Changes in the Pointe Coupee Parish School System During the Years of School Desegregation 1965-1972.

Alvin Joseph Fabre Jr
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CHANGES IN THE POINTE COUPEE PARISH SCHOOL SYSTEM
DURING THE YEARS OF SCHOOL DESEGREGATION
1965-1972

A Dissertation
Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy
in
The Department of Education

by
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May, 1975
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Finally, the writer expresses his grateful appreciation to his wife and children who have given their love, understanding and patience.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Delimitations</td>
<td>5</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Source and Treatment of Data</td>
<td>6</td>
</tr>
<tr>
<td>2. REVIEW OF RELATED LITERATURE</td>
<td>8</td>
</tr>
<tr>
<td>3. PRESENTATION AND ANALYSIS OF DATA</td>
<td>19</td>
</tr>
<tr>
<td>4. SUMMARY, OBSERVATIONS, AND PROJECTIONS</td>
<td>55</td>
</tr>
<tr>
<td>REFERENCES CITED</td>
<td>71</td>
</tr>
<tr>
<td>VITA</td>
<td>75</td>
</tr>
</tbody>
</table>
# List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Teacher Certification, Catholic High School of Pointe Coupee, School Session 1965-1966 to 1971-1972</td>
<td>44</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>1.</td>
<td>Public Schools of Pointe Coupee Parish</td>
<td>24</td>
</tr>
<tr>
<td>2.</td>
<td>Private Schools of Pointe Coupee Parish</td>
<td>42</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of the study was to examine changes that occurred in the Pointe Coupee Parish school system during the years of desegregation 1965-1972.

The study was based on all the schools of Pointe Coupee Parish and involved a student population of 5,229 and a teacher population of 247 in 1973.

PUPIL POPULATION

Before 1969 desegregation of pupils was on a freedom of choice basis. Action by the Fifth Circuit Court of Appeals in 1969 altered the rate of desegregation for the parish. Freedom of choice was dismissed, with the court ordering all boards under its jurisdiction to submit new plans by July 21, 1969. The Pointe Coupee Parish School Board paired a black and a white public school in each of five areas of the parish.

The white enrollment dropped from 2,346 in 1968-1969 to 255 in 1969-1970. These students either dropped out or transferred to one of the Catholic schools or new private schools within the parish or moved to a private school outside the parish. The public school enrollment increased the following year and continued to increase through the years of this study.
TEACHER POPULATION

The first crossover teachers were black and were assigned to white schools in 1967. In 1968 the board adopted the policy of hiring teachers regardless of race to fill vacancies wherever needed. This expanded faculty desegregation for the entire parish.

There was a large number of teacher resignations for the 1969-1970 school session. A total of 31 teachers resigned. There were no observable patterns as regards teacher retirements.

ADMINISTRATIVE CHANGES

The supervisory staff was all white until 1969, when a reading supervisor, a black, was appointed to the ESEA office staff. In 1970 a black was appointed as supervisor of elementary instruction.

In all cases principals, black and white, retained their positions. None were demoted or transferred.

One black elementary school was assigned a white assistant principal, no other black school had a white administrator. All white schools were assigned black assistant principals.

RESTRUCTURING SCHOOLS

There were two changes made in the parish. The formerly all white Livonia High School was assigned grades 7-12, while the formerly all black Valverda School was assigned grades K-6. The Innis
and Batchelor schools were combined as one school with two separate campuses. Shuttle buses were used to move students.

PRIVATE SCHOOLS

Prior to 1965 there were two private schools in the parish, both Catholic. One of these was desegregated but predominantly white, the other black. These were merged in 1971.

Of the six private segregation schools founded in 1969, only four were still in existence in 1972. Both the faculties and student bodies of these schools were white.

The faculties of the Catholic and other private schools varied tremendously. They ranged from a completely certified faculty to a completely uncertified faculty.

COMMUNITY AND PUPIL BEHAVIOR

Community problems centered around the picketing of the white schools in 1969. This created problems in that faculty, students, and food suppliers were unable to enter the campuses.

Problems with pupils were primarily on an individual basis. This was largely due to fights and usual school problems. Suspensions and expulsions peaked in 1970.

There were no schedule changes in athletic events. The only change noted was the presence of a deputy sheriff at ball games.
Extracurricular activities suffered somewhat in the early years of desegregation. The principals indicated a resumption of most activities. They indicated that the greatest limiting factor in participation in these activities was a matter of finance. Many students could not afford club membership dues, summer camps, and the like.
Chapter 1

INTRODUCTION

From 1896 to 1954 the South basked in the idea of separate education facilities for whites and non-whites. This idea had been encouraged by the Supreme Court in the *Plessy v. Ferguson* decision of 1896.

The education of blacks suffered greatly as a result of this court decision. Since the voting power of blacks was severely limited, the white population primarily held the control of schools and all allocations for them. Thus, with time, black education became limited. The development of programs and schools slowed down, term length grew slowly, teachers' salaries increased little, and per capita expenditures for the education of blacks was consistently less than those for whites (Bullock, 1967).

Then in 1954 the court reversed the 1896 decision in a new decision resulting from the *Brown v. Topeka* case. This case denied the constitutionality of "separate but equal facilities." Thus school boards were faced with new problems. They now had to do something about the non-whites under their jurisdiction.

Many school boards tried to placate the non-whites with building programs. In 1956 one parish got a bond issue approved and sold for the sole purpose of constructing black schools (Musemeche et al., 1972).

1
Still there existed dual school systems. Specifically speaking, in Pointe Coupee Parish it was not until 1965, when the freedom of choice plan was presented, that any black children attended any previously all-white schools. Yet, this plan was short-lived. In 1969 the freedom of choice plan was ruled to be invalid.

There were several court decisions concerning the final demise of dualism. In 1968 in the Green v. County School Board of New Kent County, Virginia, the court ruled that "the transition to a unitary, non-racial system of public education was and is the ultimate end to be brought about . . . ." This decision required the New Kent County Board to devise a plan to end dualism immediately (Sullivan, 1971).

The final end to dualism came in 1969 in the Alexander v. Holmes County Board of Education decision. The decision reads, "The obligation of every school district is to terminate dual school systems at once and to operate now and hereafter only unitary schools." (Sullivan, 1971) For all intents and purposes dual school systems were dead.

The following study was designed as an examination of some of the changes which occurred in Pointe Coupee Parish during the 1965-1972 period of school desegregation.
The Problem

Statement of the Problem

What were some of the changes that occurred in the Pointe Coupee Parish school system during the years of school desegregation (1965-1972)?

Answers to the following questions were sought.

1. In the area of pupil population
   a. In terms of ethnic groups, what patterns of student transfers occurred?
      (1) Did they occur voluntarily?
      (2) Did they occur by court order?
   b. In terms of ethnic groups, what patterns of transfers into/from private schools occurred?

2. In the area of teacher population
   a. What were the patterns regarding crossover teachers?
   b. Were there any observable patterns as to resignations?
   c. Were there any observable patterns as to retirements?

3. In the area of administrative changes
   a. How did they affect supervisors?
      (1) Were there any observable changes as to number?
      (2) Were there any ethnic patterns?
b. How did they affect principals?
   (1) Did existing principals remain?
   (2) Were any black principals replaced by white principals or vice versa?
   (3) Were any black principals made assistants under white principals or vice versa?

c. How did they affect assistant principals?
   (1) To what extent were white assistant principals assigned to black schools?
   (2) To what extent were black assistant principals assigned to white schools?
   (3) How many schools established more than one assistant principalship?

4. In the area of restructuring existing schools
   a. Were any schools restructured?
   b. What changes were made and for what reasons?

5. In the area of private schools
   a. What private schools were in operation in 1965?
   b. How many and what kinds of new schools were formed, and how long did they operate?
   c. What was the source of private school faculty members?

6. In the area of community and pupil behavior
   a. What kinds of racial disturbances occurred?
   b. What were the patterns regarding number of days closed due to problems arising from integration?
c. What patterns were observed as to suspensions and expulsions?

d. What were the changes in the scheduling of athletic events?

e. What changes were found in other extracurricular activities?

**Delimitations**

The study was based on all the schools of Pointe Coupee Parish from 1965-1972. The parish had a student population of 5,229 in 1973. The student population in private schools was 1,661.

The public schools employed 247 principals and teachers in 1973, and the private schools employed 75 principals and teachers. There were 10 public schools and seven private schools in the parish.

Pointe Coupee Parish, primarily a rural, agriculture-oriented parish, had in 1973 a relatively stable population of approximately 22,000. The population peaked at 24,000 in 1940.

**THEORETICAL FRAMEWORK**

**Definition of Terms**

1. Integration: the mixing of black and white individuals.
2. Crossover teacher: "teachers teaching children who differ racially from themselves." (Claye, 1971)
3. Black school: refers to any school that was totally black prior to any integration efforts.

