

Case Presented for Integrated Teaching Staffs

By DR. JOSEPH CALIGURI

Principal, Madison Elementary School

EXPERIENCED SCHOOL PEOPLE are well aware that Negro teacher-pupil relationships raise many academic and social questions. Some of these questions have received wide exposure in educational journals and, to a lesser extent, in the public press. There are other problems connected with these relationships that would seem to require deeper exploration and closer attention, however.

Commenting on various studies of the subject, Henry T. Heald stated in a recent article in Education Digest: "Economics and motivation aside, the preparation most Negro youth receive for college is substandard. . . the preponderant evidence shows that the Negro's preparation was unequal, not only in the social and psychological terms of the Supreme Court decision, but also in the physical plants, the quality of teaching, and per-pupil expenditure."

Giving due weight to the handicaps with which Negro teachers have had to contend in their professional training and the handicaps imposed upon Negro pupils in terms of background and inadequate school programs, one issue of the total school-community complex demands more careful consideration. That issue is the case for integrating the school staff.

It is "old hat" to say that underprivileged school children need the most experienced and dedicated teachers. It is more to the point to say that ways and means must be found to improve school staffs in underprivileged areas.

As one reads about student integration plans across the nation, one may wonder if all this attempted "cross-breeding" may not founder in overzealous idealism because of gross misconceptions as to how these desirable and neces-

sary programs should be organized and implemented.

It may well be that the strategy for change should focus upon a sometimes ignored prerequisite for successful integration of the schools, a factor that may count the most--the makeup of the teaching staff prior to student integration.

The importance of focusing upon this factor is based on the following assumptions: 1) teachers have the most influence upon the school life of the student; 2) integrating school staffs more likely will be acceptable to a community as a prerequisite to student integration; 3) intercultural and professional growth among white and Negro teachers will be enhanced by planned staff integration, and 4) integrated staffs will be better able to deal with integrated student bodies, especially in regard to day-to-day problems inherent in underprivileged areas.

A first step in organizing planned staff integration could be an exploratory staffing project in one situation which would be researched as it is developed. In such a project, certain questions should be carefully examined, among them: Will teachers on an integrated staff be more sensitive toward the personal needs of pupils? Will integrated teachers increase their knowledge and understanding of each others' cultures? Will integrated teachers utilize the group process more efficiently and effectively in the area of professional growth for the purpose of improving instruction?

Many other questions could be raised within the context of this theme. However, the main concern of this writer deals with the many unjustified myths associated with the so-called "jungle" schools. Acquiring and keeping good teachers in disadvantaged communities to increase the quality of education is a real need and our fervent hope. We must focus upon the

development of teaching staffs that can separate the real causes of poor pupil performance from (See CALIGURI, page 11)

Car Wash

GASOLINE SPECIALS

69¢ WITH ANY 15 GAL. FILL-UP

OR

99¢ WITH 10 GAL. GAS PURCHASE

REGULAR CAR WASH \$1.75



1961 E. Charleston Blvd.

Cozza Meadows

COZZA MEADOWS HOMES WILL BE LOCATED ONE QUARTER MILE NORTH OF SMOKE RANCH RD. OFF HIGHLAND BLVD.

GROUND BREAKING SOON



2, 3 & 4 BEDROOMS with BATH & 3/4

ALL ELECTRIC

BUILT-INS

Refrigeration

FROM \$12,300

Payments from

\$89.00 PER MONTH

INCLUDES TAX & INSURANCE (MINIMUM F.H.A. DOWN)

TEMPORARY OFFICE: 300 E. LAKE MEAD BLVD.

CALL **649-1320**

Martin's spent 8 years getting ready for tonight.

Relax and enjoy it.

