

SAVANNAH STATE COLLEGE LIBRARY 268  
SAVANNAH STATE COLLEGE BRANCH  
.....  
SAVANNAH, GA.  
BOUND BY THE NATIONAL LIBRARY BINDERY CO. OF GA.

# FACULTY RESEARCH EDITION

of

## The Savannah State College Bulletin

*Published by*

**The Savannah State College**

Volume 28, No. 2

Savannah, Georgia

December, 1974

Prince A. Jackson, Jr., *President*

### Editorial Committee

Thomas H. Byers  
Gian Ghuman

Isaiah McIver  
George O'Neill

Max Johns

A. J. McLemore, *Chairman*

*Articles are presented on the authority of their writers, and neither the Editorial Committee nor Savannah State College assumes responsibility for the views expressed by contributors.*

# Table of Contents

Opinions of Black and White Elementary Teachers About Curriculum Development for Economically Deprived Children John H. Cochran, Jr., Ed.D. ....	5
Use of Metal-Chelate Displacement Reaction in the Colorimetric Analysis of Nickel Ruth A. German and M. P. Menon .....	15
Heavy Metal Ions in the Surface and Subsurface Waters Around Savannah G. S. Ghuman .....	22
The Sino-Soviet Confrontation Lawrence H. Harris .....	30
A Mathematician's Views of School Mathematics Prince A. Jackson, Jr., Ph.D. ....	47
A Solution to America's Racial Dilemma? Prince A. Jackson, Jr., Ph.D. ....	54
Income as Determined by Schooling and Race in Savannah: Multiple Regression Estimate of the Functional Relationship Between Census Tract Median Family Income, Median Years Schooling, and Racial Proportion, 1970 Max Johns .....	64
Blessing Elizabeth Lunz .....	88
Memphis Elizabeth Lunz .....	88
The Catholic University Debate: An Unnecessary Controversy Joseph M. McCarthy, Ph.D. ....	89
Negritude and Soul: Romanticism in Black Isaiah McIver .....	94
Homozygous Viability of Polygenes in a Savannah Population of <i>Drosophila Melanogaster</i> Govindan K. Nambiar and Yavonne Dashiell .....	114
Black Governors and Gubernatorial Candidates: 1868-1972 Hanes Walton, Jr. and Delacy W. Sanford .....	122

# A MATHEMATICIAN'S VIEWS OF SCHOOL MATHEMATICS

by Prince A. Jackson, Jr., Ph.D.  
Professor of Mathematics and Physics

One of the continuing American dilemmas today is the shortage of first-class mathematics teachers at all levels of elementary and secondary schools. The educational literature pertaining to school mathematics is replete with references to the lack of highly trained mathematics teachers. It is simply a matter of history that prior to Sputnik in October, 1957, the warning cries of those who were keenly cognizant of our predicament, were largely if not totally, disregarded. Today, we are still receiving and reviewing proposals designed to give school mathematics great improvement by revamping the content and producing a better-trained teacher.

Since the enactment of the National Defense Education Act of 1958, we have spend hundreds of millions of dollars each year in science and mathematics training programs, based on the premise, that our schools, colleges, and universities, can turn out more mathematicians and dedicated mathematics teachers if we put enough money into these programs. Some of the programs being pursued at present include: scholarships for mathematics teachers, scholarships for "bright" students, the construction of modern curricula in mathematics, the writing of textbooks in modern mathematical vernacular, plus proposals for the subsidization of mathematics and science teachers' salaries.

While it is true that money can assist us in solving many of our problems in the teaching of mathematics, it will not solve all of them. We must recognize that some of our problems must be solved by our own attitudes. We are approaching the moment of decision in the teaching of mathematics. There are serious doubts, and justifiably so, whether we have received benefits commensurate with the huge investment of money in education programs over the past sixteen years. Questions are being posed which elude answers at present. Criticisms of our programs are increasing each day. Our programs have been studied time and time again but no valid conclusions can be drawn because we lack instruments to measure the effectiveness of our programs. While many of us believe that our programs have shown substantial improvement, we must refrain from making "ex-cathedra" statements about them because we lack concrete information to make such judgments. Yet, we must not stop here. We must continue to experiment. We must continue to develop new programs. We must continue to improve our existing programs.

The justification for new programs stands on solid grounds. First, new mathematics have been created; second, the impact of the computer upon society is legion, and third, the psychology of learning offers new insights into the teaching of mathematics. What are some of the programs that have become regular household words in mathematics education? Let us briefly review some of them and their objectives.

