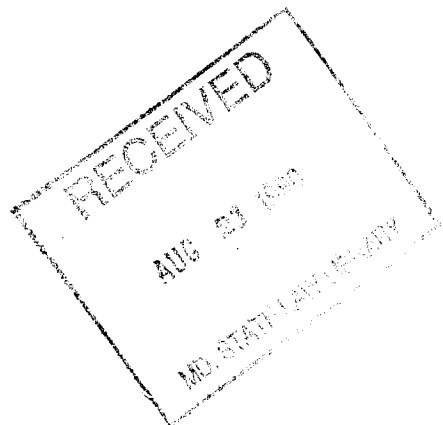


Report On
SCHOOL DESEGREGATION
in
14 EASTERN SHORE AND SOUTHERN
MARYLAND COUNTIES

By The Maryland State Advisory Committee
to the
United States Commission on Civil Rights

February 1966

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United States. Commission on
Civil Rights. Maryland
Report on school

MARYLAND STATE ADVISORY COM~~M~~ desegregation in 14 Eastern

TO THE

UNITED STATES COMMISSION ON CIVIL RIGHTS

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FOREWORD

This report has been submitted to the United States Commission on Civil Rights by the Maryland State Advisory Committee to the Commission and is made public at its request. The Commission has not had occasion to evaluate the information contained in this report.

The primary role of the voluntary Advisory Committees to the Commission is to apprise the Commission of the status of civil rights throughout the United States as seen by these groups of interested citizens residing in each of the 50 States and the District of Columbia.

It should be noted that most of the data contained in this report were secured at two open meetings. Open meetings of the State Advisory Committee differ from Commission hearings. The Commission is empowered by Congress to subpoena persons to appear at its hearings. State Advisory Committees have no subpoena power and cannot administer oaths. Individuals representing diverse points of view are invited to speak or submit statements at open meetings of the State Advisory Committees. Since participation at these meetings is entirely voluntary, there may be situations in which information is secured from individuals representing only one point of view. Because of limited resources it is frequently impossible to substantiate conflicting information presented to the Committee.

PREFACE

The United States Commission on Civil Rights

The United States Commission on Civil Rights is an independent agency of the Executive Branch of the Federal Government created by the Civil Rights Act of 1957. By the terms of that Act, as amended by the Civil Rights Acts of 1960 and 1964, the Commission is charged with the following duties: investigation of individual discriminatory denials of the right to vote; study of legal developments with respect to denials of the equal protection of the law; appraisal of the laws and policies of the United States with respect to denials of equal protection of the law; maintenance of a national clearinghouse for information respecting denials of the equal protection of the law; and investigations of patterns or practices of fraud or discrimination in the conduct of Federal elections. The Commission is also required to submit reports to the President and the Congress at such times as the Commission, the Congress, or the President shall deem desirable.

The State Advisory Committees

An Advisory Committee to the United States Commission on Civil Rights has been established in each of the 50 States and the District of Columbia pursuant to section 105 (c) of the Civil Rights Act of 1957 as amended. The Committees are made up of responsible persons who serve without compensation. Their functions under their mandate from the Commission are to: advise the Commission of all relevant information concerning their respective States on matters within the jurisdiction of the Commission; advise the Commission upon matters of mutual concern in the preparation of reports of the Commission to the President and the Congress; receive reports, suggestions, and recommendations from individuals, public and private organizations, and public officials upon matters pertinent to inquiries conducted by the State Committee; initiate and forward advice and recommendations to the Commission upon matters which the State Committee has studied; assist the Commission in matters in which the Commission shall request the assistance of the State Committee; and attend, as observers, any open hearing or conference which the Commission may hold within the State.

INTRODUCTION

Title VI of the Civil Rights Act of 1964 prohibits the extension of financial assistance to any dual or segregated system of schools based on race, color, or national origin. To be eligible to receive, or to continue to receive such assistance, school officials must eliminate all practices characteristic of such dual or segregated school systems.^{1/}

Implementing procedures adopted by the U.S. Office of Education stipulate that a school system may qualify for Federal financial assistance by:

- (a) executing an Assurance of Compliance; or
- (b) submitting a final order of a court of the United States for the desegregation of the school system; or
- (c) submitting a plan for the desegregation of the school system which the Commissioner of Education determines as adequate to accomplish the purposes of the Civil Rights Act.

The Commissioner of Education required that 18 of Maryland's 24 school districts submit plans for desegregation.^{2/} The Maryland State Advisory Committee, after reviewing the status of school desegregation in these districts, decided to make a more comprehensive survey of this problem in 14 county school districts. These counties are Anne Arundel, Baltimore, Calvert, Caroline, Charles, Dorchester, Kent, Prince George's, Queen Anne's, St. Mary's, Somerset, Talbot, Wicomico, and Worcester. Each of these school districts submitted one of the following types of plans for desegregation:

^{1/} U.S. Office of Education (Dept. H.E.W.), General Statement of Policies Under Title VI of the Civil Rights Act of 1964 Respecting Desegregation of Elementary and Secondary Schools 1, Apr. 1965.

^{2/} Six school districts were permitted to submit Assurances of Compliance and no school districts submitted a final court order.

- (a) Geographic attendance areas which stipulate that all pupils, regardless of race or color, are automatically assigned to a school within a designated area;
- (b) Freedom of choice plans usually provide either that a pupil in a grade reached by the plan has a choice of attending any school in the system or that he may attend any school within a geographic attendance area, subject in either case to limitations of space; and
- (c) A combination of geographic attendance areas and freedom of choice.

Each of these plans had to provide for the elimination of racial discrimination with respect to faculty and staff, services, facilities, activities, and programs sponsored by or affiliated with the school system. Furthermore, all Maryland plans accepted by the Office of Education provide for the desegregation of all grades by the 1965-66 school year. In addition, each school system adopting a freedom of choice plan was required to follow certain procedures so that an individual would have full opportunity to exercise his "free choice."

The Maryland State Advisory Committee, assisted by a Commission field representative, began its study of school desegregation in the six Southern and eight Eastern Shore counties by interviewing officials of Maryland educational organizations, parents, community leaders, and school officials in most of the counties studied.

The Committee met with Dr. James A. Sesenbaugh, State Superintendent of Schools, on March 12, 1965. From this meeting the Committee concluded that the State Board of Education apparently was going to avoid any extensive involvement in pupil or faculty desegregation. Members of the Committee received the impression that the State Board of Education intended to leave the matter of compliance with Title VI Regulations entirely to local school boards and to the U.S. Office of Education.

The Advisory Committee held two open meetings to obtain additional information from school officials, Negro parents, and representatives of civil rights groups and community organizations in each of the 14 counties. Data on six southern Maryland counties were gathered at the first open meeting in Prince Frederick on October 23, 1965, and for the Eastern Shore counties in an open meeting held in Easton on October 30, 1965.

Figures used in the statistical sheets which precede the report of each county were taken from estimates made by the Maryland State Department of Education. They were compiled at the beginning of the 1965-66 school year and are based on projections received from the local Boards of Education.

In instances in which figures presented by school superintendents were at variance with the estimate by the State Department of Education, the superintendent's figures are given in a footnote. These figures were based on enrollment changes which occurred after the school year had begun.

Although the Committee has taken due note of many developments in the counties studied since its survey ended on October 30, 1965, it felt that further evaluation should be deferred until the 1966 Guidelines are issued and put into effect by the U.S. Office of Education.