4. White school: refers to any school that was totally white prior to any integration efforts.

5. Behavior: generally means one's conduct or usual deportment.

6. Riot: disturbance due to racial tensions and/or confrontations.

7. Parochial school: non-public schools that are church affiliated.

8. Private school: non-public schools that are not church affiliated.

Significance of the Study

Research has been done in the area of integration, and studies have dealt primarily with such areas as: pupil achievement, crossover teachers, plans for integration, attitudes towards integration before and after the fact, and several others.

This study was conceived to contribute to such literature. It covered an extended period of time and considered a variety of factors in a given locale.

Source and Treatment of Data

The study was conducted in Pointe Coupee Parish. The data were collected from school board minutes, court orders, annual school reports, annual attendance reports, and files of the
supervisor of attendance. Interviews were conducted with the superintendent, his staff, principals, and teachers.

The data collected from the private and parochial schools were obtained by examining the records of these schools and from interviewing the principals.

Tabular form was employed to present the data, and the discussion form was used to present the trends and patterns.
Chapter 2

REVIEW OF RELATED LITERATURE

The purpose of Chapter 2 is to review the literature pertaining to the areas outlined in the statement of the problem. The material is presented according to the major divisions of the statement of the problem.

PUPIL POPULATION

Sullivan (1971) in his study of desegregation strategies listed several court cases that led to and finally ended dual school systems. In *Green v. County School Board of New Kent County, Virginia* 1968 the court said that dualism must end immediately and required the board to furnish a plan that would work. Dualism was finally ended in 1969 with the decision rendered in the *Alexander v. Holmes County Board of Education*. This decision directed the immediate end of dual school systems. Sullivan also cited cases concerned with busing and *de facto* segregation. In *Swann v. Charlotte Mecklenburg Board of Education*, 1969 the 4th Circuit Court decreed that busing was an integral part of public education and could thus be legitimately used to achieve racial balance. The circuit court for the District of Columbia decreed that *de facto* segregation violated the constitution in that it hurt minority children.
Sullivan's study showed how all doors were opened and legality conferred upon any methods to attain desegregation.

The impact of these decisions was felt all over the South. Almost immediately whites began to make plans to avoid the desegregated schools. The Washington Post, December 1970 indicated that the enrollment of white students of West Baton Rouge Parish dropped from 2,300 to 400. There was a great rise in the number of "segregation" academies in the South. Even the enrollment of church affiliated schools increased.

Anderson (1971) in a report to the Southern Regional Council noted that in the south, unitary systems have frequently been created by closing down or downgrading formerly all-black schools and shifting the black students to the white schools.

The HEW News of January 14, 1971 released the following figures concerning black enrollments. There were 31.8 percent of southern black students enrolled in schools with a predominant white student body; 20.4 percent of the blacks attended predominantly black schools ranging from 50 percent to 79.9 percent black; 23.1 percent attended desegregated schools in which the enrollment was 80 percent or more black; and 18.4 percent blacks attended all-black schools.

Roessler (1970) found that parents, both black and white, were happy with busing for the purpose of integration. They felt that busing did not detract from a child's education. The minorities
felt the education their children received in the desegregated schools was better than that received in the previously segregated schools.

*Newsweek* (September 21, 1970) reported on the phenomenon of nonconformers, whom they defined as students who refused to attend schools to which they had been assigned. Besides this nonconformism parents were using other devices such as segregated private schools, establishment of false residences, and segregation by classroom within schools.

*U. S. News and World Report* (September 14, 1970) found that in Sumter County, Alabama fewer than 100 white children showed up to attend classes with 4,100 blacks. The other 850 white children enrolled in a new private school. Also, reported was that Twiggs City, Georgia lost 500 of its 900 white pupils.

**TEACHER POPULATION**

Claye (1971) found the greatest problems faced by crossover teachers were discipline and unfamiliarity with student's background, race, and/or language. He found that lack of support in discipline problems by principals was felt strongly by teachers. He recommended that principals reassess their attitudes towards discipline matters and towards equality in treatment of faculty and students, both black and white.

The Report of the NEA Task Force III of 1970 indicated that in many school districts in Louisiana and Mississippi, the most highly qualified black teachers were assigned to formerly all-white
schools, while these black teachers were replaced with the least qualified whites in training and experience. Further, in some districts white teachers were asked to transfer with the option to refuse, while black teachers were told to transfer or accept dismissal.

Anderson (1971) found that black principals, teachers, and coaches were often demoted or dismissed, thus depriving the black students of their authority figures who gave them pride and a sense of security. The NEA Task Force III found evidence of this in both Louisiana and Mississippi. The report indicated that black teachers were displaced by the following methods: outright dismissals and nonrenewals of contract; discriminatory assignments and transfer practices such as assignment to teach in areas for which the teacher was not certified; and the use of newly devised qualification standards such as the National Teacher Examination, the Graduate Record Examination, and the Iowa Test of Basic Skills.

Paul McArdle (1970) in his doctoral research found some positive attitudes among teachers of both races toward integration. He found that teachers were willing to work with administrators, principals, supervisors, and school board members of the opposite race in the integration of faculties of Mississippi schools. Further, he found that teachers were willing to work in integrated team-teaching situations. Teachers of both races felt that all teachers should be given teaching and other professional responsibilities regardless of race.
Milton Arter in his study of voluntary and involuntary staff desegregation in 1973 enumerated several reasons for teachers leaving the public school system. Some reasons given were: retirement, lack of administrative support, student discipline, teachers were not consulted by administrative staff about problems, spouse accepted another job, and the teacher was put into a different kind of teaching experience.

Albert Baxter (1970) found that race was a major factor in teacher displacements in Alabama. He found that male Negro teachers were displaced more than female Negro teachers, without regard to age and experience. He also found that academic training and the institution from which the training was received were not related to teacher displacement.

U. S. News and World Report (June 7, 1965) reported that black teachers were being dropped. The federal government, at that time, indicated its inability to cope with this problem because federal funds were not used to hire teachers.

**ADMINISTRATIVE CHANGES**

Many studies have been done in this area. These studies consistently show that black administrators have been dismissed or demoted.
The American Friends Service Committee and the National Council of Churches of Christ in their report in 1970 and in another report by Anderson (1971) found that black principals were being demoted or dismissed. There was direct dismissal in some cases, demotion to noncertified positions, and then dismissal in other cases.

Colquit (1972) in his research on black administrators in Indiana schools found that more black administrators were employed in staff positions in 1972 than in 1969. During the same period of time, 1969 to 1972, the percentage of black administrators in higher status or line positions decreased.

Pozdol (1970) found that black administrators in Indiana were usually found as elementary school principals, assistant principals, or in the central school board office. Also, black administrators were in schools which were predominately black in student enrollment. Further, most black administrators had been appointed since the civil rights movement began.

According to Everett Abney's study of black administrators in Florida, the number of blacks leaving principalships was twice that of whites. He also found that whites leaving principalships were more likely to be promoted to decision-making positions than were blacks.

In a study done on the displacement of black high school administrators in Florida's ten largest counties, Joseph Orr (1972) found that: the scope and momentum of desegregation increased during the period September 1967 to June 1972; there was a strong relationship between desegregation and the decrease in the number of black
high school principals; most high schools administered by black principals were either closed or changed to elementary, middle, or junior high schools; no displaced high school principal was dismissed or forced to resign; all displaced high school principals regarded their displacement as a direct outcome of desegregation; and no white high school principal was displaced.

Jeremiah Floyd (1973) reported that the number of black principals decreased in 22 of 46 counties in South Carolina. The number decreased from 142 in 1963-1964 to 46 in 1972-1973. The rate of decrease for black principals was four times that of white principals.

Patricia Lutterbie (1974) in a paper presented at the American Educational Research Association annual meeting reported that black educators experienced job displacement in the form of dismissal, demotion, or transfer not initiated by the black administrator. She also reported that the number of principalships held by blacks was disproportionately low, and that there have been only a few black administrators occupying regularly funded, hardline, district-level positions.

RESTRUCTURING EXISTING SCHOOLS

The onset of public school desegregation produced changes in existing schools. Anderson (1971) in his report to the Southern Regional Council found that unitary school systems were frequently
created by closing down or downgrading formerly all-black schools and shifting the black students to white schools.

Elridge Gendron (1971) in his study of certain Florida schools reported that of the schools phased out almost all were black schools. He further reported that desegregation resulted in changes in the organizational pattern of grades within school districts.

Orr (1972) in his study of displaced principals in Florida's ten largest counties found that most high schools with black administrators were either closed or changed to elementary, middle, or junior high schools.

Bundy (1970) in her study of desegregation activities in eight selected school districts in North Carolina reported that 50 percent of non-white facilities were either abandoned, sold and/or leased to civil agencies. The other 50 percent were used for integrated schools.

PRIVATE SCHOOLS

With the advent of desegregation of public schools in the South came an increase in private school growth. U. S. News and World Report (November 10, 1969) reported that resistance to school integration produced hundreds of new private schools for whites in the South. At that time there were ten times as many private schools as before the passage of the 1964 Civil Rights Act. School officials
in the South were frightened at the loss of public school pupils because of the resulting decrease in per capita support from federal, state, and local governments.

