300 remained away. Many of those who went into school

⁵²"Poolesville's P.T.A. Opposes Desegregation," Montgomery County Sentinel, July 12, 1956, p. 1.

looked bewildered. Some of the smaller youngsters began to sniffle. Other pupils joined the adults.

Five of the Negro pupils came by county operated school bus. Two walked . . . the others came in their parents' cars . . .

Four Negro parents stood apart from the crowd and watched as protesters began to circulate two petitions. . . . One was for children. . . . saying (in part), "We refuse to go to school and be integrated." . . . The second, for parents . . . (in part demanded) "immediate removal of the colored children."

. . . The crowd . . . moved about 200 yards from the school and gathered in front of the home of Buford Wynne.

They were addressed by Everette Severe . . . of the Maryland Petitions Committee. He shouted: "We're going to demand a hearing before the school board for this perpetration they have put upon us. There will be a protest meeting at the Town Hall [Poolesville] at 8 o'clock tonight . . . and every night this week until we work out a solution to this problem."

Severe called to the parents; "You're not supposed to send your kids to school until we get this thing settled."

At 10 A.M. Severe led a crowd of about 30 parents back to the school where they were met at the entrance by Superintendent Norris and Poolesville principal, Robert T. Crawford. Severe demanded an audience with the officials.

"Can't you boil your group down to a few?" Norris asked.

Severe snapped; "You got plenty of room in there." He explained that the large group was a "committee" and had "no chairman." "This is just the American way," he added.

Crawford and Norris invited the group into the auditorium. Montgomery County Police Superintendent James S. McAuliffe and ten of his men stood guard.

"Who is the spokesman?" Norris asked. One man shouted, "We have none, we're all of the same mind . . . and no one wants to get locked up." He handed Norris the petition . . .

The Superintendent told them in effect that it was the law and he would see that they had a hearing before the Board if they wrote a letter requesting it and "setting forth the specific purpose and reason for such a meeting." Dr. Norris told the parents to "think over carefully the effects of your action on your children."

Several shouted, "If we don't get a hearing soon we'll march to Rockville," where school headquarters is located. Norris replied, "It is not wise to threaten."

The parents next turned to Crawford. They charged, "He was a pro-integrationist principal shipped in from West Virginia." This is Crawford's first year in the county. . . . The crowd of parents and students disappeared by noon and did not return through school closing.⁵³

That evening a group of one hundred and eighty-two met in the Town Hall. They decided to form a committee of twelve to obtain the hearing. The group charged Maurice Ward, the Vice Principal, with being pro-integration and wanted him to resign. A Mr. Paul Paxton, described as a Sunday School Superintendent, made this demand. According to the newspaper report:

Paxton, first speaker of the meeting, protested use of his name in newspaper stories . . .

At one point in the meeting . . . members of the group demanded that news reporters inform them how they would write up the meeting.

One member of the group threatened, "If they don't write it up right, I'll take care of them."

Charles Bodmer, Jr., a school bus driver, told the crowd: "We've got the ball rolling. We better keep it rolling."

The group agreed to meet again tonight at the Leonard Allnutt farm . . .

Montgomery County Police also came under criticism for helping to prevent demonstrating parents from barring students at the school.⁵⁴

Everett Severe was "suspended" pending a hearing by the National Broadcasting Company, described by The Washington Post and Times Herald,

⁵³"Poolesville's Lone Protest Mars School Term Start," The Washington Post and Times Herald, September 5, 1956, p. 1.

⁵⁴"Poolesville Meeting Protests Integration," Ibid., p. 12.

as his place of employment as a "supervisor of the timing of shows."⁵⁵

In an editorial it was stated:

Riots are made, not born. . . . Unhappily, there are trouble makers abroad. . . . It was to be expected that they would seize the fall re-opening of the public schools as an opportunity.

The trouble at Poolesville, Maryland, yesterday did not develop spontaneously. Somebody made it his business to persuade a number of youngsters to play hookie -- not so difficult a thing to do in any case. Somebody gave the . . . boys the idea of creating disturbances in classrooms. For the past two weeks a deliberate campaign had been under way to create trouble in Poolesville. . . . there had been threatening, ominous talk of impending violence . . .

Much more serious trouble was fomented at Clinton, Tenn., . . . John Kasper was quite properly sentenced to a year in prison . . .

The trouble makers had better be made to understand at once that it is the American eagle whose feathers they have so cavalierly been ruffling.⁵⁶

An earlier report showed that Everett Severe had been active in Virginia:

Two foes of integration addressed about 150 persons at a rally in Charlottesville, Va., yesterday. Asa E. (Ace) Carter, Executive Secretary of the North Alabama White Citizens Council . . . and . . . Everett Severe of Kensington, Md., a member of the Maryland Petitions Committee, said the people "are the law of the land, not the Supreme Court."⁵⁷

There are no news reports that substantiate the editorial which appeared in The Washington Post and Times Herald, which stated, "There had been threatening, ominous talk of impending violence. . . ." Except for the May 8th resolution of the Poolesville Parent and Teacher Association, there are no records to indicate that the opening of that

⁵⁵"Radio Aide was Leader of Protest," Ibid., p. 12.

⁵⁶"The Troublemakers," Editorial, Ibid., p. 22.

⁵⁷"Two Integration Foes Address Virginia Rally," Ibid., September 3, 1956, p. 10.

school would meet with active opposition.

The Superintendent sent a letter to the "Patrons of the Poolesville School" on September 5th, and said:

I am very sorry that at this late hour there is dissatisfaction with the School Board policy on integration announced last spring. I am sorry, also, that some of our citizens are not looking at the question quietly and wisely. . . . May I remind you, also, of these sections of State Law:

" . . . Section 92 (P. 65) -- Any person who shall disturb any public school in session shall . . . forfeit and pay twenty dollars . . . be imprisoned not exceeding thirty days, or both . . ."

"Section 223 (Para. 'C', P. 184) -- Any person who induces or attempts to induce any child to absent himself unlawfully from school, or employs or harbors while school is in session any child absent unlawfully from school, shall . . . be fined not more than fifty dollars."

It is wise to remember, also, that a school bus is a basic part of the school, . . .

Please read the above statements of Law carefully. The Law will be carried out.

On September 6, Edward B. Wynne, sent a letter to the Board of Education. The complete text was: "We, a committee of taxpayers and parents of the Poolesville school area, demand a hearing at the earliest opportunity in order that we may challenge the Board's action integrating our school."

The following letter was sent to Mr. Edward B. Wynne, Representative of Poolesville School Community, Poolesville, Maryland, on September 6, 1956:

Your request for a hearing before the School Board has been received and will be read formally and considered fully at the Board meeting on September 11.

Board Members recognize the right of petition by any group of our patrons or citizens. However, the Board wishes to remind any petitioner that the question of integration in our schools was discussed fully and at length by the Board, Staff, and Community Groups in a series of meetings in the

last two years. As a result of this study, the Board feels that it has at its disposal full information concerning conditions in the various school districts of our county.

Board Members feel that there is no good reason to re-open a discussion of the question of integration. If some injustices exist which work to the disadvantage of the children in our schools, such specific complaints or questions should be referred to this administrative staff.

Board Members feel, also, that this is a matter to be discussed with Poolesville patrons and not with people from the outside. It is also the firm conviction of Board members that this matter cannot and should not be discussed until patrons of the Poolesville school bring to an end the unlawful and illegal acts which are keeping pupils out of school and which are interfering with the opening and organization of the school.

If and when these patrons of the Poolesville School see fit to act in a lawful and orderly manner as it affects the operation of the school, then the School Board will be ready to meet with and discuss with those patrons any complaints, with the understanding that this does not mean a re-opening of the integration question generally.

Board Members feel that their action taken on April 23, 1956, was done after full and objective consideration, and they see no reason to change that policy.

Sincerely yours,
Forbes H. Norris
Secretary of the Board

On Thursday, September 6th, it was announced that Dr. Norris had sent a letter to the parents of Poolesville students informing them of the Maryland School Laws. It was reported that 58 more students showed up than on opening day, Tuesday. It was also reported:

The principal reported "no tension between white and Negro pupils." No demonstrators appeared yesterday to dissuade children from entering the building.

. . . Crawford said a county police detail will be on hand during school hours until next week. Yesterday 36 policemen, accompanied by Montgomery Police Superintendent and County Manager M. L. Reese were on hand shortly before 8 A.M. when the buses started arriving.⁵⁸

⁵⁸"Montgomery County Superintendent Quotes Md. School Law to Parents," Ibid., September 6, 1956, p. 1.

Thursday, September 6th, and on Friday, it was reported that nine and thirty-seven pickets respectively were present. It was also reported that Paul Paxton and Charles R. Bodmer, Jr., had sent their children back to school. Mr. Bodmer was identified as a school bus driver and Washington printer. Mr. Paxton was identified as a Post Office Department printing official and Superintendent of the Poolesville Methodist Church Sunday School. He was quoted:

What I believed was a local situation deserving further consideration by the School Board was magnified into a position of widespread interest.

At no time did I perform a leadership role in the movement, and as soon as it became a matter of widespread interest I withdrew from participation.⁵⁹

At another meeting on Thursday night at the farm of Leonard

Allnutt:

Newsmen were barred . . . the meeting lasted about two hours and was punctuated by shouting and applause as three speakers took turns. After the meeting was under way, two men arrived, one carrying a large Confederate flag.

Police in Montgomery County community are discouraging townspeople from holding meetings. . . .⁶⁰

Friday night, after the fifth consecutive night meeting in Poolesville:

More than 50 would-be demonstrators . . . were blocked . . . from parading through Rockville . . . the group included many teen-agers. . . . police had been alerted . . . Forty-five County policemen plus Maryland State Troopers stationed in the area arrived in Rockville. More State police were standing by at College Park.

As the group, carrying anti-Negro and anti-integration signs, moved alongside the old Courthouse building on Perry Street, they were met by Supt. of Police James S. McAuliffe and Inspector Carroll V. Miller.

⁵⁹"Two Protesting Poolesville Parents Send Their Children Back to School," Ibid., September 7, 1956, p. 1.

⁶⁰"Picketing at Poolesville Continued After Meeting," The Evening Star, September 7, 1956, p. A21.

The Superintendent ordered the group to disband and told them, "We won't tolerate any kind of disturbance."

The group left two of their signs on the School Board lot, then left town . . . 61

One reason given for the attempted march was to gain support for the protest movement. The number of individuals attending the night meetings had decreased since the first night. 62

The petitions "demanding" a hearing by the Board of Education were read by the Board and it was agreed that the meeting would be held September 17. The letter, informing the petitioners, was sent to Mr. Edward B. Wynne, Representative of the Poolesville School Community by Dr. Norris:

No particular complaint was expressed in the petition you sent me dated September 6. In the petition handed me at the school on the morning of September 4, it was stated that patrons would want to present their complaints "in defense of our children whose security and welfare, we believe, are in serious jeopardy as a result of the Board's policy on integration"; therefore, the points to be discussed should be confined to specific problems of this nature.

In summary, and for your guidance, the following points should be observed for this discussion:

1. The meeting will be in the School Board Office on September 17, at 8:00 P.M.
2. Thirty minutes will be allotted to hear these complaints.
3. You should plan for no more than six speakers.
4. The remarks of these speakers should be confined to specific complaints as affecting individual pupils in the Poolesville School resulting from Board policy.

Please be assured that arrangements for your appearance are being made by the Administrative Office and you will be received according to the conditions outlined above.

Board members were reluctant to hold the meeting but in view of the misinformation which had been circulated and to keep ". . . good

61 "Rockville Balks Poolesville Group March," The Evening Star, September 8, 1956, p. B1.

62 "Poolesville Pupils Face Integration Crackdown," The Washington Post and Times Herald, September 9, 1956, p. 19.

faith with the parents . . ." it was decided to grant a hearing. Attendance was back to normal one week after the demonstrations started. Only a few families were "holding out," according to Dr. Norris. One Board member said, "Outside agitators and anarchists had stirred up the people who had doubts and fears about integration. . . ." Another Board member voted for the hearing only "in hope that these people will profit from experiencing democratic procedures."⁶³

A few County employees who had children in the Poolesville school attended the demonstration. The County Manager took action:

County Manager M. L. Reese yesterday handed out ten-day suspensions to three Montgomery County road maintenance employees who he said ignored an order to stay away from Poolesville last Tuesday and were observed in the community during working hours.

Reese said the three, identified as Samuel Leith, a grader operator; James Anderson, a laborer; and Harrison Carter, a mower operator, took annual leave for the time they were absent.

Reese, who originally ordered their dismissal rescinded his action after he learned they had applied for leave.⁶⁴

In another action, the County Manager:

. . . circulated a memo to county employees reprinting Maryland's Oath of Office and the Montgomery County Oath of Office. Mr. Reese advised each worker to study the measures "so that he will be fully aware of his obligations as an employee of the Montgomery County government."⁶⁵

A Poolesville group:

. . . voted unanimously Tuesday night to pursue "a course of action which would assure them of segregated schooling for their children," according to Edward

⁶³"Three Who Missed Work to View Integration Demonstration Suspended, Board Airing Set," Montgomery County Sentinel, September 13, 1956, p. A1.

⁶⁴"Pro-Segregation Poolesville Parents Granted Hearing by School Board," The Washington Post and Times Herald, September 12, 1956, p. 11.

⁶⁵"Reese Cites Oaths," Montgomery County Sentinel, September 13, 1956, p. A4.

with Negro students ". . . doesn't improve your appetite." The Board is "picking on the younger group . . . and racial pride will be completely destroyed by the time they become of marriageable age."⁶⁹

Another senior, Betty Jean Wynne, objected because a:

. . . majority of students . . . don't want integration in our school . . . and, why not keep the happy and undisturbed way we had before this year?

Social activities will be gradually cut out, especially dances. What would you do if . . . a Negro boy . . . asked you to dance? How would you feel if your daughter was to come walking home from a basketball game with a colored boy? . . . Also, we know that the Negro children in our school were hand-picked for their ability, but when the general run of Negroes are admitted, they will be three or four years behind white children in their grade. So not only will the curriculum suffer, but there will be embarrassment on both sides. . . . Finally . . . I see no reason, when only a few miles away in Virginia, they have separate schools, why we should not be given the same justice.⁷⁰

Mr. Edward Wynne said that the Board talked to people in the area that gave "lip service" to integration:

. . . Because they either weren't close enough to the feelings of the people or they were scared of losing one of those precious county jobs that won't allow a man, or any of his relatives, to stand up for what he thinks and believes without getting suspended for ten days or fired.

. . . Quite a few of us came . . . from Virginia. . . . a lot of us work with our hands. . . . We've never had to take things shoved down our throats.

Our school is different too. Down County, school is just a place . . . to learn. Up . . . it's the center of many community activities.

. . . There is trouble getting teachers now because we don't have [city advantages] . . . You think we are putting up a fuss about colored children; you just wait till you start running in colored teachers and bus drivers, then you will see something.

⁶⁹Ibid., Donald Nicholson.

⁷⁰Ibid., Betty Jean Wynne.

. . . What do you think will happen to our school when you dump the ordinary and low class Negroes in on us . . . and remember . . . one third of our school is supposed to be colored.

If the School Board had provided good schools for the Negroes, we wouldn't have this problem . . .

You wouldn't give us a Maryland man as a principal. How do you think that makes us feel? What can he tell you about our problems? He isn't going to live in our community. And you add insult to injury by moving our vice principal down county and promoting an outspoken integrationist to the vice principal spot.⁷¹

Two attorneys also spoke. Mr. Robert Bullard, member of the Poolesville School Area Committee and Mr. William Richards, attorney for Mr. and Mrs. Repass (four children) and Mrs. Betson (one child). They argued that more time should be used in desegregating the school.

Mr. William Richards: ". . . informed the Board that his clients intended to make a test case of the Maryland public school law which imposes a \$50.00 fine for inducing children to remain out of school."⁷²

The report further stated:

A crowd of over 300 parents, with many children from pre-school age on up, packed the Board room and surrounding halls to applaud and cheer the speakers in spite of the School Board's president's gavel.

