

Can Integration Work?

May 17, outlawing segregation public schools, evoked press comments that ranged between two extremes-the decision Two extremes the decision is momentous decision, both pit mous." Reactions from individu-als selected at random could take precedence. In the first hardly be more extreme. This ruling strikes a new high

making it in a sense, revolution-ary; for the court's judgment rested not upon a comparison of the "tangible" factors in Negro and white schools, but upon "the effect of segregation itself on public education." The Jus-tices ruled that "to separate" children of a minority group "from others of similar age and qualifications solely because their race generates a feeling of inferiority as to their status in the community that may af fect their hearts and minds in a way unlikely ever to be done

The court contended that "segregation with the sanction of law...has a tendency to retard the educational and mental development of Negro children and to deprive them of some of the benefits they would receive in a racially integrated school system.

Seldom in the history of American jurisprudence has mental health with its sociological implications served as a major premise for legal transcendence of the social custom. The new law strikes a blow-and at the deep rooted racially delineated system or caste, and onsequently, has aroused in-

tense feelings among adults. Essentially, the ruling states that the basic tenets of democannot be taught effectively in public schools unless they are practiced in the schools. In view of the Justices' contention that education is perhaps "the most important funct-ion of state and local governments" and subsequently "the very foundation of good citizen--they had no other alship' for reaffirming Aternative

administrative and teaching personnel down to gerryman-dering shool districts. However The Supreme Court edict of merican demomratic-idealism some states' tenacious obeisance cal or outrightly opposed to the fay 17, outlawing segregation to the world-at large. Sectional Loyalties Influence retarding influence Emotional responses to this sections of the country which is momentous decision, both pro

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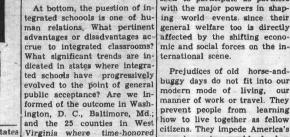
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affected by the ruling, are the of desegregation and yet if dight so only ones where segregation is misses the crux of the whole practiced in public schools. A matter. Whether we like it or Obvious



and the future to which we as-

pire rule out this obsolete clea-

Old Order Is Dead

Technological industrializa-tion has swept the whole coun-

try into its orbit. No longer is

there an industrial north and agrarian south. The old north

and the old south are dead. Whatever the merits of theCivil

War, despite mistakes of the Reconstruction Era—at best, they should help thoughtful per-

sons apprehend the magnitude of the task before us. Retreat to

old Civil War haunts for sup-

port of one's viewpoints on the

question of integrated schools

louds the issues

vage

practice segregation under vari-ous guises; from the selection of What Is The Near

What Is The Negro In all the arguments I have read by persons who are equivo-

cept of the Negro made explicit. pates mutual confidence and on other Is he a cat, a giraffe, is he half-human? Can he think, can he talk, does he have feelings that to be desired in the eyes of deserve consideration? Did the nations who "should follow our Negro create this racially-de- example." Our "tenth man." lineated system of caste which the opponents of integration yet it fight so hard to defend? How problem in all public areas. Yet his energies and talents also are not the solution of the

icture? needed for ameliorating grave Obviously to die-hard "white national problems of employ-

tice of segregation growing

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not, the times in which we live supremacists" the Negro is SATURDAY, DEC. 11, 1954 THE CAROLINA TIMES punk. They have no clear con ment, commerce, housing, heal-LET'S INVEST MORE IN THEM!

ception of him as a possessor of th, education just to mentihuman dignity nor tenable reasons for why he should con-tinue in the humilating role of Where whites earnestly seel to work with Negroes as active participants in civic affairs, ana second class citizen. Neithe can they find supporting evitipathies are mellowed; old pre dence for their arrogant conjudices are eventually question-ed and sometimes discarded by cepts of white supremacy in so cial anthropopogy nor in the such searching persons. If par biological sciences tial correction of this astigma-tism is possible in adult, what Trend Of The Times The desire of Negroes to par-ticipate as first-class citizens at transforming results can ensue

for children where, they the local, state and national given half-a-chance to levels in civic affairs, merely children of other racial cultural groups as children reflects the trend of the times Throughout the world oppress-ed peoples and small nations Supreme Court Ruling Not Revolutionary seek to participate as partners with the major powers in shap-

To integrate schools through out America is to implement the principle of human dignity, the Magna Charter of democra tic precepts. In this sense th Supreme Court decision is not revolutionary, but a step in the forward thrust of democratic process.

are

know

and

Obstacles To Integration our Really there are only two ob stacles to successful integration of schools throughout this country. First, unwillingness to give it a try. Second, bungling in the area of public relations ascendancy to world leader-ship, as indicated in the U. S. Attorney General's brief to the when planning the transition Supreme Court on the school program

question. The deliberate prac Skilled leadership of school 011 administrators, heads of civic organizzations, and especially with practices against of mis-directed prejudices dissithe enlightened clergy can offgoodwill so essential to domes set much of the general reluc-tance to try integration in the tic unity, besides leaving much untired areas. Free and open tance to new practices. discussions sponsored by or Young People More Adaptable ganizations, radio and press can the butt of racial stigmatism greatly facilitate the job. Free needlessly constitutes a special discussion means giving all sides a chance to be heard with-

> To oversimplify the problems incumbent with making this transition is naivete. In socially benighted areas where no meeting-ground has been laid been the two races, the transition cannot be made without some pain of disappointment, especially if adequate steps are maximum of confusion. Pa-

> > * BRUSSELS-1897

PAGE THREE



adults

which the growing realization that the they have been conditioned by paramount global-wide prob customs and mores. This doesn't lem is not how to perp white supremacy, but he mean that people cannot change or subdue their vehement resis save the human race.

Integration Must Work

Integration of schools can work and must work for we have come too far to turn back. It can be facilitated through a clearer understanding of what the word means. Integration means simply, to bring the parts together into a whole. It is synonymous with the American ideal of democracy "a melting pot." People of diverse cultures and backgrounds share the same rights and privileges under law They may worship differently, speak different languages. They represent different ethnic patterns, but they are all An

cans deserving equal protection

In contrast to older who find the anticipated change too hard a pill to swallow emerge youth of both races who out reprisals. Transition Not Easy are not thoroughly taken-in by post-bellum mores. They half accept, half-believe the quixotic Bourbons, traditions, realizing daily that the facts belie their half-hearted acceptance as the walls of segregation crumble all around them. Some of these youths in re turning from U. S. military outnot taken early enough to offset posts of World War II, in returning from exchange studies rents especially, cannot be ex- in Asia, Europe, Africa, they pected to go along automatically were and are quickened with of the law

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