As a matter of historical fact, the mathematics groups began to develop programs several years prior to Sputnik in 1957. The University of Illinois Committee on School Mathematics put its first textbook in use at the University of Illinois High School in September, 1952. Since then the UICSM program has been revised several times.

The School Mathematics Study Group (SMSG), representing the largest of the mathematics improvement programs, was formed in 1958. Funded by the National Science Foundation from its incipency, this group has sought to improve mathematics from kindergarten through high school.

The University of Maryland Mathematics Project (UMMaP) took as its principal objective, to improve mathematics at the seventh and eighth grade levels. The material developed by this group has been used in at least ten states.

The Boston College Mathematics Institute was organized by Reverend Stanley J. Bezuska, S.J. to develop materials for the last five years prior to college. The emphasis of the material is on the structure of mathematics.

The Ball State Teachers College Experimental Program was planned for grades seven through twelve. This program emphasizes mathematics through an axiomatic approach.

The Greater Cleveland Mathematics Program has developed and is now using improved mathematics materials in the lower grades of Cleveland, Ohio. The ultimate goal of GCMP is to develop improved materials for all grades in the Cleveland schools.

The University of Illinois Arithmetic Project was developed to give children a different view of mathematics. This is, to help them develop a fascination for work in mathematics. The project emphasizes "discovery" as its primary teaching tool.

The Stanford Project has as its prime objective the teaching of mathematics through the notions of sets and operations on sets. A second project, known as Mathematical Logic, also sponsored by Stanford University, emphasizes logic for gifted students of the fifth and sixth grades.

Yet, with all of these dynamic new programs in mathematics, we have not realized their full potential. It is abundantly clear that we will not derive full benefits from these excellent programs until we re-examine our teaching of mathematics. Somehow, we must revitalize the teaching of mathematics in our schools. When one hears the long list of mathematical facts handed out in our classrooms, one must reach the conclusion

that children attend classes simply because mathematics is a required subject. Many of us, in fact too many of us, teach mathematics dogmatically rather than deductively as it is by nature. To teach it dogmatically is redundant. The subject itself is exact. Why not let the student have the actual experience of discovering this. Using the "teaching is telling" method robs the student of the opportunity to discover that the mathematical process is the greatest product ever produced by the human intellect. To learn mathematics is to discover and understand the structure of mathematics. What makes a mathematician or good mathematics student is not the rote memorization of facts but the actual understanding of the mathematical process. When students are denied opportunities to discover the structure of mathematics, they usually fail to appreciate the overwhelming beauty of mathematics. As a result, many of them remain mathematically illiterate. Mathematics, as all of us know, is a difficult subject. So it is imperative that we find new ways to present mathematical content. In short, we must revitalize our teaching of mathematics across the entire spectrum from kindergarten through college.

As teachers of mathematics, we must make many important decisions each day in the classroom. We must decide what mathematics should be taught, the method by which it should be taught, and the time which should be devoted to the material we select. We must also make decisions about materials and appropriate activities for students with varying abilities and goals. We must constantly measure our effectiveness. We must have good backgrounds in mathematics and we must be able to express our knowledge in terms which can be understood by those we teach. In other words, we must be able to communicate. We must make our students know that teaching and learning are a cooperative undertaking in which the learner is a co-equal with the teacher. When teacher and learner realize this or discover this partnership, the whole process of teaching and learning becomes a wonderful experience for both.

Teaching mathematics is a very unique experience. It runs the gamut from sheer joy to sheer sorrow. The teaching of mathematics demands a constant revitalization of the method. Mathematics is beauty. It is the greatest intellectual achievement of man. It is a way of thinking—a way of solving problems and reasoning logically. It is the one perfect science when viewed axiomatically. It is a beautiful language. It is the study of structure. To infect others with our exuberance we must constantly remind ourselves that:

- (1) Everyone needs to realize that a thorough understanding of natural phenomena requires an understanding of mathematics.

- (2) Everyone needs to realize that mathematics is needed in all areas of human affairs.
- (3) Everyone needs to realize that mathematics is an integral part of our cultural heritage.
- (4) Society is demanding greater numbers of persons with higher competence in mathematics.