Tempers and the temperature rose higher as President Helen Scharf and Superintendent Forbes Norris remained firm in their intention not to move the hearing to larger quarters. Mrs. Scharf explained that the hearing was part of the school board's regular agenda and other delegations were scheduled after Poolesville's allotted hour.

One restraining influence was the presence of the Montgomery County police force in large numbers throughout the crowd . . .⁷³

⁷¹Ibid., Mr. Edward Wynne.

⁷²Will Test Attendance Law School Board is Told as Public Watch," Montgomery County Sentinel, September 20, 1956, p. 1.

⁷³Ibid.

At the end of the meeting it was agreed by the Board that a reply would be sent to the Poolesville group.

On September 21, Dr. Norris sent a reply to Mr. Wynne in answer to specific charges. The Board also sent a letter to Mr. Wynne on October 9, 1956. The text of Dr. Norris's letter follows:

Mr. Edward B. Wynne
 Representative of Poolesville School Patrons
 Poolesville, Maryland
 Dear Mr. Wynne:

The School Board discussed very briefly, at the close of the meeting on September 17, the views expressed by you and your associates earlier in the evening. It was agreed to discuss them more fully at the next meeting and give you a formal reply. You will receive the Board's answers to your requests in the very near future.

In the meantime, there are some things that I can clarify for your information, and for those who came with you.

First of all, the small number of Negro pupils in the Poolesville school was carefully determined last spring and has not increased. This is in accordance with the plan approved for this school year. Further there has been no thought of sending Negro bus drivers or Negro teachers to the school. This is true of the whole up-county area.

May I remind you, also, that the Negro pupils now at Poolesville were carefully selected in terms of available space and the program offered. I am sure their presence will not lower, in any way, the school's standards. Our experience in other county schools this past year does not show any lowering of standards because of the presence of Negro pupils.

Some have asked what is the next step? What about next year? That cannot be answered except in this way. The whole program, over the entire county will be watched and studied during the year. Then toward the close of the year the results will be weighed very carefully. While the whole county is affected, each school community will get the full consideration in the light of its own needs and conditions. In whatever decision is reached, you may be sure that the welfare of pupils and the standards of instruction will be the deciding factors.

The School Board members, by their oath of office, are duty bound to carry out this law, but in a manner as fair to all concerned as can possibly be done. As the Board's Executive officer, I must assist in so doing. I hope you and your

associates will understand and appreciate this. Equally true is the fact that all of us are American citizens obligated to respect and obey the laws of the land.

In the various school functions and activities, there will be matters arising that can and will be handled best by the principal and his staff. They, too, are fully aware of parents' questions and fears and will do everything possible to prevent them. I have the greatest confidence in the staff and its ability to deal with such matters. Such questions have already been handled satisfactorily in other county schools.

As for the use of a sub-standard room, this is a temporary arrangement caused by the delay in the construction work on the new shop. There was every reason to think that this work would be completed by September 1, when the construction was started months ago.

The charge against the vice principal has been looked into. For your information, I have found that the charge of making some wild statements about white and Negroes is not true. Mr. Ward has been one of our fine teachers for many years. He is also at a loss of how and why anyone should make such statements. The explanation he gave me about his work these last two years has been very complete. I have no reason to doubt his word. His principal and supervisor, in the past years, have always spoken very highly of Mr. Ward as a man and as a teacher.

Mention was made, also, of the loss or taking away of the former principal and vice principal. In each case, a promotion was offered and each voluntarily chose to leave. The new principal is a man of fine experience and training. I am glad that he was willing to join our school staff.

The Poolesville School will have a new addition under-way soon; there will be a great improvement in the school plant; a wider course of study and a larger faculty will be provided. These are steps in our plans to give the Poolesville community a fully accredited high school. I tell you these things as I believe now is the time for the community to be giving the school full support.

I will be very glad to try to answer any question you may have.

The text of the letter by the Board of Education to Mr. Wynne on
October 9:

Dear Mr. Wynne:

The members of the School Board have given serious consideration to the points made by you and your associates at the Board meeting on September 17. Some of those points were

answered or explained by the Superintendent in his letter to you dated September 21.

As your request and inquiries were addressed to the Board, it is believed that you are entitled to a statement from the Board in addition to the Superintendent's letter.

First of all, there seems to be questions in the minds of some people about the Supreme Court's decision being legal or unconstitutional. This is no longer a legal question. Maryland, as a state, participated in the suit before the Supreme Court. Because of that suit, our State laws requiring the establishment of separate schools for colored and white were declared unconstitutional and the Attorney General of the State ruled that all such State laws were of no effect. The question faced now is not whether the Court decision is legal or illegal, but what is the best way to abide by the law and be fair to all.

Acting on the Court's decree, the Attorney General's Ruling, and the directive of the State Board of Education, the several school systems in the State proceeded to end desegregation in their respective school systems in as fair and equitable a way as their School Boards deemed best.

As we interpret your remarks and those of your associates, you are requesting that no Negro pupils be placed in the Poolesville School. It is difficult for us to see how such a request can be granted, not only because of the Supreme Court decree, but because, at this time, it would be treating Poolesville in a different manner from other schools in the county. There does not appear to be a sound basis for making such an exception.

The Board of Education is responsible for adopting policies for the whole county. There is no desire to single out any one school in any matter of general import. Every move has been taken after serious consideration. We believe there are many people in the Poolesville community who, while they may not like the Supreme Court's action, yet believe it is the duty of all to try to put it into effect in as fair and sensible a way as possible. There are likewise many such people in the rest of our county.

The Board wishes to point out, also, that it is concerned with maintaining standards of instruction. The Board believes that the plan used in selecting the Negro pupils enrolled at Poolesville was designed to maintain standards of instruction. The Negro pupils were given the chance, also, of declining to enroll at Poolesville, if they felt that they could not meet requirements.

In summary, the Board concludes that it finds no basis for changing its policy approved April 23, 1956.

The attendance at Poolesville improved. There is no evidence that the plan to establish a private school developed.

The group opposing desegregation organized a second chapter of the Maryland Petitions Committee in Montgomery County. Three of the officers participated in the Board of Education hearing of September 17, 1956. Edward B. Wynne was elected Chairman; Robert A. Hester, Rockville, Vice Chairman; Mrs. Virginia Repass, Secretary; and Charles Douglass, Treasurer. Mrs. Katherine Mills, Russell Rachel, and Mrs. Frances Ward became members of the Board of Directors.⁷⁴

On December 9, John Kasper, an active segregationist of the Seaboard White Citizens Council and a man who served a jail sentence for his part in inciting the riot in Clinton, Tennessee, spoke to about twenty-five people "mostly women and children" in the home of Buford Wynne in Poolesville. Mr. Kasper was quoted as saying:

"It's a shame" a test case of school integration has not been filed in Maryland "because degenerate state and local officials have pushed this thing further here than in Tennessee." . . . segregation supporters are not organized and therefore are "highly mobile. . . . we can suit our tactics to the moment, like shock troops. . . . Anti-integrationists must be prepared to go to jail in their fight to preserve segregation. . . . by whatever means necessary." . . . He advised supporters of segregation to adopt tactics that will give local officials "heart attacks and nervous breakdowns."⁷⁵

Within the school it was reported:

. . . Student reaction has been, in general, quite satisfactory. A few minor incidents have occurred, but probably no more than would have arisen without the race question. Planning took place between teachers and pupils for a year or more prior to actual beginning of desegregation. Since the opening of school in September, the procedure has been to treat the desegregated school as if it

⁷⁴League of Women Voters, Fact Sheet, Op. cit., p. 16.

⁷⁵Ibid., pp. 16-17, Cited Source as Montgomery County Sentinel, December 13, 1956.

had always existed. This treatment seems to have worked well to date.

. . . Problems of desegregation have been brought to teachers infrequently by parents of either race. Such problems as do reach teachers are treated individually in a quiet manner with a conscious effort to play down such problems and avoid stirring passions. A policy of moderation and tolerance will in time result in a solution acceptable to both races if teachers continue to assume firm, quiet, and impassioned leadership.⁷⁶

Summary of Poolesville Situation

The Poolesville incident, as reported, showed the interaction of the Board of Education, County Police, and a citizens group. There is no evidence to show the active or passive role played by the school's Parent and Teacher Association. There is no evidence revealing any action on the part of the non-protesting element of the community.

The situation as reported reveals how a small minority group upset a community with the help from interstate agitators. The role played by the school personnel, the Superintendent, the Board of Education, the press, and the Chief of Police in ending the open resistance movement has been presented.

It is significant that only in this one school did the protest movement gather such a following. There were forty-eight other desegregated schools in the county at the same time.

What role the press reports had in controlling the situation is not known. The fact that leaders were identified, their comments recorded is significant. The press, through its extensive reports, most likely made a major contribution by reducing the possibilities for unfounded rumors to circulate.

⁷⁶ A letter from Mr. Crawford, Poolesville Principal to Dr. Norris, Superintendent, in reply to a questionnaire, January, 1957.

The school year 1957-58 opened without any such protest. The executive committee and the Parent and Teacher Association made plans by contacting status people in the community prior to the 1957-58 school year to see that such "discredit" did not come to the school a second time.⁷⁷

SUMMARY OF MAJOR PROBLEMS CONFRONTED

BY THE BOARD OF EDUCATION

The Board of Education was confronted with four major challenges. The questions raised concerned: (1) development of the desegregation programs; (2) what authority the Board had in determining what schools would be desegregated; (3) employment policies for hiring Negro teachers; and (4) the stand the Board would take in the face of open resistance.

Desegregation programs were developed after careful considerations by the Board of Education. The Superintendent was active in the development of these programs and was the center of attack from the extremists.

The Board of Education was forced to appear before the State Board of Education when citizens from the Rollingwood Elementary School area demanded that the State Board review the action of the Montgomery County Board of Education when it placed Negro students in their school. The placement of these students was necessitated when the substandard Negro school was closed and the schools nearer to the Negro students were overcrowded.

While the Rollingwood citizens stated in effect that they did not oppose desegregation, they repeatedly raised questions of the effect

⁷⁷Special Assistant on Integration, "Notes of Executive Committee Meeting, June, 1957." (Handwritten.)

on the educational program and property values by placing Negro students in their school from such a low socio-economic area. This placement was to last only one year pending completion of a school nearer to their homes.

The State Board of Education upheld the local Board in its right to assign students to schools they felt were appropriate but questioned the advisability of moving students from one school into another for only a year, then transferring them again.

Under the circumstances the local Board maintained its position and after a year the students were moved to another school.

The Board was challenged by a number of organizations on its policy of hiring Negro teachers for desegregated schools. The fact that six Negro teachers were transferred to formerly white schools the first year was not mentioned in the discussions. The contention was that some white teachers had been hired who were not certified and that Negro teachers were available but were not hired. The Board did not change its stand and no evidence was found to indicate that the Board made a statement on the situation. The Superintendent did, and in effect had decided that he did all he could the first year by transferring six Negro teachers to white schools. When those favoring desegregation challenged the Board by saying not enough Negro teachers were hired, the opponents of desegregation defended the Board and the Superintendent in the way they had proceeded in desegregation. In effect, the opponents of desegregation, who had formerly challenged the Board, had become friendly to the Board; its advocates of previous action, questioned its personnel policies.

In subsequent years, the Board has assigned fourteen Negro teachers the second and third year of desegregation, and thirty-eight

the fourth year to formerly white schools. Two of the thirty-eight are vice principals in junior high schools.

The final major challenge developed when a group in the Poolesville area protested desegregation of its school by open resistance. The Board and the professional staff had prepared the school and the community leaders for the transition. An insurgent group from without the community found support and agitated the citizens. The police, Superintendent, and the Board took decisive action to protect individuals and property from injury and to return the school to normal operation.

The Board acceded to demands of the protestants to hold a hearing on the situation but remained firm in their original plan.

The Board in each challenge remained firm on its original plans and based their actions on the reasons which were given at the time of their original decision. It is significant that the Board maintained its position on each challenge, basing their defense on the fact that they considered their careful planning adequate.

CHAPTER VII

SURVEYS AND REPORTS

INTRODUCTION

Surveys and reports were conducted each year of desegregation. They were conducted by the staff of the Board of Education, by news reporters for their papers, by Parent and Teacher Associations, and by lay groups. The evidence presented in the Chapter shows that the results of the surveys and reports were used to inform the public, to assist the professional staff to maintain and improve the education programs, and to provide a basis for the desegregation plan of the following year.

All surveys and reports are not presented in this chapter; those not reported appear in other chapters where the specific information is pertinent. The surveys and reports which are presented reveal the methods used to obtain the data and either a summary, or the complete study, is presented.

The following surveys and reports are presented:

1. Survey of Desegregated Schools, December, 1955
2. Current Opinion Report of local P.T.A. Executive Committees on Prospective Desegregation, January, 1956
3. "Has Integration Worked?" A Newspaper Reporter's Report, April, 1956
4. Superintendent's Report, A Press Release, April, 1956
5. Report on Principals Conference on Desegregation, September, 1956

6. Report of County Council of P.T.A.'s Workshop, October, 1956
7. Survey of Desegregated Schools, January, 1957
8. Report on Negro Pupil Withdrawals, January, 1957
9. Report on the Third Year Plan, April, 1957
10. Report on the Fourth Year Desegregation Plan, March, 1958
11. Report on the Board of Education Election, November, 1958
12. Report on the Recommendations for the Fifth Year of Desegregation, January, 1959
13. Report on the League of Women Voters "Fact Sheets"

SURVEY OF DESEGREGATED SCHOOLS, DECEMBER, 1955

Introduction

From November 28 through December 9, 1955, the Special Assistant to the Superintendent conducted a survey; its purpose was explained in a letter sent to the principals on November 23, 1955:

Pertinent data needs to be assembled so that a decision may be made regarding the integration program for the school year 1956-57. Our plan this year was to desegregate in some areas on as sound an educational basis as we could and study the effects on the local school with the understanding that what we learned would help us in our next step.

A list of questions was suggested for discussion; additional questions were added to the original list as the interviews were made.

Thirteen elementary schools and ten secondary schools were surveyed. Each school had Negro students enrolled. A summary of the individual school reports is presented in reply to each question; some schools used one, or more, of the answers in their particular school.

Questions and Summary of Answers in the Elementary Schools

The following summaries to each question were obtained from a mimeographed report prepared on the elementary schools by the Special Assistant on Integration.

1. Attitude of community prior, the first weeks, and now regarding the program on a local level and county-wide. What role has the school or its agents (P.T.A.'s, Advisory Committee, pupils, teachers, etc.) played in the development of this positive or negative attitude. What did other agencies do to assist or hamper the program?

The attitude of the community was determined to a great extent, by the remarks people made to the immediate desegregation proposal of the Executive Committee of the County Council of Parent and Teacher Associations. Almost all local P.T.A. organizations discussed this proposal and instructed their delegates how to vote. This discussion provided an organized way for identifying individuals with extreme views; this helped the principal and faculty.

Parents of some children withdrew them and they were sent to private schools. Few went to the school to complain about Negro students in the school or that their children were seated near them. In some cases, children were allowed to choose their desks; in others, assigned by alphabet. Most parents accepted the situation after discussion, and in some cases, the school made some minor concessions.

A few white parents also complained of the Negro teachers their children had. These parents were told how the children were assigned to a particular class and were requested to be specific regarding their complaint. The principal informed parents that he was not in a position to discuss the color of one's skin, but, if there were a problem regarding instruction, he could do something about it. Since school has been in session only several days, the parents were advised to return to discuss the matter. Those who returned, with rare exceptions, were satisfied with the teachers.

A number of schools sent out welcoming notices to parents of all new pupils and also biographical sketches of teachers new to the school. One P.T.A. had a tea for the parents to meet the new teachers prior to the opening of school; one of the teachers was a Negro.

The Recreation Department operated desegregated playgrounds for the first time in 1955. Principals attributed the smooth transition, in part, to this. Also the Health Department administered polio shots to Negro children in the white schools during the school day. In some cases the spring "round up" for kindergarten pupils was held in the white schools.