ANNE ARUNDEL COUNTY

TOTAL NUMBER OF SCHOOLS:	83
TOTAL STUDENT POPULATION:	56,227
NEGRO STUDENT POPULATION:	8,055
WHITE STUDENT POPULATION:	48,172 ^{1/}
NUMBER OF ALL-NEGRO SCHOOLS:	13
Enrollment:	4,886 ^{2/}
NUMBER OF ALL-WHITE SCHOOLS:	8 ^{3/}
Enrollment:	Not available
NUMBER OF DESEGREGATED SCHOOLS:	62 ^{4/}
Negro Enrollment:	3,169
White Enrollment:	Not available
NUMBER OF PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	2,527
NUMBER OF NEGRO TEACHERS IN SCHOOL SYSTEM:	299
NUMBER OF NEGRO TEACHERS ON BIRACIAL STAFFS:	228
PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Combination freedom of choice-geographic attendance plans

-
- 1/ Computed from State Department of Education figures
 - 2/ Computed from State Department of Education figures
 - 3/ Superintendent of Schools gives six and eight in different parts of his report
 - 4/ Superintendent gives 83, of which 41 are desegregated on a geographic area plan and 42 on freedom of choice plan

ANNE ARUNDEL COUNTY

Dr. David S. Jenkins, Superintendent of Anne Arundel County Schools, explained that inadequate school construction funds was one of the major obstacles to further school desegregation in that county.

In a report read at the open meeting, Dr. Jenkins outlined the School Board's school construction (new buildings and additions to existing buildings) program and explained the effect it will have on further desegregation of the school system.

In his replies to questions from the Advisory Committee, he said the School Board was spending about \$8 million a year in new school construction and that the need for additional classroom space due to the school desegregation program could result in financial problems for the county.

Dr. Jenkins reported that 41 of the county's 83 schools had been desegregated on a geographic attendance area plan and no further steps toward desegregation would be taken at these schools. A chart accompanying his report revealed that seven of these schools have all-white student bodies and that 19 of the schools enrolled less than 10 Negroes each.

The county's remaining 42 schools had been desegregated on a freedom of choice basis, Dr. Jenkins reported. Of this number, one had an all-white enrollment and 13 had all-Negro enrollments. The Negro enrollment in the remaining schools ranged from .14 per cent to 25 per cent of the total enrollment, Dr. Jenkins said. The Board will use a combination geographic attendance area-freedom of choice plan for assigning students for the next two years, he said.

The County Board of Education, Dr. Jenkins reported, is studying the communities surrounding the 42 schools still to be desegregated under a geographic attendance area plan as well as communities to be served by schools now under construction or in planning stages and expected to be opened within the next two years. "They are studying the possibilities of reassignment, the effect this will have on enrollments, bus routes, etc.," he said of the Board's work.

He cited Freetown Elementary, a school with an all-Negro student body, as an example of the Board's concern. Freetown Elementary is almost surrounded by a predominantly white community and the Board is planning a 14-room addition for the school. "Since the opening of the school in September 1958, a developer has built several hundred homes which have been bought and occupied for the most part by white families," Dr. Jenkins told the Advisory Committee. ".....Children from these and some other homes in the vicinity attend formerly all-white schools. Effective in September 1966, when the addition to Freetown has been completed, new geographic lines will be drawn, affecting several schools in the area. Negro as well as white children will go, by direction and not by choice, to the school in their geographic area. Freetown will thus become a completely reorganized school of some 700 children."

The Board of Education has "fairly firm plans" to treat three other schools in a similar manner, Dr. Jenkins told the Committee. These schools could be reorganized at once if sufficient funds were available for construction, he said. "If changes are made in the 42 schools to be desegregated on a freedom of choice basis without waiting for additional construction funds, double sessions would in some instances be required," the Superintendent's report said. "Since Anne Arundel County adds more than 3,000 children to its rolls every year, at least 100 additional classrooms must be constructed each year."

Dr. Jenkins reported that as of September 1965, Negro secondary school students of northern Anne Arundel no longer were required to attend all-Negro Bates High School in the southern end of the county. When the Board acquires funds to build additional high schools in southern Anne Arundel County, Negro high school students will be enrolled in schools in their respective communities rather than at Bates High School, he reported.

Samuel Gilmer, president of the Anne Arundel County Branch of the National Association for the Advancement of Colored People (NAACP), disagreed with Dr. Jenkins' view that school desegregation had caused the county to build additional classrooms and pointed out that there was empty classroom space in some all-Negro and all-white schools. Freetown School, for example, Mr. Gilmer said, had empty classrooms while white parents living across the road from the school sent their children by bus to distant predominantly white schools. The School Board's selection of schools to be desegregated by geographic attendance area or freedom of choice plans actually serves to perpetuate racial segregation in the school system, Mr. Gilmer charged.

Walter Blasingame, representing the Joint Civil Rights and Citizens' Committee of Anne Arundel County, said the county's school desegregation plans put the burden of school desegregation on Negro parents rather than on the school administration.

Howard Nickelson, Chairman of the Anne Arundel County Human Relations Commission, took issue with the Superintendent's report concerning the number of schools considered desegregated. For example, Mr. Nickelson said, the Superintendent's report showed eight schools as being desegregated and none of them enrolled Negro students.

"The only schools that have been geographically desegregated are located in white communities, thereby assuring a predominantly white student body in all desegregated schools," Mr. Nickelson said. "There are 25 elementary schools geographically desegregated. All but three of these schools have Negro enrollments of under 10 per cent; 17 of these schools have Negro enrollments of under 5 per cent; seven have no Negroes at all."

Mr. Nickelson cited Freetown Elementary to illustrate his contention: "There are now 190 Negro children in this school. The school has a capacity for 285 students. The neighboring school of Marley with a capacity of 600 students has an enrollment of 786 (94 per cent white). None of these white students will be transferred from overcrowded Marley to underutilized Freetown until an additional 14-rooms have been added to Freetown to accommodate 500 white students from a new development now being built-----making Freetown a predominantly (70 per cent) white school."

Mr. Nickelson accused the School Board of discriminating against Negro principals and teachers in the matter of administrative promotions. He reported that he had made an independent study of the subject and had found that, since 1962, Negroes had received only eight of 116 supervisory and administrative promotions given within the school system.

Mr. Nickelson pointed out that the County Office of Education refers to low test scores as the basis for not promoting Negroes. However, he said, in his study he had examined the role of qualifying tests in determining eligibility for promotions. He said that he had found that only one of four persons who have been promoted since 1962 have taken the test and that one of every three persons receiving promotions had received a below average score.

Two teachers were promoted, he told the Committee, who showed "no notable qualification for educational leadership."

BALTIMORE COUNTY

TOTAL NUMBER OF SCHOOLS:	127
TOTAL STUDENT POPULATION:	110,687
NEGRO STUDENT POPULATION:	3,869
WHITE STUDENT POPULATION:	106,818 ^{1/}
NUMBER OF ALL-NEGRO SCHOOLS:	2
Enrollment:	899 ^{2/}
NUMBER OF ALL-WHITE SCHOOLS	42
Enrollment:	Not available
NUMBER OF DESEGREGATED SCHOOLS:	83
Negro Enrollment:	2,970
White Enrollment:	Not available
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	5,157
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	188
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	188
DESEGREGATED PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Geographic attendance area plan

1/ Computed from State Department of Education figures

2/ Computed from State Department of Education figures

BALTIMORE COUNTY

Fleming Elementary School is the last obstacle to total school desegregation in Baltimore County.

Joshua Wheeler, Assistant Superintendent for Pupil Personnel of the Baltimore County School Board, told the Advisory Committee that all the county's pupils will be attending schools under a geographic attendance area plan when the Sollers Point Junior-Senior High School is closed in June 1966.

Mr. Wheeler, who represented Baltimore County School Superintendent William T. Sartorius at the open meeting, was not able to tell the Committee how the Board of Education plans to desegregate Fleming Elementary which will be the only all-Negro school remaining in the county. The school is located in an all-Negro residential neighborhood and the parents of pupils attending the school have not been offered a freedom of choice plan which would allow pupils to transfer from Fleming School to desegregated schools. The Board created a separate geographic attendance area for Fleming Elementary last September.

In his report to the Advisory Committee, Mr. Wheeler said that all school areas except Westowne-Banneker, Dundalk-Turner-Fleming, Dundalk Junior-Senior and Sollers Point Junior-Senior accommodated students under a geographic attendance area plan.

For several years, Negro students living in the Westowne-Banneker District were permitted to attend either integrated Westowne Elementary or all-Negro Banneker. In the 1965-66 school year, so many Negro students transferred from Banneker under a freedom of choice plan that the school became under-populated. As a result, the Board of Education closed Banneker in June 1965 and assigned all students in the district to Westowne School.

