# Road to Desegregation: An Overview to Georgia's Response

Presented by: Tamika Strong Georgia Archives February 2, 2023



# NEH GRANT RESEARCH TEAM



Penny Cliff, former Education Specialist



Deiah Brue



Katie Nelson

THE

ADMINISTRATION

- of -

GOVERNOR HERMAN E. TALMADGE

NOVEMBER 17, 1948 — THE PRESENT

### SCHOOL BUILDING AUTHORITY

1. Separate but equal.

2. Act approved February, 1951.

3. Provide essential structures.
4. Minimum quality standards required.
5. Local controls preserved.
6. Construction underway, contracts let or projects approved for over 100 county and independent systems. More to follow.

7. Total program: \$140,000,000. 8. Low interest rate: 2.6%.

9. Pioneer in nation; other states following suit, even Alaska.



# WHITE PASSENGERS SEAT FROM FRONT COLORED PASSENGERS FROM REAR

Editor, Two Bells,

This is just a suggestion, and I hope it will not be misconstrued, because I am a true southerner, and not an advocate of racial social equality, as such, but I do feel that the Negro, as an individual, and as a Soul and a personality, in the sight of God, deserves some consideration. The particular thing I have in mind right now, is they way they are treated on the street cars. It is perfectly right and proper to have them seated from the rear to the front, of the car, and the whites from the front to the rear. I don't believe in letting them sit together at all, but, there should be some system to the seating in order to assure the negros at least a chance of getting a seat after they pay their fare. Last night, I was standing almost at the back of the street car, the white passengers were seated all the way from the front of the car to next to the last seat on the car. An old negro woman, with several bundles, was sitting in the last seat, which was all right as far as it goes. The car was packed with standing colored passengers from the last seat to the very end of the car. A white man, who was standing near me, asked the elderly colored woman if she would move back to the rear of the car and let him have the seat. You could tell by looking at her, that she was of the old southern negro class. No doubt she had been standing on her feet a good part of the day, cooking and cleaning for somebody. Being of the old southern negro class, she would not refuse to give up her seat, or argue about it, she very humbly got up, gave her seat to this well dressed, executive type man, who very probably had been seated at a desk all day, and she went back and stood on the platform, in the small space that was left there to stand in. This doesn't seem fair at all to me. She paid her fare,

there to stand in. This doesn't seem fair at all to me. She paid her fare, and she paid the same fare as anybody else, and she was entitled to as much consideration as anybody else. My idea is that the car should be divided, let the white passengers sit from the front to a certain distance back, and the colored passengers from there on to the back, and after the white passengers seats are all filed, let them stand up. just as the negros do now when the white passengers fill all the seats all the way to the rear, I think this would not only be a fair arrangment, but also would in a small way tend to cut down the resentment of the colored race for the white race, and I am sure it would cut down on the racial troubles, as I have already seen several arguments between whites and blacks on the street cars, simply because the white passengers insist on taking seats all the way to the rear of the car. The above incident yesterday could have caused trouble, if the old negro woman had been like some of the younger negros, and had insisted on her right to the seat. I for one would much rather stand newr the front of the car, than sit in the rear and put some negro who had been on her feet all day, out of a seat that she had paid for the same as I had, they even have less standing room than the white passengers because they are forced to pack into the small space in the rear, whereas the white passengers spread out from the front of the car to the back. It is my feeling that if something can't be done to assure them of some small chance of getting a seat, that they should at least be given a reduced rate, because they don't get their money's worth usually.



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#### African American Heritage

Home > Research Our Records > African American History > The Freedmen's Bureau

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Freedmen's Bureau Records

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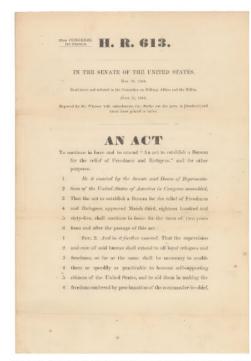
#### The Freedmen's Bureau

The Bureau of Refugees, Freedmen, and Abandoned Lands (Record Group 105), also known as the Freedmen's Bureau, was established in the War Department by an act of Congress on March 3, 1865. The Bureau was responsible for the supervision and management of all matters relating to the refugees and freedmen and lands abandoned or seized during the Civil War, duties previously shared by military commanders and US Treasury Department officials. In May 1865, President Andrew Johnson appointed Maj. Gen. Oliver Otis Howard as Commissioner of the Freedmen's Bureau. Howard's headquarters were in Washington, DC, but assistant commissioners, sub-assistant commissioners, and agents conducted the Bureau's daily operations in the former Confederate states, the border states, and the District of Columbia.

Although the Bureau was not abolished until 1872, the bulk of its work was conducted from June 1865 to December 1868. While a major part of the Bureau's early activities included the supervision of abandoned and confiscated property, its mission was to provide relief and help formerly enslaved people become self-sufficient.

Bureau functions included issuing rations and clothing, operating hospitals and refugee camps, and supervising labor contracts between planters and freedpeople. The Bureau also managed apprenticeship disputes and complaints, assisted benevolent societies in the establishment of schools, helped in legalizing marriages entered into during slavery, and provided transportation to refugees and freedpeople who were attempting to reunite with their family or relocate to other parts of the country. As Congress extended the life of the Bureau, it added other duties, such as assisting Black soldiers and sailors in obtaining back pay, bounty payments, and pensions.

Because the Bureau's records contain a wide range of data about the African American experience during slavery and Reconstruction, they are an invaluable source for historians, social scientists, and genealogists.



HR 613 - An act to continue in force and to amend "An act to

#### **Field Office Records**

These records, organized by state, contain field office reports, letters received and sent, contracts, certificates, registers, censuses, affidavits, and other documents. The field (or local) offices of the Bureau provided direct assistance to and contact with the formerly enslaved who were seeking relief. In addition to letters and accounts directly from freed people, these records also contain documents from employers, landowners, and others that were involved in the mission of helping the formerly enslaved become self-sufficient.

The records are rich with names and personal information of individuals whose correspondence includes marriage certificates, schooling information, labor contracts, hospital records, complaints, relief rolls, land applications, requests for legal aid and protection, and trial summaries.

	•	
<b>◆</b> Alabama		
<b>⊙</b> Arkansas		
<b>⊙</b> District of Columbia (Washington, DC)		
<b>⊕</b> Florida		
<b>©</b> Georgia		
M798 🔼 Assistant Commissioner Records for Georgia	Series in the Catalog	FamilySearch: Images ☑
M799 🔼 Superintendent of Education Records for Georgia	Series in the Catalog	Information 🗹
M1903 🔁 Field Office Records for Georgia	Series in the Catalog	FamilySearch: Images ☑   Information ☑
		FamilySearch: Images ☑   Information ☑

Records of the
Superintendent of Education
for the State of Georgia
Bureau of Refugees.
Freedmen, and
Abandoned Lands
1865-1870

# RECORDS OF THE SUPERINTENDENT OF EDUCATION FOR THE STATE OF GEORGIA BUREAU OF REFUGEES, FREEDMEN, AND ABANDONED LANDS 1865-1870

On the 28 rolls of this microfilm publication are reproduced the records of the Superintendent of Education for the State of Georgia, Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-70. The records consist of 14 volumes of letters sent, registers, and accounting records, and unbound letters and reports received. They are a part of Record Group 105, Records of the Bureau of Refugees, Freedmen, and Abandoned Lands.

In the summer of 1865 Commissioner Howard ordered the Assistant Commissioners to designate a superintendent of schools for each State. Consequently, in October 1865 General Saxton appointed G. L. Eberhart as Superintendent of Schools for Georgia and ordered him to report to General Tillson.

The Superintendent of Schools (later called Education) was responsible for executing Bureau policies relating to the education of freedmen. The Bureau promoted the establishment of schools for freedmen by offering advice, protection, and financial assistance to local citizens interested in starting schools. The Superintendent frequently acted as an intermediary between freedmen and members of the benevolent societies that offered to provide teachers and aid for the schools. The Superintendent corresponded with State and local authorities, with teachers, and with Bureau officers stationed in the subdistricts. He collected information about the schools and about the attitudes of the white populace toward the education of the freedman and reported his findings to the Bureau headquarters in Washington.



Summary

<u>Arrangement</u>

**Historical Note** 

Administration

**Using the Collection** 

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#### Freedmen's Bureau Digital Collection

#### Summary

Collection ID: NMAAHC.FB

United States. Bureau of Refugees, Freedmen, and Creators:

Abandoned Lands

1865-1872 Dates:

Languages: English.

**Physical Description:** 1,917,680 Digital images, 1918 digitized microfilm

rolls

Repository: National Museum of African American History and

Culture



#### Freedmen's Bureau Digital Collection

#### Arrangement

The Freedmen's Bureau digital collection consists of 44 collections.

#### Headquarters

- Selected Series of Records Issued by the Commissioner of the Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1872 (M742, 7 rolls)
- Registers and Letters Received by the Commissioner of the Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1872 (M752, 74 rolls) Transcription in process
- Records of the Education Division of the Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1871 (M803, 35 rolls)

#### Superintendents of Education

- Alabama (M810, 8 rolls)
- Arkansas (M980, 5 rolls) PARTIALLY TRANSCRIBED
- District of Columbia (M1056, 24 rolls) PARTIALLY TRANSCRIBED
- Georgia (M799, 28 rolls) PARTIALLY TRANSCRIBED
- Louisiana (M1026, 12 rolls) PARTIALLY TRANSCRIBED
- North Carolina (M844, 16 rolls)
- <u>Tennessee</u> (M1000, 9 rolls)
- Texas (M822, 18 rolls) PARTIALLY TRANSCRIBED
- Virginia (1053, 20 rolls) PARTIALLY TRANSCRIBED

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■ Overview	<b>∷</b> Contents
Letters Sent	
Registers of Letters Re	eceived 🎫
Letters Received	
▼ 🔲 School Reports 🗖	
School Reports Fro	m Agents and
Subassistant Comm	nissioners 🚰
School Reports Fro	m Teachers 🗗
Part 1, Oct. 186	5–Aug. 1867 🗗
Part 2, Sept. 186	57–May 1868 🗗
Part 3, June–De	c. 1868 🏧
Part 4, Jan.–Apr.	1869 🗗
Part 5, May–July	1869 🛅
Part 6, AugDec	c. 1869 🗖
Part 7, Jan.–Mar.	
Part 8, Apr.–July	

National Museum of African American History and Culture

Records of the Superintendent of Education for the State of Georgia, Bureau of Refugees, Freedmen, and Abandoned Lands, 1865–1870

Search Within Collection	Q	Digital Only
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#### Series 1: Letters Sent

Scope and Contents: The 6 volumes of letters sent, August 1, 1867–August 8, 1870, are arranged in chronological order.

They consist of press copies of letters sent by the Superintendent of Education, although the volumes also include copies of a few letters sent by the Assistant Superintendent of Education and by the Inspector of Schools. The legibility of some of the letters is poor and a few are not readable. A name

index is at the beginning of each volume.