The Mississippi legislature in an attempt to provide for whites leaving the public schools for private schools rushed plans for tuition grants for those attending private schools (U. S. News and World Report; July 20, 1964).

The problem in Louisiana was as acute as in other states. Newsweek (September 7, 1970) reported that Louisiana lost an estimated total of 150,000 children to private schools in 1969.

The Washington Post (December 26, 1970) reported the enrollment in West Baton Rouge Parish in 1969 dropped from 2,300 to 400. By the fall of 1970 the white enrollment was up and the number of private schools had dropped from seven to two. Similar results were reported in both Evangeline and St. Landry Parishes.

The NEA Task Force III also looked into private schools in Louisiana and Mississippi. The Report noted that there were 421 private schools of all types in Louisiana by the end of the 1969-1970 school year. Of this number 32 were accredited by the Southern Association of Colleges and Schools, 106 were state approved, and 222 were operating without any form of accreditation. Of these private schools in Louisiana, three were opened during the 1968-1969 school year, and 38 were opened during the 1969-1970 school year.
The Report also noted that the greatest exodus of white teachers and pupils in Louisiana and Mississippi occurred in districts with a large black population. This was accompanied by lowering of tax rates in some districts.

The Task Force also found that pupils enrolled in private schools were being transported in public school buses, and were using materials and facilities on loan from the public schools. Many private schools were located in former public school buildings which were either leased or bought from public school boards.

The Report also included a note of encouragement in that private segregation academies had a low retention rate. Several districts reported increases in white pupil enrollment during the second year of integration.

COMMUNITY AND PUPIL BEHAVIOR

New York parents reacted to the transfer of children from neighborhood schools by staging sit-ins at the neighborhood schools. They usually brought their children with them to the sit-ins (U. S. News and World Report; October 19, 1964).

Southern whites expressed fear that actual attempts to open desegregated schools would bring widespread violence and bloodshed (U. S. News and World Report; July 20, 1964).
U. S. News (September 14, 1970) reported that during the 1969-1970 school year there was a noticeable step-up in student protest over social and political issues. Clashes between blacks and whites increased.

The Southern Education Council (1972) in a report found that resegregation was a fact in many southern schools and that this had given rise to problems. It also found widespread student unrest as symptomatic of racism, insensitivity, and injustice. The Council found such widespread suspensions and expulsions that it questioned the effectiveness of these methods to enforce discipline. Further, the increased use of police and security guards did not seem to have eliminated or significantly decreased disciplinary problems.

Newsweek (September 7, 1970) reported the Randolph County, Virginia school board suspended extracurricular activities rather than have blacks and whites mingle outside the classroom.

Patterson (1970) in his study of first year desegregation in an urban high school found that three major incidents of violence at the high school resulted in the early closing of the school. The conflict caused changes in the school as regards: curriculum and student activities, student conduct, faculty and staff, facilities and transportation, and community-school relations.
Chapter 3

PRESENTATION AND ANALYSIS OF DATA

This chapter contains the data indicated in the statement of the problem. The areas of pupil population, teacher population, administrative changes, restructuring of existing schools, and community and pupil behavior are included.

PUPIL POPULATION

Public reaction to the decisions of the Pointe Coupee Parish School Board and the courts was evident in the movement of pupils into and from the public, private, and parochial schools. Integration on the freedom of choice basis did not cause as much of a withdrawal from the public schools as did the more stringent court orders of the summer of 1969. Greater movement of students into private and parochial schools within and outside of Pointe Coupee Parish occurred in the fall of 1969.

Voluntary Transfers

Prior to 1965 the students of Pointe Coupee Parish attended ten schools; five were considered white and five black.

The white schools included Innis High School, Morganza High School, Rougon High School, Livonia High School, and Poydras High School. Each of these schools included grades 1-12 and had enrollments
varying from the lower three hundreds to the higher five hundreds. There were only two black schools with grades 1-12, Batchelor High School and Rosenwald High School. Their enrollments ranged from the 1100's to 1700's. The three other black schools were elementary schools. LaBarre Elementary had grades 1-7; St. Alma Elementary and Valverda Elementary each had grades 1-8. The enrollments of these black elementary schools ranged from the mid two hundreds to the mid three hundreds.

The first move towards integration of the schools of Pointe Coupee came about during the summer of 1965. The board was ordered by the courts under Civil Action 3164 to integrate grades 1 and 12 by September of that year (Banner; July 15, 1968). Further, the order which was signed by Judge E. Gordon West stipulated that integration would be extended downward from grade 12 and upwards from grade 1, one grade at a time, each year until the schools would be completely integrated. This would be done by 1968 (Banner; July 22, 1965).

Aware of the court ruling, the Pointe Coupee Parish School Board substituted a plan based on the freedom of choice philosophy. Forms were sent out whereby a student might indicate which school he would like to attend. If these requests were within reason, considering transportation for example, they were granted.

During the first year, 1965-1966, there was only one transfer in the parish; a black 12th grader elected to attend formerly white Innis High School. The following year there were 18 blacks in formerly all white schools and no whites in black schools. The
1967-1968 school year showed a much larger number of black transfer students, 232. Again, no white students moved to black schools. In 1968-1969 the number of transfers decreased to 168 blacks and again no whites transferred.

Table 1 shows registration figures, by school, and race, for the school session 1965-1966 to 1971-1972.

Court Ordered Transfers

The summer of 1969 saw more changes occurring. The Fifth Circuit Court of Appeals threw out the freedom of choice plan for integration and ordered all boards to submit new plans by July 21, 1969 (Banner; July 17, 1969).

District Judge E. Gordon West criticized the decision of the Fifth Circuit Court and urged school boards within Fifth Circuit jurisdiction to appeal the decision to the U. S. Supreme Court (State-Times; June 10, 1969). But, perhaps being realistic about such an appeal and its probable outcome, the Pointe Coupee Board began formulating a plan of its own.

According to the parish newspaper The Pointe Coupee Banner of June 26, 1969, the Pointe Coupee Parish School Board met with a visiting Health, Education and Welfare team. Subsequent reference to this agency will use the initials HEW. The board's attorney, John Ward, stated that the board might present its own plan to the HEW team or the team might collect its own data and formulate its own plan.
Table 1

Pupil Enrollments, Pointe Coupee Parish Public School System
School Session 1965-1966 to 1971-1972

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<td>60</td>
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<td>1590</td>
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<td>1612</td>
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<td>332</td>
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<td>466</td>
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<td>427</td>
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<td>412</td>
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<td>Innis</td>
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<td>0</td>
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<td>1036</td>
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<td>Total</td>
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<td>2252</td>
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<td>2281</td>
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</table>

*These registration figures are listed with Upper Pointe Coupee.
The HEW team did submit a plan which was based on the pairing of schools. (See Figure 1 for school location.) The HEW plan provided for children in grades 4-7 to attend St. Alma, while those students in grades 1-3 and grades 8-12 would be assigned to the Rougon School. The Innis School and Batchelor School were also paired with grades 1-3 located at Innis and grades 4-12 located at Batchelor. Students in grades 1-3 and 9-12 would attend the Morganza School; while students in grades 4-8 would be assigned to the LaBarre School. Grades 1-4 and grades 5-12 would be located at the Poydras and Rosenwald schools respectively. The Livonia-Valverda unit would locate grades 1-3 and 8-12 at the Livonia School and grades 4-7 at the Valverda School. The Pointe Coupee Parish School Board rejected the HEW plan and decided to submit its own plan.

In carrying out the mandate of the Fifth Circuit Court, Judge West allowed for a two step, two year integration process. This would involve pairing of grades 1-6 the first year and grades 7-12 the second year. He did not indicate the manner in which this was to be done.

The school board plan involved the following elementary pairings: Rougon and St. Alma; Morganza and LaBarre; Innis and Batchelor; Poydras and Rosenwald. The white schools would have all students in grades 1-3, and the black schools would have grades 4-6.
PUBLIC SCHOOLS OF POINTE COUPEE PARISH

MAP 1

Figure 1

1. Rougon High School
2. St. Alma Elementary School
3. Innis High School
4. Batchelor High School
5. Morganza High School
6. LaBarre Elementary School
7. Poydras High School
8. Rosewald High School
9.Livonia High School
10. Valverda Elementary School
Livonia and Valverda would differ in that Livonia would have grades 1-4 and Valverda would have grades 5-6. Grades 7-12 would remain unchanged in all schools (Banner; August 21, 1969).

There were several reactions to the court order and the subsequent plan for integration. One such reaction was the organization of the Pointe Coupee Chapter of Concerned Citizens for Quality Education (CCQE). Its aims centered around freedom of choice, local control of schools, neighborhood schools and opposition to federal control of education (Banner; July 24, 1969).