Today, we have many new topics in school mathematics. Such topics as systems of numeration, sets, mathematical structures, vectors, probability and statistics, hyperbolic and Riemannian geometry are staples in many mathematics programs. The impact of these recent topics has forced changes in the teaching of mathematics all the way back to the kindergarten. These new topics represent a "get-away" from the traditional mathematics curriculum. Interestingly, the rejection was based on the way mathematics had been taught and not so much on the mathematics itself. As we all know, the so-called "traditional mathematics" differs mainly in language from the so-called "modern mathematics." The recent topics represent the view that we have been grossly under-estimating the capacity of children to learn difficult material. There is much validity in Jerome Bruner's thesis that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development." Then, too, the recent topics have contributed significantly to the creation of better articulation between high school and college. With the recent topics we can do much to revitalize the teaching of mathematics. This revitalization must begin with a study of recent trends in the area of school mathematics. Some of these are:

- (1) New topics will continue to be introduced, pushing current topics back to lower grade levels for study by younger students.
- (2) Mathematical language will become even more symbolic, precise, and sophisticated.
- (3) The language of sets will become even more extensive.
- (4) There will be more emphasis on the use of proofs in school mathematics.
- (5) More teachers will utilize "discovery" and "research" as their main teaching methods.
- (6) Mathematics teachers will take more content courses in their undergraduate work.

These trends in mathematics suggest that we re-structure our present several curricula soon. We must begin to place topics such as numeration systems, space geometry, algebraic equations, logic, and probability as low as the fifth grade. Then we must develop these topics at increasing levels of sophistication as students develop mathematical maturity. That is, we must operate on the basis of a sort of spiral curriculum. When

the students reach the ninth grade, we can begin to carry out mathematical proofs along with the introduction of advanced topics in algebra, heretofore reserved for the eleventh and twelfth grades. In the geometry we can derive a coordinate system for the number line and introduce some genuine coordinate geometry.

By the time the students reach the eleventh grade, they will be sophisticated enough to work with functions and modern algebra including groups, rings, fields, and transformations. At this stage they are now ready to study non-euclidean geometry. In the twelfth grade, we can offer a genuine course in elementary calculus.

To teach in such a program, teachers must rely heavily on the axiomatic and research methods. This is necessitated by recent reforms. The areas which will be emphasized are elementary set theory, symbolic logic, elementary modern algebra, and probability and statistics. To teach these topics effectively is to teach the structure of them. To understand structure, the student must use intuition. Intuition is developed through use of the axiomatic method.

The axiomatic method is an approach where conclusions and results are reached by use of axioms. Use of it strengthens the students' grasp of intuitive thinking which is so necessary in "modern mathematics." By introducing mathematics topics axiomatically, the students will grasp the structure from the beginning. This means greater understanding. As a result, they will be able to use deduction at a higher level of sophistication. Axiomatic methods are not new. They were used by Aristotle. Euclid's work in geometry remains today a classical example of the power of an axiomatic system. It is extremely difficult to imagine how we can be successful in our teaching of the new topics unless we utilize the axiomatic method.

The research method is another method which must find its way into our high schools. Mathematical research in high school does not mean repeating or copying results from mathematics journals by the students. And at the same time it should not be expected that a high school boy or girl will come up with a totally new result. We can use research as a method by assigning certain problems or questions to high school students within the context of their background and letting them come up with results. While these results are probably already known to the teacher, they are original to the students. This is important, because it encourages the students to work independently. Most of the mathematical facts we teach can be discovered by the students working independently. This method has produced outstanding results in science. We, in mathematics, must utilize it too.

What can mathematics teachers do to get their profession really going? What can they do to really improve the teaching of mathematics?

There are several things which can be done almost immediately. These are things over which we have absolute control. The first objective should be self-improvement. To teach mathematics today requires an excellent background in mathematics content. The new topics in school mathematics require real mathematical knowledge as well as the best teaching techniques. Those who are weak in content must begin to correct their weaknesses by taking more mathematics courses at one of our institutions of higher education. This is the least we can do because we have students who are on the threshold of great opportunities for the well prepared. Those teachers who are unable to obtain further formal training must continue their education through self-study. To remain abreast of the new developments as they come forth, none of us, not even those who hold terminal degrees, can afford the luxury of resting on past knowledge.

The second objective should be to make ourselves a more effective professional subgroup of our respective State Education Associations. As a group, we should be holding periodic meetings on a county-wide basis to swap ideas and teach each other. These meetings can do a lot to help elementary school teachers gain the competencies in mathematics which many of them now lack. Such a setup with each member holding membership in the National Council of Teachers of Mathematics could do much to stimulate growth of professional competence. The once a year regional meeting with a consultant, who many times is not as sharp as the teachers themselves, is simply not sufficient. If all of the mathematics teachers in an area met 90 minutes a minimum of three times per school year to teach each other, it would increase the mathematical achievements of many students significantly who are taught by these teachers.

