

IN THE UNITED STATES DISTRICT COURT FOR
THE WESTERN DISTRICT OF LOUISIANA
MONROE DIVISION

United States of America,
Plaintiff,

v.
Lincoln Parish School Board,
et al.

Defendant.

CIVIL ACTION
NO. 12,071

U. S. DISTRICT COURT
WESTERN DISTRICT OF LOUISIANA
FILED

JUN 16 1984 ✓

CONSENT DECREE

ROBERT H. SHERWELL: CLERK

BY [Signature] DEPUTY

I. Background

This school desegregation suit began on June 8, 1966, when the United States filed the original complaint in United States of America v. Lincoln Parish School Board, et al., Civil Action No. 12,071. As a result of this litigation, a Consent Decree was entered by Judge Ben C. Dawkins, Jr. on August 5, 1970. The Consent Decree mandated that the desegregation of Lincoln Parish Schools be accomplished. On November 9, 1976, the plaintiffs in Birdex Copeland, Jr., et al. v. Lincoln Parish School Board, et al., Civil Action No. 76-1197, sought further relief under this Consent Decree. Specifically, **the plaintiffs sought to require the School Board to construct a school in Ward 2 of the parish, a ward almost wholly populated by Black persons.** On January 31, 1977, this Court ordered the two actions consolidated for all purposes and granted the United States of America permission

*Purpose
Burdett
School*

to serve as amicus curiae.

On November 1, 1977, this Court denied a motion made by the United States to add additional party defendants and modify injunction in Civil Action No. 12,071. On November 30, 1977, in a written opinion, this Court denied the plaintiff's motion for further relief in Civil Action No. 76-1197, and entered judgment in favor of all defendants. Both rulings were appealed to the Fifth Circuit Court of Appeals.

In Birdex Copeland, Jr., et al. v. Lincoln Parish School Board, 598 F.2d 977 (5th Cir. 1979), the Court of Appeals affirmed this Court's ruling that at the time the School Board selected the sites for the new schools, no racially motivated factors entered into its consideration. Thus, denial of the further relief sought by the plaintiffs in Civil Action No. 76-1197 was affirmed. However, in Civil Action No. 12,071, the Government had made a motion "to add party defendants and for modification of injunction." This Court's denial of the Government's motion to add additional party defendants was reversed by the Fifth Circuit.

In addition to the regular public schools being operated by the Lincoln Parish School Board, there are two college laboratory schools within the boundaries of the parish. Alma Brown is located at Grambling State University, and A. E. Phillips is located at Louisiana Tech University. The two laboratory schools are located within three miles of each other. Pursuant to an agreement between the Louisiana Department of Education and the Lincoln Parish School Board,

the laboratory schools are administered and maintained in certain respects by the respective college to which each is affiliated. Neither school is specifically covered by the existing desegregation Decree of this Court. At the time the motion was filed, each school operated under a "freedom of choice" attendance plan. In its motion of July 22, 1977, the United States moved to modify the continuing injunctive decrees in Civil Action No. 12,071. Specifically, the Government sought an order:

(1) enjoining the defendants, their agents, officers, employees, successors, and all persons in active concert or participation with them from discriminating against any person on the basis of race or color in the operation of the laboratory schools located on the campuses of Grambling State University and Louisiana Tech University and (2) requiring the defendants to develop, submit and implement detailed plans which promise realistically and promptly to eliminate all vestiges of the racial identity and dual operation of said laboratory schools, in compliance with the Fourteenth Amendment to the United States Constitution and federal law.

On April 25, 1980, the United States filed an amended complaint, alleging that the Alma J. Brown Laboratory School at Grambling had been designated and was identifiable as a Black School, while the A. E. Phillips Laboratory School at Louisiana Tech had been designated and was identifiable as a White School. In addition, the complaint sought to add party defendants. On April 30, 1980, this Court ordered that the United States' amended complaint be filed with the Court and added numerous party defendants to this action.

Since 1980, the parties to this suit have been negotiating in order to arrive at a mutually agreeable plan which realistically promises to desegregate the Alma Brown and A. E. Phillips Laboratory Schools. The parties have exchanged a number of proposals and have held several negotiating sessions. The parties have agreed on the plan embodied in this Decree.