2. What has been the reaction of the students? What was done prior to desegregation and during the first weeks?

In the elementary schools there has been no general problem as far as all children are concerned. Younger Negro children were confused by the plumbing and tested it frequently at the beginning. Some individual children did not exhibit any difficulty for three months and this results from the fact that as the school work becomes more difficult, they begin to relax, and the hidden problem is revealed. The few Negro children who have been in trouble with others, mostly boys, generally say, "My mother told me to take care of myself." These children are on the defensive against both whites and Negroes.

Some Negro students have been selected as class officers.

The P.T.A. letters of welcome to all new parents were helpful. Information contained in the letters was brief or detailed. Parents want to know bus schedules, lunch information, hours of school, and the first meeting of the P.T.A.

3. What have the children discussed regarding their role in desegregation?

The older white elementary children did discuss the question in current events. With few exceptions the children expected no problems. Those who expressed strong objections mirrored the parents' views. Many children did not understand the reasons for separate schools.

4. Have there been any situations on the buses?

There have been no problems on the buses, but some buses have Negro patrols and some complications have developed. The patrols have a picnic at a local amusement park, and it is a question as to whether or not they can go this year since Negroes are not allowed in the park.

One school reported that the patrols wanted to go to a movie en masse and afterwards to an ice cream store, but as yet they have found no place they can go because they have Negro members on the patrols.

Some buses were overcrowded the first day and some complaints were received.

5. How were children grouped? How has it worked? Are Negro students working well up in their groups, average, behind?

Most schools grouped the pupils according to reading abilities. Each class is assigned in alphabetical order, those who are above average, average, and below. Very few Negro students are in the top or average group. Most are below in reading fundamentals. This grouping procedure has been satisfactory.

Depending upon the previous Negro school, in some cases pupils had been retained and this meant that certain children were average for their grade placement. Some of these children were moved to another grade placement, where they could also get an educational program along with self control with the help of peers and teacher.

Negro children were assigned to different rooms, in some cases individually, while in others in two's or three's. The theory of separating them is to have Negro children in each classroom so no one room becomes a haven and consequently a major problem for the principal from disturbed parents; also, if you have only one in a room he is not likely to withdraw from interaction with other pupils because other pupils make friends with him, since he is alone. The theory for keeping them together is that they don't want to be separated. No final conclusion was made regarding the preferred way. Both were successful. It might be mentioned that in some cases families were divided among several elementary schools because there were no facilities within their immediate area to house them. An attempt was made to keep these families together. As a result it was found that satisfactory programs of education were sometimes located in another school for one of the children; although programs had been developed for students who had been in the receiving school for a period of time, the sudden influx of students from a different socio-economic background found the schools limited in their ability to adjust to the situation immediately. Had pupils been placed according to available educational programs more families would have been divided. The final question to be answered is: Which is the more important for the individual, his educational or his social needs?

The younger children, kindergarten and first grade, are the most difficult in terms of educational program. The Negro schools these children attended did not offer kindergarten. In their homes there is a lack of plumbing facilities; this is emphasized when the children considered their greatest source of pleasure the constant flushing of toilets the first few weeks. Their experiences have been limited;

consequently, their reading readiness scores are extremely low. Most have not had Sunday School experience, been to large stores with elevators and escalators, participated in picnics, had stories read to them, been to the zoo, on buses, or trains, to the farm, nor have they participated in numerous other activities which help prepare a child for reading. Another lack was in their experiences with the use of crayons and water colors, using scissors, paste, and children's games. As a result, teachers had a great deal of preparation with the children in primary grades.

6. What techniques have the teachers used to eliminate possible "explosive" situations in the classroom? Have many discussions taken place in faculty meetings regarding the desegregation program? What has been the nature of these? Decisions?

One teacher reported that he has tables in his classrooms; to avoid any problem in seating, he started the pupils off in rows in the "old fashion method" and then moved to the tables. He had no problems.

Teachers learned about students by discussing them in the spring with their former teachers. This helped a great deal to reduce tension and to take the explosiveness out of situations.

Faculties have not discussed problems resulting from desegregation. The problems which have developed have been mainly educational in nature and have been handled in the usual manner through discussion with the teachers, principal, and supervisor.

7. Has there been any noticeable change in grades or attendance in the Negro students? Is this a concern of the teachers?

Attendance has been no major problem except for students in kindergarten and first grade. Negro parents have a tendency to keep certain

children at home when the weather is bad. Indications are that they do not have suitable clothes for inclement weather.

I.Q.'s are low, but students are able to produce at a higher level than their I.Q.'s would indicate.

Some pupils are presenting evidence of concern about their grades since most grades they are receiving are one to two levels lower than they obtained in their previous school. Teachers are concerned about this because they feel that most pupils are working hard, yet, their grades are lower than last year.

~~Non~~-attendance of specific children is a major concern of teachers in all grades, but particularly in the primary grades it is a handicap to his learning the fundamentals.

8. What problems have parents discussed with the teachers and principal regarding desegregation? Both Negro and white.

White parents have mentioned the following problems:

(a) One white mother of a second grade girl was upset about the dance program. She phoned every parent in the room and none felt as she did. The teacher agreed not to place the girl in a situation where she would have to dance with a Negro child.

(b) One parent called because the bus driver was Negro and her child got off the bus last. She wanted to know about the morals of the driver.

(c) One parent reported that her child was afraid that twenty-five per cent of her class would be Negro.

(d) There was a teacher vacancy in one classroom and a small group of parents asked for a Negro teacher; consequently, those in opposition have come in to talk to the principal. The principal expressed doubt that such would occur, in the first year, after school had started.

Negro teachers have been placed in formerly white schools but the present plan does not call for any more this year.

(e) A group of parents of sixth grade children are apprehensive about junior high school. They are concerned about health and social programs. The P.T.A. has a committee investigating the subject.

(f) One father came to school to talk to the teacher; he did not want to complain but he was upset about desegregation.

(g) One parent expressed fear that since two Negro children were in the school, a number of Negro families might move into the area.

(h) In one school, several parents expressed concern over sanitary conditions in the bathrooms since children of both races were using the same facilities.

(i) One parent from Mississippi was worried about the implication in having her child in the low group which had most of the Negroes in it.

Most of the above problems were answered in terms of the educational needs of the concerned parent's own child, by referring the problem to the P.T.A. for study, or by encouraging parents to bring their concerns into the open.

A number of parents reported that they said very little at home and had to ask the children how many Negro students were in the classroom. One parent reported that when she asked her son if school was any different this year, he replied, "Yes, we have a new school bus."

Negro parents reported the following:

(a) Many were apprehensive about the first day and brought their children to school. After this they were not fearful.

(b) One parent wanted her daughter to join the Brownies. Since this was not a school sponsored function, she was referred to a Brownie leader.

Principals did use the telephone more to contact parents if there were a situation which might need the school's interpretation. Also a number of principals found that people called the P.T.A. leaders and discussed a number of concerns which were never relayed to the school.

9. Do you feel there is need for any overall County policies or procedures which should be adopted as a result of your experience in desegregation?

In general, most principals stated that it would not be a good idea if the County were to adopt a policy regarding the dance units in the physical education program. Each school differs, and in some the parents will object just as much if the program is dropped, as parents in other schools will complain if it is not. The question has been raised as to whether this is a social function or an educational function of the schools.

Many elementary schools have a spring frolic, and at the time of the survey they were concerned about changes which may have to be made so that parental resentment is not incurred.

The County should adopt a policy that if an additional educational program is needed, especially in reading, that additional teacher time and materials could be supplied.

10. What personal problems have individual teachers brought to the attention of the principal and supervisor?

Several teachers did speak to their principals and requested that they not have any Negro children assigned to them the first year. During the first few months these same teachers had a chance to become familiar with the situation by hall and playground monitoring duties.

Several teachers requested transfers to schools where there would be no Negro students. These requests were honored.

11. Was adequate preparation provided for you as a principal?

All principals reported that they were adequately prepared. "Preparation" was used by some principals as being synonymous with the work "reassurance." Principals were prepared by:

(a) Discussions with their P.T.A. executive and/or advisory committees.

(b) Discussions with their faculties in the spring on the suggestions sent from the Board office.

(c) Working with the principal and teachers of the Negro schools in transferring records.

(d) Working with the Integration Committees established by the P.T.A.'s to study the specific effects on the local school.

(e) The meeting conducted by the P.T.A. in response to the County Council of Parent and Teacher Associations' recommendation that total desegregation begin immediately. This meeting revealed the extremes and helped the principal to know what the community favored.

(f) Having the public informed through regular news channels; in this way many questions were answered and rumors were counteracted in most situations.

(g) The workshop held on September 1st, helped because it provided the principals with a restatement of the definite information on the stand of the Superintendent's staff, as directed by the Board of Education, and specific information on what would happen from those who had already experienced it.

(h) Some read books on the subject.

Principals were prepared through actual participation in obtaining information in their particular school. The philosophy that a principal is responsible for what happens in the school demands that

principals collect the facts. Coordination activities and statements by the Superintendent assisted, in that desegregation, was a concern of the entire County.

12. What interpretation has been given the relation of outside socio-economic conditions to the work of the child in schools and his adjustment by his parents, himself, and school?

The lack of running water in a number of homes produces a situation where the children's clothing is "spotless" but many bodies are not. The housing conditions are poor and crowded, consequently little homework is done. Many small children are kept home during inclement weather. This is in contrast to the low socio-economic white who was reported to have poorer clothing than the low socio-economic Negro.

One of the most important problems is that of parent communication. Principals and teachers reported that Negro children do not bring notes from home to explain their absences, nor do they return notices sent home which requests specific information. To get data for the permanent records has been very difficult and time consuming. A number of Negro students did not get polio shots because they did not return a notice granting their parent's permission. If a child becomes ill or the parents need to be contacted, it is difficult because many homes do not have phones and the parents are in jobs where if they take time off they do not get paid.

The diction of the Negro pupil is poor and in writing they frequently use incomplete sentences. After two months there has been a noticeable change in this, for the better.

If the parents can be contacted, they are very cooperative.

13. What plan do you suggest as a sound educational one for the next school year?

Most principals had no suggestions on this question. They stated that children should be assigned to schools only if there is an educational program available for the specific child. They also stated emphatically that if an educational problem developed that the Board of Education must make every possible effort to relieve the situation.

They also stated that parents should be consulted so that everyone knows what is to happen. Some wanted a thirteen year program; none wanted a total county immediate desegregation program. A number wanted the parents of the Negro children to have a choice of attending a Negro or white school.

Almost all suggested that a pre-kindergarten program would be very helpful.

14. What is the reaction regarding Negro teachers in the school?

Parents were informed in the spring that their schools would most likely have Negro teachers and that the teachers would be assigned to their new school from the same Negro school which would send the Negro students. Principals and teachers reported that this move was a good one because the Negro students had someone to talk with if they had a problem; the teachers had situations arise, and when they were not certain if the problem were with the child or caused by a race issue, they discussed it with the Negro teachers; principals were appreciative of the help given them by the Negro teachers in understanding the family life and community of the Negro child.

Few parents complained about their child being in the room of a Negro teacher. Several did withdraw their children and enrolled them in private schools. When they did complain, the principal stated that

he was in no position to accept their complaint on the basis of color of skin but could on teacher competency. There were no complaints regarding their competency. It was learned that it took about three months for several of the Negro teachers to be as competent in art, physical education, and music as they were in the fundamentals. Negro schools did not have traveling teachers in these fields. In the four schools which were closed the fact that each had a teaching principal contributed to weak techniques in these areas.

Principals reported that parents of students who enrolled their students after school started had no hesitation about Negro teachers. When told their child would be assigned to a class with a Negro teacher, the parents asked only one question; "Is the teacher a good teacher?"

The principals reported that teachers have worked well together and most of the social gatherings have been in the school. White and Negro teachers have shared automobiles in going to and from County meetings. During the opening days of school it was necessary for most of the schools to contact restaurants to determine if they would serve a faculty with a Negro on it. Most restaurants have a private dining room and there was no objection to the group's using it.

One Negro teacher has made a number of home visits and parents have invited her to dinner. Another teacher reported that she has more materials than previously and more textbooks for children of different educational levels.

Principals and teachers stated that to have the former teachers of a number of the Negro pupils was an asset. While some parents objected because of race, most focused their attention on the competency of the teacher, and all reports on the six who were placed into formerly

white schools were that they were successful teachers.

15. What is the reaction to Negro teachers coming into the school next year?

This question was asked in the nine elementary schools which had been desegregated but had no Negro teachers.

Two principals reported that the community could not accept it. Six principals reported that if they knew about it in the early spring, and if the teacher were good, they could be ready by fall. One would like to use a Negro teacher as an extra teacher to help teachers in reading programs, as a librarian, and to assist the principal.

One principal reported that one teacher on the staff was so opposed to it, "I doubt if she would come to a faculty meeting." This same principal reported that she would want two Negro teachers and in the same grade, so parents couldn't object to their child having a Negro teacher.

16. How have the Negro parents participated in the P.T.A. this year?

In general, principals report, their attendance is like that of the whites, that is, most came to the first meeting and few to the second or third. Some Negroes have been invited to serve on committees. Most have declined, one accepted, and a number said they would be glad to attend but did not feel that they should serve as a committee member.

Most meetings, teas, and other events sponsored by the P.T.A. have been taken out of the homes and moved into the schools.

The P.T.A. sponsors a dance program in one school. Parents said that if the Negro children came, they would withdraw their children. One Negro girl wanted to join the group but her mother would not let her. The mother did not know that the dance group would have been

disbanded if her daughter had attended.

17. Have there been any situations in the cafeteria?

No Negro child is on a free lunch program. Some have their lunch supplemented with milk and soup; they seem to prefer a supplemented lunch to a free one. Some pupils did not have lunches and investigation revealed that they ate their lunch on the way to school.

The question regarding cafeterias applies mainly to secondary schools.

18. What has been the experience in the community regarding field trips?

Only one school has reported a field trip to date. The pupils used school buses and returned to school for lunch; there were no problems.

19. Have there been any health problems raised?

Principals of four schools reported that more nursing service is needed and they would like to see sanitation laws enforced. One principal reported that the cleanliness of the children has "slacked off."

Nine principals reported that there were no major health problems and the minor ones were known to the public health nurse.

20. Have you any overall comments regarding desegregation?

Ten principals had additional comments on what they had observed the first three months of desegregation. The comments were as follows:

(a) It was found that about ten children out of fifty had repeated grades. Overage children create a problem. The question has been raised as to philosophy of retaining children.

(b) A teacher who went to the Human Relations Workshop has found that it influenced her reading this year. She feels that she is more relaxed in meeting all situations. The principal stated that one teacher who exhibited violent opposition a few years ago to the thought of desegregation has changed to the point of requesting Negro students in her

classroom. He feels her participation in the Child Study Program is responsible for this attitude.

(c) Teachers are concerned over the slow children. Negro parents did not feel that the two and one-half hours of kindergarten were enough to warrant getting the children ready and getting them on the bus. Rather than lose the children the schools keep them all day. They have improved immensely. The children's records are not as complete as they should be. The name on the record is not the name they use. The Negro parents have done wonders on dress and manners although they do not have the economic background of the white parents. The Board should work with the schools on letting them know far in advance what their enrollment would be. Work shops should be provided for faculties in the upper part of the county.

(d) The children look well dressed when they come to school, but they find it necessary to come into the building to get warm before going out to play. There has been very little uncleanliness.

(e) When asked what would have happened to their programs had one third of the children been Negroes, the reply was that a great deal of reorganization of the course content would have had to be made. The teachers have had difficulty with the wide differences of background in the first grade. In the fourth grade children exhibited no numbers sense. Families are very lax in returning information to the school and sending notes regarding absences. This means much more detail work for the teachers.

(f) As a result of this school's experience in desegregation, the Executive Committee has been considering the sending of a letter to the Board encouraging them to proceed in their desegregation program.

(g) Records of the children from the previous school and their medical records need considerable improvement.

(h) There is reasonable doubt that the reading readiness tests given first grade children so early in the year do actually test the true abilities of the Negro child.

(i) The Negro children seem to respond favorably to a more rigid teaching situation.