To modernize our mathematics program, we must unify ourselves. We must sit down together and find out what each of us is doing. In this way we can come up with a mathematics curriculum based not on random, disconnected, and sometimes incoherent topics, but rather on a logical, rational, and coherent design. By sitting together at the conference table, we can design a program which will make the articulation among elementary school, secondary school, and college easier. Such a program would reflect the thinking and ideas of the whole spectrum of educators and mathematicians. This would be a refreshing change from the mathematics program which is usually handed down and does not reflect any ideas of the teachers who have to teach in it.

The writer will be the first to admit that his suggestions of what must be done are not easy. But it is not an impossible task. It can be done. It must be done. In the final analysis, it is the students of today who will emerge the winners or losers of tomorrow depending on our willingness to do what obviously

must be done today. The choice of action is obvious. Revitalized teaching of mathematics is a product of dedication to the profession, willingness to work hard, renewed interest in improving ourselves academically, and the desire to give our students the best to be had.

The writer closes this paper with the following implication:

If the intersection of everything written above and the readers' ideas is not an empty set, then we should begin to work immediately for an improved mathematics program in the schools. The writer is ready. Are you?

# A SOLUTION TO AMERICA'S RACIAL DILEMMA?

by Prince A. Jackson, Jr., Ph.D.  
President, Savannah State College

It has been written by philosophers that "those who forget history are condemned to repeat it." The recent events surrounding the desegregation of the Boston, Massachusetts public schools are a tragic verification of the above philosophical and axiomatic implication. Evidently, Bostonians have forgotten the history of the desegregation efforts of the 1960's and are well on their way to repeating all of the errors and sufferings of that decade.

Another event which verified the contrapositive (those who do not repeat history are those who do not forget it) of the above axiomatic implication was the treatment received by the writer at Georgia College at Milledgeville, Georgia during the ceremonies honoring and establishing a perpetual Chair in the name of the Honorable Carl Vinson, retired member of Congress who had served in Washington for fifty years. The writer<sup>1</sup> and his administrative colleague were received warmly and accorded all of the rights, privileges, honors, and dignity thereunto appertaining to the Office of the President of Savannah State College. Twenty-six years ago, President James A. Colston<sup>2</sup> of Georgia State College (now Savannah State College) and a few of his administrative colleagues were invited to attend a meeting on the same campus but were not allowed to remain because they were black men. It was necessary for the Georgia State Patrol to assure them safe passage to Macon, Georgia.

The two events involving Boston and Milledgeville show that Boston has forgotten or never read the history of the desegregation efforts of the South during the 1960's and that Milledgeville did not forget what happened twenty-six years ago. If one were to use the tomato-throwing incident involving U.S. Senator Edward "Ted" Kennedy in Boston as an indicator of Boston's attitude toward desegregation, one must conclude that Boston has taken a path similar to that of a civilization which has embarked on reinventing the wheel. It would do well for the "Cradle of Liberty" to study the past efforts expended on desegregation so that it can avoid many of the same errors, pains, and traumata. Boston would do well to follow the

---

<sup>1</sup> President Jackson and Dean Wilton C. Scott were the guests of the Georgia College at Milledgeville for this historical event on September 27, 1974.

<sup>2</sup> Dr. James A. Colston was President of Georgia State College during 1947-49.

example of the late President Harry S. Truman, who always researched Classical Literature as an aid in solving current problems. Mr. Truman once said that there were no new problems, only new names.<sup>3</sup>

On November 4, 1973, the writer had the honor and privilege of serving as the keynote speaker for the Teacher Education Conference For Black Colleges and Universities in Atlanta, Georgia. The Conference was attended by delegates representing thirty-one colleges and universities and five professional organizations. The title of the address<sup>4</sup> was "The Unfulfilled Promise—Black and White Together." The Boston troubles and the Milledgeville solution have convinced the writer that he should share some of his thoughts from that address with the reader because he believes that there is a great danger that the gap between the "Unfulfilled Promise" and reality has widened during the past year, and if left unchecked, may become unbridgable. To reverse this trend and return some sanity to a potentially explosive situation, professional educators and citizens must drop their apathy and become concerned. It has been only seven years since the United States Commission On Civil Rights warned us about the potential explosiveness of racial isolation in the public schools throughout the United States. The Commission On Civil Rights said in part:

Racial isolation in the public schools is intense throughout the United States. In the Nation's metropolitan areas, where two-thirds of both Negro and White population now live, it is most severe. Seventy-five percent of the Negro elementary students in the Nation's cities are in schools with enrollments that are nearly all-Negro (90 percent or more Negro), while 83 percent of the white students are in nearly all-white schools. Nearly nine of every 10 Negro elementary students in the cities attend majority-Negro schools.<sup>5</sup>

---

<sup>3</sup>The source of Mr. Truman's belief can be found in the biblical book of *Ecclesiastes* 1:9-10, "What has been, that will be; what has been done, that will be done. Nothing is new under the sun. Even the thing of which we say, 'See this is new!' has already existed in the ages that preceded us."