Another reaction was the founding of private schools. There were six of these schools started during the summer and fall of 1969. They were Tenth Ward Private, LeJeune Academy, Livonia Academy, Old River Academy, False River Academy, and Island Side Academy. One school, False River Academy, obtained the services of a retired public school supervisor as a consultant in the hiring of a principal and faculty and in setting up a program (Banner; July 24, 1969).

The most pronounced reaction to the court order was the almost total boycott of the public schools by white students. There was also picketing of the white schools as well as non-registration of students (State-Times; August 26, 1969).

Yet, the black enrollment in white schools went from 168 in 1968-1969 to 856 in 1969-1970. Batchelor High School had the only white student in any black school.

As a result of the drop in enrollments, the school board petitioned the court for a return to the freedom of choice plan. The board cited the drop in enrollment and attendance as cause for the request (Banner; October 2, 1969). The court denied this petition and ordered the board to integrate all schools by February 1, 1970. The board ignored the order because it felt the pairing order of the previous July 25 still was in effect (State-Times; January 7, 1970).

About this time a special session of the Louisiana Legislature enacted a law re-establishing freedom of choice in Louisiana. The bill was signed into law by Governor McKeithen on February 23, 1970 (State-Times; February 23, 1970).

The Pointe Coupee Parish Chapter of the CCQE petitioned the school board to follow the state law concerning freedom of choice. The board's attorney, John Ward, indicated that it would be advisable to wait until test cases in other parishes and New York state were heard (State-Times; March 19, 1970).

The school board decided to delay the opening of school from August 25, 1970, to September 8, 1970, since it was awaiting the court ruling on the board's amended desegregation plan (Banner; August 20, 1970). The amended plan was devised by the board in cooperation with biracial committees which were formed in the various parts of the parish.
The plan of the biracial committees as approved by Judge West divided the parish into five areas or zones. The Morganza-LaBarre and Rougon-St. Alma units were identical. The elementary students involved here would register at the school in their area. However, after registration they could transfer to the other school in their area. Thus, a student could register at St. Alma but then transfer to Rougon. The high school students would attend Rougon or Morganza. Batchelor and Innis would be considered one school with two campuses with students being assigned to a specific campus after registration. Poydras and Rosewald would remain 1-12 schools with students coming from within each school zone. Livonia and Valverda had a different program. All students in grades 1-6 would attend Valverda, and students in grades 7-12 would attend Livonia (Banner; August 27, 1970).

Because of the quick ruling by the court, the board rescheduled the opening of school to September 1, 1970 rather than September 8. The school board changed the name of the Batchelor-Innis unit to the Upper Pointe Coupee Parish School (Banner; September 17, 1970).

Table 1 shows that for the school session 1970-1971 white enrollments increased throughout the parish with St. Alma, Rosewald and LaBarre being exceptions. Black enrollments increased in all schools except Poydras, Rosewald, and Morganza.

For the 1971-1972 school session, the white enrollments increased over the 1970-1971 figures in every school with the same exceptions: St. Alma, Rosewald, and LaBarre. Interestingly, the black enrollment fluctuated. Rougon, Livonia, Morganza, Upper Pointe
Coupee, and St. Alma showed a drop in enrollment while Poydras, Valverda, Rosenwald, and LaBarre showed an increase. This reflects a loss of 210 black students from the first group and increase of 109 in the other.

Transfers into/from Private and Parochial Schools

Several private schools were established within the parish in the fall of 1969. These were False River Academy, Tenth Ward Private School, Old River Academy, Guy Bueche, Inc., Livonia Academy, and LeJeune Academy. There were also two Catholic schools in the parish. Catholic High School of Pointe Coupee was founded in 1904 and St. Augustine's Elementary School in 1936.

The newly founded private schools were totally white in membership. There were no enrollment records for Tenth Ward and Livonia Academy for 1969-1970, but the other private schools showed a combined white enrollment of 788 students.

Catholic High School showed an increase in white enrollment from 516 in 1968-1969 to 639 in 1969-1970. The black enrollment at Catholic High decreased by two students during that year. St. Augustine, the black elementary school, showed an increase of only 15 black students for the 1969-1970 school session.

There were also white students who enrolled in private schools outside Pointe Coupee Parish. A total of 309 students enrolled in schools as Sacred Heart in Moresville, St. Joseph's in

TEACHER POPULATION

The teacher population of Pointe Coupee Parish varied somewhat during the years of the study. The number of black teachers employed increased from a low of 138 for the 1965-1966 school session to a high of 163 for the 1970-1971 school session, and a drop to 160 for the 1971-1972 school session. The number of white teachers remained at 104 for the first three years of the study, then peaked at 123 for the 1968-1969 school session. This decreased to 91 for the 1969-1970 school session, then dropped to 85 the following year and finally increased to 90 for the 1971-1972 school session.

Crossover Teachers

There were no crossover teachers in the parish prior to the 1967-1968 school session, and at that time the board asked for volunteers to be crossover teachers. As a result five black teachers volunteered to go to white schools. Each of the white schools received one black teacher. There were no white teacher volunteers.
After this first year the board decided to hire teachers regardless of race to fill vacancies wherever needed. Thus the 1968-1969 school session showed a larger number of crossover teachers. There were 11 white teachers in black schools and 12 black teachers in white schools.

The 1969-1970 school session was quite different. The court order of August, 1970 required that teachers as well as students move in line with the pairing. In the Morganza-LaBarre unit the white teachers moved to LaBarre although the students did not. The black teachers at LaBarre remained there. Morganza gained six new black teachers that year for a total of eight.

Neither teachers nor students moved in the Poydras-Rosenwald unit. Poydras had its first black teacher assigned in 1968. This was increased to 10 for the 1969-1970 school session. Rosenwald was assigned two white teachers in 1968; this number was unchanged until 1971 when another white teacher was assigned.

Three white teachers were assigned to Batchelor in 1968. The following year two white teachers moved from Innis to Batchelor. In 1967 one black teacher was assigned to Innis; the following year one more was assigned. Eight black teachers were assigned to Innis in the fall of 1969. The combining of Innis and Batchelor into the Upper Pointe Coupee School, in essence, eliminated the racial identity and assignment of the teachers.
The first black teacher at Rougon was assigned in 1967. With the court order of 1969 the number of black teachers at Rougon was increased to four. There were two white teachers assigned to St. Alma in 1968. This number was the same until 1970 when it was reduced to one.

There were three white teachers who were sent to Valverda in 1969, but they were newly hired and did not transfer from Livonia. This number was increased to seven in 1970 and remained the same for 1971. Livonia was assigned its first black teacher in 1967. This number increased every year to a high of six in 1971.

Table 2 shows teacher placement by race and school. The 1970-1971 school session shows a total of 29 white teachers in black schools and 83 black teachers in white schools. These large figures are definitely influenced by the Upper Pointe Coupee School which combined Innis and Batchelor. The 1971-1972 school session shows 27 white teachers in black schools and 82 black teachers in white schools.

As can be seen in Table 2, the number of black teachers increased from 138 in 1965-1966 to 160 in 1971-1972. The white teacher population varied from a high of 123 in 1968-1969 to a low of 85 in 1970-1971.

**Teacher Resignations**

Apparently there were requests by many teachers for leaves of absence for the school session 1969-1970. According to *The Pointe Coupee Banner* of November 20, 1969, the school board at its regular
Table 2

Teacher Placement by Race and School, Pointe Coupee Parish
Public School System
School Session 1965-1966 to 1971-1972

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<td>1</td>
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<td>2</td>
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<td>46</td>
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<tr>
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</tr>
<tr>
<td>Total</td>
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<td>104</td>
<td>150</td>
<td>104</td>
<td>148</td>
<td>104</td>
<td>150</td>
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</tbody>
</table>

*Listed under Upper Pointe Coupee.
meeting on November 12 refused or denied leaves of absence for a number of teachers. Subsequently nineteen white teachers resigned their positions.

Table 3 shows teacher retirements and resignations for the years covered by this study. The year 1969-1970 was most significant regarding resignations; the number of resignations peaked in this school session.

Table 3

Teacher Retirements, Resignations, and Leaves of Absence
Pointe Coupee Parish Public School System
School Session 1965-1966 to 1971-1972

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<thead>
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<th>School Session</th>
<th>Retirements</th>
<th>Resignations</th>
<th>Leaves of Absence</th>
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<td>Black</td>
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<tr>
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<tr>
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<td>1</td>
</tr>
<tr>
<td>July 1970 - June 1971</td>
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<td>3</td>
</tr>
<tr>
<td>July 1971 - June 1972</td>
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<td>2</td>
</tr>
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<td><strong>Total</strong></td>
<td>3</td>
<td>20</td>
<td>12</td>
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</tbody>
</table>

*These retirees included the superintendent, assistant superintendent, and one principal.
Teacher Retirements

There was no observable pattern as regards retirements. At no time covered by this study were retirements in excess of five, which occurred in 1965-1966, 1969-1970, and 1970-1971.