Negro students living in the Dundalk-Turner-Fleming district were assigned to integrated Dundalk School or Turner and Fleming which had all-Negro student bodies. In May 1965, the Board of Education revised the geographic attendance area and created a separate attendance area for all-Negro Fleming School. When a freedom of choice plan resulted in the transfer of so many Negro pupils from all-Negro Turner School, the Board of Education closed Turner Elementary School in June 1965 and all former Turner pupils were assigned to integrated Dundalk or Merritt Point elementary schools.

Integrated Dundalk Junior and Dundalk Senior High School and all-Negro Sollers Point Junior-Senior High Schools serve one geographic attendance area. For several years, Negro students living in the area were permitted to attend either the Sollers Point School or the appropriate Dundalk School. Under a freedom of choice plan put into effect in the spring of 1965, secondary school students were assigned to the school of their choice. Mr. Wheeler said the Board of Education plans to close the all-Negro Sollers Point Junior-Senior High School in June 1966 and all students living in the district will be assigned to the Dundalk Junior High or Dundalk Senior High School.

Mr. Wheeler said that Baltimore County teachers have been assigned to schools without regard to race, color, or national origin since the Supreme Court decision of 1954. "As schools enrolling Negroes only were closed, all teachers were reassigned," he told the Advisory Committee. "As of September 1965 there are no all-Negro faculties. The remaining all-Negro schools have biracial faculties and Negro teachers have been assigned to integrated schools to the extent that the teachers are available."

In response to questions by the Advisory Committee, Mr. Wheeler mentioned two instances in which Negro principals had been assigned as vice-principals of desegregated schools. During the preliminary investigation prior to the open meeting, a Negro principal reported that he had been transferred from an all-Negro school to a white school as a teacher so he could "get additional experience in working with white people." He remains a classroom teacher.^{3/}

There were no Negro parents or representatives of civil rights organizations from Baltimore County at the open meeting.

^{3/} Robert Y. Dubel, Associate Executive Director of the Maryland State Teachers Association, told a U.S. Commission on Civil Rights staff member during an interview on July 21, 1965 that the Association would intervene only in cases where Negro principals were reassigned as vice principals or classroom teachers to insure that they retained the same salary or received an increase in salary. Mr. Dubel said no Negro educators had complained to the Association about reassignment.

CALVERT COUNTY

TOTAL NUMBER OF SCHOOLS:	16
TOTAL STUDENT POPULATION:	5,150
NEGRO STUDENT POPULATION:	2,700
WHITE STUDENT POPULATION:	2,450 ^{1/}
NUMBER OF ALL-NEGRO SCHOOLS:	8
Enrollment:	2,475 ^{2/}
NUMBER OF ALL-WHITE SCHOOLS:	3
Enrollment:	Not available
NUMBER OF DESEGREGATED SCHOOLS:	5
Negro Enrollment:	225 ^{3/}
White Enrollment:	Not available
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	228
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	114
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	24
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Freedom of choice

1/ Computed from State Department of Education figures
Superintendent's figure: 2,560

2/ Computed from State Department of Education figures

3/ Superintendent's figure: 247

CALVERT COUNTY

Maurice A. Dunkle, Superintendent of Calvert County Schools, reported at the open meeting that 247 of the county's 2,700 Negro students were enrolled in five schools which had been desegregated under a freedom of choice plan.

The problem of school desegregation was aggravated by the fact that Negroes comprised 52.5 per cent of the county school population, Mr. Dunkle claimed.^{4/} He reported that Negroes were enrolled in 13 of the 16 schools in the county.

According to Mr. Dunkle, there were full-time Negro professionals on the staffs of predominantly white junior and senior high schools. He said a full-time white staff member had been assigned to a Negro school. Two Negro elementary physical education resource teachers, "serve schools enrolling pupils of a different race and the speech therapist serves all the elementary schools in the county," he reported.

When asked by the Committee why there were so few Negro students and teachers in desegregated situations, Mr. Dunkle replied that the county's plan had been approved by the U.S. Office of Education.

^{4/} Mr. Dunkle's report cited differences in cultural patterns between Negro and white students and the prevalence of illegitimate Negro births as additional factors hampering school desegregation. Under questioning by the Advisory Committee, however, he acknowledged that illegitimacy was not a valid factor to be considered in dealing with school desegregation problems.

It was evident from the Advisory Committee's investigation prior to the open meeting that the Negro community, particularly the teachers, was afraid to criticize the pace of school desegregation. A Negro principal, for example, after giving repeated excuses for not meeting with the Committee finally admitted he had learned it was "best not to talk too much about those kind of things because the word always gets around."

Another Negro principal avoided several meetings with a Commission Field Representative and when finally interviewed at a school dance said he feared for the future of Negro principals^{5/} and Negro schools in the county. One Negro principal, he said, had been offered a job as a vice principal of a desegregated school at substantially less salary. Several Negro teachers who had agreed to make statements at the open meeting did not respond when their names were called.

The Reverend John Plummer, a white minister in Port Republic, told a Commission Field Representative in an interview prior to the open meeting that some white parents had transferred their children to distant all-white schools to avoid sending them to nearby schools which had been desegregated. One parent, a member of his congregation, the Reverend Plummer reported, enrolled one of her children in an all-white public school in Anne Arundel County and another in an all-white private school in the same county. Efforts to establish exclusively white private schools in Calvert County had been unsuccessful, he said.

^{5/} Mrs. Gladys Kent, President of the Calvert County NAACP, told the Committee at the open meeting that a Negro principal was succeeded by a white teacher when he was appointed supervisor of elementary schools despite the fact that Negro teachers on his former faculty were qualified and anxious to fill the vacancy.

Mrs. Gladys Kent, President of the Calvert County Branch of the NAACP, cited several instances of alleged discriminatory incidents. She said her application to enroll their daughter in the fifth grade of all-white Fairview Elementary School was rejected on the grounds that it was received after the June 15 deadline for transfers. Yet, Mrs. Kent pointed out, the U.S. Office of Education did not approve Calvert County's desegregation plan until July 7. She filed the application in August. Neither her daughter nor several other Negro pupils received transfer applications from the county school board, she reported.

Mrs. Kent related two instances in which white parents were not permitted to enroll their children in all-Negro schools even though there was available classroom space in the schools after Negro pupils had transferred to desegregated schools. Despite vacant classroom space in Negro schools, Mrs. Kent said, the County Board of Education rented classroom space in the armory to accommodate the overflow of white pupils at Prince Frederick Elementary School.

Mrs. Louise Moore, a Negro foster parent, told the Advisory Committee that the Board of Education denied her request for bus transportation for two of her children. As a result, she said, her children walked to a nearby bus stop to be transported to a desegregated school despite the fact that three busses were routed past her home.

CAROLINE COUNTY

TOTAL NUMBER OF SCHOOLS:	11
TOTAL STUDENT POPULATION:	4,965 ^{1/}
NEGRO STUDENT POPULATION:	1,260 ^{2/}
WHITE STUDENT POPULATION:	3,705 ^{3/}
NUMBER OF ALL-NEGRO SCHOOLS:	4
Enrollment:	944 ^{4/}
NUMBER OF ALL-WHITE SCHOOLS:	0
NUMBER OF DESEGREGATED SCHOOLS:	7
Negro Enrollment:	316 ^{5/}
White Enrollment:	4,965 ^{6/}
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	237
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	53
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	7
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Freedom of choice

-
- 1/ Superintendent's figure: 5,099
 2/ Superintendent's figure: 1,280
 3/ Computed from State Department of Education figures
 4/ Computed from State Department of Education figures
 5/ Superintendent's figure. 303
 6/ Computed from State Department of Education figures

CAROLINE COUNTY

Information on school desegregation in Caroline County was made available to the Advisory Committee in a report submitted by Wilbur S. Hoopengardner, Superintendent, who was unable to attend the open meeting.

The report contained the information that in Caroline County, where school desegregation is based on a freedom of choice plan, 303 of the 1,280 children who make up the county's Negro school population, chose to attend seven desegregated schools from kindergarten through high school in the 1965-66 school year. There are four all-Negro schools and no all-white schools remaining in the county.