Description	Dates	Container
1.1: Volume 1 (40)	Aug. 1, 1867-Feb. 29, 1868	
1.2: Volume 2 (41)	Feb. 29, 1868-Mar. 24, 1869	
1.3: Volume 3 (42)	Mar. 24-July 27, 1869	

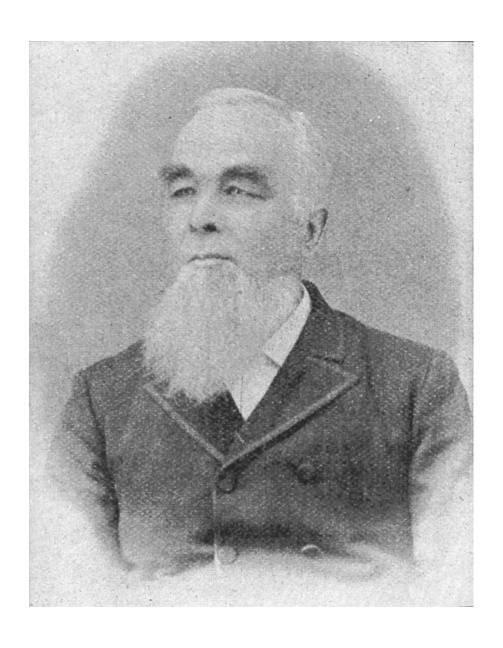
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#### U.S., Freedmen's Bureau Records, 1865-1878 for Wm J White

Records of the Field Offices  $\rightarrow$  M1903  $\rightarrow$  22

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# William Jefferson White (1831 – 1913)

- Free person of Color
- Began "secret" schools for freedmen and enslaved
- Freedmen's Bureau Agent charged with task of organizing schools in the state of Georgia for African American children.
- Baptist Minister
- Assistant Assessor of Internal Revenue (1869)
- Newspaper Editor and owner The Georgia Baptist
- Trustee of Atlanta University, Augusta Institute (Morehouse College) and Spelman College

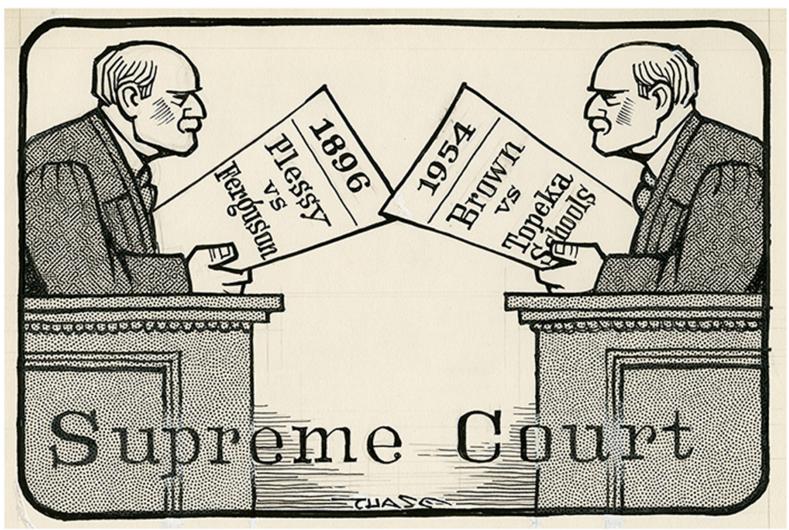
System of Public Instruction.



tion may prescribe, all necessary contracts in relation to providing Turutees to fuel for schools, repairing, building or furnishing school houses, tracts for purchasing or leasing school house sites, renting school houses, building and making all other provisions necessary for the convenience and schools, &c. prosperity of the schools within their districts; and the funds for all such expenditures shall be raised by a tax levied upon the tax-runds to able property of said district, and by assessment on the labor of be raised by the qualified voters of the same, as may be determined by the County Board of Education; and wherever an assessment is made Assessment on the labor of any voter, said assessment may be discharged by on labor.

SEC. 32. And be it further enacted, That it shall be the duty of the trustees, in their respective districts, to make all necessary arrangements for the instruction of the white and colored youth of the district in separate schools. They shall provide the same separate facilities for each, both as regards school houses and fixtures, and white and the attainments and abilities of teachers, length of term, time, &c.; colored chilbut the children of the white and colored races shall not be taught together in any sub-district of the State.

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COURTESY OF THE HISTORIC NEW ORLEANS COLLECTION

# Plessy v. Ferguson

In 1892, the Citizens' Committee asked Homer Plessy to agree to violate Louisiana's Separate Car law that required the segregation of passenger trains by race.

On June 7, 1892, Plessy, a fair skin African American, bought a first-class ticket on the East Louisiana Railroad and sat in the "whites-only" passenger car. When the conductor came to collect his ticket, Plessy told him that he was 7/8 white and that he refused to sit in the "blacks-only" car.

Plessy was immediately arrested after refusing to move to a car for African Americans and was arrested and charged with violating the Separate Car Act. put into jail and released the next day on a \$500 bond.

At Plessy's trial in Criminal District Court, Judge John H. Ferguson dismissed his contention that the act was unconstitutional under the Equal Protection Clause of the 14<sup>th</sup> amendment. After the state Supreme Court affirmed the district court's ruling, the case went to the U.S. Supreme Court, and oral arguments were heard on April 13, 1896.

# Equal Protection Clause

• The Fourteenth Amendment (1868) Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.... Section 5: the Congress shall have power to enforce, by appropriate legislation, the provisions of this article

# "Separate but Equal"

In 1896, the Supreme Court ruled in *Plessy v. Ferguson* that, while the object of the Fourteenth Amendment was to create "absolute equality of the two races before the law," such equality extended only so far as political and civil rights (e.g., voting and serving on juries), not "social rights" (e.g., sitting in a railway car one chooses).

The ruling constitutionally sanctioned laws barring African Americans from sharing the same buses, schools and other public facilities as whites—known as "Jim Crow" laws —and established the "separate but equal" doctrine that would stand for the next six decades.

#### **Georgia Legislative Documents**

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#### Content of Act/Resolution

ACTS AND RESOLUTIONS OF THE GENERAL ASSEMBLY OF THE STATE OF GEORGIA, PASSED AT ITS SESSION IN JULY AND AUGUST, 1872.

PART II. LOCAL AND PRIVATE LAWS. TITLE III. MISCELLANEOUS.

1872 Vol. 1 -- Page: 490

**Sequential Number: 379** 

**Law Number:** (No. 379 -- O. No. 424.)

**Full Title:** An act to provide for organizing a public school system for certain counties therein named, and for other purposes.

Section 1. *The General Assembly of the State of Georgia do enact*, That the boards of education for the counties of Montgomery, Dooly, Wilcox, Union, Colquitt, Worth, Laurens, Telfair, Appling, Clinch, Coffee, Pulaski, Dodge, Emanuel, Ware, Charlton, Dawson, Lumpkin, Fannin, Gilmer, Dade, Catoosa, Irwin, Bulloch, Taliaferro, Fayette, Berrien, Pierce, Echols, Taylor, Dawson, Hart, Oglethorpe, Thomas, Meriwether, Tatnall, Milton, Clarke, Baldwin, Glynn, McIntosh, Lowndes, Paulding, Monroe, Houston, White and Macon shall be constituted, organized and compensated as provided for in sections 16, 17 and 18 of the school law of this State, passed October 13, 1870, and January 19, 1872.

[Sidenote: Counties affected.]

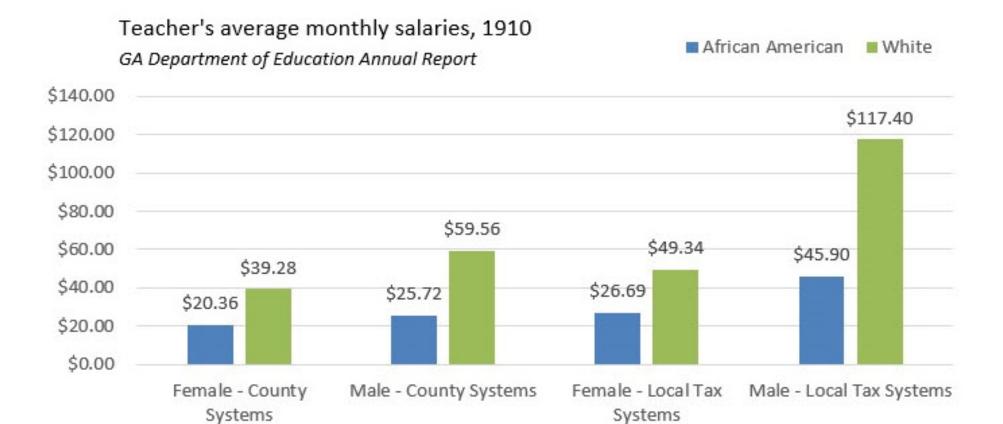
Sec. 7. Be it further enacted, That the public school fund of said counties shall be used for the instruction of children of school age, in spelling, reading, writing, arithmetic, English grammar and geography only; that the **white and colored children shall be taught** in separate schools, and the same facilities shall be provided for each.

[Sidenote: What is to be taught.]

# Separate but Equal?

Local school boards allocated funds on an unequal basis, often illegally skirting the United States Supreme Court decision, Plessy v. Ferguson. The 1896 Plessy ruling required that all public accommodations must be separate and equal.

Black schools almost always had insufficient facilities. In some cases, they did not have any facilities at all.



### Public School Teachers Minimum Salary, 1937-1938

# Schedule Minimum Salaries of Public School Teachers Adopted by Georgia Board of Education For the School Year 1937-1938

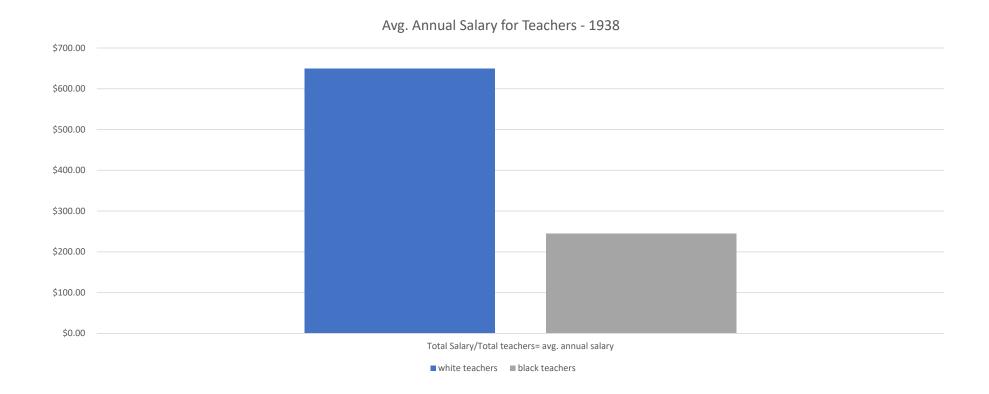
(Teachers will be paid according to the type certificate or license held, as listed below.)