ADMINISTRATIVE CHANGES

This section deals with personnel actions relative to supervisors, principals, and assistant principals during the period under consideration. It involves the principals and assistant principals of the ten public schools of the parish as well as the central office supervisory staff and the Elementary and Secondary Education Act supervisory staff.

Supervisors

This section deals with changes as regards supervisors. It examines changes in number and ethnic involvement of the central office supervisors and the Elementary and Secondary Education Act supervisors.

Changes in number and ethnic involvement. In 1965 the school system of Pointe Coupee Parish employed, besides the superintendent, a parish or general supervisor, a supervisor of special services and a visiting teacher.
In 1966 a program director for the Elementary and Secondary Education Act was appointed. Formerly a white principal, he directed the Elementary and Secondary Education Act until July, 1969. At that time he was appointed parish supervisor. His replacement as the Elementary and Secondary Education Act director was also white.

There were two new supervisory positions created by the board to work within the Elementary and Secondary Education Act in 1969. A black male classroom teacher was appointed reading supervisor, and a white male principal was appointed media specialist. The board also created the position of supervisor of elementary instruction and appointed a black male to fill that position in 1970.

Since 1966 the supervisory positions increased by four, three affiliated with the Elementary and Secondary Education Act and one affiliated with the school board office. Of these four positions, two were filled by whites and two by blacks. All positions in existence prior to 1966 were filled by whites.

Principals

This section deals with principals. It is involved with the status of existing principals, replacements of principals, and demotions of principals to assistant principals.

Existing principals. The positions of principals remained relatively stable throughout this period. There were few changes made and these were made because of retirements or advancements in the system.
Replacements. There were no changes made as regards ethnic background of replacements. The principals of the black schools, St. Alma, LaBarre, Valverda, and Rosewald, remained in their positions. The principals of the white schools, Rougon, Morganza, Livonia, and Poydras also remained. The Upper Pointe Coupee School had a black principal at the Batchelor campus and a white principal at the Innis campus. Both of these men served in those administrative positions prior to integration.

Principals made assistants. In no case was a principal, black or white, demoted to the position assistant principal. As previously stated, all administrators retained the same positions held prior to the integration efforts of 1965.

Assistant Principals

This section deals with assistant principals. It examines the placement of assistants in racially different schools and also examines multiple assistants.

White assistants in black schools. Prior to 1970 none of the black elementary schools had assistant principals. In 1970 Valverda Elementary had a white assistant principal added to its administrative staff. No black secondary schools had white assistant principals.

Black assistants in white schools. All of the white schools, Rougon, Livonia, Poydras, Morganza, and Innis had one white assistant principal since 1965. In 1970 a black assistant principal was added in all these schools with the exception of Innis.
Even though Innis and Batchelor had been considered as one school with two campuses since 1970, each had its own separate administrative staff. These administrative staffs were not integrated. Batchelor had a black principal and a black assistant principal. Innis had a white principal with a white assistant principal.

Multiple assistants. Rosenwald High School had two black assistant principals prior to 1965. The number and race of these two assistants remained unchanged through 1972.

Four white schools, Poydras, Morganza, Livonia, and Rougon gained an additional assistant principal in 1970. In each case a black was appointed to fill that position.

RESTRUCTURING SCHOOLS

This section deals with the restructuring of existing schools in Pointe Coupee Parish. It involves the number of schools restructured and the reasons for the changes.

Number Restructured

Livonia and Valverda were paired in 1970. The first six grades were located at Valverda and grades 7-12 were at Livonia.

Batchelor and Innis were considered as one school, Upper Pointe Coupee, with two distinct campuses. Shuttle buses moved the students between the two campuses. This unit offered two programs: college preparatory and vocational arts.
The only other change was the addition of kindergarten at all schools with elementary divisions.

Reasons for Changes

In an attempt to solve the problems facing the community, the school board formed bi-racial committees to work on a desegregation plan for the parish (*State-Times*; March 19, 1970). The committees represented the areas of the parish where schools were located, such as Livonia-Valverda, Batchelor-Innis, Morganza-LaBarre, Poydras-Rosenwald, and Rougon-St. Alma.

The first reports of the bi-racial committees were presented to the school board in June of 1970 with two of the committees presenting their plans. The Livonia-Valverda committee proposed a pairing of the two schools with six grades at each school. The Batchelor-Innis committee proposed that the two schools be considered as one school with two campuses. These proposals were accepted by the board and incorporated in its plan presented to Judge West in August of 1970.

Thus, one change was the elimination of the elementary grades at Livonia which were to be placed at Valverda. The seventh and eighth grades at Valverda were moved to Livonia. Another significant change was the joining of the two schools to form the Upper Pointe Coupee Parish School.
PRIVATE SCHOOLS

This section deals with private schools in Pointe Coupee Parish. It includes both the established parochial schools and the newer private schools. It also examines their enrollment and their faculties.

Private Schools in Operation in 1965

Prior to 1965 there were two private schools in existence in Pointe Coupee Parish. Both of the schools were Catholic, one primarily white and the other black.

The white Catholic school was founded in 1904 by the Sisters of St. Joseph of Bourg and was known as St. Joseph Academy. The elementary division became a parochial school in 1960 and the high school was renamed St. Joseph's High School. In 1962 the entire 1-12 system became an interparochial school with the name changed to Catholic High School of Pointe Coupee in 1963.

The school was first integrated in the fall of 1964 with black students enrolling in grades eleven and twelve. In the fall of 1965 the black enrollment expanded to include the entire high school and grades one and two. Total integration was effected by the fall of 1966. Eight black faculty members were added in 1971 when the white Catholic school merged with the black Catholic school.

Table 4 shows the enrollment figures for the school from 1965 through 1972.
The black Catholic school, St. Augustine's, was founded in 1931. The pastor served as principal with a staff of lay teachers. The Sisters of the Holy Ghost came to the school in 1950. The school had grades one through nine until 1950 when the ninth grade was dropped.

In 1971, by diocesan decree, the two Catholic schools were paired. All students were then considered students of Catholic High of Pointe Coupee. The physical plant of St. Augustine's was converted to a junior high school housing grades seven and eight of the Catholic High of Pointe Coupee system.

Table 4
Parochial School Enrollment, Pointe Coupee Parish
School Session 1965-1966 to 1971-1972

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<th>Catholic High School</th>
<th>St. Augustine</th>
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<tbody>
<tr>
<td></td>
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<td>1965 - 1966</td>
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<td>1968 - 1969</td>
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<td>1969 - 1970</td>
<td>78</td>
<td>638</td>
</tr>
<tr>
<td>1970 - 1971</td>
<td>62</td>
<td>683</td>
</tr>
<tr>
<td>1971 - 1972</td>
<td>179</td>
<td>749</td>
</tr>
</tbody>
</table>

*Paired with Catholic High School
New Private Schools

The two Catholic schools were the only private schools in Pointe Coupee prior to the fall of 1969. With the implementation of the court orders that fall, six private schools were organized. They were Tenth Ward Private, LeJeune Academy, Livonia Academy, Old River Academy, False River Academy, and Island Side Academy. (See Figure 2) Each of these new schools had only white students and faculty members.

Tenth Ward and Old River Academy offered kindergarten through grade twelve; Livonia Academy had grades one through twelve; Island Side had grades one through eight; and LeJeune started with grades one through six the first year then added grades seven and eight the following year. Old River began with grades one through nine then added grade ten the next year and the kindergarten and grade eleven the following year.

Table 5 shows the enrollment figures for the private schools.

All private schools, with the exception of the Catholic schools and Livonia Academy, required a stock purchase for enrollment. The stock cost varied from a low of $25.00 to a high of $300.00

Island Side Academy closed after one year. All of its equipment and materials were transferred to Old River Academy. Many of its students also transferred to Old River where their stock was honored.
PRIVATE SCHOOLS
OF
POINTE COUPEE PARISH

MAP 2

Figure 2

1. Catholic High School of Pointe Coupee
2. St. Augustine's Catholic Elementary School
3. Tenth Ward Private School
4. LeJeune Academy
5. Livonia Academy
6. Old River Academy
7. False River Academy
8. Island Side Academy
Table 5
Private School Enrollments, Pointe Coupee Parish

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Tenth Ward</td>
<td>*</td>
<td>62</td>
<td>71</td>
</tr>
<tr>
<td>LeJeune Academy</td>
<td>125</td>
<td>86</td>
<td>63</td>
</tr>
<tr>
<td>Livonia Academy</td>
<td>100</td>
<td>174</td>
<td>86</td>
</tr>
<tr>
<td>Old River Academy</td>
<td>236</td>
<td>98</td>
<td>98</td>
</tr>
<tr>
<td>False River Academy</td>
<td>369</td>
<td>437</td>
<td>397</td>
</tr>
<tr>
<td>Island Side Academy</td>
<td>60</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*Records not available.

Tuition in these schools varied considerably. The rates were based on cost per child with a maximum cost per family. This went from a low of $10.00 per child with a family maximum of $50.00 at Livonia Academy, to a cost of $40.00 per child with a family maximum of $120.00 at False River Academy.