Mr. Hoopengardner's report stated that the Board of Education was planning to desegregate the entire county school system by establishing geographic attendance areas as soon as a new senior high school was constructed.

Mr. Hoopengardner's summary stressed the fact that the process of desegregating the schools needed to be gradual for financial reasons since Caroline County was one of the poorest counties in Maryland. In his report he said: "...The county has just completed a four million dollar building program for new school facilities which has resulted in a \$2.30 tax rate on each \$100 of assessed valuation. ...In order to complete the process of total integration, it will be necessary to construct an additional million dollar facility since three small schools are located in such manner as to be unusable."

Each year since 1956, Mr. Hoopengardner said, the Board of Education had announced that the county schools were open to all students on a freedom of choice basis.

His report showed that, beginning with the 1964-65 school year, some white teachers were assigned on a part-time basis to all-Negro schools and that in the 1965-66 school year, seven Negroes were on faculties of desegregated schools formerly staffed by all-white personnel. This practice, the report said, would continue. Procedures initiated in the past decade to facilitate school desegregation were listed including desegregation of curriculum study groups, teachers' associations, Parent-Teachers Associations, athletic events, county-wide cultural programs, school busses, and special classes.

Mrs. Gertrude Johnson, a member of the Caroline County NAACP Branch, presented a list of Negro students whose applications had been denied by the Superintendent in August 1965 on the grounds that they had been received after the official closing date of April 30^{1/}. Mrs. Johnson said it was her impression that Negro parents were not applying for transfer in greater numbers because, being economically dependent, they feared reprisals. Although she knew of no instance of this having happened, she said that Negro parents were frightened by the possibility that it could happen. She also reported that some Negro students had been harassed by white students, particularly on the school busses.

^{1/}The month of April 1965 was designated by the Board of Education of Caroline County as the period for application for transfer. Its desegregation plan was accepted by the U.S. Office of Education on June 18, 1965.

CHARLES COUNTY

TOTAL NUMBER OF SCHOOLS:	17
TOTAL STUDENT POPULATION:	9,540
NEGRO STUDENT POPULATION:	4,362 ^{1/}
WHITE STUDENT POPULATION:	5,178 ^{2/}
NUMBER OF ALL-NEGRO SCHOOLS:	8
Enrollment:	3,735 ^{3/}
NUMBER OF ALL-WHITE SCHOOLS:	0
NUMBER OF DESEGREGATED SCHOOLS:	9
Negro Enrollment:	627
White Enrollment:	5,178 ^{4/}
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	427
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM	181
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	13
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Not precisely stated but Superintendent indicates a geographic attendance area plan is contemplated.

1/ Superintendent's figure: 4227
2/ Computed from State Department of Education figures
3/ Computed from State Department of Education figures
4/ Computed from State Department of Education figures

CHARLES COUNTY

A proposal to construct two new high schools and establish a feeder plan, by which they would receive students without regard to race, was adopted by the Charles County Board of Education on October 5, 1965, and submitted to the County Commissioners. This plan, if accepted, will, change desegregation procedures in the county, Bruce G. Jenkins, Superintendent, told the Committee.

The proposed change would establish geographic attendance areas for school attendance and would eliminate the freedom of choice plan now being used. It would create three categories of schools in geographically desegregated areas.

Of the 4,227 Negro students in Charles County, 635 were attending eight desegregated schools and the balance were attending eight all-Negro schools in the 1965-66 school year, Mr. Jenkins said. He added that there were no all-white schools remaining in the county. His report contained a chart showing that 17 out of 182 Negro teachers in the system had been assigned to desegregated schools, eight white teachers out of 243 in the system had been assigned to Negro schools, and four Negroes were on the Central Office Professional staff of 14.

Mrs. Mary Queen, chairman of the education committee of the Charles County Branch of the NAACP, said she felt the proposed plan that the Superintendent had described would be an improvement over the plan now in use but, since no date for its inauguration had been set, desegregation prospects in the county were not encouraging. She said she believed delay could mean total failure to comply and pointed out that, under the freedom of choice plan, the county's schools were not being effectively desegregated.

Some schools, she observed, were becoming overcrowded because of the transfer system but no white students were being assigned to available space in the eight all-Negro schools.

Mrs. Queen expressed dissatisfaction with the desegregation status of Negro teachers in the county. She reported that school officials were said to consider them unqualified and that their applications for promotion were being rejected on this ground. She spoke, also, of a Negro principal, whom she said was well qualified, who had applied for the position of principal of a white school. She said he had been told he could not be appointed because he was not a resident of the county but, she added, he was still the principal of a Negro school in that county.

DORCHESTER COUNTY

TOTAL NUMBER OF SCHOOLS:	26
TOTAL STUDENT POPULATION:	6,500
NEGRO STUDENT POPULATION:	2,600
WHITE STUDENT POPULATION:	3,900 ^{1/}
NUMBER OF ALL-NEGRO SCHOOLS:	6
Enrollment:	2,420 ^{2/}
NUMBER OF ALL-WHITE SCHOOLS:	11
Enrollment:	Not Available
NUMBER OF DESEGREGATED SCHOOLS:	9
Negro Enrollment:	180 ^{3/}
White Enrollment:	Not Available ^{4/}
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	279
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	99
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	1
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Freedom of choice

^{1/} Computed from State Department of Education figures

^{2/} Computed from State Department of Education figures

^{3/} Superintendent's Figure: 200

^{4/} Except for Superintendent's statement that 3 white and 9 Negro pupils enrolled in a class for exceptional children

DORCHESTER COUNTY

James G. Busick, Superintendent of Dorchester County Schools, did not attend the open meeting but submitted a statement which reported on developments since the U.S. Office of Education approved the county's school desegregation plan in June 1965.

In his statement, Mr. Busick reported on the county's summer projects operated under programs of the Office of Economic Opportunity--Head Start,^{5/} Summer School for Migratory Children, and Integrated Summer School for Grades 7-12. Enrollment in the three programs included 574 Negro and 304 white children who were taught by 29 Negro and 24 white teachers and 38 Negro and 31 white aides. The county also operated Manpower Development Training classes on a desegregated basis, the report indicated.

On the matter of school desegregation, Mr. Busick reported: "In September, Dorchester enrolled 200 Negroes [apparently in white schools] which is 156.4 per cent over the 78 of last year. In addition, we have three white children and nine Negro children enrolled in a class for the exceptional child (low level)." He noted that no child was refused a transfer to another school, "even on the first day of school" and that "not one single parent has expressed any disapproval of Dorchester's plan of desegregation."

^{5/} Mr. Busick's statement included a highly complimentary assessment of the county's Head Start program by Dr. Milton S. Grossman of the University of Maryland's University Hospital in Baltimore, who evaluated the program for the Office of Economic Opportunity. Dr. Grossman said the program "marked the beginning of integration of the school system--not only integration of pupils, but also of teachers and supervisory personnel." Dr. Grossman noted that the students at three Head Start centers consisted of 204 Negroes and 14 whites.

The Board of Education had created a 17-man biracial advisory committee which was to concern itself with the problems of desegregation, Mr. Busick's statement revealed. The membership of the committee included seven Negroes.

The Reverend Joseph Williams, a Dorchester County civil rights leader and pastor of Bethel Church in Cambridge, told the Advisory Committee that the failure of Negro parents to express disapproval of the county's school desegregation plan was not an indication that they were satisfied with it. He told the Advisory Committee that the possibility of economic reprisals probably prevented Negroes from criticizing the school desegregation program because they suffered such reprisals following the Cambridge racial demonstrations during the summer of 1963.

He noted also that the county continued to operate school buses in a way apparently designed to perpetuate segregated schools. In order to attend the all-Negro high school in Cambridge, the Reverend Mr. Williams pointed out, Negro children were transported 32 miles beyond a white school located in an area close to their homes.

The county had made little progress in integrating its teaching staff, he asserted. Of the 99 Negro principals and teachers in the school system, he said, one principal had been promoted to supervisor of the first three grades of all elementary schools and a Negro music teacher traveled to all-white schools. A single teacher, he added, had been assigned to grades one through five at the Negro school on Taylor's Island.