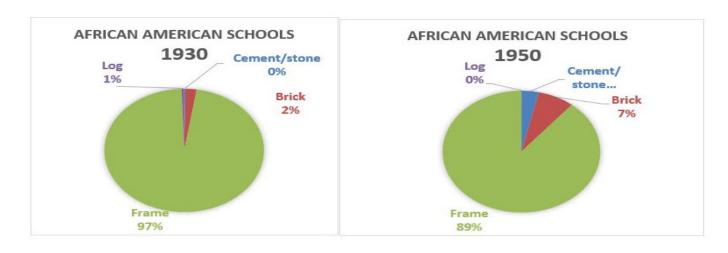
#### MONTHLY SALARY SCHEDULE FOR TEACHERS

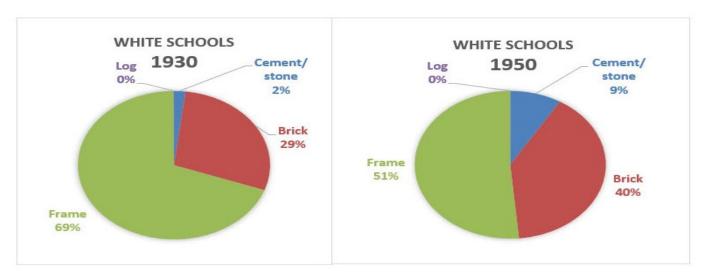
	White		Colored
Teachers holding county license	\$40.00		\$25.00
Teachers holding elementary certificates based on less than one year of college work	50.00		35.00
Teachers holding elementary certificates based on one year of college work with less than 49 months of teaching experience	55.00		37.50
Teachers holding elementary certificates based on one year of college work with 49 months of teaching experience*	60.00		40.00
Teachers holding certificates based on TWO YEARS' COLLEGE WORK			
Provisional	60.00		45.00
Professional			47.50
Life Professional		17	50.00
Teachers holding certificates based on THREE YEARS' COLLEGE WORK			
Provisional	65.00	1 5	50.00
Professional		11	52.50
Life Professional			55.00
Teachers holding certificates based on FOUR YEARS' (or more) COLLEGE WORK			
Provisional	70.00		55.00
Professional	75.00		57.50
Life Professional			60.00

<sup>\*</sup>It will be necessary for teachers claiming this rating to submit to the State Department of Education evidence showing necessary teaching experience.

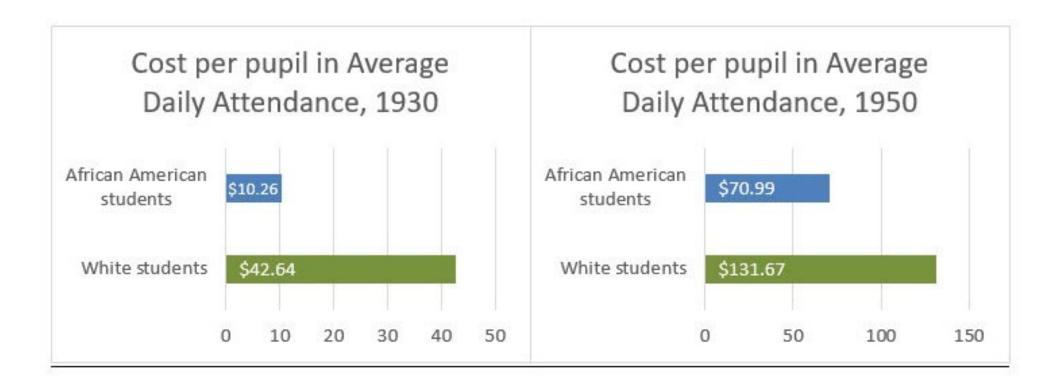
### Avg. Annual Salary for Teachers - 1938



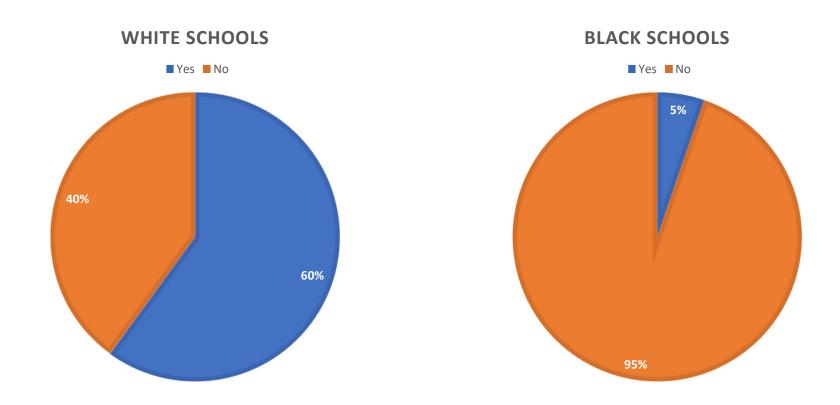




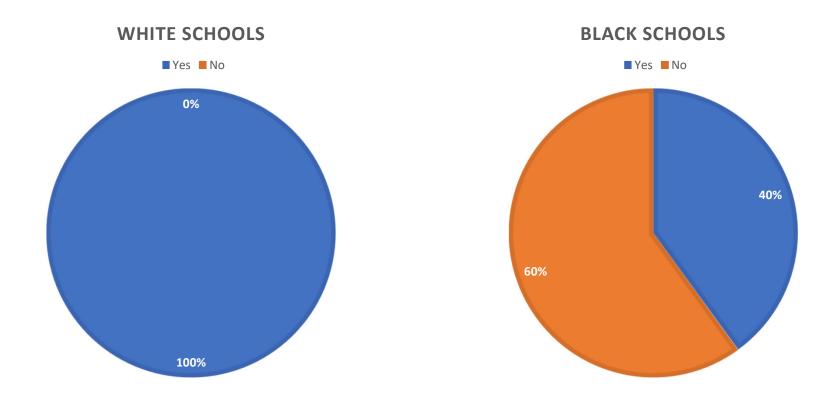
Building materials used to construct schoolhouses, Georgia Department of Education Annual Reports, 1930 and 1950.



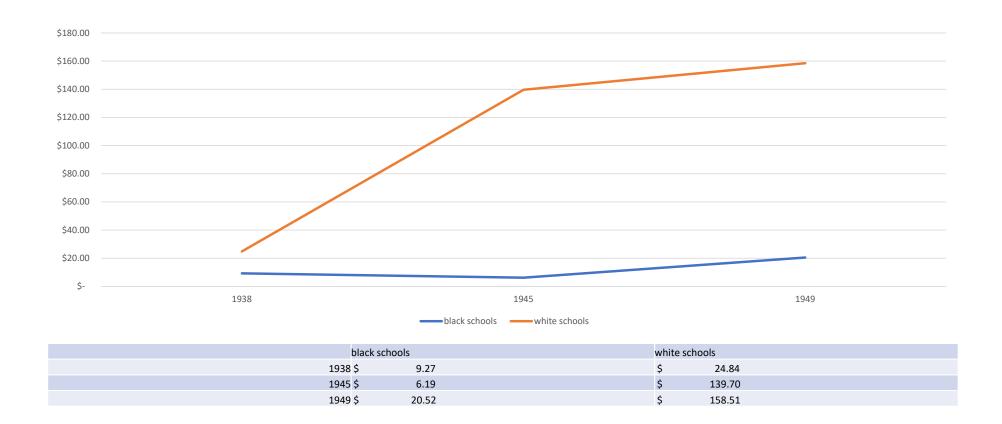
# Pumped Drinking Water - 1938

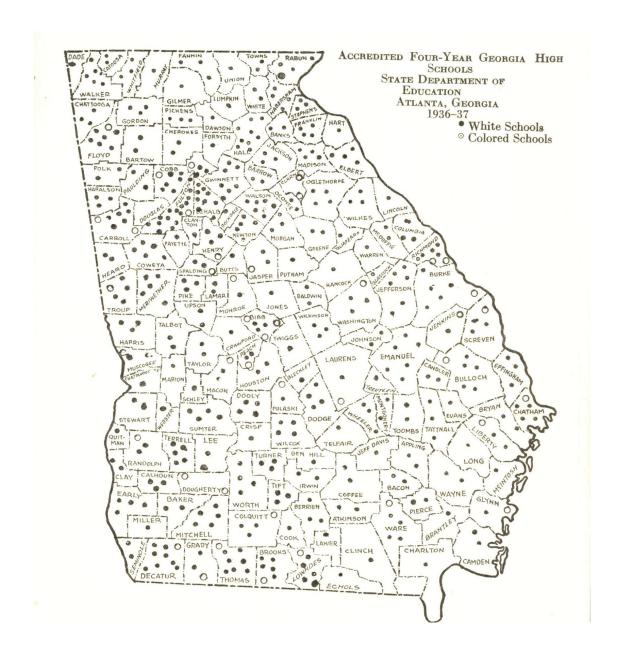


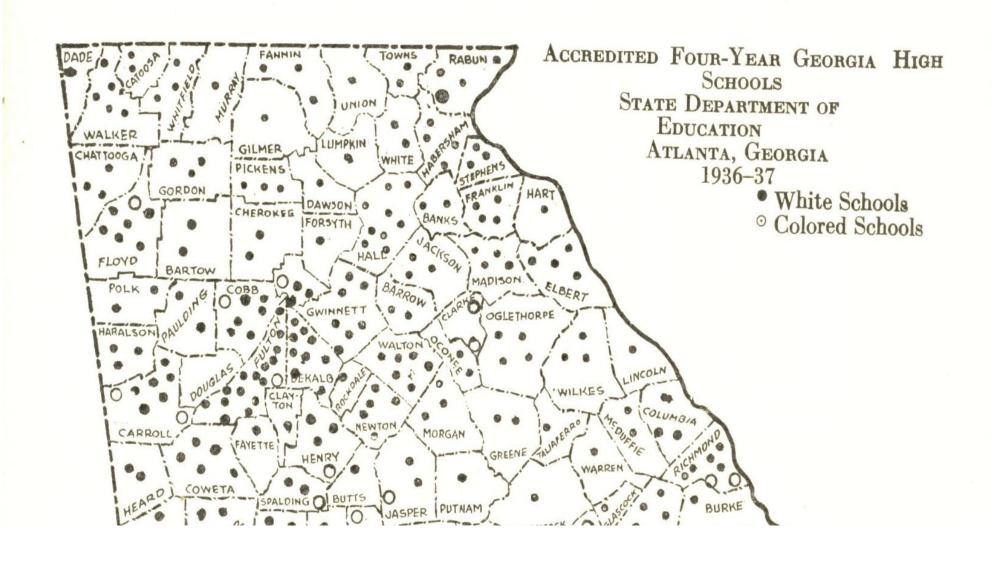
# Pumped Drinking Water - 1948



# Per Pupil Investment – Multiple Years









## Northern Philanthropy

Northern philanthropists led efforts to reform black education in the South during the Jim Crow era. The Rosenwald Fund was among the most influential school reform programs.