II. Desegregation Plan for Alma J. Brown and A. E. Phillips Laboratory Schools

IT IS HEREBY ORDERED, ADJUDGED AND DECREED that:

A. The Alma J. Brown Laboratory School

The administration of Grambling State University will take affirmative steps to desegregate the Alma J. Brown Laboratory School. To achieve this goal, the following programs will be added to the Alma J. Brown curriculum and administration:

1) School-Community Leadership Program

A School-Community Development Specialist will be employed to establish a bi-racial community committee. The Specialist will provide leadership and oversee the work of the committee. The committee will be responsible for planning and implementing recruitment and outreach strategies designed to attract White students to the laboratory school. The primary targets of this recruiting and outreach effort will be White parents who live in the surrounding areas of Wards I and II, whose children are being bused past the laboratory school at Grambling into other Lincoln Parish schools. The effort will

also be directed at parents of White children in the Ruston area. The committee will develop and implement affirmative measures to encourage these parents to enroll their children voluntarily at the laboratory school. The Lincoln Parish School Board will provide transportation for White students in the Ruston area who desire to attend the Alma J. Brown Laboratory School. Additionally, transportation will be provided by the Board for kindergarten pupils who choose to attend a full-day program. The School Community Development Specialist will design and assist in the implementation of strategies for increased and continued community involvement in the school, including special parent education, volunteer programs and an extended day program.

2) Adopt a school

In order to increase community interest and White participation in endeavors at the Alma J. Brown Laboratory School, the Community Development Specialist will implement an "Adopt a School" program. The program will enlist support from the business-industry sector of the parish. The Community Development Specialist will operate through the local Chamber of Commerce and will contact business and industry representatives to encourage their support of the laboratory school through such means as financial contributions, commitments or experts on their staff to conduct special instructional sessions, technical assistance to the school and commitments of special equipment or supplies to operate various aspects of the Gifted/Talented or Extended

Day Programs.

3) Curriculum Expansion and Development

The curriculum of the Alma J. Brown Laboratory School will be expanded to offer students opportunities to grow, learn and develop special skills and talents which are normally outside of the scope of the regular school curriculum. The expanded curriculum will provide activities and classes (credit and non-credit) for young students. Some of the activities and courses which will be offered under the expanded curriculum will be prescribed; others will be developed according to the interest and needs expressed by the community.

The purpose of the expanded program is to establish the Alma J. Brown Laboratory School as an academic, cultural, social and recreational center which can bring diverse elements of the student community together to strive for mutual goals and to respond to common interests and concerns.

4) Gifted and Talented Program (K-12)

As part of its curriculum expansion efforts, Alma J. Brown will offer a program of differential services and curricula to students with special academic, intellectual and leadership potential, artistic talent and psychomotor skills.

Criteria for participation in the gifted and talented program will be established for each component. These criteria will not in any way foster within-school segregation.

a) Elementary (K-6)

1) Expanded Kindergarten Program

The number of kindergarten classes at Alma J. Brown Laboratory School will be increased from one to three classes to service a maximum of 75 students. Each class will have one teacher and a teacher's aid.

This program is expected to be popular with Black and White parents because of its unique "all-day" feature and the commitment of the Lincoln Parish School Board to provide bus transportation for the children. Virtually all kindergarten programs in the immediate area are presently operated on a half-day basis with no transportation services available. As a consequence, parents have to make special arrangements for their children. This all-day program with the additional extended day option is expected to enhance the academic progress of students as well as to free working parents from the financial, transportation, and psychological burdens of securing appropriate day care service for children for a half day.

2) Curriculum and Admission Criteria

The gifted and talented program will be a child centered multi-level plan which groups pupils homogenously for instruction in the basic skills areas, but allows a special period during which all K-6 students will regroup for special classes and activities which will help them to develop further any special talents they might have. During these activities, students of varying abilities will have an opportunity to interact because of similar talents and interests. Special

curricula for grades K-5 will include: computer mathematics, diversified reading, foreign language (French and Spanish), music, arts and crafts and humanities for the elementary school.

The SRA Achievement Series is currently conducted by the Lincoln Parish School Board beginning at the second grade level. The School Board will share with the Alma J. Brown administration test information for the purpose of identifying potential or prospective participants.

b) Junior High (6-8)

The objectives of this program will be: 1) to prepare students to participate in the advanced college placement program at the high school level; 2) to instruct students in analytical reasoning, synthetic thinking, forecasting, decision making and planning; and 3) to provide students opportunities for early exploration of their academic, artistic and leadership abilities.