(j) Community needs more Cubs, Brownies, and youth organizations to increase their experiences.¹

¹Board of Education, "Survey of Desegregated Schools, December, 1955," Additional Comments' Section. (Mimeographed.)

21. Have you any overall recommendations regarding desegregation?

Several principals stated that all homes of new students should be visited and one suggested that if several students from the same family are in the school, their teachers should make the visit together.

There is need for more special classes and the elementary schools should look into more homogeneous grouping. Workbooks and other teaching aids should also be used.

Orders for the next school year should be made earlier than at present, (in the spring). With desegregation the materials are needed prior to the opening of school so that teachers are ready. Also new schools which are to open should have their principals appointed as early as possible so the surrounding schools can make detailed plans for transfer of students.

It is helpful to have several parents in a community that principals can phone to follow-up on specifics, such as returning notices and interpreting the school program to the parents.

The reading readiness test should be given a second time during the school year and compared with the data obtained from the first test since their reading readiness tests were so low, and most make rapid strides at first.

No matter what is done it should be considered on a local school level.

Summary of Data Collected in the Secondary Schools

The following summaries to each question were obtained from the notes on each secondary school compiled by the Special Assistant on Integration.

Ten secondary schools were surveyed. Their replies were similar to those received from the elementary schools. However, the age of the students and the departmentalization of the secondary schools did produce a few different and unique concerns.

The major concern of each school was the physical education program. Principals stated that dance programs and other co-educational activities, where students made physical contact with each other, had to be either dropped or changed so that no contact is made. Principals made this change either as a result of parent complaint, advice of P.T.A. executive committee, or through knowledge that the community would object. A few problems have resulted from the shower program but no policy is needed regarding this in the urban area.

Principals stated that a number of the Negro students were dropping in their grades from their former schools, some had withdrawn from school, a few had returned to their former schools.

Grouping of students in the seventh and eighth grades of junior high posed a problem since so many fell in the lower homogeneous groups. Their I.Q. and achievement test scores indicated this. Some principals put several in other sections rather than have a number in one section. In grades nine through twelve the students, by selection of programs, group themselves. Even in this situation a number of Negro students are trying to succeed in programs for which they have little aptitude. Many want to enroll in the academic program.

In home economics, the Negro students do not have the appliances and dinnerware in their own homes; consequently, a longer time is required to prepare students in the preparation of a recipe and in etiquette. This is true in other subjects where students are helped if they have adequate home equipment; typing and sewing are examples.

Attendance of specific students is a problem. Teachers on the secondary level meet more students in a day than do teachers in elementary schools. Consequently there was a tendency for principals and teachers to generalize and say that all Negroes have poor attendance. It was necessary to investigate this point in several schools and it was revealed that specific students were attendance problems, and in several cases three or four students from the same family had similar attendance patterns.

The secondary school populations have had more contact with Negro students because they had, in some cases, exchanged assemblies, played teams from outside the County which had Negro members, and Student Council members had participated in County-wide meetings with student leaders from other schools.

Records of Negro students were not up-to-date, principals stated that it was difficult to get notices and facts returned from the home. Since many families did not have telephones, an immediate home contact was not possible.

The white students in most situations reacted positively toward the Negro children during the first two months. Some were elected to the Student Council or other positions of responsibility. In their haste some white students selected Negro students who could not perform the task. Within the past several weeks, Negro students have been grouping themselves together and also eating together. Fights which have occurred among Negro and white students in junior high schools, and the disputes in the senior high, have not had race implications.

The Negro custodians have been helpful to the principals when they lived in the area of a Negro boy or girl who was having difficulty. They knew the family and in some cases were the school liaison to

correct a situation. In other situations they would talk with the Negro students.

Principals stated that they had to be careful about any school sponsored event which came in contact with the public. Several schools sponsored bowling clubs; it was necessary for the principals to phone managers to obtain permission to use the second floor for racially mixed groups. Also, it is expected that other problems may develop on field trips and dinner activities.

Principals advised that whatever program was determined for the next year, it should meet the needs of the specific student and should be voluntary, but at the same time selective.

Negro teachers would be accepted provided the teacher was good and the school had some warning so that the P.T.A. could be informed.

CURRENT OPINION REPORT OF LOCAL P.T.A. EXECUTIVE COMMITTEES

ON PROSPECTIVE DESEGREGATION, JANUARY, 1956

In the Superintendent's Bulletin which was distributed November 30, 1955, each principal was requested to discuss the following questions with his P.T.A. Executive Committee and/or the Advisory Council. The purpose was to have each school discuss the desegregation program. A summary of the replies to, "If desegregation were to affect your school," follows:

1. What questions do you see arising in the student body?

While several schools reported that the community was opposed to desegregation, at the same time, they did not expect any problems among the student body. Four schools said that they felt it unwise to start desegregation in any school which was already overcrowded.

The greater the percentage of Negro children that would be enrolled in a particular school, the more concerns Advisory Councils

expressed. Three schools advocated a thirteen year program with Negro students beginning in kindergarten and going up a grade each year. One mentioned concern that children outside of the school boundaries might be sent to their school.

2. What questions do you see arising in the faculty?

Several principals reported that some white teachers had discussed their concerns with them but each felt that he could work with the situation. Two teachers reported that they could not accept it and would have either to "get out" or transfer.

3. What questions do you see arising from having a Negro staff member?

Schools in the rural area reported that their communities were opposed to it at this time. Some schools in the urban area reported that unless they had Negro children, they did not feel that the community would accept a Negro teacher.

The majority of urban schools said that the community would "go along" with a Negro teacher if the community knew early that it was to happen, the Board Office made the assignment, the teacher was "highly" qualified, and the teacher started to work in September when school opened.

Two principals seriously questioned the advisability of assigning one Negro teacher to a school; they felt that if one were to be assigned that it would be better to assign two.

4. What questions do you see arising in the community?

In the rural areas where Negro percentages for local school attendance will be greater than in the urban area questions regarding health, morals, and academic preparation were raised. Many are opposed to desegregation and prefer a thirteen year program.

In the urban areas parents are concerned about the same problems but are not as concerned since percentages are small.

5. Recommendations?

Two recommendations were repeated: One, that desegregation not be rushed, and two, that the local school have a chance to discuss the program to be implemented. The Advisory Councils and principals did state in numerous reports that their major concern was to continue to meet the educational needs of the students, and if there were to be an influx of students from a low socio-economic status that all care should be taken to avoid "lowering" of standards.

"HAS INTEGRATION WORKED?" A NEWS REPORTER'S REPORT,
APRIL, 1956

Mrs. Dorothy B. Waleski, Montgomery County Sentinel, reported on "Has Integration Worked?" This was a newspaper reporter's report to the community. The first article was entitled, "Preparation Called Important to Success," and reported on:

. . . two schools that participated in Montgomery County's first step towards an integrated school system.

The first one, School A, is located in a community that faced the possibility of integration from the moment of the Supreme Court's decision in May, 1954.

School B did not plan for integration at all and people in the community reacted with resentment when they learned of the assignment of Negro children to their school.

The reporter explains how School A prepared extensively by visiting the Negro school, and requested Negro teachers to be assigned to their school. The teachers had formerly taught the children and in the P.T.A. report stated that this eased the transition for white and Negro students and families. The report continued:

. . . "The most important factor in making integration run smoothly," says the principal of School A, ". . . is treating the children in the classroom simply as children and as young Americans and treating their problems individually regardless of race."

School B's principal felt that at first she didn't see how it could work at all but that "when you try it you see that it does work and that after the first day a Negro child becomes just another child."

. . . The importance of the principal's attitude in smoothing the path of integration should not be underestimated. The P.T.A. at School A gives full credit to its principal's contributions.

A special group of first and second graders, Negro and white at School B, who were having difficulties because of ". . . emotional disturbances, low cultural background, or lack of kindergarten experience," was organized. The report further stated:

This group has had a special activity program to give them the experiences they lack. This includes reading stories, trips around the school, games, concrete number concepts, learning to follow directions through rhythms, and social and group living through doll house play.

The children improved as a result of this special program.

Both principals recommended that prospective desegregated schools concentrate on meeting the special educational needs of all children to effect a smooth transition and to develop a sound educational program. The second article is presented in its complete form. It presents in specific detail the opinions expressed by principals of thirty-two schools which were interviewed and shows the interrelationship of educational and social problems on learning. The second article on "Has Integration Worked?" was entitled "School Standards Not Lowered by Entrance of Negro Pupils." Mrs. Dorothy E. Waleski wrote:

In the second of the series on how integration has worked in Montgomery County schools, I offer the answers of the people involved to the question; "How will Negro children entering formerly all-white schools affect scholastic standards of those schools?"

This was the biggest and most worrying question to white parents whose children were involved in the first step to desegregate this year and it still is for those parents up-county where the next step is to take place.

The answer to this question is important to the Negroes also since they fear that an unfavorable one may be used to slow down the pace of integration.

The question is actually three-fold: Are Negro children slower in learning than white children of the same age; if so, how will this affect the teacher's methods? And also, where Negro children are slower, what are the reasons and how permanent?

Sometimes the answers have to be given in educator's terms but the importance of the question makes it worthwhile for laymen to know these terms and understand their meaning.

"My Negro pupils have grown more than a year in a year," reported a Montgomery County principal of a formerly all-white school after seven months of integration.

This sums up the experience of the majority of principals and teachers in the 13 elementary schools that opened their doors to Negro students for the first time last September.

The picture on the secondary level is not as favorable. This is particularly true of the senior highs, where a number of Negro students changed from vocational to academic or college preparatory courses and were not able to make the grade.

Of 32 interviews with educators and parents throughout the county this spring, only two people -- parents who had objected strongly to integration -- said they felt school standards had been lowered by teachers giving more time to slow learners to the detriment of brighter students.

Standards Same:

However, the principal of the school in that area reported no lowering of standards. She qualified her statement with the thought that this was because of the small number of Negro students involved. Yet, her school had one of the highest percentages of Negro children of any integrated school.

This principal is also one of those who said that although the Negro students at first fell into the lowest level of achievement groups, they did not remain there. A number are now in the middle range and a few are on the top level, a proportion which is about average.

A third parent in this school said that her observations led her to the conclusion that "Negro children can keep up with white children if they have the chance."

Agreement with this conclusion came from a white principal who "feels keenly that with a good program and proper materials, etc., the majority of Negro children will reach the same level of skills as white children."

Improvement:

She said that she had no tests to back this feeling but pointed out that, although her Negro children in the first grade were slower in reading readiness, they have improved greatly and are now all working in the middle group.

Administrative staff, principals, and teachers insist that there has been no extension of the range of achievement. There are no new "low, low" groups created just for Negro students; there are always white children who fall into the lowest group, too.

Most of the elementary principals reported that the range of achievement in each grade was the same as before with a cross-section of both races represented throughout the range.

One fact not always apparent to the layman is that as long as chronological age is the basis of grading, there will be different levels of learning ability in each grade, the educators point out. This holds true in both races.

Test Results Cited:

Examples on the positive side came from three white principals, one reporting that the median or average achievement level in her school had not dropped since integration.

A second cited the achievement test given to her third and sixth grades and said that as in the past the figures were comfortably above national standards, with no change due to integration.

A third also agreed that the range in levels in all grades was the same as before and that the only Negro child who required special attention was found to be partially blind.

Now that he has been given glasses and special sight-saving books, he has improved in his school work and has ceased to be a discipline problem.

Secondary Pupils Poor:

As remarked earlier, Negro students in secondary schools are for the most part working on the lowest scholastic level,

although even here they are some in the middle group and a few on the top level.

The small proportion of Negroes in the secondary schools, the highest being 48 out of 847, would make the effect on scholastic standards negligible in any event.

There was general agreement that integration has only aggravated general education problems already in existence. Montgomery County schools need more remedial teaching and more consideration of the gifted child.

From the educational viewpoint, there is no difference due to integration; small classes and good teachers are necessary under any circumstances and the program always depends on the caliber of the teacher no matter what the race of either the teacher or the students.

The County Is Important:

Where Negro children show evidence of lower achievement, the big question is why and how permanent are the factors involved, and how will they apply up-county where, not next year, but eventually the proportion of Negro students will be larger than in the down-county area integrated this year.

One factor contributing to low achievement ended this year with the closing of four substandard Negro schools.

What is "substandard"? In this case it has meant much more than a poor physical plant and inadequate play facilities. In the past it has meant not enough and poor quality of materials of instruction. This has been considerably improved in recent years.

Most important, it has meant two, three and sometimes four grades crowded into one room with one teacher. Since the amount of time a teacher can give in individual instruction is one of the foremost considerations in education, the importance of this factor is easily seen.

Teaching Problem Big:

Their new principals said that the Negro teachers had done remarkably well in spite of the handicaps but not even the best teacher in the world can spread themselves over four grades and still give adequate instruction.

The problem of the first grade children without kindergarten experience will no longer exist after this year. The effect on the older children who started school without this experience is impossible to measure but undoubtedly will continue for a while.

These are the problems which definitely do not apply up-county where there are modern, consolidated Negro schools with kindergartens.

Last year the school administration made its first gain in remedial reading classes, increasing the remedial reading consultants to 10.

Work Only Down-County:

At present their activities are centered in the heavily populated down-county area with little service rendered to the up-county area where the four Negro schools are located.

The Negro students presently enrolled in Negro schools who are slow learners, mentally retarded, physically handicapped, emotionally disturbed, etc., have two special educational classes at Longview Negro Elementary, with two teachers each able to handle a maximum of 15 students. The rest of the Negro students in this classification are being taught in regular classes.

One Negro teacher reported that she had tried unsuccessfully for two years to get special help for several children in her class who needed it. It wasn't until this year when she and the children were "integrated" that she was able to get them transferred to the special educational school down-county.

These two factors are educational ones which have been brought to the attention of PTA officials by the principals. They can be handled by the schools if the educators and parents cooperate in solving them.

Economic Problems Seen:

The socio-economic factors go far deeper and will involve all the community's resources before a solution is reached. Integration of the schools is only the first and easiest step.

It became obvious from my interviews that the community which is Montgomery County is going to be made aware of poor economic conditions wherever they exist as fast as integration proceeds.

There are a great number of horrified people who this time last year were completely unaware of slums existing under their noses.

They have had their eyes opened by children who have never seen a pair of scissors, used crayons, or held a pencil in their hand.

They have discovered other children whose learning is dulled by malnutrition or who can't read solely because they can't see.

Poverty Unbelievable:

Example after example was told me, always with an air of unbelief that such things could be.

The stories range from the child who had never heard of a picnic to the one whose "reading lamp" at home was the light of an open fire.

The fact that there were homes without toilets or water, these people were able to accept as true, although with head-shaking, but homes without any cooking facilities, or with dirt floors or broken windows in the dead of winter, they found simply incredible.

This awareness in the community may be the biggest contribution the integrated school system has to make towards changing the socio-economic conditions affecting a scholastic achievement.

But in the meantime the evidence seems to prove that without lowering the scholastic standards for white children, integrated schools are raising the achievement levels of Negro children wherever necessary.

SUPERINTENDENT'S REPORT, A PRESS RELEASE, APRIL, 1956

Introduction

On April 23, 1956, the Superintendent issued a "press release" to accompany the program which was adopted for the second year. In this statement the Superintendent outlined specific principles for the desegregation program, explained the mechanics of its administration, and commented only briefly about the operation of the first year plan.

Principles for the Desegregation Program

The press release stated:

" . . . The primary consideration of the Public Schools shall continue to be the educational needs of the pupils." So stated the School Board on March 21, 1955, . . . The above principle has been the dominant idea of the staff and myself in long hours of serious study and planning. Not for one moment has that principle been forgotten or side-stepped.

. . . Hand in hand with this belief must go some important corollaries:

1. Our standards of instruction must be maintained at any cost if we would be fair to our pupils and parents;

2. Mutual acceptance on the part of all will and does play a big part in truly meeting educational needs; mere physical presence does not constitute membership in a class or group;
3. The freedom of the individual to choose or to make decisions for his own best interests should be affected in no way by pressure or compulsions.