## Northern Philanthropy

## Educational foundations developed that contributed to African American education in the south

Northern Benevolent Institutions and churches

Northern Baptist missionaries

**American Missionary Association (AMA)** 

**John L. Slater Fund** (1882-1937) Teacher training, salaries, and school facilities

**Anna T. Jeanes Fund** (1908-1968) Hire black teachers and supervisors and improve schools

**General Education Board** The Board was created in 1902 after John D. Rockefeller [Standard Oil] donated an initial \$1,000,000 dollars to its cause. 1903-1964 grants for academic buildings, research programs, faculty improvements, modernize farming practices

**Peabody Education Fund** (1867-1914) George Peabody financier and philanthropist The main purpose of the fund was to aid elementary education by strengthening existing schools. Because it was restricted from founding new schools

Julius Rosenwald Fund (1912-1932) School building fund

( .... INITIALITY)

#### To JULIUS ROSENWALD FUND Southern Office Nashville, Tennessee 1931-32

	Type of School						
1.	State Georgia , County Bullech , School Brooklet						
2.	Site: (a) Size 42 Acres; (b) Shape rectangular; (c) Drainage good;						
	(d) Kind of soilsandy leam ; (e) Approximate size of playground						
	(f) On highway? 100 yards facing paved highway						
3.	Building: (a) Location on site						
	(b) Plan used						
	(c) Kind of building—Frame? Yes Brick? Brick Veneer on wood?						
	Brick on tile?						
	(d) If consolidated, give number of schools included and size of each. Little Bathel with 41 pupils						
	and Mt. Meriah with 21 pupils consolidated with Brooklet having						
	(e) Is transportation needed and to be provided? Not necessary						
	(f) Attach map showing relation of this school to other Negro schools and highways						
	(g) What provisions are being made for vocational work for (1) boys? Will have (2) girls? Home economic						
4.	To whom is property deeded? Bullach County Board of Education						
	Length of term for new school in months. 7 months						
6	No. of children to be served by grades: (1) 58 (2) 25 (3) 15 (4) 9 (5) 5 (6) 3						
	(7)(8)(9)(10)(11)(12)						
7	If the building is to be located in an incorporated town or city, state (a) the population350(b) the area to						
	be served for (1) elementary grades Brooklet Digthigh school grades.						
1	Amount available for (a) Site \$ 750 (b) Building \$ 2700 (c) New equipment \$ 800 (d) Total \$ 4250						
9.	The contributions are as follows:  (a) By Negroes—Cash						
	(a) By Negroes—Cash						
	(b) By Whites—Cash						
	(c) By District—Taxes\$.500, Bonds						
	(d) By County Board 50, Bonds 5, Total 5, 450						
	(e) By the State Department of Education						
	(f) Amount requested of the Julius Rosenwald Fund \$700						
	We agree to see that the building is completed according to plans and specifications as approved in their final form by the Rosenwald Pund, without any changes not authorized in writing painted inside and outside according to approved colors and directions, equipped with new modern desks, and two sanitary privies or toilets built on plans approved by the State Department of Health, and to carry ample insurance on the building and furniture. We agree this if the contract is not let and the work of construction begun within 40 days after the application is approved, or if the building is not fully completed and equipped by June 1, 1932, this application will automatically be functionally the Rund released from any obligation.						
J	anuary 26, 193 2 County Superintendent.						
	VO A A A						
1	hereby recommend \$ 190 aid on this application. State Agent.						
	Aller / Min &						
1	approved by State Director of Schoolhouse Construction.						
	193 for \$						
A	pproved						
	Director for Southern Schools.						
	Ву						
	(see other side)						

	(c) Kind of building—Frame?Y.6.8	
	Brick on tile?	,
	(d) If consolidated, give number of schools included and size of each Little Bethel with 41 purand Mt. Meriah with 21 pupils consolidated with Brooklet has 54 pupils (e) Is transportation needed and to be provided? Not necessary	ving
	(f) Attach map showing relation of this school to other Negro schools and highways.	
	(g) What provisions are being made for vocational work for (1) boys? Will have (2) girls? Home econ	
4	4. To whom is property deeded? Bullach County Beard of Education	
5	5. Length of term for new school in months 7 menths	
6.	5. No. of children to be served by grades: (1) 58 (2) 25 (3) 15 (4) 9 (5) 5 (6)	3
	(7)(8)(9)(10)(11)(12)	
7.	If the building is to be located in an incorporated town or city, state (a) the population350(b) the a	
	be served for (1) elementary grades Brooklet Di@thigh school grades	
8.	. Amount available for (a) Site \$	0
9.		
	(a) By Negroes—Cash	
	(b) By Whites—Cash	0
	(c) By District—Taxes\$ 500, Bonds\$ 500	0
	(d) By County Board, Bonds, Bonds, Total \$ 45	
141	(e) By the State Department of Education	
	(f) Amount requested of the Julius Rosenwald Fund \$700	0
10	We agree to see that the building is completed according to plans and specifications as approved in their final form	by the



Anna Thomas Jeanes

#### THE ANNA T. JEANES FUND

Jeanes teachers in Georgia have been paid in whole or in part by this Fund. During the year 1930–31 the Jeanes Fund contributed \$10,200 to the salaries of Jeanes teachers in Georgia. The business of these travelling teachers, working under the direction of the County Superintendents, is to help and encourage the rural teachers, to introduce into the small country schools simple home industries, to give talks and lessons on sanitation and health, to promote the improvement of schoolhouses and school grounds, to aid superintendents in securing qualified teachers, in actual supervision of instruction in the individual class-rooms, and to organize clubs for the betterment of the school and neighborhood.

At the present time there are twenty-nine Jeanes teachers working in twenty-nine counties in Georgia. Three of these teachers have been added during the month of February, 1931. These workers have much to do with the development of increased interest in schools. Up to January 1st of this year the twenty-six Jeanes teachers working in Georgia had raised for school purposes, \$3,777.60.

## Jeanes Supervision in Georgia Schools

A Guiding Light in Education



A History of the Program from 1908–1975

Published by
The Georgia Association of Jeanes Curriculum Directors
// in Cooperation with
The Southern Education Foundation, Inc.

GA. DEPT. OF ARCHIVES AND HISTORY

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#### GEORGIA JEANES SUPERVISOR'S FINAL REPORT

County

,,,,,	<u>Bulloch</u> County
	Number of public schools according to teachers: 1 26 2 12 3 I .
•	Number of teachers employed according to certification: C ounty License
	45 Elementary certificate 17 Normal or Junior college 5.
	College 2 Total Number of different schools visited this session 46
•	Average length of term in days Negro schools operated 160
	Money raised during year:  (a) To supplement salaries \$ 288.  (b) For new schools buildings \$ 400.  (c) For school equipment \$ 105.70  (d) For schoolhouse repairs \$ 269.  (e) For term extension \$ 66.  (f) Libraries  (g)  Total \$ 1818.70
•	No. months contracted for 9 Date work began 1/34 Date ended 5/31/35
٠.	Annual salary received: (a) Jeanes \$ 225. (b) County Board of Education \$ 450. Total \$ 675.
	Amount allowed for travel above salary \$ nothing
3.	Number of new buildings erected since July 1st
	\$
	\$
	listed.  Rumber of buildings repaired since July 1st IS repaired in addition to those Name of schools Nature of repairs made Cost
	Pretorus completed ceiling \$ 75.
	Pinev Grove New Iloor and Celling \$ 50.
	Summer Hill Jacked up and ceiled \$ 24.
	Grimshaw Enlarged \$ 10.  Newton Grove Ceiled overhead \$ 20.
0	Number county-wide teachers meetings held
11.	List the three most difficult problems confronted by Jeanes supervisors
	in efforts to improve Negro education in county  (a) Laxity in payment of teachers.
	(b) Parents inability to furnish necessary equipment for pupils.
	(c) White landlords hinder progress of school when planting begins.
12.	. Priefly describe two achievements in tork during term just ended
	(I) Sponsored field day exercises so that they could be reached
	by all participants. Divided the county in sections.  (2) Have aroused interest in four building projects. In addition to
	this have repaired I8.

13.	Plans of supervisor for the summer:
	To attend summer school if possible and to work with project
	Will sponsor health program that was set up during the winter.
	WIII Sponsor Made of Program
14.	Address for the summer:
	I34 Blitch St. Statesboro, Ga.
	If possible to go to summer school adress will be 223 Fair-
	view St. Athens, Ga.
	$0 \cdot 0 \cdot 1 \cdot $
Data	e June 1,1935 (Signed) Julia P. Bruyant Jeanes Supervisor
200	Jeanes Supervisor
Amp:	roved: Y/R, C
	Att. Wourach
	County Superintendent

11. List the three most difficult problems confronted by Jeanes supervisors in efforts to improve Negro education in county (a) Laxity in payment of teachers.

(b) Parents inability to furnish necessary equipment for pupils.
(c) White landlords hinder progress of school when planting begins.

1949: School equalization program Herman E. Talmadge

Funds for school equalization program

"Separate-but-equal"

Minimum Foundation Program

#### Server: S A GALILEO Digital Initiative Database

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Georgia Legislative Documents Search

#### Content of Act/Resolution

ACTS AND RESOLUTIONS OF THE GENERAL ASSEMBLY OF THE STATE OF GEORGIA EXTRA SESSION, OCTOBER, 1948 EXTRA SESSION, NOVEMBER, 1948 AND 1949 REGULAR SESSION

ACTS AND RESOLUTIONS OF THE GENERAL ASSEMBLY OF THE STATE OF GEORGIA REGULAR SESSION, 1949

1949 Vol. 1 -- Page: 1406

Sequential Number: 350

Short Title: EDUCATION -- MINIMUM FOUNDATION PROGRAM.

Intent: Code § 32-913 repealed. Law Number: No. 333 Origin: (House Bill No. 140).

Full Title: An Act to establish a minimum foundation program of education in Georgia so as to equalize education in Georgia so fix a minimum public school term; to define "local units of administration"; to define the duties of the State Board of Education, the State Superintendent of Schools, and superintendent of Schools, and superintendents and boards of education of local units of administration: to prescribe the method to be used by the State Board of Education in distributing minimum foundation program funds to local units of administration: to provide a schedule of minimum annual salaries for teachers; to permit local units of administration to supplement salaries of teachers, to establish a method for determining the financial needs of local units of administration to support the minimum foundation program as defined in terms of salaries for teachers and other school personnel, current expenses, capital outlay, and transportation costs; to provide a method for allotting teaching, administrative, supervisory. library and other instructional units; to permit the State Board of Education to make salary allowances for personnel employed by local units for more than ten months; to permit programs of education for adults, pre-school children, and exceptional children at State and/or local expense; to provide a formula for distributing State aid for pupil transportation; to provide a

#### Page: 1407

method for determining amounts to be allotted to local units for current expenses other than instructional salaries, transportation costs, and capital outlay, to provide a method for distributing State funds to be used by local units for capital outlay, to establish a method for determining the ability of local units of administration to support the minimum foundation program in terms of an economic index of financial ability: to require each local unit of administration to exert an equitable effort to meet these needs before being entitled to share in State funds for public school purposes; to provide a method for using State funds to support of the minimum foundation program; to require the State Board of Education to submit to each local unit of administration certain data needed by those units to prepare their respective budgets; to require local units of administration to prepare annual budgets for submittal to the State Board of Education; to provide for the acceptance and distribution of vocational education funds and such other funds as may be made available to the State Board of Education; to provide for a method of determining the annual State funds needed to provide the public schools of the State with library books and materials; to require the Estate Board of Education to annually determine the funds needed to provide for a program of vocational education for out-of-school youth, adults, teacher-training, and area schools and to provide for the expenditure of such funds; to require the State Board of Education to annually determine the funds needed to provide for a program of vocational rehabilitation and to provide for the expenditure of such funds; to require the State Board of Education to annually determine the funds needed for State trade schools and to provide for the distribution of such funds; to require the State Board of Education to annually determine the funds needed for the State schools for the deaf and blind and such other special schools as may be established by the State Board of Education and to provide for the distribution of such funds; to provide scholarships for eligible young men and women in the State who desire training for the teaching profession; to provide for the selection and appointment of the recipients of such scholarships, to prescribe the powers,

#### Page: 1408

duties and authority by the State Board of Education, the State Board of Education, the State Department of Education, boards of education of county and independent school systems, and teacher-training institutions relative to rules and regulations governing the granting and administration of scholarships, and to provide the method of financing such scholarships; to provide for the determination by the Board of Regents of the funds needed to support the University System of Georgia; to provide the time and conditions under which this Act is to become operative; to provide for the repeal of the Act entitled "An Act to equalize educational opportunities throughout the State: to provide for the operation of the wublic schools of the State to provide for the repeal of the Act entitled "An Act to authorize the General Assembly to make an extra appropriation to the common school fund for the purpose of equalizing educational opportunities to the children of the several counties of the State, and for other purposes, "approved March 13, 1926 which is published on pages 39 and 40 of the 1926 Georgia Laws, to repeal Section 32-913 of the Code of Georgia, and for other purposes.

