

Superintendents certainly faced many problems when considering how they should desegregate their faculties. Though some superintendents said that they could not find Negro teachers who were willing to teach in the desegregated schools, subsequent investigations showed that there were Negro teachers in those communities who were willing and able. It has also been reported that some superintendents instructed their Negro principals to try to find white teachers to transfer to the Negro schools. Given the fact that the social mores of the South do not look favorably on a Negro male approaching a white female in a professional capacity it is not surprising that such attempts were usually futile. Many superintendents said that they were giving their teachers a "freedom of choice" and they could teach wherever they wished to do so. These administrators likewise said that they had traditionally assigned teachers on this basis and that if they told a white teacher to go to a Negro school the teacher would quit. This might have happened but a few school officials tried it to find out. Instead, they insisted that they were already facing a critical teacher shortage and that it was impossible to assign teachers. In most areas of school desegregation, it was found that school superintendents did exactly what they wanted to. If they wanted to make progress they generally did so, but if they didn't want to follow the guidelines, they used some rationalization for not doing so.

There is a fear that in the future teaching may prove to be a dead end profession for Negroes. As more and more schools are desegregated and as more Negro teachers are in desegregated schools there is some question as to whether these teachers will have the opportunities of professional advancement available to their white colleagues. If this is the case there may be less and less Negro students who decide to go into teaching as a career. Similarly, there is a feeling among many professional Negro educators that when the two teacher associations merge, the white group will merely absorb the Negro group rather than genuinely merge with it. They point to such recent cases as the "mergers" in Florida and Virginia. In each of these cases the Negro associations have apparently been taken into the white groups with little representation given to the Negroes, and thus their professional interests are at the mercy of the whites. Such concerns are presently some of the factors for delaying the merger of the two associations in South Carolina.

In no district in the state did school officials seek to utilize resources available under Title IV of the 1964 Civil Rights Act to cope with problems incident to school desegregation. Title IV provides resources which can take the form of technical assistance, grants to school boards, and training institutes for teachers and administrators going into newly integrated situations. Funds are available for financing these programs and these resources have been successfully utilized in other Southern states to help teachers and administrators deal with desegregation problems. No school system, school board, or college in South Carolina has yet held a program in the state that has been funded by Title IV. Officials in the Office of Education are eager for some sort of Title IV program to begin in the state and they have practically said that they will fund any worthwhile program which is submitted from South Carolina. This opportunity to deal constructively with school desegregation problems in the state has been bypassed by South Carolina educational leaders.

SMALL, INADEQUATE SCHOOLS

The 1966 guidelines required that small inadequate schools maintained for the exclusive use of one race be closed. There are few of these schools in South Carolina because since the 1950s the state has consolidated schools and built new school plants for Negro students. There are no unaccredited high schools in South Carolina, but parents continue to report inadequate facilities in Negro schools. The accreditation of elementary school is entirely voluntary and of the almost 1000 elementary schools in the state only about 143 were accredited last year.

In Dorchester County District #3 there is Four Holes School which is maintained for the exclusive use of an ethnic group of Indian background. This year Four Holes School offers eight grades but has only 56 students and three teachers. It is reported that students from this school attempted to transfer to the desegregated school but were rejected. At first they refused to attend their old school, but eventually they did return after the superintendent promised to get their birth certificates changed to "white" and to add two rooms to Four Holes School.