The Reverend Mr. Williams said that if desegregation is to be achieved a geographic attendance area plan must be substituted for the existing freedom of choice plan.

KENT COUNTY

TOTAL NUMBER OF SCHOOLS:	15
TOTAL STUDENT POPULATION:	3,446
NEGRO STUDENT POPULATION:	982
WHITE STUDENT POPULATION:	2,464 ^{1/}
NUMBER OF ALL-NEGRO SCHOOLS:	4
Enrollment:	852 ^{2/}
NUMBER OF ALL-WHITE SCHOOLS:	3 ^{3/}
Enrollment:	Not available
NUMBER OF DESEGREGATED SCHOOLS:	8
Negro Enrollment:	130
White Enrollment:	Not available
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM	175
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	45
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	2 ^{4/}
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Freedom of choice; with eventually Geographic attendance areas.

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- ^{1/} Computed from State Department of Education figures
^{2/} Computed from State Department of Education figures
^{3/} Superintendent's figures: 6
^{4/} Superintendent's figures: 4

KENT COUNTY

Reade Corr, Superintendent of the Kent County schools, told the Advisory Committee that 139 of the county's 978 Negro students were enrolled in desegregated schools during the 1965-66 school year. These students, he said, attended five elementary schools and three high schools. In 1964, he added, only eight Negroes attended desegregated schools.

Mr. Corr said the transfers had been accomplished through the county's freedom of choice plan which extends through twelve grades and also includes the desegregation of 15 school buses. Two Negro teachers, one of whom is a traveling arts teacher, have been assigned to predominantly white high schools, he said, and two have been assigned to predominantly white elementary schools. He added that several county-wide educational and cultural programs had been undertaken on a biracial basis and were open to students and teachers.

The County Board of Education, Mr. Corr added, intended to continue its freedom of choice plan until the county constructs a consolidated, comprehensive school. The Board, he said, was considering a consolidated high school and three middle schools which would draw students from specific geographic districts, so as to guarantee desegregation. Such plans could not be implemented, however, until adequate funds were available, he added.

Civil rights leaders criticized the procedures used by the Board of Education to achieve school desegregation.

The Reverend Frederick Jones, president of the Chestertown Branch of the NAACP and the Reverend Richard Hicks of Chestertown said the increased Negro enrollment in desegregated schools had been achieved through a summer campaign led by the Chestertown NAACP.

The two civil rights leaders criticized a Negro school principal for taking what they termed a "negative position" on school desegregation and for allegedly discouraging Negro children from applying for transfers to formerly all-white schools. They claimed that the principal had allegedly told students that if they transferred they would sacrifice school activities, such as band, choir, and sports. A Negro grandmother who could not attend the meeting submitted a statement alleging that this principal had advised her not to transfer her grandchildren on the grounds that they would fail if they attended a predominantly white school.

The Reverend Jones said that the Board of Education's registration procedures had created confusion in the Negro community. The Board of Education, he said, had issued a limited number of applications for transfer because only a limited number of students had been expected to apply. During the NAACP's campaign to encourage students to transfer, he added, the group found it necessary to duplicate the forms when their supply dwindled. At this point, he continued, the Board of Education issued a third form bearing its official seal, and required that parents who had filled out forms without the seal fill out new forms. Many parents refused or neglected to do this, the Reverend Jones said. The number of parents who applied on the official form, he said, was less than those who had originally applied for transfers, and, thus, fewer students exercised a free choice.

Mrs. Janice Grant, a Harford County teacher who worked during the summer on the Maryland NAACP school desegregation and voter registration campaign, expressed her concern over the fact that Kent County Negro parents and pupils had been discouraged from transferring out of Negro schools into the schools of their choice. She said that 230 Negro students had planned to transfer before the Board of Education issued its second official letter but, as a result of the discouragement they encountered, only 120 students actually transferred. Applications for transfer were to be made by June 30, she said, and added that after all 230 applications had been denied, parents were given until July 16 to exercise their choice on the form with the official seal.

The Reverend Hicks said that Mr. Corr had told a meeting of Negro leaders that it would take at least five years to complete the proposed building program and that school construction plans could not be disclosed because of the possibility of inflated land prices. The Reverend Hicks added that he felt this was an appeal to the Negro community to keep its children in segregated schools, at least for the time being.

The Reverend Jones said that teacher desegregation in one instance had had an adverse effect on Negro students. A Negro instructor, who was the only teacher in the county qualified to teach graphic arts, he said, was transferred from an all-Negro school to a predominantly white school. All of the shop equipment for the course he taught was moved with him, the Reverend Jones said.

PRINCE GEORGE'S COUNTY

TOTAL NUMBER OF SCHOOLS:	180
TOTAL STUDENT POPULATION:	111,165
NEGRO STUDENT POPULATION:	12,330
WHITE STUDENT POPULATION:	98,835 ^{1/}
NUMBER OF ALL-NEGRO SCHOOLS:	10
Enrollment:	4,467 ^{2/}
NUMBER OF ALL-WHITE SCHOOLS:	31
Enrollment:	Not available
NUMBER OF DESEGREGATED SCHOOLS:	139
Negro Enrollment:	7,863
White Enrollment:	Not available
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	5,106
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	504
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	370 ^{3/}
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Geographic attendance area plan

^{1/} Computed from State Department of Education figures
^{2/} Computed from State Department of Education figures
^{3/} Superintendent's figure: 277

PRINCE GEORGE'S COUNTY

School desegregation in Prince George's County was accelerated in 1965 as the county changed from its 10 year old freedom of choice plan to a geographic attendance area plan according to Charles O. Wendorf, Supervisor of Pupil Accounting for the Prince George's County Board of Education, who represented the Superintendent, William B. Schmidt, at the open meeting. The new plan has been approved by the U.S. Office of Education, Mr. Wendorf said.

Of the 180 elementary and secondary schools in the county, Mr. Wendorf told the Committee, 10 are all-Negro, 31 are all-white, and 139 are desegregated. He added that the county plans to desegregate one of the all-Negro schools by September 1966 and another by September 1967 but no plans have been made to desegregate the remaining eight all-Negro schools since they are located in all-Negro neighborhoods. At the beginning of the 1965 school year, Mr. Wendorf said, 7,863 Negroes out of a total Negro school population of 12,330, were enrolled in desegregated schools, an increase of 5,543 over the previous year's Negro enrollment in desegregated schools.

Mr. Wendorf pointed out that the change of desegregation method had resulted in increasing the number of Negro faculty members in desegregated schools. In 1964, he said, 53 Negroes held teaching positions in such schools but by 1965, the number had risen to 277. Mr. Wendorf also described the orientation programs instituted by the Board of Education to acquaint the community with its new policy. He expressed his belief that the intent of the Board of Education's plan now being implemented, would be accomplished by September 1967.

No civil rights leaders and no Negro parents attended the meeting to present contradictory or supporting statements. But during the course of its pre-meeting interviews, the Advisory Committee had become aware of the dominant role played by county civil rights groups in helping to achieve school desegregation.

Early in 1965, the Prince George's County Action Project, a biracial group, began a detailed study of freedom of choice plans because its members saw that this was not proving an effective method of desegregating the county's schools. The Project was assisted by the Prince George's Chapter of the Congress of Racial Equality (CORE), the Fellowship for Equal Rights of Southern Prince George's County, and the Prince George's County Citizens' Council.

Despite opposition from the Board of Education and some other white citizens, the group gained the support of the county's Council of Churches, the Federation of Civic Associations, and the NAACP. CORE filed a complaint with the U.S. Office of Education which resulted in the temporary withholding of a portion of the county's funds. On June 22, 1965, the Board of Education unanimously adopted all of the suggestions in the Project's Neighborhood School Plan with the exception of two where remedial action had been taken.

The substantial amount of school desegregation brought about by the new assignment policy was accomplished without incident, according to leaders of the Action Project.