. . . The wholesale shifting of pupils is difficult enough to administer when not complicated by differences in group customs and standards, inherited traditions, and scholastic differences. No administrator can ignore these factors, if he is determined to meet the educational needs of pupils and maintain standards.

. . . Another one of the principles adopted on March 21, 1955, stated that the "Employment and placement of all personnel shall be based on relative merit established by personal and professional qualifications for the requirements of any particular vacancy."

That principle. . . . will be followed, bearing in mind the best interest of pupils and the school system . . . The selection and assignment of the best available person for each vacancy is a responsibility of the professional staff and should not be influenced by outside pressures . . .

In furthering these Board policies . . . certain points must be kept in mind:

1. The professional judgment and integrity of the staff in implementing these policies is all important;
2. Home and school must credit each other with sincere efforts to decide upon and determine what the best educational needs of the pupil might be;
3. Decisions by parents and pupils must be made freely and without any coercion or pressure;
4. Where there is doubt or uncertainty, change should be postponed;
5. The educational progress and well-being of all pupils, and not just one pupil or group, must be safeguarded.

. . . I do not think it wise to set up any more of a time table than that given by the Court -- "with all deliberate speed." The chief criterion and the basic reason underlying the Court's decision, that of meeting better the educational needs of all pupils, will be the guide post.

Administration of the Program:

The Superintendent further stated:

Numerous discussions have been held among the professional staff. . . . principals . . . Advisory Councils . . . P.T.A. Executive Committees . . . civic groups.

As a preparatory step to extending the School Board policy . . ., the staff made a survey of class sizes and probable enrollment figures . . .

With the knowledge of the space available in all of our schools, I propose to implement Section "A" of the Board's statement by going directly to the principals of our Negro schools. They will be informed as to the space available in the respective schools; they will have full opportunity to learn about the instructional standards and level of the receiving school; then, they will be asked to recommend pupils who would be helped by making such a transfer. If pupil and parent wish to make the transfer, the ordinary and routine plans now used will effect the change.

In making such changes, these points must and will be kept in mind:

1. The pupil's educational needs will be served better;
2. The pupils will have the recommendation and endorsement of his principal and the area supervisor;
3. The approval of the home will be necessary.

There may be cases where white pupils may wish to go to a Negro school, to get a more appropriate program. . . . That will be permitted under the same regulations as those governing the transfer of Negro pupils to white schools.

After such transfers are made . . . some cases of poor adjustment may arise. Such cases will be handled, as they are now, by our Pupil Personnel staff . . .

Comments Regarding the First Year of Desegregation

The Superintendent's press release continued:

. . . During this school year, there are approximately 490 Negro pupils . . . and 6 Negro teachers . . . in "combined" schools. While our experience is somewhat limited, the general opinion of our staff has been quite favorable.

Questions of pupil adjustment, due to economic, social or academic reasons, have arisen. All have been adjusted and worked out quietly. . . . As a result of adjustments in teacher load, class size, or pupil schedules there has been no lowering of standards of instruction.

. . . The annual testing program . . . shows an unmistakable difference between the average academic achievements of our white and Negro pupils. This difference, which results from the differences in home and community conditions, mental maturity, physical condition, educational background, personal and social adjustment, and other factors affecting the majority of the members of the two races, is

great enough to warn the administration against fast or large scale changes. The interests and needs of the pupils of both races must be safeguarded.

REPORT ON PRINCIPALS CONFERENCE ON DESEGREGATION

SEPTEMBER, 1956

On September 27, 1956, the Superintendent called a meeting of four secondary and six elementary principals, and the Special Assistant on Integration. Each principal had had one year of desegregation and was beginning his second. Specific questions had been submitted by Mr. Lee Nichols, who invited Dr. Norris to attend the P.T.A. Workshop in October. The following generalizations were made by the group, and this meeting provided the basis for information which was given by the Superintendent at the P.T.A. Workshop.

1. In the great majority of cases, colored pupils tended toward groups in the middle or lower brackets.
2. In most cases, the disparity between home backgrounds is very great.
3. Many colored pupils in high school made lower grades than previously.
4. White school standards were evidently higher than in colored schools.
5. Language of colored pupils -- the way they talk, the talk they understand -- was a problem.
6. A colored teacher in a school with Negro pupils was a big help to pupils and staff.
7. The caliber of a student body determines, to a great degree, the standards of a school; therefore, the ratio between slow and others should be kept small, if you wish to maintain standards. A large school can maintain standards if the slow group is kept to 20% or lower.
8. White teachers need to learn how to talk to Negro parents.
9. Standards have not declined.
10. It is better to take preventive measures (social situations) than to try to correct something.
11. Colored pupils have increased attendance and tardiness problems.
12. Colored pupils noticed to be going more in groups this year.
13. Some incidents of misbehavior -- most were handled quietly.
14. Colored teachers have done very well.
15. Extreme care has been followed in regulating social activity -- one high school has ruled that only couples can come to dances.

16. Some colored parents attend P.T.A., but take refreshments off to themselves.
17. Colored parents are as worried over associations as white are.²

REPORT OF COUNTY COUNCIL OF P.T.A.'S WORKSHOP,

OCTOBER, 1956

On October 10, 1956, the twelfth annual workshop of the Montgomery County Council of Parent and Teacher Associations was held at Richard Montgomery High School. It was reported that:

Superintendent Forbes Norris declined a request to set a final date for complete integration which he said depended on adequate building space.

Space and an adequate program are the criteria for integration. . . . because the present program insists on these as the basis for transferring Negro students to white schools the county's standards of education have not been lowered. A question on limitation on social activities was answered by Dr. Norris who said that this was left up to the individual communities although co-educational dance had been dropped from the county's physical education program as "a preventive measure."

Mr. Maxwell Burdette, Director of Research, . . . said that because of Montgomery's approach to the problem by insisting on a program suited to the children's needs, this county has not been faced with the situation caused by sudden and complete integration of the Washington schools, aired in the recent Congressional investigation.³

Mr. Burdette made public, excerpts from the report comparing the achievement of white and Negro students. Mr. Burdette commented:

These differences, Mr. Burdette contended, were not due to race but to environment and cultural backgrounds which causes the Negro students not to have the same capacity to succeed as the white children. "There is a very high correlation between income and I.Q." he pointed out.

²Superintendent's Meeting, "Observations on Integration, 1955-56," September 27, 1956, Report of meeting.

³"P.T.A. Talks Integration Once Again," Montgomery County Sentinel, October 18, 1956, p. A4.

He also said that the difference in grade levels is true, in any case, as all differences increase as children progress in school.⁴

SURVEY OF DESEGREGATED SCHOOLS, JANUARY, 1957

The Pupil Personnel Staff conducted the survey for the second year plan. It was completed during the month of January, 1957. The questions were almost identical to those asked by the Special Assistant the first year. The survey revealed essentially the same information as reported in the December, 1955, Survey except for three differences.

The second year plan extended desegregation into the rural areas. Each school reported that the matter was carefully discussed with the P.T.A. Executive Committee and the local association was constantly kept informed of the plans for their school. In the earlier survey it was reported that some urban P.T.A.'s made extensive preparation while others did not.

Reports of students' finding adequate programs within the schools were numerous since students had been assigned where adequate classroom space and an available program were present. This was not true in the December, 1955, Survey where urban elementary children were assigned to their nearest school because their former school was closed, and secondary students chose to attend a nearer school without the educators' exercising any veto on their plans.

The third difference was that in the December, 1955, Survey, the principals and teachers urged a program of selection, while in the January, 1957, Survey, the plan which was formerly proposed was in operation. Therefore, those questioned about the third year plan urged that the selective program continue.

⁴Ibid.

REPORT ON NEGRO PUPIL WITHDRAWALS, JANUARY, 1957

In the Survey conducted by the Pupil Personnel Staff in preparation for the development of the third year (1957-58) desegregation program, one question requested information as to why Negro students withdrew from school.

The urban schools, which were desegregated the first year (1955-56), listed 40 withdrawals for the following reasons:

- A. Elementary withdrawals the first year:
- 1 girl moved to Pennsylvania
 - 1 girl moved to Baltimore (Welfare child)
 - 3 moved to homes in a Negro community
 - 1 boy was transferred to his former Negro school through Juvenile Court action
 - 5 moved to Washington, D. C., because their homes were sold and torn down
 - 3 were transferred to special classes in another school
 - 5 moved away
- 19

Nineteen transferred out of two hundred and fifty-four. Twelve transferred out of County, four were transferred for a program better suited to their needs, and three moved to a Negro community. Only one of the transfers appears to have resulted from a racial cause and this was handled by the Juvenile Court in cooperation with the school personnel.

Evidence is present to indicate that at least five students transferred for housing reasons. Their homes were purchased and they had to vacate prior to dismantling.

In this survey, the results from three schools were not obtained. Seventy-six Negro students were enrolled in these schools. The total of Negro students enrolled in the desegregated elementary schools the first year was three hundred and thirty.

- B. Secondary withdrawals the first year:
- 10 moved to Washington, D. C.
 - 1 sent to training school
 - 2 were uneducable
 - 2 went to work
 - 4 returned to their former schools
 - 1 moved to Negro community
 - 1 pregnant girl
- 21

Twenty-one transferred out of one hundred. In this survey the results from three schools were not obtained. Sixty Negro students were enrolled in these schools. The total of Negro students in desegregated secondary schools the first year was one hundred and sixty.

No reason was given for the ten who moved out of the County. Five returned to their former schools. The reason for their return was given as "inadequate programs." Of the remaining six, two were withdrawn for poor social behavior, two were uneducable, and two went to work.

The first year plan for the elementary schools closed four Negro substandard schools and their students were assigned to the white schools nearest their homes. Negro students residing within secondary school boundaries of the urban area were allowed to choose to attend the closest school. In both situations the educators exercised no veto power.

The second year program differed from that of the first by allowing the educators to transfer students to schools nearer their homes if adequate classroom space and program were available and the students' parents agreed.

In the following figures, the elementary and secondary schools which were in their second year of desegregation are presented apart from those that began desegregation for the first time under the second year program.

The elementary schools which were in their second year of desegregation transferred five students from the opening of school until January 5, 1957.

1	moved to Virginia
2	moved to Washington, D. C.
2	were transferred to a junior high school
<u>5</u>	

Five transferred out of two hundred and forty-seven. Three moved out of the County and two were transferred to another school for an adequate program. No reason was given for those leaving the County.

In the elementary schools which were desegregated for the first time under the plan for the second year:

2 students transferred to another county school
1 moved
 3

Three students transferred out of one hundred and eighty-seven.

One student was transferred to another desegregated school because of personal problems. The nature of these problems was not known.

The secondary schools which were in their second year of desegregation had eleven students withdrawn from September, 1956, until January 5, 1957.

4 went to work
 3 moved away
 2 transferred to another desegregated school
 2 moved to Washington, D. C.
11

Eleven withdrew out of eighty. Three schools were not included. They enrolled fifty-nine Negro students.

The secondary schools which were desegregated for the first time under the second year program had two students withdraw.

1 moved to South Carolina
1 was withdrawn for maladjustment
 2

Two withdrew out of sixty-three. One school is not included, it enrolled thirty-three Negro students.

The first year of desegregation forty (11.3%) out of three hundred and fifty-four students in the survey withdrew from their former schools. The second year twenty-one (3.6%) out of five hundred and seventy-seven students in the survey withdrew from their former schools. The first year twenty-two of the forty students left the County, nine were

returned to their former schools, three were transferred to special classes, one was sent to training school, two were uneducable, one was pregnant, and two went to work.

The second year, ten of the twenty-one students moved out of the County, six were transferred for a more adequate program in another school, four went to work, and one was withdrawn for maladjustment.

As reported earlier, not all schools are included in the report, but of those in the report the fact that during the first year, nine returned to their former schools and none in the second year is significant. It indicates that the program of allowing a child to transfer when adequate classroom space and program are available and with the consent of the parents will result in almost no returning to former schools. Also, more students were transferred to more adequate programs in other schools after school began the second year than in the first. Whether this was because transfers were more flexible the second year, more programs were available, or the needs were identified is not indicated. Concern for adequate programs by the educator is indicated.

No survey of withdrawals in June of 1957 or June of 1958 was made.

REPORT OF THE THIRD YEAR DESEGREGATION PLAN,

APRIL, 1957

On April 22, 1957, the Superintendent presented to the Board of Education the third year desegregation program as submitted by the Superintendent's Professional Committee on Desegregation. In developing the plan the Superintendent met with members of the clergy, and reported:

In discussing . . . the present policy, they were of the unanimous opinion that the plan this year was most practical and desirable. A continuation of the plan seemed to them to be most fair and workable.

From all reports, the plan adopted by the Board has worked very satisfactorily this year. There have been some disciplinary questions, both at school and on the school buses. All of such matters have been settled very quietly and effectively. Some Negro pupils have asked to return to their former school. The Pupil Personnel staff has handled these cases as they would other requests for transfers -- on merit. . . . Thirteen Negro teachers are teaching in "mixed" schools. I have had only good reports about their work.⁵

The plan of the Committee was accompanied by a detailed report of "Possible Enrollments for Individual Schools." In a later report it was shown that in 1957-58:

Fifty-one per cent of the schools in Montgomery County will be desegregated . . . While approximately 32% of the Negro students will be in desegregated schools, it is noted that approximately 57% of the white students are in desegregated schools. At the elementary level approximately 49% of the white students will be in desegregated schools, as will 73% of the secondary white students.⁶

REPORT ON THE FOURTH YEAR DESEGREGATION PLAN,

MARCH, 1958

The fourth year program (1957-1958), was also developed by the Superintendent's Professional Committee on Desegregation. Before this plan could be developed it was necessary to have the Board of Education decide whether or not the substandard Negro Lincoln Junior High School would be closed beginning in September of 1958.

⁵Transmittal Letter from Dr. Norris, Superintendent, to Board of Education, "Proposed Plan for the School Year 1957-58," April 22, 1957.

⁶Memorandum from Chairman of the Superintendent's Professional Committee on Desegregation to the Superintendent, "Report of Action Taken, to Date, on the Desegregation Plan for 1957-58 School Year, Adopted May 6, 1957, by the Board of Education," June 17, 1957. (Mimeographed.)

On December 5, 1957, the Committee, at the request of Dr. Whittier, Superintendent, made its recommendations regarding this matter:

The Committee has studied this situation and it is recommended:

1. That Lincoln be closed.
2. That Carver become a six-year school pending the completion of Gaithersburg Junior High.
3. That Negro children be transferred to schools and in the grades as indicated in the attached table.
4. That additional teachers, equipment, and materials be assigned to the receiving schools as necessary to provide programs appropriate to the needs of the children.
5. That policies governing transfers will be as follows:
 - a. Permit no choice except where, after careful counseling, compelling circumstances make it desirable for the Superintendent to make exception.
 - b. After the transfers have been made, as indicated in the attached table, the few academic students remaining in grades 10-12 in Carver will be transferred to Richard Montgomery.
 - c. Require no seniors to transfer from Carver except those in the academic course.

It is further recommended that the "excess" teachers resulting from the merger of Lincoln and Carver be informed of their placement for the 1958-59 school year at the same time in the spring that all other teachers in the County are so informed.

On January 8, 1958, the Board of Education took action on the report and in Resolution Numbered 11-59 placed into their capital budget a request to convert Lincoln from school use to:

. . . house offices and certain shops for custodial and maintenance operations. . . . the gymnasium with its two classrooms will be ideal as a transportation center, permitting minor repair work on buses. . . . The present shop building . . . will become the maintenance carpenter shop and lumber storage facility.

In Resolution Number 8-58 the Board requested funds to enlarge Carver High School.

The plan which was adopted March 24, 1958, for the fourth year of desegregation, was essentially the same as the second and third

year plans. At the end of the fourth year plan, a building request was made for the first time. The Committee recommended that, "consideration be given to adding classroom space at Darnestown. . . . In the past two years, Negro students have been denied admittance because of crowded conditions."

It was also recommended, "That a study by members of the professional staff be conducted to determine the most effective use of the Negro elementary schools."