Private School Faculty

The faculty of the St. Augustine School was composed of eight members, five of whom were fully certified and three had temporary certificates. The five certified teachers were nuns and the other three were black lay teachers. The faculty was integrated in that the sisters were white.
The Catholic High School faculty increased during the years of the study from a low of 20 for the 1965-1966 school session to a high of 50 for the 1971-1972 school session. The greatest percentage (88 percent) of certified teachers occurred in the 1966-1967 school session while the lowest percentage (60 percent) occurred in the 1965-1966 school session. Table 6 shows the teacher certification data for Catholic High School.

Table 6
Teacher Certification, Catholic High School of Pointe Coupee
School Session 1965-1966 to 1971-1972

<table>
<thead>
<tr>
<th>Session</th>
<th>Certified</th>
<th>Uncertified</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965 - 1966</td>
<td>12</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>1966 - 1967</td>
<td>21</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>1967 - 1968</td>
<td>20</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>1968 - 1969</td>
<td>20</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>1969 - 1970</td>
<td>21</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>1970 - 1971</td>
<td>26</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>1971 - 1972</td>
<td>35</td>
<td>15</td>
<td>50</td>
</tr>
</tbody>
</table>

The Tenth Ward faculty remained stable in number. The school continuously employed seven teachers, one of whom was a retired teacher, and one a non-experienced teacher. Three transferred from the public schools, and two transferred from other private schools.
LeJeune Academy also employed seven teachers. Of these seven, one was a retired public school teacher and the other six were parents who volunteered their services.

Livonia Academy also employed seven teachers. Most of these teachers were young persons with at least a high school education. Very few of the teachers had any college or teacher training with the exception of one retired public school teacher. More data were not available from this school.

Old River Academy had only one fully certified faculty member, a retired public school teacher. The six other teachers had temporary certification. Two of the teachers transferred to the school from the public school system.

False River Academy was the only private school with a fully certified faculty. Of the eighteen members, five were retirees and thirteen were either non-experienced teachers or transfers from the public school system.

Island Side Academy had eight faculty members. Of these eight, only one was certified; the other seven were parents who volunteered their services. Incidentally, the certified teacher was only part-time as he worked at an industrial plant in Baton Rouge and devoted his off time to the school.

The physical plants of these schools varied tremendously. Constructed in the sixties, the Catholic secondary and elementary departments were housed in modern masonry and steel buildings. The
junior high division was housed in a wood-frame structure that was formerly St. Augustine Elementary.

Tenth Ward, Old River, and False River were housed in aluminum structures. Tenth Ward had separate buildings with two classes in each facility. Old River had its entire plant under one roof with rough unfinished concrete floors. False River had separate buildings connected by covered walks.

LeJeune Academy had two different locations both of which were old family homes that had been freshened up by painting and paneling.

Livonia Academy was located in what at one time had been a ceramic shop and later an antique shop. The plant consisted of several wood-frame buildings with plywood outer walls. This establishment was owned and operated by an elderly lady.

Island Side Academy probably had the most unusual physical plant. It occupied the bar-dance hall building of the famed Jim Jarreau's of False River.

COMMUNITY AND PUPIL BEHAVIOR

This section deals with community and pupil behavior during the years of the study. It includes racial disturbances, school closure, suspensions, expulsions, athletic events, and extracurricular activities.
Kinds of Racial Disturbance

The racial disturbances which occurred within the schools were primarily on an individual basis. The principals indicated in their interviews that the single most troublesome area was fist fights between individuals at the junior and senior high levels. One principal recalled one large-scale fight which took place in the hallway while classes were changing. The disturbance lasted two or three minutes and was broken up by faculty members and students (Fontenot; June 20, 1974).

The Upper Pointe Coupee School had one racial incident on a shuttle bus between an eighth grade boy and girl. This resulted in the shuttle system being stopped for two days (Daigrepont; June 28, 1974).

Several schools were affected by picketing in the fall of 1969. Foydres had heavy picketing for several weeks. Initially the pickets came into the building to stage a sit-in, but primarily the pickets remained on the periphery of the school grounds. The biggest problem here was that the pickets would not allow the trucks delivering foodstuffs to enter the school grounds. Too, the companies supplying food to the school were reluctant to offend customers by crossing the picket lines. Eventually federal marshalls had to be brought in to help the school get its food supplies delivered (Lucia; June 19, 1974).
Poydras was not the only school to be picketed. Livonia had an active group at its gates. The group strung barbed-wire across the driveways to prevent anyone from entering the grounds. The teachers were not forced by the board to try to cross the lines; consequently, two or three school days were lost because of the pickets (Fontenot; June 20, 1971*).

The picketing at Rougon was different. The pickets did not keep any vehicles from entering the campus, instead they walked between vehicles as they entered the campus. The principal expressed amazement that the sheriff's deputies allowed this to happen (Guarino; June 27, 1974).

Both Innis and Morganza also had pickets. The group at Innis was quiet and stayed there about one week (Daigrepont; June 28, 1974). Morganza's pickets held on for three or four months. The problem created here was the same as in most of the other schools: food deliveries were stopped (LaCoste; July 12, 1974).

**School Closure**

In most cases schools were not closed for any great period of time. Livonia was the only school that had to shut down because of the pickets, and the closure was for only two or three days. As indicated, Innis stopped shuttling to Batchelor for two days because of the bus incident. The other schools remained open through all of the picketing and other problems.
**Suspensions and Expulsions**

The earliest records regarding suspensions and expulsions began with the school session 1967-1968. Table 7 gives a breakdown as to days of absence due to suspension, the number of students suspended, and expulsions. Beginning in 1970, expulsions were considered as indefinite suspensions.

The peak year for suspensions and expulsions was 1970-1971. According to one principal, the increase in suspensions was due primarily to fights and infractions of school rules. He indicated that many of the new students (black) would often wander off the school campus and go into town (Lucia; June 19, 1974). Suspensions were also due to fighting, improper language or pupil-teacher problems. The principal at Rougon indicated that many of the black students were over-aged, 20 to 21 years old, and those students had earned only two or three units. The administrator at Rougon felt that many problems were caused by these individuals (Guarino; June 27, 1974). The principal of the Batchelor campus had a similar problem with over-aged students and also with students cutting classes (Hurst; June 28, 1974).

In 1967 the school board began keeping on file all records of suspensions, expulsions, and days absent due to suspensions. Consequently, all incidents during the beginning years of integration were recorded.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Days Absent</td>
<td>Students</td>
<td>Expulsions</td>
<td>Days Absent</td>
<td>Students</td>
</tr>
<tr>
<td>Rougon</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>St. Alma</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>116</td>
<td>56</td>
</tr>
<tr>
<td>Livonia</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Valverda</td>
<td>232</td>
<td>12</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Poydras</td>
<td>44</td>
<td>27</td>
<td>-</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Morganza</td>
<td>14</td>
<td>1</td>
<td>-</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>LaBarre</td>
<td>58</td>
<td>12</td>
<td>-</td>
<td>84</td>
<td>56</td>
</tr>
<tr>
<td>Upper Pointe Coupee</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Innis</td>
<td>14</td>
<td>1</td>
<td>-</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Batchelor</td>
<td>58</td>
<td>12</td>
<td>-</td>
<td>84</td>
<td>56</td>
</tr>
<tr>
<td>Totals</td>
<td>304</td>
<td>25</td>
<td>0</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

*Considered as Indefinite Suspensions.
In practically all the interviews the principals said the reason that the large numbers of suspensions and expulsions were on record was the school board began keeping complete records.

In 1970-1971 the records show the number of students suspended by race. Table 8 shows this breakdown.

Table 8
Suspensions by Race, Pointe Coupee Parish
Public School System
School Session 1970-1971

<table>
<thead>
<tr>
<th>School</th>
<th>Days Absent</th>
<th>Students Involved</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Black</td>
<td>White</td>
</tr>
<tr>
<td>Rougon</td>
<td>498</td>
<td>98</td>
<td>28</td>
</tr>
<tr>
<td>St. Alma</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Livonia</td>
<td>205</td>
<td>61</td>
<td>33</td>
</tr>
<tr>
<td>Valverda</td>
<td>42</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Poydras</td>
<td>304</td>
<td>57</td>
<td>20</td>
</tr>
<tr>
<td>Rosenwald</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Morganza</td>
<td>240</td>
<td>83</td>
<td>39</td>
</tr>
<tr>
<td>LaBarre</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Upper Pointe Coupee Innis</td>
<td>60</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>Batchelor</td>
<td>86</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>
The formerly all white schools had more black than white students involved in suspensions. Of the black schools only one school kept records of suspensions by race. The records at this school showed that more whites than blacks had been suspended. In fact this was the only school in which more whites than blacks were suspended.

It should be noted that Rosenwald had seven expulsions or indefinite suspensions. No figures were given on days absent because these expulsions usually indicate complete exclusion from the school.