QUEEN ANNE'S COUNTY

TOTAL NUMBER OF SCHOOLS:	14
TOTAL STUDENT POPULATION:	4,257
NEGRO STUDENT POPULATION:	1,368 ^{1/}
WHITE STUDENT POPULATION:	2,889 ^{2/}
NUMBER OF ALL-NEGRO SCHOOLS:	3
Enrollment:	1,322 ^{3/}
NUMBER OF ALL-WHITE SCHOOLS:	3
Enrollment:	Not available
NUMBER OF DESEGREGATED SCHOOLS:	8
Negro Enrollment:	46 ^{4/}
White Enrollment:	Not available
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	194
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	63 ^{5/}
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	23 ^{6/}
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Freedom of choice

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- ^{1/} Superintendent's figures: 1,275
 - ^{2/} Computed from State Department of Education figures.
 - ^{3/} Computed from State Department of Education figures
 - ^{4/} Superintendent's figures: 40
 - ^{5/} Superintendent's figures: 58
 - ^{6/} Superintendent's figures: 9

QUEEN ANNE'S COUNTY

Harry C. Rhodes, Superintendent of Queen Anne's County schools, told the Advisory Committee that the Board of Education probably would change from a freedom of choice to a geographic attendance area plan for the 1966-67 school year.

Under the freedom of choice plan, he said, 40 of the county's 1,275 Negro students in the county attended formerly all-white schools in 1965-66, an increase of 38 students over previous years.

The Board of Education, he said, expected to open a comprehensive high school to serve all high school students in the county in December 1966.

Mr. Rhodes said that although teachers were not assigned to schools without their consent, three Negro teachers were working in three previously all-white high schools and five Negro teachers were on the staffs of three formerly all-white elementary schools. One Negro visiting teacher, he added, traveled to two formerly all-white elementary schools and one white teacher was on the faculty of a formerly all-Negro elementary school.

The county, he said, had established several orientation programs to acquaint white and Negro teachers with school desegregation. He added that the school administration had not attempted to discourage students who wanted to transfer.

The Reverend John Ringgold, president of the Queen Anne's County Branch of NAACP, charged that the freedom of choice plan had failed to desegregate the county's schools substantially and such desegregation as had been accomplished had come about through the efforts of his organization.

He said that the School Board had rejected the transfer applications of some Negro parents who filed shortly after the Board issued its first application forms. However, he added, he had announced publicly in August 1965 that the county NAACP would launch a campaign to desegregate the schools and, soon, the applicants who had been rejected earlier were notified that their transfer applications had been approved.

The Reverend Ringgold said that he knew of no Negro students who had not been able to attend the schools of their choice. But, he added, he suspected that Negro parents were afraid to attempt to transfer their children. Negro parents had believed several rumors about school desegregation, he said. Some had been told they should wait until the opening of a consolidated high school; others had been warned that Negro students would be handicapped in desegregated schools because their pre-school training had been inferior to that of white students; others had been told that their children's health habits would be unacceptable in white schools.

The Reverend Ringgold said he also suspected that Negro teachers had advised Negro parents not to transfer their children. Teachers had refused to join the NAACP, he said, because "they felt they had better keep quiet."

Leon Anderson, chairman of the Civic Interest Group in Grasonville, and Vernon Thomas, representative of the AFL-CIO Packinghouse Workers Union, said in a pre-meeting interview with a Commission staff member that, although there is a high rate of truancy among Negro children in the county, the absences are seldom noted on report cards.

A county resident said at the open meeting that Negro students who live near predominantly white Grasonville Elementary School waited in front of that school for a bus to take them miles farther to an all-Negro school.

ST. MARY'S COUNTY

TOTAL NUMBER OF SCHOOLS:	21 ^{1/}
TOTAL STUDENT POPULATION:	8,053
NEGRO STUDENT POPULATION:	2,195 ^{2/}
WHITE STUDENT POPULATION:	5,858 ^{3/}
NUMBER OF ALL-NEGRO SCHOOLS:	3
Enrollment:	1,250 ^{4/}
NUMBER OF ALL-WHITE SCHOOLS:	3
Enrollment:	Not available ^{5/}
NUMBER OF DESEGREGATED SCHOOLS	15
Negro Enrollment:	945 ^{6/}
White Enrollment:	Not available ^{7/}
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	362
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	87
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	5
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Freedom of choice to be followed by establishment of unitary zones for high school students.

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- 1/ Superintendent's figures in lists accompanying his report: 23 plus 3 kindergartens
 - 2/ Superintendent's figure: 2,297
 - 3/ Computed from State Department of Education figures
 - 4/ Computed from State Department of Education figures
 - 5/ Computed from Superintendent's lists: 715
 - 6/ Superintendent's figure: 475
 - 7/ Superintendent's lists: 5,148

ST. MARY'S COUNTY

Four hundred and seventy-five Negro students were attending the 15 desegregated elementary schools of St. Mary's County on a freedom of choice plan, in the 1965-66 school year, Robert S. King, Superintendent, told the Advisory Committee at its open meeting. This represented a gain of 324 over the 1964-65 enrollment of 151 Negro students in desegregated schools.

Mr. King said that he and the county Board of Education believed that two factors in its school desegregation plan would "guarantee rapid progress toward total desegregation."

One factor, he explained, was the decision to continue the freedom of choice policy at the elementary school level. The other was a plan to close the county's two Negro high schools and establish geographic attendance zones under which Negro students could enroll in the two high schools nearest their homes.

In discussing the steps taken by the Board of Education to meet the mandate for school desegregation, Mr. King traced the history of the county's desegregation efforts. These had begun in 1957 in the elementary grades on a freedom of choice basis and had subsequently been expanded to cover grades one through 12. Mr. King pointed out that St. Mary's County had extended the enrollment cut-off date of June 1, 1965 set by the U.S. Office of Education, and had permitted students to enroll through the first day of school, September 2, 1965.

The Board assigned school personnel to all levels and positions without regard for race, color, religion, or national origin, he reported. Teachers, he said, had been given a choice of assignments but few Negro teachers had indicated an interest in being transferred to predominantly white schools. Nevertheless, he told the Committee, five Negro teachers had received such assignments and the Board expected to increase the number in succeeding years. Visiting teachers and supervisors worked with all schools in the system, he added.

Civil rights leaders disagreed with the Superintendent's statement. Stephen Young, president of the St. Mary's County Branch of the NAACP, and Melvin Holland, Chairman of its education committee, pointed out that the 475 Negro students attending desegregated schools were, for the most part, military dependents living in one section of the county.

Both Mr. Young and Mr. Holland had strong reservations about the ability of a freedom of choice plan to desegregate schools. Mr. Holland claimed that housing patterns in the county were such that a geographic attendance area plan which would automatically desegregated all but one white elementary school. Despite its shortcomings, they said, even the freedom of choice plan would not have been effective if the NAACP had not made a massive effort to implement it. They also pointed out that the deadline for enrollment on a freedom of choice basis had been extended only on NAACP insistence.

The NAACP representatives were critical of Mr. King's description of the status of teacher desegregation. They pointed out that no white teachers had been assigned to Negro schools. The civil rights leaders felt that, in the case of the white teachers, the choice of assignment had been honored but that it had been violated in the case of Negro teachers.

Mr. Holland explained that after the NAACP efforts had succeeded in transferring students from a Negro high school, that school was left with an excess of faculty members. The Negro principal had advised the Superintendent that no students would transfer and, on that assumption, seven additional teachers were assigned to that school. But the transfers were greater than expected, Mr. Holland said, and the teachers were left with practically no students. One teacher, he added, was known to have only 18 students a week.

He also spoke of the difference in the educational climate that appeared to prevail between the all-Negro and the desegregated schools. Books and other supplies, he claimed, were scarce in Negro schools but plentiful in desegregated schools. He illustrated this by telling of a family he knew in which one child attended an all-Negro school and another child a desegregated school. The first grader brought home books and homework from his desegregated school; the third grader never brought home a book or assignment from his all-Negro school. Mr. Holland said that when he asked the principal of the Negro school about this, he was told that students would destroy the books if they were allowed to take them home. In this school, Mr. Holland added, students were required to share textbooks in the classroom because there were not enough to permit each child to have one for himself.