These objectives will be accomplished in formal academic and curricular activities offered during the regular and extended school day. Formal courses will include **Algebra I and Introductory Journalism**. Once each week, junior high students will meet for one hour during the regular school day to receive instruction in mini-courses which range from international studies to public broadcasting on radio and television. University and community resources will provide a large part of the instructional support for this aspect of the program. Finally, as part of the extended day program, junior

high students will be given opportunities to apply and explore further the training received in mini-courses and formal academic activities. For example, the cultural museum, which will be housed in the elementary school, will provide students tangible experiences in studying cultural artifacts as well as planning and conducting events for the school community.

The program at Alma J. Brown will be unique in two respects: it will 1) offer junior high students a chance to explore future careers while developing their special interests and talents; and 2) permeate the entire school day and address concept and skill development in traditional and non-traditional curricula.

c) High School (9-12)

High school students with high academic potential will be given the opportunity to participate in an advanced college placement program which is unique to the parish and which is consistent with the College Board Program. This particular program is expected to increase White student enrollment. Unlike the advanced placement available in other parish schools, the proposed program will include a wide range of academic areas, including:

Mathematics - **Calculus I and II,
Trigonometry, Advanced
Mathematics**

Science - **Computer Science,
Chemistry II,
Physics, Biology II**

English - Creative Writing,
Journalism, Advanced
Composition, Theater Arts

Foreign
Languages - German I and II, Spanish I
and II

This college-oriented program will be unique in that it will offer a large scope of options, immediate accessibility to university resources for seminars, built-in field trips, conferences, and professors with special expertise in the areas of study.

In addition to the option to participate in advanced placement courses, gifted and talented students will also have the opportunity to participate in an integrated gifted/talented program, which will feature: Leadership Development, Communication and Technology. Each course will be structured to satisfy Carnegie Units. In addition to having knowledge-based units, each component will also have an application-based unit which will serve the dual purpose of building career exploration into a realistic setting and of providing opportunities for the application of knowledge to the solution of meaningful problems under the guidance of a community mentor. The diagram on the following page, Diagram I, depicts the components of the Gifted/Talented Integrated Program.

The above described programs are to be put into effect with full-time laboratory school personnel and volunteers, with Grambling State University faculty assisting in this effort. Full-time instructional personnel for this

program will be person who hold a minimum of a masters degree in their assigned areas. Support personnel for K-12 program will include university professors, volunteer parents and retired educational personnel, community mentors, preservice teachers and aides. It is hoped that the entire faculty and administrative staff of the University can be scheduled to volunteer at the school one hour per week, every other semester (one-half one semester, one-half the next semester).

5) Summer School Program

Unlike the summer school programs presently offered by parish schools, the laboratory school will operate a summer program suited to the needs and interests of a wide variety of students. The program will have an enrichment component whereby students will pursue special interests on a credit or non-credit basis. The program will also include a remedial component whereby students with academic problems may secure the necessary remedial instruction. A regular course offering program for high school students will operate to provide credits for students desiring advanced completion dates for high school requirements. The remedial program, which may include work at the Diagnostic-Prescriptive Center, will appeal to parents whose children are experiencing academic problems in other schools and for whom some corrective instruction must be secured. This program will be particularly attractive because it will be tuition free. The program will have limited admission, open to students from any parish. Every effort will be made to achieve racial diversity

within the program. The School Board will provide adequate bus transportation for students who wish to attend this program.

6) Student/Faculty Support Services

a) An Extended Day Program

This program will allow students with special interests in computer science and mathematics, performing fine arts and foreign languages to pursue special skills development and interests after the regular school day under the guidance of university professors and laboratory school teachers. Specifically, the following offerings are planned:

- | | |
|--|-------|
| -Performing and Fine Arts: (Music, Theatre and Dance) | K-12 |
| -Foreign Language: (French and Spanish) | 1-12 |
| -Computer Science: | 5-12 |
| -Computer Mathematics: | 5-12 |
| -Tutorial Services: | K-12 |
| -Arts and Crafts: | K-12 |
| -Recreation: | K-12 |
| -Advanced Placement and College Level Science Courses: | 10-12 |

In addition to the above, tutorial services will be offered to students who have evidenced academic deficiencies in regular school subjects. These students may be referred for tutoring as a result of scores on standardized tests or classroom teacher observations.