Be it enacted by the General Assembly of Georgia, and it is hereby enacted by authority of the same:

Section 1. It is hereby declared to be the public policy of the State of Georgia that educational opportunities for all citizens of this State shall be equalized throughout the State so as to establish, so far as possible, a minimum foundation program of education in Georgia [Sidenote: Policy declared.]

Section 2. There is hereby established a State minimum foundation program fund for the public schools, including The University System, of this State, to be known as the "Minimum Foundation program and such appropriations as have been made, or may hereafter be made, by the General Assembly for public education purposes shall be made available by (1) the State Board of Education in accordance with a plan described in Sections 3 through 28 of this Act and (2) by the State Board of Regents

#### MINUTES OF JOINT COMMITTEE ON HEALTH EDUCATION (Georgia Department of Public Health and State Department of Education)

FEB 24 1953

February 23, 1953

The Joint Health Education Committee met on Friday, February 20, 1953, at 10:00 a.m., in the office of the chairman, Dr. C. D. Bowdoin.

#### Members present:

Dr. C. D. Bowdoin Mrs. Charles D. Center Mr. R. L. Cousins

Coordinator of Health Education present:

Mr. J. M. Gooden

Director of Health Education present:

Mr. George M. Stenhouse

#### Members absent:

Dr. Guy V. Rice Miss Theodora Floyd Mr. W. E. Pafford Miss Elizabeth Donovan Miss Inez Wallace Dr. John A. Dotson

#### Health Educators absent:

Dr. W. A. Mason Miss Birdie Beatty

#### Visitors:

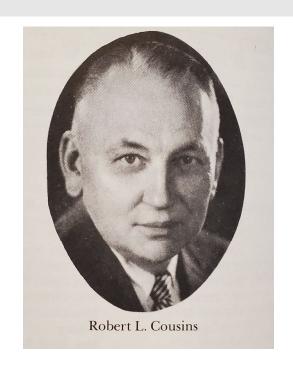
Miss Hannah Mitchell, State Department of Health (representing Dr. Rice)
Mrs. Bessie Swan, State Department of Health (representing Miss Floyd)
Miss Annie Taylor, State Department of Health
Mrs. Mary Ella Soule, University of Georgia (representing Dr. Dotson)
Miss Elsa Schneider, U. S. Office of Education (in the area of health, physical education
and representing

Mr. Cousins stated that there are now 3,205 school centers for Negroes in the state, and by 1955 there will be approximately fil or less. All will have modern buildings with central heating, good lighting, flush toilets, lunchrooms, clinic rooms. He stated that there will be committees working to determine the personnel needs in order to adequately staff these schools. These committees will be working in all areas of the school program and will include health, physical education and recreation.

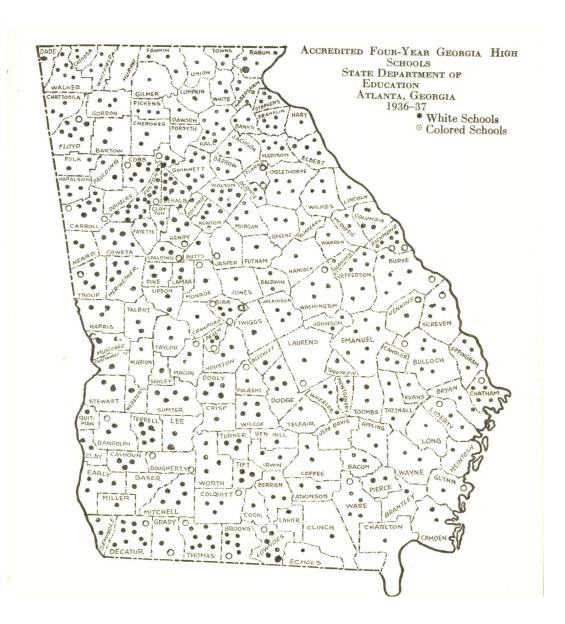
In discussing how to improve the school health program, Miss Schneider said there should be workshops for teachers and health department personnel so that each could get better acquainted with the other, and better understand the duties and responsibilities of each and the operating policies of both departments - health and education. She stated that in such workshops, nurses could instruct teachers in screening techniques and other matters pertaining to the school health program.

She said there should be at least two semesters of health instruction given in the high schools - one in the first year, and the other in the senior year. She further stated that planning on local level is essential for a good school program, and this should include all interested groups, including a program in health education for adults.

Miss Mitchell said that nurses are already helping homemaking teachers in home and family living courses. This is being done in a number of places throughout the state.

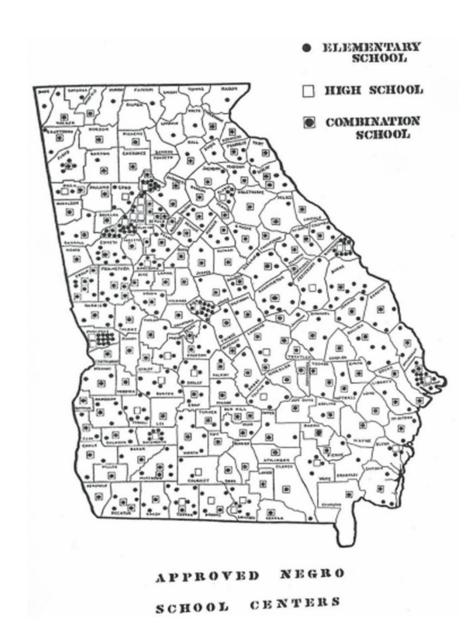


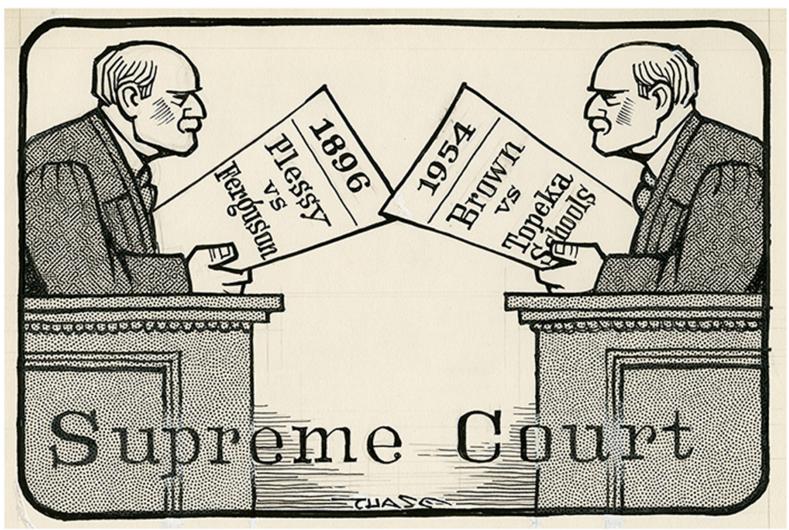
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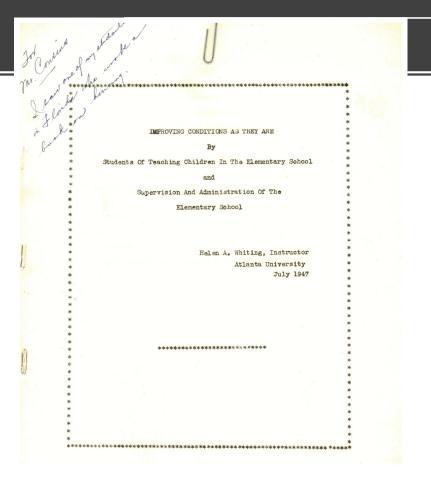
## Equalization Schools— 1952 Plan

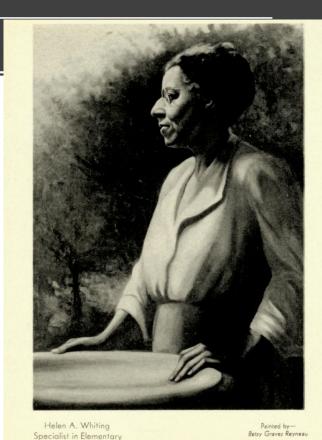




COURTESY OF THE HISTORIC NEW ORLEANS COLLECTION

## 1947: Improving Conditions in Elementary schools by Helen A. Whiting





and Rural Education

#### - 2 -

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SUCCESTIONS FOR SUPERVISORS AND	19

## -3-

#### EXISTING SOCIAL ORDER AFFEOTING NEGRO LIFE IN THE SOUTH

		CONDITIONS			NEEDS F	ESPO	NSIBILITY OF SCHOOL
I.	LOW	ECONOMIC STATUS	I.	IMPE			ELCP COMMUNITY LEADER- P AND FOLLOWERSHIP
	A.	Unskilled labor		Α.	Industrial and Agricultural education	A.	Arouse people to basic community needs
	В.	Lack of gainful em- ployment		В•	Utilization of apprentice train- ing	В.	Arouse desire to im- prove their status
	C.	Foor farm and home management 1. Single crop system 2. Slack-work pattern		C.	Adult education program for farmers and homemakers		Teach children, youth and adults to read, write, spell express themselves and calculate numbers correctly. Teach efficiency in farming and home making including care of receipts, how to use banks
·	D.	Inefficient management of business		D.	Training in efficient business techniques	D.	Develop appreciation of rural life and incentive to strug- gle for improved economic efficiency on the farm on other jobs, and in busi- ness.
,	E.	Lack of cooperative		E.	Dissemination of information regard- ing advantages of coperative under- taking	E.	Teach value of co- operatives
	F.	Limited farm and home ownership		F.	Diversified farming and Financial	F.	Teach advantages of diversified farming to health and earn- ing an adequate living
	G.	Low per-capita wealth		G.	Home and farm owner ship	- G.	Teach importance and ways of becoming a home owner
	Но	Seaconal migration		H.	Remain on farm and improve economic outlook	Н•	Encourage people to remain on farm and make it pay with alternate employ- ment

December 1, 1953

Mr. W. Frank DeLamar, Executive Secretary Georgia State Employees Retirement System 20 Ivy Street SE Atlanta, Georgia

Dear Mr. DeLamar:

Mrs. Helen A. Whiting is going to retire from the Department sometime this year, according to a letter I received from her recently. She is about 68 years old and has taught in a variety of places or positions since 1905, when she began working in Virginia.

She came to this state as a Jeanes Supervisor in Marren County in 1931-32, teaching most of that year. She then went to the Laboratory School of Atlanta University and was State Supervisor of Jeanes teacher work from 1935 to June 1942. I think we could establish that she was a part-time employee of the State Board of Education in 1942-75, but after that she was with Atlanta University until November 1, 1949, when she returned to this Department.

She was not a member of the Teacher Retirement System during these years, but became a member of the Employees Retirement System on February 1, 1951. Five per cent of her salary has been deducted each month since that time.

Mrs. Helen Whiting, who is a Negro Supervisor of high personal and professional qualities, deserves every consideration that we could give. Pleass let me know whether, according to any legitimate interpretation of the regulations, she could get recognition for service prior to February 1, 1951. If so, I will furnish more specific data as to dates and salaries.

We appreciate very much your kindness in looking after the cases of Dr. Renfree, Miss Strickland, and Miss Patten. They are greatly relieved. I may need to take up with you later whether the cases of Miss Mary Ellen Perkins and Mrs. Edna S. Tolbert are such that they could not be allowed to transfer to the State Employees System. Anyway, I am informing them of your present policy.