**Athletic Events**

In every case the principals indicated no changes in scheduling athletic events. However, one principal said that his school found it necessary to have one or more deputies at each ball game (Guarino; June 27, 1974).

**Extracurricular Activities**

There were many changes as regards extracurricular activities. The principal of Poydras indicated that with the initial integration, most nighttime activities were canceled. This included dances, banquets, and other such programs. Subsequently the school resumed some of these activities such as Mother-Daughter, Father-Son, and Athletic banquets. The principal of Poydras further indicated that "proms" and graduation dances were still being held, but were parent or club sponsored and were entirely outside the school. Cheerleader
selection was set up on a 50-50 racial basis. Since the school eliminated varsity football several years earlier, homecoming activities were not involved (Lucia; June 19, 1974).

The principal of Livonia felt that there had been no major problems with extracurricular activities. He did indicate that in selecting cheerleaders they did try to get an even representation of the races (Fontenot; June 20, 1974).

The principal of Rougon stated that all dances had been eliminated as early as 1965. Other activities, such as over-night trips, had been resumed since integration with no problems. Election to the student council or cheerleader squad was based on a ratio representing the black-white ratio of students involved. He indicated that one limiting factor was financial. Cheerleaders, for example, are required to attend a summer training camp and provide their own transportation to the team's games (Guarino; June 27, 1974).

Since dances and "proms" had been discontinued since 1962 in Morganza, there were no problems regarding integration in this area. The principal did indicate some problems with clubs such as 4-H. He noted two problems here: first, students tended to block vote along racial lines, and second, as black membership increased, total membership decreased. Also, any membership or participation that required a fee in the area of $3.00 was not taken by many blacks. He also indicated that cheerleader selection, canceled the first two years of integration, was resumed on a percentage basis (LaCoste; July 12, 1974).
The other schools, Innis, Batchelor, LaBarre, Valverda, St. Alma, and Rosenwald, indicated no problems with athletic or extracurricular activities.
Chapter 4

SUMMARY, OBSERVATIONS, AND PROJECTIONS

This chapter contains a summary of the findings of the study.

PUPIL POPULATION

This section presents a summary of findings regarding the voluntary transfers of pupils, court ordered transfers of pupils, and transfers into/from private and parochial schools.

Voluntary Transfers

From the 1965-1966 school session through the 1968-1969 school session all integration in the Pointe Coupee Parish school system was done on the basis of freedom of choice. Some blacks elected to transfer to all white schools; no whites elected to transfer to all black schools. During the 1965-1966 school session only one black in the parish moved to an all white school in Innis. There were 18 blacks who moved the following year. In 1967-1968 there were 232 blacks who transferred and 168 transferred in 1968-1969.

Court Ordered Transfers

The Fifth Circuit Court of Appeals, in 1969, declared that freedom of choice was unacceptable as a basis for integrating the school system.
After several months of work the board submitted a plan which was accepted. Basically it placed the lower elementary grades (1-3) in the white schools and the other elementary grades (4-6) in the black schools. The other grades (7-12) would remain unchanged.

Public reaction to the plan was overwhelming. There were massive boycotts of the white schools and picketing of those schools. The white enrollment dropped from 2,346 in 1968-1969 to 255 in 1969-1970.

Because of the problems during the 1969-1970 school year the Pointe Coupee Parish School Board submitted a revised plan for integration. This plan, which was approved, divided the parish into five zones. The schools in the various zones would be paired into units. The Morganza-LaBarre and Rougon-St. Alma units were identical. The elementary students involved would register at the school in their area but afterwards could transfer to the other school in the unit. The high school students attended either Rougon or St. Alma. Batchelor and Innis would be considered one school with two campuses. Since Batchelor offered the vocational curriculum and Innis the college preparatory, students would attend the campus which provided for their interests. Poydras and Rosenwald each retained grades 1-12 with attendance based on geographical location. The Livonia-Valverda unit was different. Students in grades 1-6 attended Valverda, and students in grades 7-12 attended Livonia.
White enrollments increased at all schools for the 1970-1971 school year with St. Alma, Rosenwald, and LaBarre being the exceptions. The same held true for the 1971-1972 school year. Black enrollments at all schools for the 1969-1970 school year increased with the exception of Poydras, Rosenwald, and Morganza. This differed in 1971-1972. Poydras, Valverda, Rosenwald, and LaBarre showed an increase in enrollment, while the other schools had a drop in enrollment.

Transfers into/from Private and Parochial Schools

Six new private schools were formed in the summer and fall of 1969. These were False River Academy, Tenth Ward Private School, Old River Academy, Guy Bueche, Inc., Livonia Academy, and LeJeune Academy. These schools were totally white in faculty and student enrollment. They accounted for approximately 900 students in 1969-1970, 850 students in 1970-1971, and 700 students in 1971-1972.

Besides these newly formed private schools there were two Catholic schools in the parish. One was a black elementary school and the other an integrated school having grades 1-12. The pupil enrollment of the black elementary school remained relatively stable. It lost its identity in 1971 when it was paired with the other Catholic school. The larger Catholic school showed a steady increase in population from an enrollment of 465 in 1965 to an enrollment of 749 in 1971.
Many students attended private and parochial schools outside Pointe Coupee Parish. In 1969 a total of 309 students went to schools in East and West Baton Rouge Parishes, Avoyelles Parish, St. Landry Parish, and Iberville Parish.

TEACHER POPULATION

This section presents a summary of the data concerning crossover teachers, teacher resignations, and teacher retirements.

Crossover Teachers

The first crossover teachers were assigned in the fall of 1967. At that time five black teachers volunteered for assignment to white schools. There were more the following year because the school board hired teachers regardless of race to fill vacancies wherever needed. Consequently, there were 11 white teachers in black schools and 12 black teachers in white schools.

The court orders of 1969 provided for the pairing of schools into units. Since grades were shifted, within each unit, teachers were to be shifted also. Many of these teachers refused to move and resigned instead.

Because of the aforementioned hiring practices of the school board faculties at all schools were integrated to some extent in 1969 and in the following years.
Teacher Resignations

Prior to 1969 the number of resignations was not excessive. There were 10 in 1965, nine in 1966, five in 1967, and nine in 1968. The court order of 1969 seemed to be the reason for the 31 resignations that fall. The school board, in the fall of 1969, denied all requests for leaves of absence, consequently many of those requests were converted to letters of resignation. There were only nine resignations the following year and four in 1971.

Teacher Retirements

There were no observable patterns as regards retirements.

ADMINISTRATIVE CHANGES

This section presents a summary of the findings concerning supervisors, principals, and assistant principals.

Supervisors

This section presents a summary of findings concerning changes in the number of supervisors and the ethnic involvement of these changes.

Changes in number and ethnic involvement. Prior to 1966 the parish administrative staff consisted of the superintendent, general supervisor, supervisor of general services, and visiting teacher, all of whom were white. The school board created an additional supervisory position for elementary instruction in 1970 and appointed a black to that position.
With the establishment of the position of director of the Elementary and Secondary Education Act in 1966 an additional supervisor or program head was needed. The supervisor, appointed in 1966, and his successor, appointed in 1969, were both white. Two more supervisors were appointed in 1969. One, the reading supervisor, was black, the other, a media specialist, was white.

**Principals**

This section presents a summary of findings concerning existing principals, replacements of existing principals, and demotions of principals to assistant principals.

**Existing principals.** The positions of principals remained relatively stable throughout the years of this study. The only changes were due to retirements or advancements in the system.

**Replacements.** There were no changes as regards ethnic background. Black and white principals were retained in their positions.

**Principals made assistants.** In no case was a principal made an assistant principal. All principals were retained.

**Assistant Principals**

This section presents a summary of findings concerning white assistant principals in black schools, black assistant principals in white schools, and multiple assistant principals.
White assistants in black schools. Valverda Elementary was the only black school to have a white assistant principal assigned.

Black assistants in white schools. All of the white schools, with the exception of Innis, were assigned a black assistant principal in 1970.

Multiple assistants. Prior to 1965 Rosenwald was the only school to have more than one assistant. In 1970 all the white schools, with the exception of Innis, were assigned a black as their second assistant principal.

RESTRUCTURING SCHOOLS

This section presents a summary of findings concerning the number of schools restructured and the reasons for the changes.

Number Restructured

There were only two cases of restructuring in the parish. In the Livonia-Valverda unit the first six grades were located at Valverda, grades 7-12 were located at Livonia. The other change was the combining of Innis and Batchelor into the Upper Pointe Coupee School with two campuses. This school offered two programs: college preparatory and vocational arts.

All schools with an elementary program added kindergartens in 1970.
Reasons for Changes

These changes were made as a result of the recommendations of the biracial groups representing the Livonia-Valverda area and the Batchelor-Innis area.

PRIVATE SCHOOLS

This section presents a summary of findings concerning the private schools in operation in 1965, new private schools, and private school faculties.