The four remaining Negro elementary schools are located in the rural area of Montgomery County. To complete desegregation it would be necessary to redistrict white and Negro children. The process of redistricting is more complicated than just reassigning students to new schools. In the rural areas, the student populations are not located in areas which could automatically be reassigned to new schools. If this were done a number of students would be transported greater distances than at present.

On April 28th, a "Summary and Prospects for Desegregation of the Junior and Senior High Schools" was presented to the Superintendent by the Chairman of the Committee. The report reviewed the Negro enrollment figures of secondary schools since desegregation began and stated that Carver could be operated as a six year school until Gaithersburg Junior High and Springbrook Schools were constructed. The report anticipated that this would be in 1960 or 1961. The League of Women Voters commented on this report:

Significance of this report lies in the fact that, for the first time in an official communication, a specific time is suggested for the ending of segregation in secondary schools in Montgomery County. Such a timetable has not yet been suggested for the elementary schools.⁷

⁷League of Women Voters, "Desegregation in Montgomery County, A Fact Sheet," June 1, 1958, p. 4.

REPORT ON THE BOARD OF EDUCATION ELECTION,

NOVEMBER, 1958

Members of the Board of Education were elected in November, 1958. The seven member seats of the Board of Education were contested by nineteen candidates. Desegregation was not a factor in the platforms of the candidates. Newspapers reported this fact:

Campaign statements by the 19 candidates show no objections by any of them to the general outlines of the present board's policy of gradual integration.

Several candidates cited the county's progress as a very real triumph of which the county, the school system, and area residents can be proud.

A few merely indicated their willingness, if elected, to continue a program which they feel is made mandatory by Supreme Court decisions . . .

One candidate, Clark L. Fauver, sounded the keynote of those candidates who are openly enthusiastic about the program to date, when he said, "Montgomery County has given the nation an excellent example of peaceful and dignified accomplishment in this respect."⁸

Three candidates cited the Court rulings on the subject. John E. Oxley, Sr., a candidate summed up their opinions when he said that members of the School Board have:

. . . the duty of executing this law in accordance with the interpretation thereof by the court of the land. . . . If elected, I intend to carry out these duties to the best of my skill and judgment, diligently and without partiality or prejudice.⁹

In another report it was stated that at a meeting of the candidates the subjects of ". . . building plans, gifted children, teachers' salaries and integration" were discussed:

Candidates split on these points; Merit Pay . . .
Gifted children . . . planning of instruction.

⁸"Integration Progress Is Cited by Candidates, All Seem to Agree," Montgomery County Sentinel, October 2, 1958, p. B5.

⁹Ibid.

. . . There was no disagreement on integration. But to answer a question from a Negro parent, Howard declared that the school board should now set a date for the completion of desegregation in the Montgomery County Schools, "rather than operate on the present year-to-year basis."¹⁰

In an article outlining the basic issues in the campaign, it was stated, "One issue which has not figured in the campaign is the desegregation question. Candidates have voiced general approval of the pace . . ." ¹¹

While it cannot be stated that these nineteen School Board candidates represent all viewpoints of the citizens on desegregation, it is significant that the candidates were in agreement on compliance with the Supreme Court Decree. It is also significant that each candidate was satisfied with the programs adopted by the School Board whose membership they sought.

The evidence presented demonstrates that desegregation opposition groups did not gather enough support to have any candidate express their views.

REPORT ON THE RECOMMENDATIONS FOR THE FIFTH YEAR OF DESEGREGATION, JANUARY, 1959

The Superintendent's Professional Committee on Desegregation in recommending the plan for the fourth year of desegregation made two recommendations; (1) that adequate classroom space be provided at Darnestown to house the Negro pupils residing within the school's boundaries, and (2) that a professional committee study the use to be made of the four remaining Negro elementary schools in the rural area

¹⁰"County School Board Candidates Queried," Washington Post and Times Herald, October 9, 1958, p. B13.

¹¹"Montgomery School Hopefuls Clash on Basic Issues," Ibid., October 19, 1958, p. B1.

when that area is redistricted to end segregation.

In the Capital Budget for the 1959-60 school year, Dr. Whittier, Superintendent, recommended that adequate facilities for Darnestown be provided.

The Superintendent's Professional Committee on Desegregation, under the chairmanship of Mr. Maxwell Burdette, studied the second recommendation mentioned above, and on December 29, 1958, submitted the Committee's report to the Board of Education.

Prior to this report, Mr. Burdette and Dr. Whittier discussed desegregation with the Board of Education at its meeting on November 24, 1958.

Mr. Burdette discussed a report which had been prepared and distributed to the members of the board. It stated:

. . . Since the future use of each of the present Negro elementary schools should be determined prior to planning for new school facilities, three possible uses are considered for each of these schools. The three possibilities proposed are their use as:

1. Desegregated, elementary schools serving all children in the surrounding area in Grades K-6;
2. Desegregated schools to relieve nearby schools by the transportation of entire, specified grades from the schools needing relief;
3. Facilities for services, other than those of an elementary school, needed in the community and/or the County.

In the introduction it said:

This report attempts: (1) To summarize the progress to date . . . ; and (2) to present that statistical facts pertinent to the next steps in desegregation. No attempt is made here to propose a time schedule or to make recommendations for any specific action . . .

The minutes contained a statement of the Board:

. . . Following Mr. Burdette's comments, the Board entered into a general discussion of the various aspects of the report. It was the concensus that definite plans for the future desegregation of the County public schools

would have to be formulated prior to the adoption of the Capital Budget for the fiscal year 1959-60.¹²

The "definite plans" were presented to the Board of Education on December 29, 1958. The first three parts of the report reveal the committee's procedures and educational concepts in developing the report:

Introduction: The report which follows was prepared and approved by the Superintendent's Committee on Desegregation. For the work on this report, the standing committee, normally composed of ten professional staff members, was enlarged to include the principals and supervisors of all of the schools which will be affected significantly by the proposed steps in desegregation. This involved a total of approximately fifty persons. The plans proposed herein were approved by this enlarged committee. Specific provisions of the plans which did not receive unanimous approval are indicated in the text.

Procedure Followed in Preparing the Plans: The Superintendent and Committee agreed that the plans for desegregation should include the following items:

1. The preparation of a spot map to indicate the residences of all pupils in the schools concerned.
2. The drawing of new school area boundaries (re-districting), based on the location of the children in relation to the schools, ratio of Negro to white pupils not to exceed 1:3, practicality of bus transportation, and best use of school facilities.
3. Identification of type, capacity, and location of new school facilities necessary to implement the plan.
4. Description of any special staff requirements necessary for providing an adequate program for the pupils in each school after re-districting.
5. A time schedule for the completion of desegregation in the elementary schools as early as practicable and not later than the fall of 1961.

The first item in the above list was accomplished by Mr. James Shade, of the Planning Division, with the aid of Mr. Stanley E. Gaub, Mr. Charles J. McCormick and Mr. Charles M. Proctor, Jr., and the principals, teachers, and others in the schools concerned. Map over-lays were prepared which indicate the residence locations of all pupils now enrolled. Separate over-lays, were made for each grade in each school, and lists were prepared keying each pupil's

¹²Board of Education, "Minutes," November 24, 1958.

name to a spot on the map over-lay. On these lists, the most recent reading and intelligence test scores available for each pupil were recorded.

To accomplish the other items in the above list, the committee was divided into four sub-committees or work groups. A work group was organized to develop the specific plans for the desegregation of each of the Negro elementary schools and the related, formerly all-white elementary schools. The names of the persons serving on each work group are given at the beginning of the plans proposed for each group of schools. These groups, using the map over-lays, all statistics available in various reports and bulletins, and their own first-hand knowledge, prepared the reports which follow. As stated above, each report was approved, first, by the sub-committee which prepared it, and second, by the entire committee.

General Recommendations for the Completion of Desegregation in All Areas:

1. Small classes are recognized, by this committee, as basic to the success of this plan. We believe it is impossible to over-emphasize the importance of small classes taught by well-trained teachers to enable all of these children to make more rapid progress. We believe that such grouping will have a definite bearing on the acceptance of desegregation and the realization of the expectations which desegregation promises. The proposals in this report, therefore, recommend the reduction of the present ratio of 30 pupils per teacher to 23-28 pupils per teacher, depending upon local conditions.
2. Adequate school plants should be provided in all school areas. The greater variety and intensity of the needs of all pupils brought about or emphasized within each school by desegregation make appropriate school facilities mandatory. The general recommendations of the Committee for school facilities are given below. Specific recommendations for each school will follow in the various area plans.
 - (a) Libraries should be provided in all schools.
 - (b) All-purpose rooms should be provided and not used as classrooms.
 - (c) Administrative units are necessary for administrative efficiency; they should be provided in each school.
 - (d) Health suites and teachers' lounges should be provided in each school.
 - (e) Conference rooms are needed for parent-teacher conferences, child-teacher conferences, as auxiliary teaching stations for remedial work, testing, teachers of special subjects, hearing testing, speech therapy,

- teacher-pupil planning, committee work with children, and supervisor-teaching conference. Conference rooms, therefore, should be provided in each school.
3. Library and counseling services should be provided in each school.¹³

Specific recommendations for the eventual use of the Negro schools provide that:

1. Edward U. Taylor would be used as a desegregated school.
2. Longview would be used ". . . to house some of the pupils assigned to go to Gaithersburg school area . . ." while that building was being renovated. The Committee did not recommend use of the school as a desegregated school, ". . . because it is impossible to establish reasonable boundaries without obtaining 54% or more Negro pupils in the enrollment." The Committee did not suggest a use for Longview after the Gaithersburg students return to their school. In the earlier report, discussed at the November 24th Board Meeting, it was suggested the Longview might be used:

. . . as a desegregated school for boys of junior high school age (under 16) who cannot be kept in regular schools because of severe behavior problems. (The use of light agricultural and animal care in addition to the appropriate school work would be contemplated.)

3. Sandy Spring would be desegregated:

. . . by September, 1960, in two steps, and that the existing building be used, beginning at that time, for a community health center and for housing classes of severely handicapped children. From 4-6 groups of handicapped children are contemplated initially; however, additional groups can be housed at Sandy Spring school when transportation and personnel are available . . .

¹³ Superintendent's Professional Committee on Desegregation, "Proposed Plans for the Completion of Desegregation in the Public Elementary Schools of Montgomery County, Maryland," December 29, 1958, pp. 1-2.

4. Rock Terrace would be used ". . . as a special education center." The Committee did not recommend that the school be used as a regular school:

. . . because it appears impossible to draw reasonable district boundaries . . . which would not result in a predominantly Negro enrollment.

The special education programs envisioned . . . include classes for teen-age (260) children, and classes for (55) physically handicapped children of elementary school age.

The report of November 24th, to the Board of Education suggested many of the uses recommended above. In addition to those the report stated that:

1. Rock Terrace might be used:

. . . as a desegregated school to relieve other Rockville elementary schools . . . by the transportation of certain whole grades to Rock Terrace. . . . and provide facilities needed for such service as special education, remedial reading, annex for Carver High School, etc.

2. Sandy Spring might be used ". . . as a desegregated elementary school to relieve Sherwood by transporting grades K-1 from Sherwood to Sandy Spring. Children remaining in grades 3-6 at Sandy Spring would go to Sherwood." It could also be used ". . . for some desirable purpose to be determined but not as a school."

3. Edward U. Taylor might be used ". . . as a desegregated school to relieve surrounding schools by transporting -- whole grades to Taylor . . . and for purposes other than a school."

The newspaper report stated:

A blueprint for completing integration of County schools was unveiled before the Board of Education Monday night.

The plan, presented by a special desegregation committee named by Superintendent C. Taylor Whittier, would allow total integration by the fall of 1960 or as soon thereafter as the Board and County Council see fit.

Whittier called it "a feasible plan, both reasonable and practical."

"... If we follow this plan," Burdette said, "it will be possible to produce a better program with desegregation than we have ever had before. . . . We will have a reason for making a change other than a court decision."

"This should relieve any need to force integration on unwilling white parents," he said.

. . . Burdette pointed out, however, that the facilities will ultimately be necessary in any event, with or without integration.¹⁴

This report states what remains to be done in providing physical facilities to house the students in a non-segregated system. Throughout the report the educational needs of pupils are mentioned and the report states that even if physical facilities are provided the major responsibility of the Board of Education is to secure and maintain adequate educational programs.

REPORT ON THE LEAGUE OF WOMEN VOTERS "FACT SHEETS"

The League of Women Voters of Montgomery County have distributed four "Fact Sheets on Desegregation in Montgomery County." These "Fact Sheets" are the only sources which contain a summary of desegregation in Montgomery County.

The reports contained information pertaining to enrollment, a summary of significant events during the period of the report, and a brief statement of the future plans.

No summary of these reports is presented here; most of the information mentioned in the "Fact Sheets" is contained elsewhere in this study in detail.

¹⁴"Segregation End is Near, White-Negro Ratio of Three to One Would Be Set Up," Montgomery County Sentinel, December 31, 1958, p. 1.

SUMMARY OF SURVEYS AND REPORTS

Thirteen surveys and reports have been summarized in this Chapter. They were conducted by the staff of the Board of Education, news reporters, Parent and Teacher Associations, and by lay groups. These studies were used to inform the public, assist the Board of Education and its professional employees to improve the educational program, and to provide a basis for developing the desegregation program for the following year.

The evidence which has been presented reveals the considered opinions of the professional staff in regard to the desegregation programs. It was learned that the low socio-economic level of the Negro students handicapped their learning. This was not a new problem within the schools, but it intensified the problems of teaching which in most cases were already present. It was evident that as a result of experiences with desegregation the professional staff would have needed more help in the form of materials and teachers if they had had more students from the low socio-economic level.

Students in the second, third, and fourth years of desegregation were assigned to schools on the basis of available classroom space and program. Reports on this method indicated that this program was successful; few of the concerns evidenced in the first year were repeated.

Negro teachers assigned to desegregated schools along with their former students were considered by each principal in these receiving schools to have been helpful. They were aware of their former students' personal histories and environments. When a problem concerning their former students was pending, or developed, the Negro teachers assisted in its solution.

Several basic principles were considered by the Board and the Superintendent to be fundamental to a successful program. They were, first, that the educational program shall meet the needs of the students; second, that the plans should be developed with the cooperation of the individuals of the community; and third, that no employee of the Board would lose his job unless he was found incompetent.

The only source which provided a constant summary of chronological events was the "Fact Sheets" compiled by the League of Women Voters. Surveys and reports were developed as the programs progressed; a pattern was revealed whereby the purposes for the surveys and reports were met. Using the concept of desegregating as adequate classroom space and program are available, the following pattern was developed:

1. A survey was made to determine public opinion through contact with group leaders. Prior to the Board's adopting its program, this was done by the Montgomery County Council of Parent and Teacher Associations and the Board appointed Citizens' Advisory Committee. After the Board adopted its program the Special Assistant on Integration conducted the surveys for the first two years of desegregation. For the third, fourth, and fifth year plans, the information was compiled by the Superintendent's Professional Committee on Desegregation from information obtained from the local schools' principals; these principals had discussed the subject with their patrons.
2. A survey was made to determine experiences of the professional personnel with the current plan. The first year this was done by the Special Assistant; the second year, by the Pupil Personnel Staff; the third and fourth years by the Superintendent's Professional Committee from information received from the principals.

3. Data were collected to determine the extent and nature of adequate classroom space and educational programs. This was done each year by the Special Assistant. This information aided in the development of the plan for the following year.
4. A statement was made by the Board of Education in the spring of each year detailing the nature of the plan to be used in the next step of desegregation for the fall. In the surveys and reports, whenever a principal was asked the question when the plan for the next year should be announced, the reply, in effect, was the same, "As early as possible." The reports demonstrated that knowledge of the following year's plan enabled the principals to inform their patrons and make plans accordingly.
5. The educators implemented the Board's next plan, adopted in the spring, before school ended in June. All records were transferred prior to the Negro students' entrance in the fall.

The success of the pattern which was developed was evaluated, in a significant manner; that is, in a school board election. The testimony of the nineteen candidates running for the seven Board of Education seats in the 1958 campaign, revealed that the plan developed in Montgomery County was judged to be successful for this County. Not one candidate voiced opposition to the programs which had been effected.

