

(TEACHERS, from page 13)

near us and I see the children skipping with such enthusiasm. By the time they come to us, they are dragging.

Q. The common complaint is that Negro children bring into the classroom bad language and that they are immoral.

A. Well, if you tell a colored boy in high school to stick his shirt tail in, he might just unzip his pants right there in class and think nothing about it. You have to tell him to go to the restroom.

A. At first, we thought they were doing things like that for shock value, but now we know this is not so.

A. Well, in one of my classes, they used to scream across the room at each other. They called each other names in four letter words.

Q. Do you find Negro pupils belligerent at you when you lay down a firm rule?

A. Not so much belligerent. But they'll haggle with you. If you'll argue with them, they're not being vicious. They have a way of beating you on discipline.

Q. What's the reaction of the few white pupils you have to all this?

A. They are very quick to blame the Negro children. I had a note from a parent of a white child who said she was keeping her daughter home because the "niggers" were beating her up. Well it turned out this child made up that story. They are quick to do that.

A. And the white kids expect us to back them, right or wrong.

A. Last year we were supposed to have a 700 to 300 ratio (in a high school). They thought this would work, and I think it would have. But the neighborhood was changing and the Negro parents wanted their children to go to a closer school. So they ran in 400 more. And the white kids got scared and on the Friday after school opened, 400 withdrew. That left, 800 Negroes and 300 whites.

Those whites were tough. They had started at that school and they were going to finish, come hell or high water. Most of them were seniors and on the football team. The boys got together and made sure the girls got safely down the halls.

I must say, the Negro boys have not gotten out of line with white girls so far.

Q. Have you run into cases where Negroes have joined in extracurricular activities?

A. Yes, and another strange thing. Many times, when the Negroes are in the majority they will elect whites, but you don't find whites electing Negroes.

Q. Are you able to tell how many years behind these Negro children are?

A. In reading, the eighth grader reads at third or second grade level.

Q. Wouldn't you say this is the major contributing factor to the loss of interest?

A. They can't do it so they give up. It's not that they are not interested. It's just so frustrating.

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