The Extended Day Program will allow White students who spend their days at other schools to participate in activities at Alma J. Brown and to become familiar with the school-community and Grambling State University. The anticipated outcome is that these students and their parents will ultimately decide to take advantage of the regular program.

The program will be unique to the area, thereby serving as an enticement for White students to enroll. These students will then be encouraged to enroll in the regular programs at the laboratory school for subsequent sessions. Furthermore, the extended-day component will be especially appealing to working parents of White children who must secure other child care services at great expense.

An evening adult program will also be offered according to the assessed needs, interests, and concerns of the adult community. the adult program will include:

- adult based and high school completion classes
- evening undergraduate college credit courses
- special interest classes such as auto tune-up, furniture refinishing, cooking, gymnastics, crafts, music, ect.
- sports league
- cultural events.

The adult program will be open to all adults in the community.

Special programming will be developed for senior citizens. Through these efforts, a significant number of White adults should be attracted to the school. Once familiar with the campus, it is expected that they will be more likely to send their children to the school.

The Extended Day Program will be operated after school and each Saturday morning. Personnel for this program will be laboratory school teachers, university faculty, parent and community volunteers and preservice teachers.

b) Diagnostic-Prescriptive Center

A Diagnostic-Prescriptive Center will be developed as a service to laboratory school students. This Center will have the following functions:

- 1) Service as a means of identifying gifted and talented students along with their specific areas of giftedness or talent. The Center will assess teacher-referred students for eligibility for participation in the gifted and talented programs.
- 2) Provide special counseling to gifted, talented, or academically deficient students and to students with social/emotional needs.
- 3) Provide diagnosis of student strength and weakness in the basis skills areas.

- 4) Determine learning styles of all kindergarten and first grade students and make recommendations for appropriated teaching techniques.
- 5) Plan prescriptive programs for students experiencing academic problems which accommodate learning styles. These educational plans may be implemented by regular classrooms teachers or, as in the case of students with more severe problems, by personnel in the Center.
- 6) Provided basic skills instructions designed to alleviate identified weaknesses.

The Center will be operated under the direction of professors in the College of Education who are specialists in such areas as psychometrics, counseling, learning disabilities and basic skills instruction. A computer assisted instructional component will form one of the basic instructional component will form one of the basic instructional components of the Center.

7) Admission Policy

A special effort will be made to enroll White students, particularly children of those parents living and working in the laboratory school area. **The Lincoln Parish School Board will provide transportation for students in outlying areas to attend the Alma J. Brown Laboratory School.**

Alma J. Brown will seek to recruit qualified White students when vacancies occur.

The components of the basic desegregation approach involving curriculum revision are expected to attract White students to the school varying numbers. In additions, racial diversity at the laboratory school will be furthered through a collaborative arrangement between Alma J. Brown and A. E. Phillips. The Director at A. E. Phillips will refer White applicants to Alma J. Brown. The Director of this school will follow the same procedure in referring Black applicants to A. E. Phillips. Additionally, the Lincoln Parish School Board will assist Alma J. Brown in attracting White students to the kindergarten program and to other special programs (i.e., gifted and talented) at Brown.

8) Steps to Increase Other-Race Faculty

Alma J. Brown Laboratory School has a total of forty-one (41) teachers including four (4) White. The experience of the laboratory school faculty averages more than twenty years. Twenty-seven percent (27%), however, of the faculty is nearing retirement. It is anticipated that one Black teacher will retire in each of the next 3 school year.

Every effort will be made to recruit qualified White teachers to apply for teacher vacancies as they occur at Alma J. Brown. In addition, efforts will be made to recruit qualified White personnel to apply for positions in the Diagnostic-Prescriptive Center, as well as White teacher aides and school volunteers for postitions with Black faculty

members, thereby further increasing racial diversity among the school personnel.

9) Extra-Curricular Components

In order to make the Alma J. Brown Laboratory School as attractive as possible to all segments of the community and to provide leadership in fostering improved community relations (especially between Blacks and Whites), the following additional programs will be implemented:

a) Cultural Museum

The cultural museum will be housed in the elementary school and will feature cultural artifacts from different parts of the world. The museum will be designed to accommodate visits from groups of students and will also be designed to provide teachers with a pre-packaged set of materials for classroom use including:

- bulletin board displays
- dolls in dress
- picture
- stories
- simple books/booklets
- plays
- student objectives and suggested activities
- games

Each set of material will focus on one country or an area of the world and will be designed to supplement regular teaching units.