SOMERSET COUNTY

TOTAL NUMBER OF SCHOOLS:	19
TOTAL STUDENT POPULATION:	4,449
NEGRO STUDENT POPULATION:	1,994
WHITE STUDENT POPULATION:	2,455 ^{1/}
NUMBER OF ALL-NEGRO SCHOOLS:	7
Enrollment:	1,925 ^{2/}
NUMBER OF ALL-WHITE SCHOOLS:	5
Enrollment:	Not available
NUMBER OF DESEGREGATED SCHOOLS:	7
Negro Enrollment:	69 ^{3/}
White Enrollment:	Not available
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	201
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	85
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	2
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Freedom of choice

1/ Computed from State Department of Education figures
 2/ Computed from State Department of Education figures
 3/ Superintendents figure: 77

SOMERSET COUNTY

Although approximately 100 students of the 1,994 who make up the Negro school population of Somerset County chose to attend previously all-white schools in 1965, only 77 actually enrolled in the county's seven desegregated schools, according to John L. Bond, Superintendent, who gave an oral statement at the open meeting. Mr. Bond reported that Negro students had been given two opportunities to exercise a freedom of choice - the first during a registration period and the second during the first two days of school. Students were enrolled wherever they reported on the first day of school, Mr. Bond said, and added that the U.S. Office of Education had approved the freedom of choice notice authorized by the Somerset County Board of Education which stipulated that no one was to influence a parent's decision to transfer children. He also pointed out that three white teachers and three Negro teachers were serving on two desegregated staffs, including that of a school for handicapped children.

Mr. Bond conceded that the present plan would not achieve complete desegregation by 1967 but he felt it had proven effective for transitional purposes. On the other hand, he said, he was opposed to districting plans because these would force some children to attend one and two room schools which were adequate for those who preferred them but which should not be made mandatory in view of the educational limitations they imposed. A school construction program to facilitate creation of a geographic attendance area plan was too expensive to contemplate at present, he said, since the county was already heavily bonded. He added that the Board of Education had made no final decision to abandon its freedom of choice plan.

The Superintendent told the Advisory Committee that a Negro "cultural lag" had made school desegregation difficult in Somerset County. He pointed out that automation in the sea food industry and in agriculture was aggravating the already precarious financial position of the county's Negroes and discouraging them from sending their children to desegregated schools where participation in school activities was relatively expensive. It was his opinion that because a large number of Negro parents had never gone to high school, they were prone to send their children to any school rather than to attempt to desegregate white schools. This, he felt, contributed to the cultural lag among Negroes.

The Reverend Samuel Sanders, chairman of the Somerset County Branch of the NAACP, who spoke at the open meeting, declared that slow desegregation was not due to a "cultural lag" but to a fear of reprisals among Negroes. Elmore Collins, chairman of Men for Progress, a Negro organization, agreed with the Reverend Sanders' opinion that fear had prevented many parents from transferring their children. He had, he said, personal knowledge of families who had been threatened with loss of work if they transferred their children and several had taken the threats seriously.

Both civil rights leaders declared that freedom of choice plans would never desegregate the county's schools and urged that a geographic attendance area plan be instituted. This opinion had also been given to the Committee by the Reverend Sanders during a pre-meeting talk and had been substantiated by Mrs. Vivian Evans of Marion Station, a private citizen, who attributed the county's slow-paced school desegregation to the Board of Education's resistance. She said this had created apathy within the Negro community. She also voiced her dissatisfaction with the slow rate of faculty desegregation.

Mr. Collins reported that among other factors hindering the efficacy of the freedom of choice plan was the feeling among parents that it was useless. They believed, he said, that under the provision for returning children to their former schools in the event of overcrowding, little desegregation would result.

At the open meeting, there was a difference of opinion on the status of teacher desegregation.

The Reverend Sanders refuted the Superintendent's statement that two schools were staffed on a biracial basis. He claimed that the only school which had a Negro teacher was the school for handicapped children and said that no Negro professional had been accepted into the regular school system.

TALBOT COUNTY

TOTAL NUMBER OF SCHOOLS:	15
TOTAL STUDENT POPULATION:	4,478
NEGRO STUDENT POPULATION:	1,388
WHITE STUDENT POPULATION:	3,090 ^{1/}
NUMBER OF ALL-NEGRO SCHOOLS:	5
Enrollment:	1,239 ^{2/}
NUMBER OF ALL-WHITE SCHOOLS:	1
Enrollment:	Not available
NUMBER OF DESEGREGATED SCHOOLS:	9
Negro Enrollment:	149
White Enrollment:	Not available
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	200
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	63
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	1
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Freedom of choice

^{1/} Computed from State Department of Education figures
^{2/} Computed from State Department of Education figures

TALBOT COUNTY

School desegregation in Talbot County has lowered the pupil-teacher ratio in five all-Negro schools remaining in the county, Gerald E. Richter, Superintendent of schools, told the Advisory Committee. He said he believed a lower pupil-teacher ratio would help prepare Negro students for the higher academic requirements of desegregated schools.

"The number of Negro teachers has been held at 63 in spite of a drop in enrollment in most Negro schools," he explained. "It is felt that a lower-than-average pupil-teacher ratio will help the Negro school pupils to raise their standards." He reported that the number of Negro students in desegregated schools had increased from 31 in 1962 to 149 in 1965. There are nine desegregated schools in the county system. Two white traveling teachers were assigned to Negro schools, he said, and one Negro traveling teacher was assigned part time to a predominantly white school.

Mr. Richter announced that the Talbot County Board of Education plans to have another freedom-of-choice registration in the spring of 1966 for the 1966-67 academic year. At that time, he said, faculty desegregation for full-time teachers will begin in schools with integrated student bodies.

Walter Black, President of the Talbot County Branch of the NAACP, charged that the resistance of the white power structure to school desegregation prevented the Board of Education from complying with the law. The board's policy, he declared, placed the burden of school desegregation on Negro parents despite the fact that public officials were responsible for enforcing the laws.

Mr. Black criticized the situation in which Negro students were transported 64 miles roundtrip to all-Negro Moton High School when the route took them past the formerly all-white St. Michaels High School. The NAACP, Mr. Black stated, opposed teacher integration as interpreted by the county school board where it assigned traveling teachers to various schools. The NAACP, he added, also opposed the Board of Education's plan to desegregate only the staffs of schools having integrated student bodies and its policy of replacing Negro teachers with Negro teachers and white teachers with white teachers.

Negro parents were afraid of reprisals if they complained about the county's school desegregation program, Mr. Black told the Advisory Committee. Negro parents also had been told that their children attending desegregated schools were not taught the same subjects as white children in the same schools. Instead of a freedom of choice plan, he suggested the transfer of Negro students in large numbers under a school redistricting plan.

WICOMICO COUNTY

TOTAL NUMBER OF SCHOOLS:	24
TOTAL STUDENT POPULATION:	1,200
NEGRO STUDENT POPULATION:	3,350
WHITE STUDENT POPULATION:	8,650 ^{1/}
NUMBER OF ALL-NEGRO SCHOOLS:	4
Enrollment:	2,214 ^{2/}
NUMBER OF ALL-WHITE SCHOOLS:	2
Enrollment:	Not available
NUMBER OF DESEGREGATED SCHOOLS:	18
Negro Enrollment:	1,136 ^{3/}
White Enrollment:	Not available
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	533
TOTAL NEGRO TEACHERS IN SCHOOL SYSTEM:	114
TOTAL OF NEGRO TEACHERS ON BIRACIAL STAFFS:	13 ^{4/}
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Geographic zoning

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- ^{1/} Computed from State Department of Education figures
^{2/} Computed from State Department of Education figures
^{3/} Superintendent's figures: 1192
^{4/} Superintendent's figures: 18

WICOMICO COUNTY

When the 1966-67 school year begins, all elementary and secondary schools in Wicomico County will be desegregated on a geographic attendance area plan, Royd H. Mahaffey, Superintendent, told the Advisory Committee. To achieve this, the County Board of Education plans to close the two remaining all-Negro elementary schools and the one all-Negro school at the end of the current school year.

