

Task Force Reports

# Teacher Displacement Is A Serious Problem

"Whenever 20 or 25 Negro pupils are transferred from a segregated school, the Negro teacher left without a class in many cases dismissed rather than being transferred to another school with a vacancy," Dr. F. G. Shipman, chairman of the Department of Education at North Carolina College, stated in a recent report.

The report is excerpted from a study entitled "Task Force Survey of Teacher Displacement in Seventeen Southern States," conducted under the auspices of the National Education Association, financed jointly by the association and the U. S. Office of Education, and appearing in a 61-page booklet published by the NEA's Committee on Professional Rights and Responsibilities. Dr. Shipman was a member of a North Carolina team participating in the study.

"It has been and still is widely assumed by many white citizens, school board members, and school administrators that Negroes, both students and teachers," the report states, "are intellectually inferior. From this specious premise, it follows that 'quality education' can be attained or maintained only if pupils and teachers are separated along racial lines: quality education and school desegregation are viewed as antithetical.

"What, then, can a community do to change the situation when its school district is forced to desegregate, either under a federal court order, or by a federal agency enforcing compliance with a federal statute, or when federal funds make it advantageous to keep the Negro children at home?"

Continuing, the report declares: "At first they have integrated only to the extent that the federal court or agency has stipulated as an acceptable

minimum. In most cases this means a freedom-of-choice plan, which places the burden of choice upon the Negro parents and children instead of the school board and administration. Where there is no, or only partial, faculty desegregation, the effect of the freedom-of-choice plan is to maintain student segregation or to promote re-segregation."

States covered in the study were Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

The North Carolina report states that as of June 15, 1965, "from 80 to 100 professional employees were affected by desegregation of pupils. The Task Force was able to interview 36 teachers who had been displaced. Teachers," according to the survey, "seemed to be reluctant to let the fact of displacement be known. Apparently the threat of dismissal may have affected the Negro community's attitude toward pupil transfers."

It was pointed out that some teachers not rehired have only been able to find employment from 200 to 400 miles from home, with the resulting extra travel and separation from their families creating a hardship. Cases were found in which Negro principals had been demoted and Negro supervisors assigned to classrooms at lower salaries and their duties assumed by white supervisors.

The lack of explanation for dismissal, in some cases, evidence suggests, has given some teachers reason to question the quality of their work or to assume that their civil rights activities caused them to fall into disfavor with administrators. These activities, in a few cases,



The Speech-Hearing Clinic

the Task Force disclosed, have resulted in the teachers being blacklisted and hindered from finding positions elsewhere.

"The repeal of the continuing contract law by the North Carolina state legislature," according to the booklet, "created anxiety among the teachers."

Another tension-creating factor is the use of the National Teacher Examination by the State Department of Education in determining certification for both new and in-service teachers.

Survey officials state it was realized at the outset that it would be practically impossible to locate every displaced teacher but conclude: "Adding those

teachers interviewed to those cases which have been substantiated by the U. S. Office of Education or by the NEA Commission on Professional Rights and Responsibilities, the Task Force arrived at 668 as the probable minimum number of teachers displaced and/or downgraded for reasons either directly or indirectly related to desegregation and integration.

"One of the ironies of school desegregation," the Task Force found, "has been that those school systems giving earliest and most complete compliance to the Supreme Court's decision are likely to be the systems where marked displacement of Negro teachers takes place."

## Annual Principals-Supervisors Meet Here On July 21-22

North Carolina College's sixteenth annual Principals-Supervisors Conference will convene Thursday and Friday, July 21-22, Dr. F. G. Shipman, chairman of the conference, announced this week.

The event, to which principals and supervisors of all accredited schools in the state of both races have been invited, is expected to attract some 200 persons.

This year's general theme is, "Federal Programs, Desegregation, and Excellence in Education." Sub-themes will be explored in smaller, intensive group discussions.

The principal consultant will be an official of the Department of Health, Education, and Welfare, Shipman stated, with other consultants being drawn from the NCC faculty and the state's educational associations.

Thursday's activities will include registration in the early afternoon, followed by a general session at which the principal consultant will keynote the conference.

Friday morning and afternoon will be devoted to special interest sessions.

## Harvard Program Has Two from NCC

Samuel V. Thomas of Brooklyn, New York, and Rojulene Thompson of Kannapolis, juniors at North Carolina College, have been chosen participants in a special summer program at the Harvard University Law School, according to an announcement by Dr. Joseph Pittman, dean of the NCC Undergraduate School.

To be held from July 5 to Aug. 26, the program will offer enrollment four courses at the law school, and, in addition, the students may take courses of their own choosing at the university's summer school.

The program is supported by a grant from the Rockefeller Foundation and is designed to encourage law careers among Negro students.



SPEECH THERAPISTS AT WORK—This summer, for the first time, North Carolina College is offering a speech and hearing clinic under the supervision of Mrs. M. B. Lucas and Dr. L. M. Vanella. The clinic offers speech and hearing services to students referred by local principals and school therapists.

The left photo shows Mrs. Gaynelle Raiford administering to Aaron Evans the speech peripheral mechanism test—an examination of the oral cavity. Observing are, left to right, Miss Mozelle House, Mrs. Nannie Barfield, Mrs. Clarice Wilkinson, and Mrs. Lottie Billups.

In the center photo, Miss Martha Horne uses the audiometer to test the hearing of the subject. The audiometric test is one in a series of tests designed to better enable the therapist to work effectively with a client's problem. Observing is Remus King.

Aaron enjoys having his speech recorded, in the next photo, by Mrs. Gwendolyn Hopgood. Also shown are Mrs. Clarice Wilkinson, left, and Mrs. Gaynelle Raiford, discussing the design of the speech clinic drawn by Mrs. M. B. Lucas, instructor of the class. The design shows eight roomettes with the required equipment and supplies.

For First Time

# NCC Has Summer Speech-Hearing Clinic

North Carolina College is offering this year for the first time a speech and hearing clinic through the Speech and Hearing Center directed by Mrs. M. B. Lucas.

Working with Mrs. Lucas is Dr. Lawrence M. Vanella, director of the Speech and Hearing Clinic at the University of

North Carolina at Greensboro. Children with speech problems will receive therapy Monday through Friday from 1 to 5 p.m. There is no charge for the service.

Teachers enrolled in the six-week clinic are Mrs. Lillian Hoover, Forest City; Doris Bachwell, Roxboro; Mozell

House, Durham; Grace Holy, Charlotte; Katie Powell, Elizabethtown; Lottie Billups and Remus King, Atlanta, Ga.; Christine Artis, Durham; Mary Crowe, Lillington; and Gaynell Raiford, Goldsboro.

Along with the speech clinic, two other classes are being offered through the Speech Cen-

ter—Education 568, Principles of Speech Correction, and Education 566, Problems in the Teaching of Speech Correction. Dr. Vanella is in charge of both courses, which offer three hours' credit each.