The writer recalls that during his three and one-half years of study at Harvard University and Boston College, it was not unusual to hear some of the Classicists make the claim that "nothing is new under the sun. If one reads the classics widely, he will find that many of our problems have been solved before."

<sup>4</sup>Prince A. Jackson, Jr., "The Unfulfilled Promise—Black and White Together," *Proceedings of the Teacher Education Conference For Black Colleges and Universities, November 4-6, 1973* (Atlanta, Georgia: Southern Regional Education Board), pp. 12-23.

<sup>5</sup>Report of the United States Commission on Civil Rights, *Racial Isolation in the Public Schools*, Vol. I (Washington, D.C.: U.S. Government Printing Office, 1967), pp. 199.

While some of the statistics of the Commission's report have changed, its conclusions are probably more applicable today than seven years ago when they were first published. One year later some of the deadly effects of racial isolation in public education were cited in the report of the National Advisory Commission On Civil Disorders. The Commission On Civil Disorders said in part:

The bleak record of public education for ghetto children is growing worse. In the critical skills—verbal and reading ability—Negro students are falling further behind whites with each year of school completed. The high unemployment and underemployment rate for Negro youth is evidence, in part, of the growing educational crisis. We support integration as the priority education strategy; it is essential to the future of American society. In this last summer's disorders we have seen the consequences of racial isolation at all levels, and of attitudes toward race, on both sides, produced by three centuries of myth, ignorance and bias. *It is indispensable that opportunities for interaction between the races be expanded.*<sup>6</sup>

The writer has underlined the last sentence because of his strong convictions that racism will never be solved in America until there are more contact and communications between black and white citizens. This thesis has been advanced through the years by W. E. B. DuBois and others but to no avail. The great Swedish sociologist Gunnar Myrdal repeated it in his masterpiece, *An American Dilemma*<sup>7</sup> in 1944. In that book, Myrdal described vividly the conditions which make it paradoxical to be black and human, or, to bring it closer to home, to be black and American. Today, thirty years later, we find most of the conditions written of by Myrdal, still with us. It would appear that if we are to have "black and white togetherness," we must start with today's children enrolled in the Nation's public school systems because they will be tomorrow's leaders. To bring about "black and white togetherness" presents some difficult challenges and the writer will present several of them at this time.

The first challenge facing us is to recognize the importance of the recent surge of pride in being black exhibited by blacks today. Such slogans as "black is beautiful" are good because they are helping blacks and whites to overcome the automatic response of assigning evil and distastefulness to the color of

---

<sup>6</sup>*Report of the National Advisory Commission on Civil Disorders*, (New York: New York Times Edition, E. P. Dutton Company, Inc.), p. 425.

<sup>7</sup>Gunnar Myrdal, *An American Dilemma* (New York: Harper and Brothers, 1944).

black. Even in the Church, we use to associate death with black and in our story books we always had the witches and bad men dressed in black. Now we must realize that there are some black racists who are carrying the "black is beautiful" movement to extremes. Yet, when we look at the good to be gained, it is worth the risk we take by encouraging the movement but being ever vigilant that black racism is just as bad as white racism. A person who espouses black superiority is just as guilty as the bigot who believes that that whiteness determines superiority. Despite the negative aspects of the black racist, the "proud to be black" movement may go down in history as the most important development of the Twentieth Century.

The second challenge facing us is the recognition of the disadvantages suffered by blacks because of past historical events. It is a well known fact that black unemployment rates are multiples of the country's unemployment rate. Today, there is still a lot of merit in the old saying, "blacks are the last to be hired and the first to be fired." Blacks of comparable education with whites earn only about 60 percent as much as those whites. Another harsh fact of life for blacks is that there are very few alternatives. A black cannot run away from danger because it is everywhere for him as a result of his social and economic conditions. Being black is the same as being white because both are human, but it is different from being white because black is the most highly visible color there is for human beings. For example, a white whose name is Mutt can change his identity by becoming "McMutt." Blacks, as a rule, would find this impossible.