CHAPTER VIII

SUMMARY, FINDINGS, AND CONCLUSIONS

SUMMARY OF THE STUDY

The purpose of this study was to determine the programs and procedures of desegregation which have been developed by the Board of Education of Montgomery County, Maryland, in complying with the Supreme Court Opinion of May 17, 1954, which declared unconstitutional the practice of maintaining racially segregated schools.

The study is a detailed report of what occurred in Montgomery County to effect this change, through the interaction of laymen and educators; it does not make comparisons with other systems.

The study was limited to the four years in which the process of desegregation has been taking place. It has been estimated by the educators of Montgomery County that the desegregation of all schools will be completed by the start of school in September, 1961, the seventh school year after starting the program.

The data were collected from: court cases; minutes of the Montgomery County Board of Education; news reports; information which was assembled by lay sources; and the surveys and reports which had been prepared by the professional staff.

The data were organized and placed within each of the following sub-problems: (a) the nature of the cases which were adjudicated by the Supreme Court, and the arguments for and against segregation which were presented; (b) the procedures used by the Board of Education to develop its plan for desegregation; (c) the preparation of the

professional staff and other employees of the Board of Education to effect a smooth transition; (d) the preparation of the public, non-school governmental agencies, and the student body to assure a smooth transition; (e) the identification and explanation of the major problems which confronted the Board of Education in developing and implementing their policy; and (f) a summary of surveys and reports prepared by lay and professional sources concerning the desegregation process.

The validity of this information is established, not by an arithmetical expression, but by the frequency of the answers by reliable individuals. An assumption of this study is that the lay and professional leaders were selected for their leadership roles because of their reliability and, therefore, information which is contained within their reports is valid.

Throughout the study the Supreme Court statement of May 17, 1954, is referred to as the "Opinion," and the Court's statement on May 31, 1955, is referred to as the "Decree." All other decisions in court cases are referred to as "rulings."

FINDINGS OF THE STUDY

The major sub-problems, or chapters, provide the framework for presenting the findings of this study.

Supreme Court Declares Segregation Unconstitutional

Communities had based their maintenance of segregated schools on the "separate but equal doctrine." This "doctrine" developed from a transportation case in 1896. It was found that cases involving education were brought into the Supreme Court and adjudicated on the "separate but equal doctrine."

In June of 1950, decisions were handed down stating that separate facilities were not equal in higher educational levels. The challenge was then made, on behalf of students in various grades of the elementary and secondary schools, to end the "separate but equal doctrine" at these levels. The Supreme Court rendered its Opinion on May 17, 1954. Montgomery County began its desegregation program in compliance with the Supreme Court Opinion.

Arguments which were presented for ending or maintaining segregation reveal additional findings.

The arguments for maintaining segregated schools were: adequate transportation offsets distance; equal educational opportunities are being offered; the states have the right to exercise police power with respect to safety, morals, health, and general welfare of its citizens; mixed schools would lower educational standards; racial friction will result; minority groups in schools will feel inferior; and citizens will close schools if they are desegregated.

The arguments for ending segregation were: the State had no right to classify citizens for different treatment under the law because of race; rights are individual, not group; excessive travel distances to distant schools deprives the child of play and adequate lunches, each fundamental to his education; schools are not equal in their programs and supplies; segregation has adverse effects on the individual; an individual is not able to develop his talents in a segregated system; and the individual does not have equal job opportunities because training in technical fields is denied.

The State of Maryland filed a brief as a friend of the Court, and it was found that the Decree rendered was substantially the same as that requested by the State of Maryland.

Montgomery County Board of Education Develops
a Desegregation Plan

Before the Board adopted a plan, it appointed a Citizens' Advisory Committee on Integration to make recommendations. It was found that action of the State and local officials, County lay organizations, and individual letters offered guidance to the Board in preparing its "Statement of Policy on Integration."

The study revealed that the Board had a definite statement of policy regarding its relationship to the public in the development of school policies. This policy statement was developed prior to the Supreme Court's Opinion, and the purpose for defining its relationship to the public was to gain public support on important decisions. It is significant, that in developing a program of desegregation, the Board, while making no reference to its statement, followed it and effected a program.

The Superintendent supplied the Board with information which his staff prepared and he focused the attention of the professional personnel on the desegregation program by creating a "Classroom Teachers Committee on Integration." In addition, extensive work of the lay organizations interested in a peaceful transition contributed to the development of the Board's programs.

An analysis of the Board's "Statement of Policy on Integration" revealed that only two items were original with the Board. All other items had their source in one or more of the studies which were conducted either by the Board appointed committee or other committees. The fact that the Board adopted a policy based on committee work is significant.

The first year's program (1955-56) was drafted by the Board of Education with information obtained from a number of lay sources and the Superintendent.

The second year's program (1956-57) was adopted by the Board of Education on recommendation of the Superintendent. The information on which he based his recommendations was obtained from the survey of all principals in desegregated schools made by the Special Assistant on Integration. This plan differed from that used the first year. During the first year, elementary students were sent to schools nearest their homes when four substandard Negro schools were closed. This was a forced situation. Some elementary schools had difficulty adjusting to the educational needs of these children. On the secondary level, Negro students could choose to attend the school nearest their homes if they resided in the urban area. It was found that on the secondary school level the educators were not able to exercise a veto on the student's choice and a number did not succeed in their new schools. The plan developed for the second year used a selective approach, and students were enrolled in their new schools only where adequate classroom space and educational programs were available.

The third year program (1957-58) was adopted by the Board upon recommendation of the Superintendent's Professional Committee on Desegregation. The Special Assistant's role had been changed to that of Chairman of this Committee. In a letter to the Superintendent, the Special Assistant recommended this change in order to avoid the concept that desegregation was the problem of one person instead of the entire professional staff. The Committee made its recommendation after a complete survey had been made by the Pupil Personnel Staff. The questions used to make the survey were similar to those used by the Special Assistant

in the first survey. They were revised by the Superintendent's Professional Committee. The recommendations the Committee presented to the Board were almost identical with those made for the second year program. These recommendations were discussed with the clergy in the rural area by the Superintendent prior to their recommendation to the Board of Education.

The fourth year program (1958-59) was adopted by the Board upon recommendation of the Superintendent's Professional Committee on Desegregation. The Program adopted was essentially the same as that used in the previous two years. The Committee did recommend, however, that a specific building program be undertaken to provide adequate school housing for all students living within a particular area. In addition, the committee recommended that a study be conducted to determine what use would be made of the five remaining Negro schools when desegregation is complete.

The fifth year program (1959-60) has not been adopted by the Board at this time. The Superintendent's Professional Committee on Desegregation has made recommendations for an adequate building program to house all students who reside within their boundaries by the fall of 1961. The uses of Negro schools have also been recommended.

Preparation of the Board of Education and Its Employees for Desegregation

The Board of Education and the central office staff, including the Superintendent, prepared for desegregation by studying the statements of the courts, discussions with individuals in other school systems, and in the preparation of material to answer specific questions concerning desegregation.

The professional staff was prepared for the desegregation program through a concentrated effort to supply the principals, vice principals, supervisors, counselors, and pupil personnel workers with the information they needed to effect a transition devoid of emotionalism.

Members of the professional staff, who attended workshops on human relations, worked closely with the Superintendent's Special Assistant on Integration to develop a one day "Montgomery County Workshop on Integration." The nature of this workshop was important to the success of the program as evidenced in the material presented.

Teachers in individual schools prepared for desegregation with the aid of their principals. No extensive program was conducted to prepare individual teachers outside of their respective schools.

The assignment of a Special Assistant on Integration who, with the aid of consultants, assisted the lay and professional personnel in the discussion of various aspects of the program provided the Superintendent and the Board with a coordinator for its programs.

No evidence was presented which indicated that the secretarial or cafeteria staffs were prepared for desegregation, or that they needed to be. Custodians and bus drivers were told what the programs would be and of their role in the transition.

Another finding of the study was that the individual members of the Professional staff attempted to focus their attention on the possible social problems which might result from desegregation. The action of the Superintendent, Board of Education, and Special Assistant was to redirect their thinking toward the implications in the educational Program.

Preparation of the Public, Non-School Governmental Agencies,
and the Student Body for Desegregation

Each school principal was obligated by the Superintendent to discuss various aspects of desegregation. Principals were required to meet with their Advisory Committee and/or Parent and Teacher Association and discuss specific subjects. There is evidence to indicate that in some schools this was necessary since the principal did not feel he could request a discussion on the subject unless either the community or Superintendent brought it up. Through this method the Superintendent was able to learn of concerns and obtain suggestions from the lay leaders of each school.

The findings show that the news reporters provided the public with numerous reports on the status of desegregation within the County and that this medium was used by the Board of Education as one way to inform the public of its intentions.

Some lay organizations and members of the clergy were active in assisting the public to prepare for desegregation. It was found that the County Council of Parent and Teacher Associations and the League of Women Voters were especially active in this endeavor. These groups assisted the public in reminding them that desegregation was the "law of the land" and their role was to provide the facts so that a peaceful transition would result.

The Special Assistant and the Superintendent worked closely with the public through speaking and serving as consultants. Also, they discussed the programs with the Recreation Department, Public Health Nurses, Police Department, and an Interagency Advisory Committee on School Desegregation. It was significant that each of these units had a specific role in assisting the schools in making a smooth transition.

Student preparation varied with the level of school, elementary and secondary, and on the need for direct or indirect preparation.

Major Problems of Desegregation Confronted

by the Board of Education

The study revealed that there were four major problems which confronted the Board of Education: (1) development of the programs for desegregation; (2) a local community appealed a decision of the Montgomery County Board, which transported Negro students from another district into their schools, to the State Board of Education; (3) personnel policies of the Board were questioned; and (4) the residents of one community showed open resistance to desegregation.

Evidence was presented which revealed that no other County in Maryland engaged in the free and open debate on desegregation that took place in Montgomery County. It seems significant that the discussions and debates which took place were conducted by organizations as part of their regular programs. Another significant finding is that the organizations which appealed to the State Board of Education and led the resistance movement at one school, were organizations which were formed to accomplish this one purpose. It was also learned that opponents and proponents of desegregation use techniques to manipulate the public toward their persuasion. Evidence was presented which demonstrated that both extremes sent numerous communications and demands to the Board of Education.

It was shown that Parent and Teacher Associations of local schools permitted membership of citizens interested in the school, although they were not parents of children attending the school. In one P.T.A. such citizens paid their dues in order to vote on the desegregation issue.

It was learned that in the community where open resistance was encountered, that ample preparation was made by the Board of Education and resistance was encouraged by outsiders of that community. However, no established resident of the community, other than school and police personnel, made any public statement condemning the actions of the leaders of the resistance movement.

Evidence presented suggests that there is confusion concerning the Constitution as it applies to the inter-relationship of majorities and minorities. There is evidence that confusion also exists as to what the rights of individuals are, as compared to those of the State.

A finding of this study is that the disorder which broke out was kept under constant surveillance by the Montgomery County Police Department. There is no evidence of personal or property damage, or of any arrests. Furthermore, the Superintendent invoked established school law to end the disturbance.

It was learned that proponents and opponents of desegregation circulated petitions and demanded hearings before the Board in an attempt to change particular Board actions. It is of interest that not one of the Board's actions was changed or rescinded as a result of these protests. Evidence presented reveals that the Board of Education and its professional staff took final action only after careful deliberation.

Surveys and Reports

Many surveys and reports were conducted each year of desegregation. These served to inform the public; to assist the professional staff in maintaining and improving the educational programs; and to provide a basis for the desegregation plan for the following year. The surveys and reports revealed the procedures used by educators and

lay organizations to assist in a smooth transition. It was after a careful analysis of the first year's program that the concept of selective desegregation was effected.

Surveys and reports revealed that in the elementary schools the students from low socio-economic backgrounds have difficulty in learning their lessons. There is evidence which demonstrates that in the secondary schools the programs which come in contact with the community, such as bowling and diversified occupations, are complicated by the attitudes of owners or managers when a student in the program is a Negro.

There is a relationship between the percentages of Negroes who are to attend a particular school and their acceptance. The greater the potential percentage the greater the initial resistance.

The withdrawal of Negro students and the number who returned to their former schools the first year of desegregation was far greater than in the second year of desegregation. The first year plan was a compulsory plan in the elementary schools and a voluntary plan in the secondary schools. The second, third, and fourth years a selective program has been used, with the consent of the Negro student's parents, and very few retransfers to former schools have been made. The selective program is based on the available classroom space and program in terms of the educational needs of the student, in the appropriate school nearest the home of the student.

It seems remarkable that in the 1958 School Board Campaign, the issue of desegregation was not raised by any candidate. Each expressed himself as favorable to the programs which had been adopted by the Board in the past.

CONCLUSIONS

The procedures and programs developed by the Montgomery County Board of Education evolved as the County proceeded with desegregation of its schools. A fundamental principle which became apparent in the study was that the programs and procedures were developed to meet the needs of the County's citizens. The Supreme Court acknowledged the fact that each school system would need to approach compliance with the Opinion in its unique way and the citizens of Montgomery County demonstrated their endorsement of the program in their election.

During the election in 1958 when nineteen candidates were contesting the seven seats of the Board, not one candidate voiced objections to the Board's actions on desegregation, a program which was in its fourth year of operation and is not expected to be complete until 1961.

Numerous reports in the study demonstrated that the citizens of Montgomery County are vocal in their opinions. The Board recognized this and developed organizational patterns whereby these vocal expressions could be channeled into productive results. The Board had help from numerous lay organizations in developing its programs; it is important that help came not only from proponents of desegregation, but from opponents as well. This was accomplished by the Board through working with proponents and opponents in the interest of disseminating facts.

Ten factors are presented which the study indicated were fundamental to the success of the desegregation program of Montgomery County. They are, that the Board of Education:

1. Assumed the responsibility for developing the desegregation programs.

2. Determined each program after a careful study was made.
3. Remained firm after its decisions were made.
4. Appointed a Special Assistant on Integration to the Superintendent's staff to coordinate the programs.
5. Announced each succeeding year's program in the spring of the year, at least six months prior to being placed in effect.
6. Encouraged and facilitated lay and professional preparation for the transition.
7. Received assistance from lay organizations.
8. Was assisted by the educators in that they did not take a stand for or against desegregation.
9. Has insisted that educational programs and building facilities continue to improve.
10. Has insisted that competent personnel be employed, without regard to race.

The Board Assumed the Responsibility for Developing the Desegregation Programs

The local Board of Education is primarily responsible for the implementation of a program to end the practice of segregated schools according to the rulings of the Supreme Court. The program in Montgomery County was facilitated by actions on the part of Maryland State Officials when they encouraged local boards to take action.

The Montgomery County Board of Education assumed leadership in developing a program although extremists on both sides of the question exerted pressure to speed up or to retard compliance. After receiving majority and minority reports from their appointed Advisory Committee on Integration, composed of lay and professional personnel, and considering letters and petitions sent to them, the Board adopted a

"Statement of Policy on Integration." In the opinion of the Board this policy statement has not been violated. This statement said that the Board would: comply with the law of the land; maintain as its primary consideration, the meeting of the educational needs of its students; vary its program in different sections of the County as local situations warranted it; desegregate its staff and hire all personnel on the basis of merit for the particular vacancy; send students to the school nearest to their residences, and provide adequate building facilities to accomplish this; transfer individual students from one school to another if their educational needs necessitated this action; and initiate desegregation programs at the beginning of the school year.

"The Statement of Policy on Integration" climaxed ten months of study. It made known to the public that the policy of the Board would be to comply with the Supreme Court Opinion in a fair and orderly manner.

The Board Determined Each Program After a Careful Study was Made

The Board developed its desegregation programs by following its established procedures of obtaining all available facts prior to making a decision. Before the Supreme Court rendered its Opinion, the Board had read into its minutes its manner in cooperating with citizens' committees, to obtain facts. The appointment of the Citizens' Advisory Committee on Integration was an established procedure to obtain significant information. The Chapter VII, "Surveys and Reports," is replete with data illustrating the Board's regard for securing accurate information before adopting its programs.