Cordially yours,

L. M. Lester, Director Division of Teacher Education, Certification and Curriculum

LML:FM

cc: Mr. R. L. Cousins

Mrs. Helen A. Whiting is going to retire from the Department sometime this year, according to a letter I received from her recently. She is about 68 years old and has taught in a variety of places or positions since 1906, when she began working in Virginia.

She came to this state as a Jeanes Supervisor in Warren County in 1931-32, teaching most of that year. She then went to the Laboratory School of Atlanta University and was State Supervisor of Jeanes teacher work from 1935 to June 1942. I think we could establish that she was a part-time employee of the State Board of Education in 1942-3, but after that she was with Atlanta University until November 1, 1949, when she returned to this Department.

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#### CHAPEL HILL SCHOOL NEEDED A WELL

(Specimens of Subject Matter Taught Children about Wells)

Chapel Hill One-Teacher Experimental School
Sara Neal, Teacher

DIVISION OF NEGRO EDUCATION State Department of Education Atlanta, Georgia 1936-1937

#### OUR WELL

One Thursday morning bright and early two men came to our school. They came to dig us a well.

It was a beautiful, cold, sunshiny day. Later on another man came with a rope and bucket. Soon after dinner two more men came. These men worked very hard digging and shoveling lumps of clay and slate rock from the well. After striking the slate rock it was much harder to dig.

All of us went out to see how a well is dug. Would you like to know what we saw and found out?

Mr. Roid drove a stick in the ground. Taking the stick as the center, he marked off eighteen inches from this point on the ground. Another eighteen inches were marked in the opposite direction. Then he drew a circle through the marks which he had made.

Unit of Work on Cotton.

Chapel Hill School,

Sarah O. Jeal-Jeacher.

Cotton. I Objectives or Teacher's Why. d. To aid children to appreciate the outstanding product of their community. b. What can I do to create a greater interest in the product and industry. C. Why should the class know more about cotton. d. How may this knowledge be obe. What need I to know about the product and industry. f. How can my children be helped in selecting their own clothing. Why I Say the Constitution in Our Public Schools Upholds Segregation

GOVERNOR HERMAN TALMADGE

The Atlanta Journal and the Atlanta Constitution (1950-1968); Dec 6, 1953;

ProQuest Historical Newspapers: The Atlanta Constitution

pg. SM8

## Why I Say the Constitution

## in Our Public Schools

And how I think private schools can be substituted for public schools

if the Supreme Court rules out segregation.

### By GOVERNOR HERMAN TALMADGE

This article was written exclusively for The Atlanta Journal and Constitution Magazine by Georgia's governor. Argument on the question of segregation in the public schools is scheduled to begin this week before the United States Supreme Court.

Anticipating a federal order to desegregate Georgia schools

## Anticipating Desegregation

The Negro race has made the greatest advancement in history during my years in office. Teacher salaries have been completely equalized and once the present \$200,000,000 school construction program is complete, facilities, too, will be equalized. Anyone who doubts has but to look at new schools like Hunter Hills Elementary School and East Point Elementary School here in Fulton County and to additions like those to Wesley Elementary School, Slater Elementary School, all

Another example of this progress is contained in the recent dedication of the new half-million-dollar Academy for Negro Blind at Macon and similar buildings at the School for the Deaf in Cave Spring. These improvements have been hailed as the most modern in the nation.

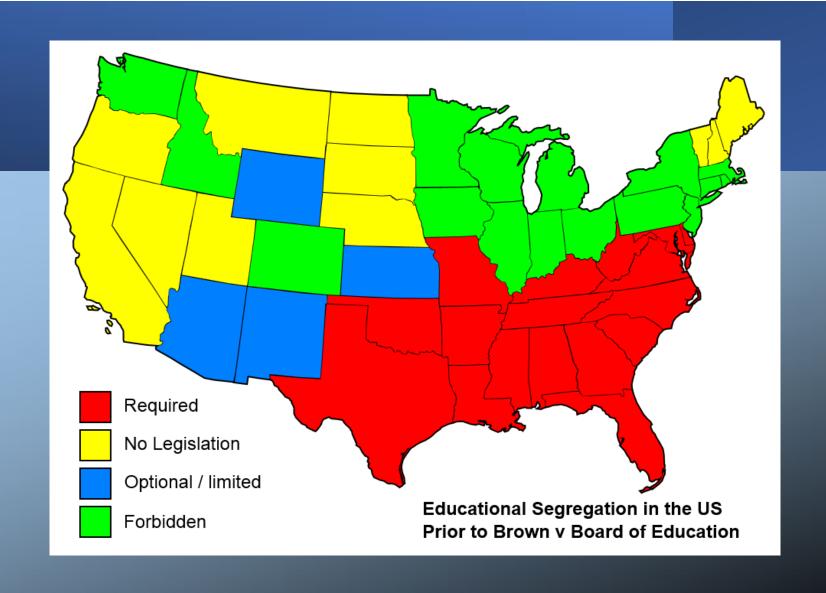
For the first time in history the state's three senior Negro colleges are fully accredited and the state is granting scholarships to the nation's best universities to those colored students who wish to pursue courses of study not offered for them in Georgia. In Georgia's segregated public school system there are 7,000 Negro teachers who are being paid a total of \$15,000,000 while in non-segregated Connecticut there are less than 25 Negro teachers and a relatively similar condition exists in New York.

By 1954 transition from 11<sup>th</sup> to 12 grade

Education in 1954

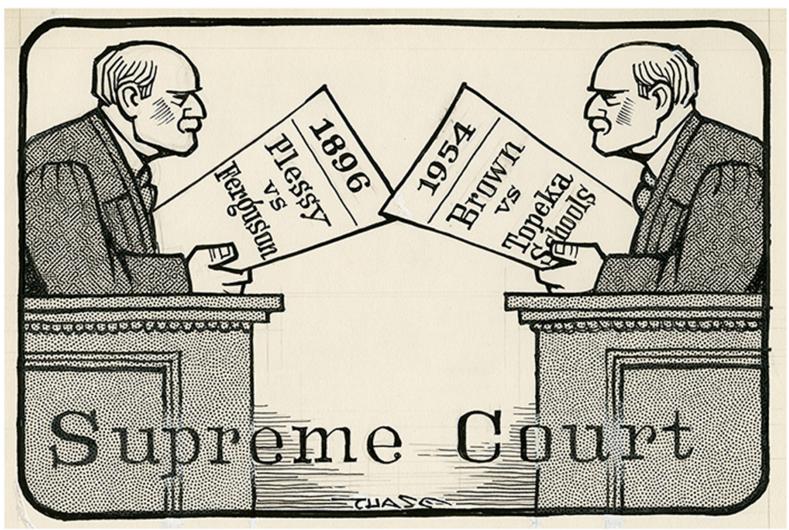
1953-1954: \$190 per white student and \$132 per black student in average daily attendance

Improved schools replaced older, inadequate buildings.



- "As long as I am your governor, Negroes will not be admitted to white schools in Georgia."
- -- Herman Talmadge, governor of Georgia, 1948-1955
- Marvin Griffin running for governor in 1954: "Social equality is impossible. The schools are not going to be mixed come hell or high water."

-	Herman Talmadge	January 14, 1947  – March 18, 1947 (removed from office)	Democratic
70	Melvin E. Thompson	March 18, 1947  - November 17, 1948  (lost election)	Democratic
71	Herman Talmadge	November 17, 1948  - January 11, 1955 (term limited)	Democratic
72	Marvin Griffin	January 11, 1955 – January 13, 1959 (term limited)	Democratic
73	Ernest Vandiver	January 13, 1959 – January 15, 1963 (term limited)	Democratic



COURTESY OF THE HISTORIC NEW ORLEANS COLLECTION

## Brown v. Board of Education

Brown v. Board of Education of Topeka was a landmark 1954
Supreme Court case in which the justices ruled unanimously that racial segregation of children in public schools was unconstitutional.

Brown v. Board of Education was one of the cornerstones of the civil rights movement and helped establish the precedent that "separate-but-equal" education and other services were not, in fact, equal at all.

## For Desegregation - July 13, 1954

#### 7 Atlanta Ministers Urge Churches Help Carry Out Segregation Ruling

Barre, Laura

The Atlanta Constitution (1946-1984); Jul 13, 1954; ProQuest Historical Newspapers: The Atlanta Constitution

## 7 Atlanta Ministers Urge Churches Help Carry Out Segregation Ruling

By LAURA BARRE

Seven Atlanta ministers told Dr. Herman L. Turner, pastor of basis of Christian principles. members of the Christian Council of Atlanta Monday that the churches have an obligation to Court ruling against segregation and that the churches must lead the races.

The minister's spoke on the regarding segregation.

They were Dr. John R. Brok- gated Christian Council," he said. holf, pastor of the Lutheran Church: Dr. Roy O. McClain, the council membership. pastor of First Christian Church; tern cannot be defended on the tion."

Covenant Presbyterian Church, and the Rev. Rembert Sisson, help carry out the Supreme pastor of Druid Hills Methodist Church.

in the matter of integration of sion on "What the Churches Have Said About Segregation."

Dr. Turner said that integrabasis of actions their several tion should begin in the Christian cated their denominations already denominational bodies had taken Council and 'similar organizations. "Let's have an unsegre- in doing away with segregation.

Church of the Redeemer: Dr. president of the council, said that the Supreme Court ruling "in Stuart R. Oglesby, pastor of the suggestion already is being harmony with Christian princi-Central Presbyterian Church; studied by the council's executive ples" and the Rev. Mr. Sisson the Rev. Milton L. Wood Jr., committee. Approximately 17 referred to the Discipline of the rector of All Saints Episcopal denominations are represented in Methodist Church, which states

The Rev. Mr. McMains said "there should be no doubt in this community as to what stand the churches are taking on the matter," Several members of the They spoke in a panel discus- audience murmured agreement.

> Dr. Oglesby, the Rev. Mr. Wood, Dr. Brokhoff, Dr. Turner and the Rev. Mr. McMains indihave taken some action to lead

Dr. McClain said the Southern Dr. J. McDowell Richards, Baptist Convention has called "there is no place in the pastor of First Baptist Church; In general, the ministers Methodist Church for racial disthe Rev. Harrison McMains, agreed that the segregation pat- crimination or racial segregaIntegration too soon, May 29, 1954 Integration Seen As Disadvantageous
The Atlanta Constitution (1946-1984); May 29, 1954;
ProQuest Historical Newspapers: The Atlanta Constitution
pg. 4

# Thomaston Free Press Integration Seen As Disadvantageous

The ruling of the U.S. Supreme Court last Monday against segregation in schools was an unwise decision in the minds of thinking white and colored Georgians alike. But even so it was taken calmly and without incident in the South which, in itself, is an indication of good race relations.

Left alone the South could solve its own race relation problems, but the Supreme Court has handed down this antisegrogation ruling at several generations too early. We believe the Supreme Court justices felt the ruling was aimed at the heart of the South. What they probably haven't realized yet is the fact that more race problems exist north of the Mason-Dixon Line than south.

If the Supreme Court justices feel they passed a ruling to help the Negroes they are wrong, from where we sit. Forced segregation will put the Negro in the uncomfortable position of being a legal interloper. The disadvantages to the Negro will far outweigh the advantages of mixed races in school.