A special feature of the museum will focus on the early history of America featuring particularly the role and contribution of various minority groups in the development of the U.S. (i.e., Indians, Blacks, Spanish speaking, etc.).

b) Monthly Activities Night

Each month the school the school will sponsor a special activities night with two primary themes - (1) student competition and (2) family.

Student competition activities will involve students in grades K-12. All schools in the parish will be invited to participate with special individual and school awards presented to the winners of each event. Activities will include:

- debates
- spelling bees
- amateur sports
- high school bowl

c) Quarterly Special Events

A major special event will be organized each quarter to involve all segments of the community. Such events will be:

- Sportsarama involving teams from elementary schools, high schools, community groups (police, firemen, civic clubs, etc.).
- International night with foods, skits, games from around the world.
- Special fine arts presentation - music, drama, poetry.
- Final play-offs for the high school bowl, elementary spelling bees, or debate finalists.
- Other.

Efforts will be made to have local business/industry support these components.

10) Budget to Implement the Alma J. Brown Desegregation Plan

Needed Personnel

| | |
|------------------------------------|----------|
| 1) Full-time Curriculum Specialist | \$24,000 |
|------------------------------------|----------|

Function: Implementation and management of plan, especially the extended curriculum program

2) Full-time School-Community Development Specialist 18,000

Function: Establish biracial community committee, strategize for recruitment and retention of non-Black students, design and implement strategies for increased and continuous community involvement in the school. Develop and implement the extended-day program.

3) Full-time Director of Diagnostic-Prescriptive Center 20,000

Function: Coordinate assessment, counseling, and instructional activities.

4) Part-time graduate assistant (3) at \$5,000 ea. 15,000

Function: Two to assist with activities of the Diagnostic-Prescriptive Center. One to assist with extended-day program.

5) Full-time secretary 10,000

Function: Assist with communications and staffing of the Diagnostic- Prescriptive Center.

6) Full-time teachers

- a. One art teacher for elementary school \$15,000
- b. One music teacher for elementary school 15,000
- c. Two kindergarten teachers to expand the classes to three (3) with full-day sessions at 15,000 ea. 30,000
- d. One P.E. full-time teacher 15,000
- e. One counselor 16,000

7) Teacher aides 108,000

- a. Three for kindergarten at 9,000 ea. \$27,000
- b. Six for elementary schools at 9,000 ea. 54,000
- c. Three for high school at 9,000 ea. 27,000

- 8) Four afternoon care specialists
(2 hours per day) each
4 p.m. - 6 p.m. at 6,000 ea. 24,000

2 - kindergarten
2 - elementary
- 9) Two evening care specialists
(4 hours per week) at 2,000 ea. 4,000
- 10) One part-time coordinator 6,000

Equipment

- 5 pianos
- 3 Science Programs (SCIS) 6,000
- Musical Instruments 4,000
- 4 Computer Terminals at 2,500 ea. 5,000
- 4 Apple Computers for CAI
at 4,500 ea. 18,000

Other Expenses

- Transportation costs for staff to visit
exemplary programs and to participate
in training 10,000
- Minor Renovation and Refurbishing 30,000

11) Implementation of the Alma J. Brown Desegregation Plan

To insure the success and orderly administration of new programs committed to by this plan, the Alma Brown administrators will implement the programs as follows:

- a. The Alma J. Brown administration will immediately:
 - 1. Form a parish bi-racial committee;
 - 2. Search for and hire a curriculum specialist; and
 - 3. Search for and hire a School-Community Development Specialist.

- b. For the school year 1985-86, establish the following programs:
 - 1. Extended Kindergarten;
 - 2. Diagnostic and Prescriptive Center Activities;
 - 3. Extended day programs aimed at those students entering grade 1, 6 and 9.
- c. In the summer of 1985 establish a full summer program aimed primarily at those students most likely to attend or transfer to Alma Brown.
- d. In the 1985-86 school year, establish the gifted and talented programs for grades K, 1-5, 6 and 9.
- e. In the 1986-87 school year, expand the gifted and talented programs for grades K, 1-7, 9 and 10.
- f. In the 1987-88 school year, expand the gifted and talented programs to grades K-11.
- g. In the school year beginning 1981, to have all programs and activities described in this plan firmly established.

