

papers throughout the state publish the rankings of white teams in various athletic conferences, Negro high school rankings are unlisted. In many Negro schools the PTA must raise money for team uniforms, field lights, or other equipment for athletics.

At many desegregated schools, Negro students are not eligible for class awards given by the United Daughters of the Confederacy, and other fraternal and civic organizations. The academic honor societies do not hold their state-wide conferences on an integrated basis and the same is true of some other state conferences of high school organizations which exist in both Negro and white schools.

Throughout the state the Negro students are excluded from social affairs which are routinely part of the school's activities. Such activities as junior-senior proms, beach trips, and other similar affairs have come to be privately sponsored in those school districts where the schools are desegregated to the degree that Negro students might be involved if the activities were school-sponsored. This practice is one of the most pernicious forms of discrimination which serves only to isolate the Negro students from any meaningful social activity with their fellow students.

In some districts the PTA is open to all parents, Negro and white, while in others it is closed. In some of the bi-racial PTAs the organization is structured so that it is virtually impossible for Negro parents to be elected to leadership positions. Even where the PTAs are desegregated, there are reports that the Negro parents have little voice or representation.

FACULTY DESEGREGATION

South Carolina's greatest failure in the area of school desegregation is the low number of full-time teachers who are in schools of the opposite race for the first time this year. Only a very few schools in the state have any significant number of teachers involved in teaching full-time across racial lines. Most of these teachers are not involved in the traditional academic subjects of the sciences, languages, social sciences, and mathematics. Instead, they are teaching such courses as agriculture, band, carpentry, vocational education, driver education, library science, physical education, and home economics. It is estimated that less than 24% of the state's school districts have any full-time faculty desegregation. Sixty percent of the districts have some type of part-time faculty or staff desegregation, but even it is apt to be negligible. Those persons participating in part-time faculty desegregation after often involved in speech therapy, remedial reading, or work with retarded children. These people usually serve both the Negro and white schools and frequently work out of the central administrative office of the district.

School officials feared faculty desegregation even more than student desegregation. Many of these administrators felt that many Negro teachers had attended inferior public schools and colleges and had then been hired to teach in a similar situation where they were given few opportunities for professional advancement or training. These administrators found themselves in the dilemma of saying that the Negro teachers were adequate for the Negro school but were somehow inadequately prepared to teach white children. Moreover, these school men were reluctant to restructure their traditional methods of class organization (as team teaching would necessitate) so that faculty desegregation would proceed more smoothly and would be more palatable to the community.

Administrators missed out on an opportunity to acclimate their communities and faculty to teacher desegregation when they refused to follow the suggestions offered in the 1965 guidelines. Those guidelines did not call for any specific faculty desegregation but did suggest that school administrators begin some part-time faculty desegregation and to also begin to hold teachers meetings together. Most school districts chose not to follow these suggestions, thinking that the guidelines would not be enforced. Indeed, there were no penalties for those districts which did not choose to follow the suggestions. This year, however, when confronted with specific teacher desegregation requirements, schools were unprepared and, in fact, are doing for the first time this year what was recommended for last year. Some school districts are still not holding joint teachers' meetings and some have no desegregation of faculty, either part time or full time. Negro parents and children have said that they believe that more Negro students would choose to attend the desegregated schools if there were Negro teachers there who were teaching traditional academic subjects.