Griffin Vows To Preserve Segregation
The Atlanta Constitution (1946-1984); May 26, 1954;
ProQuest Historical Newspapers: The Atlanta Constitution
pg. 21

# Griffin Vows To Preserve Segregation

Lt. Gov. Marvin Griffin Tuesday announced his platform, led by a pledge to maintain segregation, as he qualified as a candidate for governor.; Griffin said he would not hesi-

Griffin said he would not hesitate "to use all the power and strength of Georgia to maintain segregation on all fronts,"

His platform also promises increased old age pensions, protection of the county unit system, increased education benefits, a free cancer clinic for the state and no new taxes.

Griffin promised to oppose toll roads, "indiscriminate consolidation of schools on a fixed formula basis" and "the trend" to centralization of government in Atlanta.

His platform also promises:

Sale of motor licenses in county courthouses.

More training for vocational schools and handicapped children.

- 3. Expansion of the public health department.
- 4. More aid to cities in their problems.
- 5. More agriculture research, advocation of 100 per cent parity on farm crops and naval stores, and making available seedling trees to all who need them.
- Efforts to give veterans "every benefit they are entitled to."
- Bonuses for first producing oil wells over 100 barrels.
- Development of mountain scenery.
- 9. Increased strength for the State Patrol.





Marvin Griffin vows to preserve segregation – May 26, 1954

"Separate but Equal" segregation -- May 30, 1954

Georgian's Open Letter to Gov. Talmadge Proposes Plan for Maintaining Segregation

The Atlanta Journal and the Atlanta Constitution (1950-1968); May 30, 1954; ProQuest Historical Newspapers: The Atlanta Constitution

#### Georgian's Open Letter to Gov. Talmadge Proposes Plan for Maintaining Segregation

Editor's Note: Following—in the form of an open letter to Governor Talmadge — is a Letter to the Editors suggesting a "course of action" for the South on the segregation question. The letter, written by Edison Marshall, noted Georgia novelist, is printed here in the belief it will be of interest to those concerned with the recent Supreme Court decision.

AN OPEN letter to Governor Talmadge: In this period of national peril, Georgia cannol, morally or honorably, defy the Suprente Court. Nor can we afford to do away with our public schools. Finally, we must not make a spectacle of ourselves before friendly nations who wish to defend American democracy, or before enemy nations who attack it.

None of these intemperate actions is necessary to preserve our Southern way of life.

No governor for many decades has been afforded a greater opportunity than has come to you at this moment. The call is for real statesmanship and courageous service to your state. Our people are hoping that you can meet this call with highmindedness and intelligence.

Judging by your utterances so far, it seems with a very law overlooked or underestimated the main, saving fact of the situation—which the Supreme Court does not understand. That fact is that our Negro citizens, like white citizens, do not want integration in the public schools. If given half a chance, they will continue to conform with our ancient custom of segregation.

Over and above so-called Jim Crow laws, some of which are outworn, there has come into being in our South a natural segregation of races, springing from the desire of the members of each race to associate with their own kind. The white and Negro races in Georgia have many bonds with each other, but each has peculiarities of manner and custom, habit and thought, that the other does not share.

These begin when a white or colored baby is born. They profoundly shape the life of every persen rearred in the South. The white and colored people can work together for the common good, they can help each other, white and colored soldiers may serve in the same rank against a common foe, but they do not wish to mix socially or, except in very rare instances, to intermary.

The plain fact is, no radicals or law of the

land can enforce integration in the South, because neither race wants it or will practice it.

#### SOLUTION OFFERED

Let me propose a simple course of action whereby this fact can operate without violation of law or the taking of radical measures. Let the various hoards of education employ only colored teachers for those schools intended and handy for the use of colored children. Let them employ only white teachers for the schools intended for white children. Make sure these schools are as nearly equal as is possible to achieve. Then, invite the parents, white and colored, to send their children to any convenient school.

How can any southerner doubt that, with the exception of a few agitators, professional integrationists, and nonconformists, colored parents will send their children to be taught by colored teachers, and vice versa?

These exceptions will not change in the least degree the Southern way of life.

#### COLLEGE SITUATION

True, a good many intelligent Negro youths will attend our state universities. But they and the white students will have graduated from high school before they can enter; a standard of study must be maintained to stay there; and the idea that either will take any harm from sitting in the same classrooms is too silly to talk about. It would have been silly enough 20 years ago.

In the national magazines we see pictures illustrating integration in Northern collegesscenes not in accord with Southern custom. But it is, folly to assume that the same scenes will occur in our colleges in any visible future. Integration begins in early childhood in many Northern cities and towns. There is no ancient tradition and experience in segregation as is true here.

So we need not be atraid of giving parents their free choice between segregation and integration in our primary and high schools, provided the schools are as nearly equal as we can make them.

What'we must fear is hasty action, intemperate talk, political opportunism, and the turning away from democracy and our Christian faith.

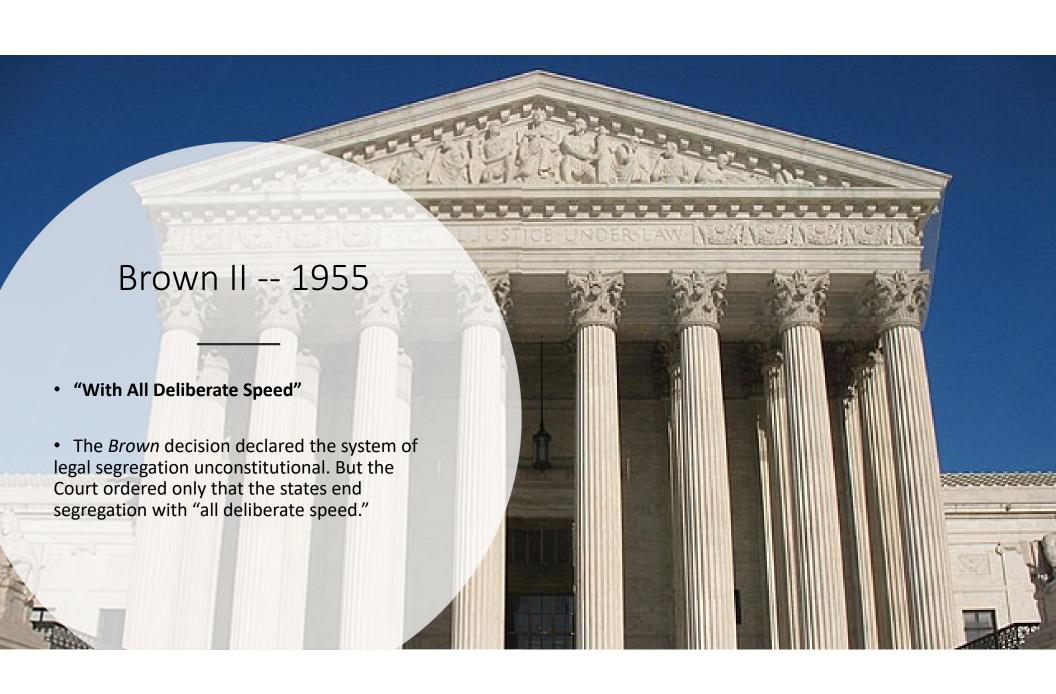
EDISON MARSHALL.

Augusta.

"Separate but Equal" segregation -- May 30, 1954

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#### Georgia Legislative Documents

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#### Content of Act/Resolution

Act/Resolution 22 of 211

ACTS AND RESOLUTIONS OF THE GENERAL ASSEMBLY OF THE STATE OF GEORGIA 1955

ACTS AND RESOLUTIONS OF THE GENERAL ASSEMBLY OF THE STATE OF GEORGIA 1955 JANUARY-FEBRUARY SESSION

1955 Vol. 1 -- Page: 174

Sequential Number: 022

Short Title: PUBLIC SCHOOLS -- SEPARATION OF RACES.

Law Number: No. 82 Origin: (Senate Bill No. 40).

Full Title: An Act to provide that no State or local funds shall be in any manner appropriated or expended for public school purposes except for schools in which the white and colored races are separately educated; to provide that no budget under Sections 32-619 and 32-620 of the Code of this State shall be approved which does not so provide; and to provide that no funds shall be expended for public schools within the district submitting such budget without approval of such budget; to provide punishment for violation of any of the provisions of this Act; to provide for recovery at law on behalf of the State for violation thereof; to provide that this Act shall apply to all public school systems in this State created at any time; to repeal conflicting laws; and for other purposes.

Section 1. Be it enacted by the General Assembly of Georgia, and it is hereby enacted by authority of the same, that no State or local funds derived from taxation or otherwise, shall be appropriated, paid out, used, or in any wise expended, directly or indirectly for the maintenance, upkeep, operation, or support of any public school district or system in this State which does not provide separate schools for white and colored children throughout the entire district or system and in which all the white and colored children attending public schools do not attend separate schools; nor shall any such money be appropriated, used, paid out, or in any wise expended, directly or indirectly, for the payment of any salary or compensation of any nature or character whatsoever to any teacher, instructor, employee or official of any public school district or system instructing mixed classes of white and colored children or in any wise concerned in the maintenance, upkeep, support or operation of any public school district or system which does not maintain and provide separate public schools for white and colored children throughout the entire district or system and in which all the white and colored children attending public

An Act segregating schools – no funds for desegregated schools

## Georgia's Response to Supreme Court decision—State Power to Block Federal Action—if forced to segregate

1954 passed by Georgia voters: The Private School Plan: authorized the payment of tuition grants to parents of students who wanted to spend in private schools of their choice

Terminated state funding for desegregated schools and authorized the governor to close such schools

Closed schools and facilities to be leased for private schools

Extended teacher retirement benefits for teachers in private schools

The governor given the authority to suspend compulsory attendance laws

General Assembly provided specific punishments for any peace officer who refuses to enforce segregation

Created the Georgia Education Commission (Sibley Commission) to plot ways to keep schools segregated

RESOLUTION OF CONVENTION OF GEORGIA DEMOCRATIC PARTY UNANIMOUSLY ADOPTED, RECOMMENDING THAT THE PEOPLE VOTE FOR THE SCHOOL SEGREGATION AMENDMENT:

- "1. The several applicable decisions of the Supreme Court of the United States with reference to education make two holdings: (a) That separate public schools for white and colored children cannot be operated by a State or by counties, cities, or school districts. (b) That private persons, firms and corporation can operate and maintain separate schools for white and colored children."
- "5. If the Federal Courts force this decision against State operated public schools upon the people of a county or city, there will be no schools of any kind in that county or city, the existing schools being closed by the Federal Courts. If the Federal Courts force this decision upon the whole people of Georgia in one law suit, there will be no schools of any kind anywhere in Georgia; because the Federal Court will close down the existing schools all over the State."
- "7. If this (school segregation) Amendment is defeated by the people, there will be no schools of any kind in those Counties and cities in which the existing schools are closed by the Federal Courts; and there will be no public funds available for the education of the people in that county or city."
- "8. If the (School Segregation) Amendment is ratified by the people, the General Assembly will be able to provide money for the education of all the children, white and colored, in those counties and cities in which the Federal Courts destroy the existing public schools."
- "9. If said (School Segregation) Amendment is ratified by the people, the General Assembly will be able to enact laws so that in such counties and cities, the education of all the children can continue in well regulated and supervised segregated schools."