The Board Remained Firm After Its Decisions Were Made

In each of the four major challenges which were made to the Board, it remained firm; the Board based its actions upon the data it had assembled before making the decision.

No attempt was made in the study to isolate the causes for each of the four challenges. The study did show how the Board conducted itself during each challenge; that is, in each situation the Board permitted those who felt wronged to express themselves. In the end, the Board restated its position and remained firm.

The Board Appointed A Special Assistant on Integration to the Superintendent's Staff to Coordinate the Programs

The appointment of the Special Assistant to the Superintendent enabled the Board to have a coordinator for its programs. Individuals and representatives of lay organizations, staff members, and news reporters consulted him frequently to offer suggestions or obtain consultant services and information. It was evident that while there were many advantages to this type of appointment there is also one danger -- that the entire burden, and all problems concerning the Negro will be referred to him. When this condition became evident the role of the Special Assistant was changed to that of Chairman of the Superintendent's Professional Committee on Desegregation. The danger was avoided by treating problems as problems of the Committee. In this way, the educators in the local schools and their supervisors and pupil personnel workers assumed the role of working out the local problems involving Negro children on the same basis used with the white. The Committee also provided contributions and observations in developing future programs based on the extensive background of its individual members.

The study indicates that the Special Assistant's role was to concentrate on three phases: (1) to assist the Board and Superintendent in developing programs and procedures and interpret these to the educators and laymen; (2) to develop socially approved ways for educators and laymen to face their concerns and to assist in finding acceptable solutions to these concerns; and (3) to focus the attention of laymen and educators on the social and educational problems of desegregation; that is, to assist in identifying whether the problem confronted was an educational problem which the educator could solve or whether it was a social problem, or community problem, whose limits the educator and laymen must work within. For example, in working out details for the placement of ten Negro students in one school it may be learned that the receiving school has adequate classroom space for all of them, but an adequate program for only five. To provide an adequate educational program for students residing within a particular school's boundary is the responsibility of the principal and supervisor, provided the Board of Education has made this financially possible. If the Board has not provided for this, then it is the responsibility of the principal and supervisor to contact the respective office in the Board of Education so the Board is made aware of the existing lack. It was not the role of the Special Assistant to supersede any existing designated responsibility of any other person, but rather to assist in defining and in the solution of the problems encountered in the desegregation process.

The Board Announced Each Succeeding Year's Program in the Spring of the Year, at Least Six Months Prior to Being Placed in Effect

Each year the Board has announced, usually by April, its plan for the succeeding year. No time schedule was ever established until

January of 1959, when the Board decided that by the fall of 1961 desegregation will be complete. The program began in September, 1955.

It was found to be important that the program for the succeeding year be announced early in the spring of the year in order for the details to be completed by the end of school in June. Most schools have a tentative schedule of their next year's program by the end of February. In conducting a program of selective desegregation it was necessary to use the facts from this planning in arranging for specific pupils to transfer to their new schools.

The procedures used for transfer of students is unique. The writer has found no evidence to show that the *selective desegregation* program of Montgomery County is used elsewhere. The following steps are procedures used to effect a student's transfer:

1. A survey is made of each school having Negro children residing within its boundaries but attending a segregated school, to determine the available classroom space and the nature of the program to be offered.
2. This information is communicated to the principals of the Negro schools.
3. The principals of the Negro schools make a survey of the students residing within the boundaries of other schools.
4. The principal of the Negro school then determines if the student could be recommended for the available space and program in a school nearer his residence.
5. The principals of the two schools meet with the supervisors of instruction and evaluate the records together.
6. If, in their opinion, they feel the student has a reasonable chance to succeed, they recommend to the Superintendent that

he be transferred.

7. A letter is sent to all parents of the Negro students in desegregated schools explaining that if their child is recommended to be transferred that they will receive a letter by a certain date. If they do not receive a letter, they may file an application and the case will be examined.
8. Parents of children who are recommended for transfer receive a letter stating this. They may approve the transfer, not approve it, or discuss the situation with the principal.

The unique part of this plan is that the educators make the recommendations. Under most plans the burden is upon the Negro to make application, then the educators approve or disapprove the application. To desegregate as space and program become available requires that the Board of Education continue to provide adequate school housing and educational programs in all schools nearest to the homes of all students. This is the procedure developed by Montgomery County Board of Education.

It is important that the local Parent and Teacher Associations have this information so that they can answer questions which may or may not have appeared in the press, and avoid rumors. In the study there has been no indication that rumors were rampant. It is possible that by informing the community leaders through school and news sources they were kept to a minimum.

The Board Encouraged and Facilitated Lay and Professional Preparation for the Transition

In implementing the programs the Board and its employees were prepared for desegregation. In addition lay groups, clergy, police, health and recreation departments, news reporters, and local Parent

and Teacher Associations each received consideration as to their role and responsibility in the desegregation program.

These groups, received consideration either because they requested it or because the Board of Education or its professional staff requested it of them. By consideration is meant that they were informed of the Board's plan and assisted in its implementation.

In preparing the public two problems were consistently raised. The first concerned the rumors regarding the health and morals of the Negro communities. The nurses from the Health Department were invited to most of these meetings and with their accurate information about the community in question, the unrest was ended. If there were any bases to the rumors, they were discussed and their significance outlined. The suggestion to those concerned about health was to intensify the activities of the local P.T.A. Health Committee not just for the Negro child, but for all children. This emphasis was important in focusing attention on the health problems of all children in the community.

The second problem was that of the educational program. Could the principal assure the parents that the school had adequate programs? The answer was that for some students they did, but generally there was a need for additional help in teacher personnel and materials for the rapid and slow learners. Parents were advised to support the principal in his requests in order to improve programs for all students. They were told to oppose the desegregation program if adequate educational programs were not available. This they did either through the principals or by talking to the Superintendent.

The definitions of the terms "desegregation" and "integration" were important in developing successful programs. "Desegregation" was

defined as that process whereby a formerly segregated system was ended; it is a mechanical process of administration. "Integration" was defined as a personal process and required the individual to resolve his emotional concerns if he is to successfully interact with individuals of different hereditary and mental environment. An understanding of these terms was necessary for successful desegregation procedures to have been developed and at the same time consider the needs of the individual student.

Two major factors were revealed in this study which lessened the emotionalism of the individuals of the community. One, was to develop an understanding of the definitions of the terms "desegregation" and "integration." The other, was to focus attention on the major concerns of desegregation and provide individuals socially approved ways to attack the problems. People particularly interested in health were encouraged to work on the health committee of their P.T.A.'s. All were concerned about the educational program. It was found that this was the central focus for bringing the extremists to a common basis in order to work together. Those who opposed desegregation could do so in terms of the inadequate educational program, if such were the case. Those who favored desegregation could accomplish this process only if they were willing to work for better educational programs. Some programs have been made available for selected students. The extensive recommendations for the fifth year program were made to continue and further this development.

Throughout the study it was evident that staff members who had had experience in human relations courses accepted the situation more readily. It seems that these courses offer to the individual an opportunity to gain an insight into his own feelings while he learns to

become more objective.

While discussions with other races in a workshop experience appeared to be the most successful, courses which stressed group work and inter-action on human relations had valuable concomitant results. Programs in child study were cited as examples of this. It is significant that in faculty meetings participation in workshops and the Child Study Programs were recommended by the teachers as ways to become prepared for desegregation.

The Board Received Assistance from Lay Organizations

While Montgomery County received help from lay groups, both for and against desegregation, since each sought and disseminated facts, particular help was received from professionals associated with the National Conference of Christians and Jews, B'nai B'rith, and the American Friends Service Committee. A careful distinction is presented here between the professionals of these groups and their followers.

The professional demonstrated that he is skilled in human relations and has knowledge which aided the Board and its professional staff to develop an understanding of the problems to be encountered. However, the followers of these groups may have a zeal which would exclude them from being objective in the situation. That is, certain desegregation procedures which are used by the educators may not be accepted by the followers of these groups, because in their opinion nothing should stand in the way of complete and immediate desegregation.

On the other side would be followers of groups demanding that desegregation never take place. The Maryland Petitions Committee was one group whose followers and leaders banded together with this one

purpose in mind.

This militant group cannot be compared with organizations like the Farm Bureau of Montgomery County, because the Farm Bureau's leadership never questioned the law of the land, although its members objected strongly to desegregation. The leadership wanted a gradual program, if there had to be any, and insisted that the educational programs for all students be such that no child should experience any educational loss as a result of desegregation.

The reason for defining the difference between leaders and followers in these groups is important, because the followers may be overly zealous and the educator may hesitate to discuss the desegregation programs with their leaders. All evidence in the study indicates that it would have been a serious mistake if the educators in Montgomery County had not used the help, or secured the help, from responsible leaders of proponents and opponents of desegregation.

The Board Was Assisted by the Educators in That They Did Not Take a Stand For or Against Desegregation

The educators did not take a stand for or against desegregation. They followed the leadership of the Board in complying with the Supreme Court's rulings. Evidence indicates that each problem was faced by securing the facts and acting in accordance with practices based on ethics of the teaching profession.

The Board Has Insisted that Educational Programs and Building Facilities Continue to Improve

The first year's plan forced Negro students in the urban area to attend the nearest formerly white school to their residence, while allowing the urban secondary students free choice. This plan was discarded the second and succeeding years in favor of a selective program which

was judged successful by citizens and educators. Negro students were selected for schools nearer their home by the educators on the basis of adequate classroom space and program available. Their parents could reject this offer but it is significant that the educators made the primary judgment. Applications from parents were received and processed for those who were not selected by the educators.

A result of the above program has been that educators and citizens have focused their attention on all educational programs offered in the schools. There is evidence in the report for the fifth year's program (1959-60) that educational programs are improving as a result of this selective procedure through a concerted effort on the part of protagonists of desegregation to secure adequate programs.

The report for the fifth year's program outlined extensive building proposals to provide the necessary classroom space to house students in the schools within whose boundaries they reside.

Montgomery County found that extremists can find a common basis on which to develop a desegregation program if they have their attention focused on the adequacy of educational programs. The educator becomes the final authority in this conflict because each extreme demands that he evaluate the educational program and make recommendations to assure the public that an adequate program is being maintained. Thus a successful desegregation program will have as its final result improved educational programs and building facilities for all students.

The Board Has Insisted that Competent Personnel Be Employed, without Regard to Race

The Board employs, in addition to professional personnel, maintenance workers, bus drivers, and cafeteria workers. Their employment is based on their ability to perform the assignment for which they are

hired, not on race.

The study definitely pointed out that in certain areas of the County acceptance of Negro teachers would come very slowly, if at all. The Board has been placed in the position of reconciling its established policy with these adverse views. How successful the Board will be cannot be predicted at this time

The number of Negro teachers employed, based upon the number of Negro students in the County for the following years, indicates that the ratio varies each year. There is no indication that a high or low ratio is significant if the Board is interested in supplying its classrooms with competent teachers. The fact that no Negro teacher has lost a position as a result of desegregation is important; the fact that Negro teachers have been employed from outside the County and assigned to formerly white schools on the basis of their competency is also significant.

In 1954, the year before desegregation began, the average number of Negro pupils to each Negro teacher was 26.67; in 1955, the first year of desegregation, the ratio was 27.28; the second year of desegregation, 25.78; the third year, 26.85; and the fourth 27.66. The second year of desegregation, there were 14 Negro teachers in formerly white schools and more Negro teachers were employed as was shown by the ratio of 25.78 Negro students to each Negro teacher. In the current school year of 1958-59 there are 38 Negro teachers in desegregated schools. Two of these are in administrative positions, and three are traveling elementary teachers who visit many schools, some without any Negro students or teachers.

The fact that no Negro employee of the Board has lost his job as a result of desegregation has no doubt saved the County services of qualified individuals and maintained a climate of good will with the

members of the Negro race.

This study has revealed programs and procedures which might assist other communities in their desegregation program. The evidence implies that citizens want to obey the law of the land, but to facilitate this, it is necessary to determine what the problems are and to develop procedures to solve them. The study shows that this can be done by lay organizations and the educators.

The necessity for providing students with educational programs to meet their needs is referred to numerous times in this study. This is a basic educational concept of the citizens of Montgomery County. This fundamental concept has provided the foundation upon which a firm and successful program of desegregation was developed. For educators, for society, this approach may well be the crux of the solution for peaceful co-existence.

Further Studies

This study indicates that additional research could be conducted to enrich the knowledge of this subject. The following recommendations for additional research were indicated in the study:

1. A detailed study of the activities of the Maryland Petitions Committee and its role in the Poolesville incident to determine how a minority group can disrupt a community.
2. A study of the Poolesville situation to determine the cause of the resistance movement in obtaining such initial support.
3. A study of Negro intelligent quotient and achievement scores to determine what changes, if any, have taken place by Negro students in desegregated schools and the cause for any change.
4. Relationship of news reports and student behavior in regard to bombs, riots, strikes, etc. If there is a relationship,

is it possible to place the news reports in a certain perspective so that the emotional charge is minimized, or is this an indication of need that would not have been observed in any other way?

5. What specific role did individual members of the Board of Education assume in developing the programs of desegregation?
6. A study in 1961 to determine what has been done since this study was completed.
7. A study to determine what opportunities outside of school have been made available to the Negroes since desegregation began.
8. A study to determine student understanding of the Constitution. Need for this study is indicated since there was confusion by many on the rights and interrelationships of majorities and minorities in the desegregation programs.

Many thoughtful individuals believed that a desegregation program would be a difficult undertaking and would reveal a number of complex problems. The above studies suggest that additional information will be needed if the citizens of the United States are to develop and perpetuate the democratic ideals inherent in the Constitution.

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G. NOTES

Special Assistant on Integration, "Notes of Meeting, May 18, 1955." (Handwritten.)

Special Assistant on Integration, "Notes of Executive Committee Meeting, June, 1957." (Handwritten.)

Special Assistant on Integration, "Notes of Meeting, June 3, 1955." (Handwritten.)

Special Assistant on Integration, "Notes of Meeting, July 20, 1955." (Handwritten.)

Special Assistant on Integration, "Notes of Meeting, February 23, 1956," (Handwritten.)

VITA

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Degree and date to be conferred: Ed. D., June, 1959.

Date of birth: December 30, 1922.

Place of birth: Washington, D. C.

Secondary education: Central High School, Washington, D. C.

Collegiate institutions attended	Dates	Degree	Date of Degree
University of Maryland	June-October, 1942	--	--
Franklin and Marshall College V-12 Program	July 1944-July 1945	--	--
University of Pennsylvania N.R.O.T.C. Program	July 1945-Feb. 1946	--	--
University of Maryland	July 1946-Feb. 1948	A.B.	June 1948
University of Maryland	July 1948-August 1951	M.A.	August 1951
University of Maryland	Sept. 1951-June 1959	Ed.D.	June 1959

Major: Human Development Education

Minor: Related Fields

Publications:

Dunn, Fred L., Jr. "Desegregation in Montgomery County, Maryland," Patterns of Transition, No. 4, October, 1957, pp. 4. Bloomington, Indiana: Phi Delta Kappa.

Dunn, Fred L., Jr., and Dorris, Sidney. "Lets Talk Facts," The Maryland Teacher, March, 1954, pp. 12-13, 28.

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Wey, Herbert, and Corey, John. Action Patterns in School Desegregation, A Guidebook, Dunn, Fred L., Jr., et al., Board of Editors. Bloomington, Indiana: Phi Delta Kappa, 1959. xii and pp. 276.

Positions held:

Each of the following positions has been in Montgomery County,
Maryland:

1. Teacher, English, history, and science, February, 1948 -- June, 1952.
2. Pupil Personnel Worker, September, 1952 -- April, 1955.
3. Pupil Personnel Worker and Special Assistant to the Superintendent on Integration, April, 1955 -- September, 1956.
4. Vice Principal, Sherwood High School, and Chairman of the Superintendent's Professional Committee on Desegregation, September, 1956 -- June, 1958.
5. Leave of Absence, Montgomery County, July, 1958 -- March, 1959.
6. Vice Principal, Wheaton High School, March, 1959 -- Present.