12) Requirements of Consent Decree

Several provisions of the Alma J. Brown plan were voluntarily proposed by Brown and are not necessarily required by the Constitution. These programs, such as the adult education program, the cultural museum, the monthly activities night and the quarterly special events, are admirable efforts to further desegregation at Alma J. Brown. However, if the Brown administration is unable to implement these programs, or

if in their educational judgment they elect to alter the programs, their omission or alteration will not constitute a violation of this Decree.

B) The A. E. Phillips Laboratory School

Prior to 1975, student admission to A. E. Phillips Laboratory School was determined by date of application and siblings of students were given priority over other applicants for kindergarten. Several Black students had been admitted, but significant progress toward desegregation had not been made.

Further desegregation of the student population will be accomplished by the implementation of the following admission criteria and procedures over a period of five years:

1) Admission to Kindergarten

- a. To be eligible for enrollment in kindergarten, a child must reach his fifth birthday prior to January of the school year for which he is enrolling.
- b. An application to kindergarten will be accepted for children from age 4 until May 30 of the year in which the child becomes eligible for admission.
- c. A balance by sex will be maintained whenever possible.
- d. If A. E. Phillips continues to use sibling and categories as part of its admission criteria, minority applicants will be included in these categories and not limited solely to selection from a "minority" category.
- e. When a opening exists for a minority child to be admitted at graded 1-8, preference will be given to brothers or sisters of minority children currently in the school. If more than one such child is on a given list, admission will be by lottery between the sibling applicants.

2) Plan for Employment of Additional Minority Faculty

There are currently 14 teachers at A. E. Phillips Laboratory School, including one minority teacher. There are six teachers with over 25 years of teachers experience, including two with over 30 years experience. It is anticipated that by 1985, several of these teachers will retire. Every effort will be made to recruit qualified Black teachers to apply for teacher vacancies as they occur at A. E. Phillips. Teachers will be hired based on non-discriminatory, race neutral criteria.

3) Recruitment of Black Applicants

In addition to cooperating with Alma J. Brown in the referral of other-race applicants, A. E. Phillips will vigorously recruit Black applicants through publicizing its programs in the Black community. Such recruiting efforts will take the form of mass mailings, personal contacts with the Black community and other steps which are designed to increase minority applications.

III. Cooperation between the Three School Administrations

The staff of A. E. Phillips Laboratory School will cooperate with the officials of the Lincoln Parish School Board and the officials of the Alma Brown Laboratory School in their efforts to implement each system's plan for desegregation.

IV. Reporting Provisions

Both the Alma J. Brown and A. E. Phillips Laboratory Schools will report each year, on October 15, commencing with

the 1985-1986 school year and for the following two school years, to the District Court and the parties. These reports shall contain the following information from each of the schools:

A

- 1) The numbers of students, by race, enrolled in the laboratory school;
- 2) The numbers of students, by race, enrolled in each classroom in the laboratory school;

B

- 1) The number of full-time teachers, by race, employed by the laboratory school;
- 2) The number of part-time teachers, by race, employed by the laboratory school;

C

The number of transfers into the laboratory school since the last report was submitted, the race of each student who was granted such a transfer, and the school from which each student transferred;

D

The number of student requests, by race, for transportation to attend the laboratory school, and the number of such requests granted for minorities and non-minorities;

E

Whether all facilities such a gymnasiums, auditoriums and cafeterias are being operated on a desegregated basis.

V. Jurisdiction of the Court

The court shall retain jurisdiction for three school years after implementation of this Decree. The Court shall be available at all times to perform the duties and functions herein, and to ensure that this plan is implemented in good faith and that the Alma J. Brown or A. E. Phillips Laboratory School otherwise comply with their affirmative duty to convert to a unitary system of laboratory schools. At the end of three full school years after implementation of this Consent Decree, and upon notice to the parties, a hearing will be held by the Court, upon the request of either of the laboratory schools, to determine whether said schools and the Lincoln Parish School Board have complied with this Decree. If said parties have complied with this Decree, and the laboratory schools have become unitary, this case shall be dismissed.

V. Authority of Consent Decree

All previous orders entered herein not inconsistent herewith remain in full effect.

Shreveport, Louisiana, this 13th day of July, 1984.

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