Our third challenge involves our schools. We must reconize that we are dealing with two cultures in our classrooms when we have blacks and whites in them. We have to set up inter-group conferences to foster better understandings of students and their cultural backgrounds by teachers of the opposite race. It is absolutely necessary to organize workshops for teachers to discuss and learn such things as black history and the effects of ghetto life on IQ examinations. Teachers, white and black, should examine textbooks to assure fair coverage of minority groups. If inter-group conferences are conducted well, they will assist teachers in (1) presenting a more balanced picture of the history of America, (2) improving race relations among the black and white students, and (3) helping black students to improve their self-image. A similar sort of program should be carried out for parents. They, too, should participate in inter-group conferences. Perhaps a simple test of how badly it is needed in our schools is to determine the extent of the integration of our local parents and teachers association. It is essential to have integrated parent organizations so that we can destroy the belief that blacks have which espouses the idea that they are not a part of the decision-making process. To meet this

challenge, might necessitate asking our present parents and teachers' associations to integrate their officers.

The fourth challenge facing us is to destroy the myth that quality education suffers when integration becomes more than token. This is not true. Research shows that integration leads to significantly higher achievement levels for black students, and most importantly, white student achievement does not suffer as some claim.<sup>8</sup>

Our fifth challenge is to achieve significant integration of the administrative and policy-making bodies of our public school systems. There are too few black Superintendents of Education and School Board members throughout the country. The number of blacks in these bodies must increase dramatically. As long as the current situation exists, black citizens will believe, and justifiably so, that the position of principal is as high as a black can go.

Our sixth challenge comes to us from the former U.S. Commissioner of Education, James E. Allen. Dr. Allen said:

It is the educator who must see to it that debates about means [of integration] such as busing, neighborhood schools, district boundaries . . . are not allowed to obscure the ends being sought . . .<sup>9</sup>

If we want "black and white togetherness" what better way is there than creating a truly unitary school system?

Our seventh challenge is to find funds to finance projects and innovations which help bridge the gaps in experiences black children have as a result of economic deprivation. Some teachers might be surprised to learn that many of their black students may be having learning difficulties because they cannot communicate with them rather than for a lack of ability. This is why in-service training using the faculties and facilities of traditionally black colleges can be very important to success in the integrated classroom. These colleges have the expertise but have not been fully used in solving the racial problems of American education.

Our eighth challenge is that we must recognize that blacks have prejudices as well as whites. Perhaps part of this prejudice is self-defense but nevertheless, it is prejudice. It is just as wrong for a black teacher to go into a classroom with preconceived notions as it is for a white teacher. The poorest science in the world is to theorize before one has data. Invariably one begins to shape facts to suit theories, instead of theories to suit facts.

---

<sup>8</sup>Herbert W. Wey, "Desegregation—It Works," *Phi Delta Kappan* (May, 1964), pp. 382-387.

<sup>9</sup>U.S. Commissioner of Education, James E. Allen, at an April 23, 1970 Congressional hearing.

Our ninth challenge is to stop perpetuating the dual school system by leaving dilapidated, worn-out school buildings to blacks in the inner city and building nice new shiny ones for whites in the suburbs. Such planning in the past has made the actual achievement of unitary school systems difficult for many of us today.

If we can meet successfully all of the above challenges, what will result? Is the unfulfilled dream, "black and white togetherness," worth our time and efforts? After all, there are many blacks now saying—"We do not want to integrate with you." Many blacks are now doing what many whites have done for centuries—making ostentatious virtue out of color and absolving their inadequacies by postulating that "white is right and black is wrong." During the past two decades, a significant number of blacks have approved of and encouraged separatism as the best and most rewarding way to black liberation.<sup>10</sup>

It is for the previously stated reasons that we must bring to fruition the unfulfilled dream of "black and white togetherness." There are many benefits for our society not to mention the moral aspects of our work in this direction.

The first benefit of "black and white togetherness" is an opportunity to create an open society in our country. We will have an opportunity to head off the gloomy but true conclusion of the Commission on Civil Disorders that "our nation is moving toward two societies, one black, one white—separate and unequal."<sup>11</sup> We still have time to reverse this polarization of our people.

The second benefit is the creation of an atmosphere that will change attitudes of the future black and white adults of our country. In our schools, we can change attitudes toward race. This will prevent the development of prejudice. Much of the segregation we have today emanates from the "de facto" segregation we have in housing. Through our schools, we can reduce this greatly.