Private Schools in Operation in 1965

There were two Catholic schools in Pointe Coupee Parish. One of these was a black elementary school which was founded in 1931, and staffed by the Sisters of the Holy Ghost since 1950.

The other school was founded by the Sisters of St. Joseph of Bourg in 1904. This school was owned and operated by the sisters from its founding until the elementary division became parochial in 1960. The entire school became interparochial in 1962 with the financing becoming the responsibility of the church parishes it served.

These two Catholic schools were merged by diocesan decree in 1971. All students were considered students of Catholic High of Pointe Coupee.

New Private Schools

Six private schools were organized in the fall of 1969. They were Tenth Ward Private, LeJeune Academy, Livonia Academy, Old River
Academy, False River Academy, and Island Side Academy (Guy Bueche, Inc.). These schools had only white pupils and white faculties.

Tenth Ward and Old River Academy offered kindergarten through grade twelve; Livonia Academy had grades one through twelve; Island Side had grades one through eight; and LeJeune started with grades one through six the first year, then added grades seven and eight the following year. Old River began with grades one through nine then added ten the next year and the kindergarten and grade eleven the following year.

With the exception of the Catholic schools and Livonia Academy, all the private schools required a stock purchase for enrollment. The cost of stock varied from $25.00 to $300.00.

All private schools charged tuition. This varied from a low of $10.00 per child with a family maximum of $50.00 at Livonia Academy to $40.00 per child with a family maximum of $120.00 at False River Academy.

Private School Faculty

The faculties of the Catholic schools were composed of both religious and lay teachers. The black Catholic elementary school had an integrated faculty since 1950 because the sisters were white and the lay faculty black. The white Catholic school first integrated its faculty in 1971 when the school was merged with the black Catholic elementary school. The teachers in these schools were for the most part fully certified. Only a small number were retired public school teachers.
Of the other school faculties False River Academy was the only school to have a fully certified staff of teachers. Most of the teachers in the other schools were either temporarily certified or had no certification at all. Many were volunteer parents and younger high school graduates. At least one teacher, usually the principal, was a certified teacher who was a retired public school teacher or a teacher who had resigned from the public schools.

COMMUNITY AND PUPIL BEHAVIOR

This section presents a summary of the data concerning the kinds of racial disturbances in the schools, school closure, suspensions and expulsions, changes in the scheduling of athletic events, and changes as regards extracurricular activities.

Kinds of Racial Disturbance

The principals all indicated that disturbances within the schools were usually on an individual basis. These were mainly fights between individual students rather than large group involvements. One racial incident on a shuttle bus between the Innis and Batchelor campus resulted in the stopping of the shuttle system for two days.

Many schools were affected by pickets in the fall of 1969. The behavior of the pickets varied from sit-ins in the Poydras High School building to barbed-wire strung across the drive at Livonia to
walking quietly at the entrances of the Rougon High School campus. In several instances trucks delivering food, produce, and milk were barred from entering the school campuses.

School Closure

Livonia was the only school to close during the fall of 1969. This was due to the pickets and lasted two or three days. The shuttle system at Upper Pointe Coupee was closed for two days, but classes were held at the two campuses on those days.

Suspensions and Expulsions

There were no records of suspensions and expulsions prior to 1967. The school board required close records be kept on these from that time.

The number of suspensions and expulsions peaked in the 1970-1971 school year. This was the first year that large numbers of students were attending school in a heavily integrated situation.

Suspensions were due primarily to fighting, infractions of school rules, improper language, or pupil-teacher problems. Two principals indicated that several of their suspensions involved over-aged students with few credits earned.

For the 1970-1971 school year the records showed that the white schools had a larger number of black students suspended than white students. Valverda was the only black school to show suspensions by race and it indicated more whites than blacks suspended.
Athletic Events

There were no schedule changes indicated by the principals. The presence of a deputy sheriff at ball games was mentioned as needed by one principal.

Extracurricular Activities

Poydras High School indicated that most school-sponsored nighttime activities such as banquets and dances were canceled when the school was initially integrated. Subsequently some of these were resumed.

Most schools indicated that many activities such as dances had been eliminated prior to integration. They also indicated that dances when held were being sponsored by groups who were not affiliated with the school.

Cheerleader selection was another area discussed. Most schools indicated that selection was on a percentage basis by race. Another limitation was one of finance. One school required its cheerleaders to attend summer camp with the individual student responsible for financing her way. This tended to eliminate blacks from being cheerleaders.

Finances also played a role in other areas. If club membership or participation in an activity required that the student bear the finances, many blacks would not join or participate because they could not afford it.
SOME OBSERVATIONS AND PROJECTIONS

Listed below are several observations and projections. They are based on observations and impressions gained by this writer through his research and interviews.

1. Since the initial year of court ordered integration the schools of Pointe Coupee Parish have grown in pupil enrollment. It seems safe to say that the public school enrollment will continue to increase if the present school situations are retained. Further intervention by the courts could again disrupt the schools.

2. The number of resignations was significant only in 1969, and only with white teachers. The number of retirements was never large, thus no conclusions can be drawn about the effects of integration on retirements.

The same can be said about leaves of absence. Of course it should be remembered that the board refused to grant any leaves for the 1969-1970 school session. The teacher population should remain stable, as it has been, unless there are some further changes in the existing schools.

3. The appointment of a black supervisor and black Elementary and Secondary Education Act personnel marked the highest levels to which blacks were appointed. There were several black assistant principals appointed to serve in white schools, whereas only one white was appointed to that position in a black school. If and when more
white students are placed in predominantly black high schools, some white assistant principals will likely be appointed to serve in these schools. No administrator was demoted in any way during the period under study.

4. The changes made in the structure of the schools were minimal with the Livonia-Valverda unit being the only change. This involved the placing of grades K-6 at Valverda and grades 7-12 at Livonia.

There is the possibility of the Morganza-LaBarre unit and the Rougon-St. Alma unit being changed. This might involve placing some portion of the elementary grades at LaBarre and St. Alma while the other grades would be assigned to Morganza and Rougon respectively.

The Upper Pointe Coupee School will possibly change. The problems presented by shuttling are many, primarily the great loss of school time. The Innis campus could become a lower elementary campus, while the Batchelor campus will house the other grades.

The Poydras-Rosenwald unit should be the most likely to change. Both schools are located within the city limits of New Roads and are located within a mile of each other. They both have grades K-12 and duplicate curricular offerings.

5. The private schools, founded in 1969, are for the most part, suffering from decreasing enrollments. Even the most prosperous, False River Academy, had a drop in enrollment in 1972.
Two of the schools, LeJeune and Island Side, no longer exist. Tenth Ward, Livonia Academy, and Old River Academy will likely continue to exist for as long as parents are willing to send their children to such schools. The teachers in these schools are working for little pay and with poor facilities. The principal of Old River gets whatever monies are left over each month, sometimes less than $5.00 (Smith; May 19, 1974).

Although the Catholic school is prospering, the future holds some doubt. The Sisters of the Holy Ghost were withdrawn at the end of the 1973-1974 school session and the Sisters of St. Joseph will leave the high school after the 1974-1975 school session. The St. Joseph sisters will remain in the elementary school. The necessary increase in tuition might reduce enrollments considerably.

6. As regards pupil behavior, the school system was indeed fortunate. The greatest problem, with the 1969 school session, was the picketing and boycotting. The problems with students were minimal from first integration through the end of the period included in this study.

The number of suspensions and expulsions seem consistently large from 1969 through 1972. This could be caused by individual student conflicts or by the fact that the school board, starting in 1969, required that accurate records be kept relative to such actions.
Extracurricular activities are returning to pre-integration status, with the exception of dances. Clubs, class trips, and cheerleader squads are on the increase in formation and membership. This should continue as time progresses.

7. Pointe Coupee Parish is returning to a quieter situation in that "normalcy" seems to be returning to the schools. The principals interviewed all expressed great optimism for the future. They all felt that there is a great desire on the part of students, teachers and parents to get on with the business of educating children.
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VITA.

Alvin Joseph Fabre, Jr. was born in Lafayette, Louisiana on September 15, 1940. He received his elementary and secondary education at St. Joseph Academy in New Roads, Louisiana. He received the Bachelor of Science degree from the University of Southwestern Louisiana in 1962 and the Master of Education degree from Louisiana State University in 1965.

He served as a classroom teacher at Livonia High School in Pointe Coupee Parish from 1962 to 1969. He was appointed science supervisor at the Louisiana State University Laboratory School in 1969.

He is married to the former Charlotte Mary Morgan. They are the parents of four children, Matthew Joseph, Mary Lauren, Marie Elise, and Benjamin Rutis.
EXAMINATION AND THESIS REPORT

Candidate: Alvin J. Fabre, Jr.

Major Field: Education

Title of Thesis: CHANGES IN THE POINTE COUPEE PARISH SCHOOL SYSTEM DURING THE YEARS OF SCHOOL DESEGREGATION 1965-1972

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

April 8, 1975