One of these elementary schools, he explained, would either accommodate students on a geographic attendance area plan in a district which includes two desegregated schools or would be paired with one of the two. The second elementary school would be demolished and its students enrolled in a new school being built near a white neighborhood. The Board of Education plans to convert Salisbury High School, the all-Negro high school in the county, into a technical-vocational center during the 1966-67 school year, Mr. Mahaffey continued. Negro high school students, who formerly attended Salisbury, would be assigned to the school serving the area in which they live.

Mr. Mahaffey reported that five white teachers had been assigned to all-Negro or predominantly-Negro high schools and 13 Negro teachers had been assigned to white schools. Teachers were selected from within the school system and were not given a choice of assignment, he said.

He said he believed that the county had an obligation to Negro principals who were adversely affected when their schools were paired or closed. But, he pointed out, only the best qualified principals and supervisors should be hired by the school system and certification of Negroes did not necessarily mean that they were qualified for administrative positions.

The Reverend Mr. Robert P. Varley, rector of Salisbury Parish and a member of the Wicomico Commission on Interracial Problems and Relations, said he was also concerned about the welfare of Negro professionals. He said he felt that if Negro teachers had lost their jobs as a result of desegregation, the State had an obligation to retrain them at its own expense.

Civil rights leaders agreed with the Superintendent that desegregation of Wicomico County had progressed further than it had in any other Eastern Shore county, but they emphasized that much remained to be done in achieving total desegregation.

James Leonard, president of the Wicomico County NAACP Branch, said he believed some Negro professionals were losing their jobs when schools were desegregated. Mr. Mahaffey agreed that the pairing of two elementary schools had cost a Negro principal his job but maintained that this was not because he was a Negro but because the community had been dissatisfied with him.

Mr. Leonard declared that the demolition of one of the elementary schools was an unnecessary move which would cost another Negro principal her job. The building, he said, was only five years old and had been designed to permit expansion. Now, he charged, the investment was being sacrificed to build a new school in the same area but in a white neighborhood.

Mr. Leonard also questioned the Board of Education's motivation in converting the \$4,000,000 Salisbury High School into a vocational school while it was building a \$2,000,000 high school at the same time. He charged that the Board did not want to send "certain white children" to a school in a Negro neighborhood and he predicted that the vocational school would eventually accommodate only Negroes and poor white children. He proposed the desegregation of Salisbury High School and the construction of a new building for the vocational school as a means of expediting school desegregation and saving money. The Board of Education's promotion policies kept qualified Negroes from attaining supervisory positions, Mr. Leonard added.

WORCESTER COUNTY

TOTAL NUMBER OF SCHOOLS:	17
TOTAL STUDENT POPULATION:	6,112
NEGRO STUDENT POPULATION:	2,557
WHITE STUDENT POPULATION:	3,555 ^{1/}
NUMBER OF NEGRO SCHOOLS:	7
Enrollment:	2,452 ^{2/}
NUMBER OF WHITE SCHOOLS:	2
Enrollment:	Not available
NUMBER OF DESEGREGATED SCHOOLS:	8
Negro Enrollment:	105
White Enrollment:	Not available
TOTAL PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	269
TOTAL NEGRO PRINCIPALS AND TEACHERS IN SCHOOL SYSTEM:	100
TOTAL NEGRO TEACHERS ON BIRACIAL STAFFS:	0
DESEGREGATION PLAN APPROVED BY U.S. OFFICE OF EDUCATION:	Freedom of choice

^{1/} Computed from State Department of Education figures
^{2/} Computed from State Department of Education figures

WORCESTER COUNTY

The Advisory Committee received no official report on the status of school desegregation in Worcester County because Paul S. Hyde, County Superintendent of Schools, neither attended the meeting nor submitted a statement.

The Reverend George T. Jackson, a community and civil rights leader from Snow Hill, expressed dissatisfaction with the pace of school desegregation in the county. He told the Committee that approximately 100 of the county's 2,557 Negro students attended formerly all-white schools. It was the Reverend Jackson's opinion that the county's freedom of choice plan would never result in desegregation of Worcester County schools.

According to the Reverend Jackson, seven of the county's 17 schools have all-Negro enrollments, two have all-white enrollments, and eight are desegregated. Some Negro children, he reported, passed two all-white schools as they traveled 23 miles daily to attend an all-Negro school. Other Negro children, he added, walked past an all-white high school to board a bus for a five mile ride to an all-Negro high school.

The Reverend Jackson told the Advisory Committee that Negro parents had told him that they were afraid of losing their jobs if they insisted upon further school desegregation. The county's Negro teachers, he claimed, would not join the National Association for the Advancement of Colored People. He claimed also that there has been no integration of the teaching staff in Worcester County schools. Desegregation of faculties must precede or coincide with student body desegregation, the Reverend Jackson said.

He also reported that a letter to parents from the Worcester County School Board had instructed them to consult no one but their immediate families in deciding about school transfers for their children.

FINDINGS

1. Most of the meaningful school desegregation among the 14 Maryland counties studied by the Committee which were required to submit desegregation plans rather than assurances of compliance has occurred in Baltimore, Prince George's, and Wicomico Counties. These counties adopted geographic attendance area plans rather than freedom of choice plans.

By and large, there has been no meaningful desegregation of schools in the remaining 11 counties which are operating under freedom of choice or a combination of freedom of choice and geographic attendance area plans.

2. Freedom of choice plans have placed the burden of school desegregation on Negro parents. Some Negro parents seeking to exercise freedom of choice have been frustrated by procedures developed by some school districts. There would be no substantial school desegregation were it not for the activities of private organizations.

3. With the exception of Baltimore, Prince George's, and Wicomico Counties, many local school officials in Maryland have demonstrated a willingness to desegregate only on a token basis. Some local school officials apparently selected freedom of choice plans with the expectation that there would be little actual desegregation.

5. Some Negro principals and teachers, apparently because they fear loss of jobs as principals or teachers, have deterred Negro students from exercising freedom of choice.

6. By and large, teachers appear to be assigned to schools on a racial basis. When a school district assigns a Negro teacher to a predominantly white school or to a recently desegregated school, that teacher has to meet more rigorous standards than are required of him to teach in an all-Negro school.

RECOMMENDATIONS

The Maryland State Advisory Committee recommends:

1. That the U.S. Commission on Civil Rights recommend to the U.S. Office of Education that it reject freedom of choice plans in those school districts where it is obvious that greater desegregation would be achieved through other plans for desegregation.

2. That the U.S. Commission on Civil Rights recommend to the U.S. Office of Education that, in those school districts where freedom of choice plans are accepted as a means of school desegregation, freedom of choice be applied literally and that all subversive devices which will defeat its purpose be prohibited.

3. That the U.S. Commission on Civil Rights advise the U.S. Office of Education that in those instances where State Offices of Education demonstrate a willingness to exercise leadership in bringing about desegregation of local school districts that enforcement jurisdiction be delegated to the State agency. When such delegation is granted the U.S. Office of Education should develop adequate procedures to review the activities of the State Office of Education and whenever it is obvious that the State Office of Education is not adequately performing those responsibilities the U.S. Office of Education should rescind its delegation of authority.

4. That the U.S. Commission on Civil Rights recommend that the U.S. Office of Education strengthen and accelerate affirmative programs and technical assistance available to State Office of Education and school districts dealing with school desegregation.

Specifically, the U.S. Office of Education should provide leadership and technical assistance to the State and local school districts in two areas:

- (a) In overcoming alleged deficiencies in qualifications among the Negro principals and teachers; and
- (b) In providing training to equip all principals and teachers to deal with special problems of school desegregation.

5. That the Maryland State Department of Education give leadership, guidance and technical assistance in aiding the school districts to deal with problems created by the desegregation of schools. It is suggested that the Maryland Superintendent of Schools immediately initiate a program at the State University, free of charge, to aid Negro principals and teachers in overcoming alleged deficiencies in qualifications and provide training for all principals and teachers to deal with special problems arising from school desegregation.

6. That the State of Maryland amend its fair employment practices law to guarantee that teachers and principals will be hired, assigned, and retained without regard to factors of race, color, religion, national origin or ancestry.