The third benefit of "black and white togetherness" is the opportunity for black and white children to learn, work, and play together. By learning, working, and playing together, students will be able to learn about and respect other ethnic groups. They will learn to judge people on an individual basis rather than on the basis of race.<sup>12</sup> Stereotyping of ethnic groups, for the most part, is a result of the lack of contact with these groups. "Black and white togetherness" is an excellent vehicle for eradicating this hindrance to good race relations.

---

<sup>10</sup>Jack Greenberg, "The Tortoise Can Beat the Hare," *Saturday Review* (February 17, 1968), p. 57.

<sup>11</sup>*Report of the National Advisory Commission on Civil Disorders*, op. cit., p. 11.

<sup>12</sup>Neil V. Sullivan, "Should Administrators Seek Racial Balance in the Schools?" *Phi Delta Kappan* (March, 1968), p. 379.

The fourth opportunity offered by "black and white togetherness" is the academic stimulation offered students by contact with those from different backgrounds. Without a doubt, segregated education is just as harmful for whites as it is for blacks.<sup>13</sup> The human relations experience gained by the students will be well-worth our efforts to provide such opportunities. This adventure in human relations will help to knock down the remaining obstacles to developing open minds which for many reasons might be closed.

The fifth benefit is the opportunity to bring relevance to our total school curriculum. A good school system is one that has a curriculum which is relevant to the several races and cultures it must serve. Reflecting relevance and fairness to minority groups will require far more than adding a few black and brown pictures in current textbooks. Much of the feelings of worthlessness and poor self-image were instilled in blacks by years of exposure to biased textbooks and histories. It is very important that black and white children learn that black people other than sports heroes such as Hank Aaron, O. J. Simpson, Muhammed Ali, Wilt Chamberlain, and Arthur Ashe can do and have done worthwhile things. They must learn of the contributions of Frederick Douglass, Nat Turner, Harriette Tubman, Crispus Attucks, Dr. Ralph Bunche, Thurgood Marshall, Dr. W. E. B. DuBois, Malcolm X, Booker T. Washington, George Washington Carver, Dr. Martin Luther King, and other outstanding blacks.

The sixth benefit offered by "black and white togetherness" is the opportunity to bring the untapped source of black leadership into the mainstream of American life. "Black and white togetherness" means a sharing of leadership roles. This sharing will bring about a new openness we have yet to experience. It will restore the faith of the black American in the American system.

The seventh benefit offered by "black and white togetherness" is that it will afford white students an opportunity to get fully acquainted with the black community by using black school facilities. This will assist in changing the attitude of the black community. From its very inception desegregation has meant a handful of blacks leaving black schools and going into white schools with little or no reciprocity. Since many whites have been saying that the facilities of the black schools are equal to those of the white schools, there is no valid reason why desegregation of facilities should not be put on a two-way street. Desegregation on a two-way street at this crucial period in the history of public education will enhance greatly the belief and faith in the American dream of fair play.

The eighth benefit offered by "black and white togetherness" is the opportunity for all students to be exposed to the

---

<sup>13</sup> *Ibid.*

same quality of teaching. This has not been the case in the dual school system. Accumulated data show:

The quality of teaching has been an important influence on the achievement of students, both advantaged and disadvantaged. Negro students are more likely than white students to have teachers with low verbal achievement, to have substitute teachers, and to have teachers who are dissatisfied with their school assignments.<sup>14</sup>

We can no longer afford to be biased in the quality of teaching to which students are exposed. In the unitary school system this bias will not be possible.

The ninth benefit offered by "black and white togetherness" is the opportunity to restore the faith of the black teacher in the establishment. In the past, his credentials, no matter how impressive or impeccable, for the most part, were not quite good enough to teach white students. As a result, it is difficult for the black teacher to develop a position of potency. He cannot be made to feel that he is important as long as he is token. When he is assigned in significant numbers to teach white as well as black students in the unitary school system, he will have an excellent opportunity to show his importance among white groups. When white students begin to see and study under a significant number of black teachers, stereotyping will cease to a significant degree. Seeing the black teacher teach other race groups will enhance the self-image of black students.

The tenth benefit offered by "black and white togetherness" is the stemming of the tide of the demise of the black public school administrator. It is going to be virtually impossible to build and maintain the morale of black students and teachers if they are administered, supervised and manipulated in all aspects of their work by white people. The predominant pattern so far in desegregation has been to use former black principals and supervisors in "Assistant to the Superintendent" or "Assistant to the Principal" capacities. Everyone knows that this is a smokescreen to avoid assigning blacks to principalships in integrated schools. The number of black administrators in the school system should reflect to a significant degree the proportion of blacks in the school system. These administrative positions should range widely. The day of tokenism has passed.

The eleventh benefit offered by "black and white togetherness" is that many Americans, blacks included, will learn, much to their surprise and delight or consternation, that blacks are not nearly as culturally disadvantaged as many think. In many ways, blacks are culturally advantaged. We have studied and experienced the works of Rudyard Kipling, Ludwig Van

---

<sup>14</sup> Report of the United States Commission on Civil Rights, *op. cit.*, p. 209.

Beethoven, Socrates, Edgar Allan Poe, Rene Descartes, and Michelangelo. But more fortunately than most Americans, we have also studied and experienced the works of the black poet, Clade McKay, who wrote, "If we must die, let it not be as hogs, hunted and penned in an inglorious spot." We have also studied and experienced the compositions of Edward "Duke" Ellington, the philosophical legacies of Martin Luther King, Jr. and Malcolm X, the writings of Richard Wright and James Baldwin, the scientific contributions of George Washington Carver and Charles Drew, and the artistic works of Issac Hathaway and Robert Bannister. The list could go on and on. Would not it be wonderful if others could share the joy of what many of us understand as the "black experience" when we relax to the trumpet of Miles Davis or the voice of Aretha Franklin?

The twelfth benefit offered by "black and white togetherness" is the opportunity to exhibit in action what the "Fatherhood of God and Brotherhood of Man" means to Americans. We show our love for God through the manner in which we treat our fellowman. Jesus told us this many times in many ways. St. Paul told us that if we should have "faith so as to remove mountains and not charity, we have nothing." So we have a moral mandate to bring to realization, the unfulfilled promise of "black and white togetherness."

The way to our goal is difficult, to say the least. We professional educators and citizens, black and white, must not despair. We must continue to work together for the "greater glory of God," the betterment of mankind, and our mutual benefit. Sometimes, we do not understand the intentions of each other but we must continue to seek a common ground upon which to work. Let us also remember that up through the sixties, blacks were exhorted to exhibit patience and tolerance and they performed these tasks admirably. But the time ran out for their patience and tolerance. The burden of patience and tolerance is now on the shoulders of white America. The writer's plea is for white Americans to accept and carry the burden as did blacks for generations. To those who tire and become impatient or who doubt the eventual realizations of the unfulfilled promise of "black and white togetherness," they should recall the following words of Justice John Marshall Harlan taken from his eloquent dissent in *Plessy v. Ferguson*:

... But in the view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color blind and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man, and takes no

account of his surroundings or his color when his civil rights as guaranteed by the supreme law of the land are involved.<sup>15</sup>

Let us remember that while it is no longer true that the state and federal governments allow race hate to be planted under the sanction of law, much of Justice Harlan's stinging rebuke is applicable today, seventy-seven years later. The unitary school system is our one big opportunity to close the gap between the theory and practice of Americanism. As leading Americans in the education world, let us lead the way by creating a true unitary system of education in America for all Americans. It is indeed the solution to America's racial dilemma. It is our last great hope.

We can have "black and white togetherness;" we must have "black and white togetherness;" we shall have "black and white togetherness."

---

<sup>15</sup> *Plessy v. Ferguson*, 163 U.S. 559 (1896).

## Bibliography

- Greenberg, Jack. "The Tortoise Can Beat the Hare," *Saturday Review* (February 17, 1968), p. 57.
- Jackson, Prince A., Jr. "The Unfulfilled Promise—Black and White Together," *Proceedings of the Teacher Education Conference for Black Colleges and Universities*. Atlanta: Southern Regional Education Board (November 4-6, 1973), pp. 12-23.
- Myrdal, Gunnar. *An American Dilemma*. New York: Harper Brothers, Publishers (1944).
- Plessy v. Ferguson*. 163 U.S. 559 (1896).
- Report of the National Advisory Commission on Civil Disorders*. Washington: U.S. Government Printing Office (1967).
- Report of the United States Commission Civil Rights. *Racial Isolation in the Public Schools*. Washington: U.S. Government Printing Office (1967).
- Sullivan, Neil V. "Should Administrators Seek Racial Balance in the Schools?," *Phi Delta Kappan* (March, 1948), p. 379.
- Wey, Herbert W. "Desegregation—It Works," *Phi Delta Kappan* (May, 1964), pp. 382-387.