Georgia's Response: Segregation Amendment

## Segregation Amendment Passed

#### Legislature Fight Hinted as School Proposal Passes

The Atlanta Constitution (1946-1984); Nov 4, 1954; ProQuest Historical Newspapers: The Atlanta Constitution

## Legislature Fight Hinted as School **Proposal Passes**

By M. L. ST. JOHN

The private school constitutional amendment Wednesday had been ratified by the people in a close vote, but a legislative fight appears likely if the state administration ever seeks to put it into effect.



Almost complete returns from Tuesday's election showed the amendment leading by 22,518 votes in tabulations of the Associated Press. With reports in from 1,567 of the 1,810 precincts, the vote was 192,832 for, and 170,-314 against the proposal.

A report from the United Press listed 208,399 votes for the amend-

Other election stories on Pages 10 and 13.

ment and 181,850 against it. This was from 1,803 precincts, the UP

#### KEEP FIGHTING

"We are going to continue to fight for an increasing educational opportunity for the children and teachers of Georgia," State School Supt. M. D. Collins, leader of the opposition to the amendment, declared in conceding victory to the proponents.

Gov.-Elect Marvin Griffin and Gov. Herman Talmadge, who led the amendment to victory, issued statements designed to allay any fears the people might have for their public school system.

"No action will be taken under

The Segregation Amendment passed by a slim margin

Mr. W. E. Turner, Director Division of Negro Education State Department of Education Nashville 3, Tennessee

Dear Ed,

The voters in Georgia on November 2 by a vote of 210,478 to 181,148 ratified a Constitutional Amendment which will make it possible for the Legislature to take steps they deem necessary to preserve a segregated school system in this state. This closeness of the vote revealed the concern of the citizens of the public school system. There is now no talk of moving toward a private school plan.

The Legislature in Georgia will meet annually beginning in 1956 instead of every two years. The office of the Attorney General is drafting a Bill to authorize School Superintendents to assign pupils according to a plan, the details of which have not been revealed. I will send you a copy of the bill when it is released to the public.

Beginning april 18, 1952 and concluding on April 30, 1954 the State Board of Education allotted \$286,000,000 capital outlay for the public schools of Georgia, one-half of which was for Negro school facilities. Some of the buildings are now occupied and contracts are being let each week. We have an excellent system for processing the plans and I hope to be able to show you some of these new buildings the next time you are in our state.

Very cordially yours.

Robert L. Cousins Director of Negro Education

RLC:mb



### State Department of Education

STATE OFFICE BUILDING

#### Atlanta 3, Georgia

February 24, 1955

CLAUDE L. PURCELL
ASSISTANT STATE SUPERINTENDENT
OF SCHOOLS

Dear Superintendent:

I am enclosing four bills which were passed by the General Assembly at its recent session. They are as follows:

- Senate Bill No. 40 which provides that no state and local funds shall be in any manner appropriated for public schools except for schools in which the white and colored races are separately educated.
- 2. Senate Bill No. 61 which provides that state contributed foundation program funds shall be allotted to local systems semi-annually on the basis of current average daily attendance. This bill becomes effective when additional state funds are provided for this purpose.
- 3. House Bill 143 which amends the law relating to age limits for children entering the common schools.
- 4. House Bill 325 which amends the law relating to meetings of the county boards of education.

These are the major school laws having state-wide application which were passed at the last session.

A revised compilation of all school laws will be published in the next few months. A copy of this new publication will be mailed you as quickly as it is available.

Sincerely yours,

M. D. Collins, State

Superintendent of Schools

MDC/cw

Enclosures: 4

• 1957: Education [State Code] No public funds to be allocated to non-segregated schools. Penalty: felony.

1957 – Legal segregation

# Help Our Public Education (HOPE)

Hope Inc. Chartered To Fight School Close
The Atlanta Constitution (1946-1984); Dec 15, 1958;
ProQuest Historical Newspapers: The Atlanta Constitution
1873.

### Hope Inc. Chartered To Fight School Close

An organization has been chartered in Atlanta with the stated purpose of giving information to persons interested in keeping public education from being destroyed by closing the schools.

HOPE, Inc. The letters stand for workable and that similar laws "Help Our Public Education."

The chartering group gave as tional in other states. its purpose "to give factual inwe do, that the closing of our public schools in the state. schools would be a tragedy almost too terrible to contemplate."

The group said present state

The charter was issued to laws concerning schools are unhave been declared unconstitu-

"Our governor-elect is quaranformation to those citizens of tined by these laws and cannot do Georgia who want to keep our anything except close our public public education from being de- schools in the event of a federal stroyed by the closing of our decree ordering integration in any schools; to give direction, infor- public school system of Georgia, mation and program of action to the statement added. The group those groups and individuals said injunctions following one throughout the state who feel, as such action would soon close all

#### NAMED IN CHARTER

The incorporators named in the charter are Dr. Willis A. Sutton, Kendall Weisiger, Mr. and Mrs. John A. Dilworth III, Mr. and Mrs. Thomas Breden Jr., Mrs. Harold B. Friedman, Mr. and Mrs. Claude E. Jones Jr., Mrs. Dan Burge, Mrs. Martha C. Bryant, Mrs. John I. Dickinson, Lanier Randall Jr., Mrs. Brittian Pendergrast, Mr. and Mrs. C. F. Daugherty Jr. and Mrs. Hamilton Lokey.

The incorporators said a nominating committee will be appointed and will be presented at a general meeting for approval,

Southern Manifesto March 12, 1956  During 1956, a group of Southern senators and congressmen signed the "Southern Manifesto," vowing resistance to racial integration by all "lawful means."

# Southern Manifesto

The manifesto was signed by 19 US Senators and 82 Representatives from the South.

The signatories included the entire Congressional delegations from Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina, and Virginia, most of the members from Florida and North Carolina, and several members from Tennessee and Texas.

All of them were from former Confederate states. Ninety-nine were Democrats; two were Republicans.

# Key quotes from the Southern Manifesto

 "This unwarranted exercise of power by the Court, contrary to the Constitution, is creating chaos and confusion in the States principally affected. It is destroying the amicable relations between the white and Negro races that have been created through 90 years of patient effort by the good people of both races. It has planted hatred and suspicion where there has been heretofore friendship and understanding."

## 14th Amendment

...nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

## Citizens Councils

#### CITIZENS COUNCILS

To counteract the association's influence, Governor Griffin, former Gov. Herman Talmadge and other political leaders have organized the States Rights Councils of Georgia, loosely affiliated with the White Citizens Councils of other Southern states.

The Georgia councils seek to persuade Negroes, especially in the Black Belt, to accept voluntary segregation as best for both races. According to Roy V. Harris of Augusta, an attorney, state political leader and prime

mover in the councils, agreements have been reached with a number of local Negro leaders and community mass meetings.

The council movement is dominated by the Griffin-Talmadge leadership that for years has represented the political power of Georgia's rural counties, where segregation sentiment is strongest.

An overwhelming majority of white people support Governor Griffin on segregation per se, but many oppose his nullification stand as an anachronism and his private school plan as a threat to the public schools. Some, but not many, speak out against segregation.



# THE AUGUSTA COURIER

Be Not Content With The Appearance of Things, But Look For The True Meaning

Vol. 2

THE AUGUSTA COURIER, JANUARY 26, 1959, AUGUSTA, GA

No. 596

# The States' Rights Council Of Georgia Will Hold Annual Fund - Raising Dinner

# Georgia Only Begun To Fight For Constitutional Rights, Vandiver Tells The Legislature In His Inaugural Address

People Of State
Will Battle Tyranny
Of Supreme Court At
Every Crossroad

"We have only just begun to fight," declared Ernest Vandiver, Governor of Georgia, in his inaugural address on Janu-

## STRICTLY PERSONAL

By ROY V. HARRIS

I have never known anything about which there has been as much hypocrisy and dishonesty as there is about this thing called integration.

In the first place, the Supreme Court Decision is based upon hypocrisy and dishonesty.

The Supreme Court in 1954 laid down a ruling. They said this, our

Governor Vandiver, Senators Russell, Talmadge Will Be Feature Speakers

The States' Rights Council of Georgia, Inc., will hold a fund-raising dinner at the Dinkler-Plaza Hotel in Atlanta, at

# 1959 – Court Orders Integration

- In 1959 U.S. District Court judge Frank Hooper ruled Atlanta's segregated public school system unconstitutional and ordered it integrated.
- Judge Hooper, however, delayed the implementation of the order for one year to give state authorities time to develop a desegregation plan.



Frank A. Hooper



## Court Orders Integration

• This decision presented a problem to state leaders who, after the 1954 *Brown v. Board of Education* decision, had determinedly resisted desegregation by passing measures designed to fight the integration of Georgia's schools, including a constitutional amendment forcing the governor to cut off state funding to any school that desegregated



# Moderate Approach = Limited Desegregation

#### MODERATE APPROACH

The moderate approach to integration that is most widely discussed would permit each community in the state to decide for itself when to start and how. It has been suggested that integration might be achieved relatively soon and easily in the north Georgia highlands, where few Negroes live.

A limited number of Negro pupils selected on the basis of educational, moral and other cultural qualifications would be admitted to white schools.

"What Georgia will accept eventually will depend on time, place, geographical distribution, economic progress, and intangibles like the growth of understanding," Mayor Hartsfield of Atlanta said.

A moderate solution will take a long time. A whole body of state law now stands in its way. So does formidable political power entrenched in extremist positions.

Meanwhile Georgians have great need of the three virtues extolled in their state motto—wisdom, justice, moderation.

# Sibley Commission and slow integration

- Gov. Ernest Vandiver on January 18, 1961, introduced a bill that repealed laws designed to cut off funds for both the university and public schools.
- Adopted the recommendations of the Sibley Commission. The bill passed on January 31, and the Atlanta school system officially desegregated the following autumn.



## Atlanta schools desegregation

On August 30th, 1961, nine students, Thomas Franklin Welch, Madelyn Patricia Nix, Willie Jean Black, Donita Gaines, Arthur Simmons, Lawrence Jefferson, Mary James McMullen, Martha Ann Holmes and Rosalyn Walton became the first African American students to attend several of APS' all white high schools.

By May of 1961, 300 transfer forms had been given to black students interested in transferring out of their high schools. 132 students actually applied. Of those, 10 were chosen and 9 braved the press, onlookers and insults to integrate Atlanta's all white high schools.

#### MEET AT LUNCH

Seven of the nine Negro students who will launch Georgia's first school desegregation meanwhile met for a luncheon and said they were not worried about their new roles.

The students met at a Hunter Street restaurant with two other Negroes who have made desegregation headlines—Charlayne Hunter and Hamilton Holmes.

Holmes' and Miss Hunter's admission to the University of Georgia last winter precipitated a legal crisis which resulted in Georgia's abandoning "massive resistance" school-closing laws and instead adopting pupil assignment procedure which allowed Atlanta to obey a federal court order without closing its schools.

## The Atlanta 9

\*Thomas Franklin Welch and \*Madelyn Patricia Nix, who integrated Brown High School

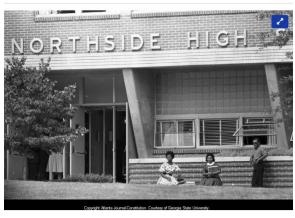
Willie Jean Black, Donita Gaines and Arthur Simmons, who integrated Northside High School

**Lawrence Jefferson** and \*Mary James McMullen-Francis, who integrated Grady High School

\*Martha Ann Holmes-Jackson and \*Rosalyn Walton-Lees, who integrated Murphy High School (now Crim High School).



Brown High School. Courtesy of Georgia State University



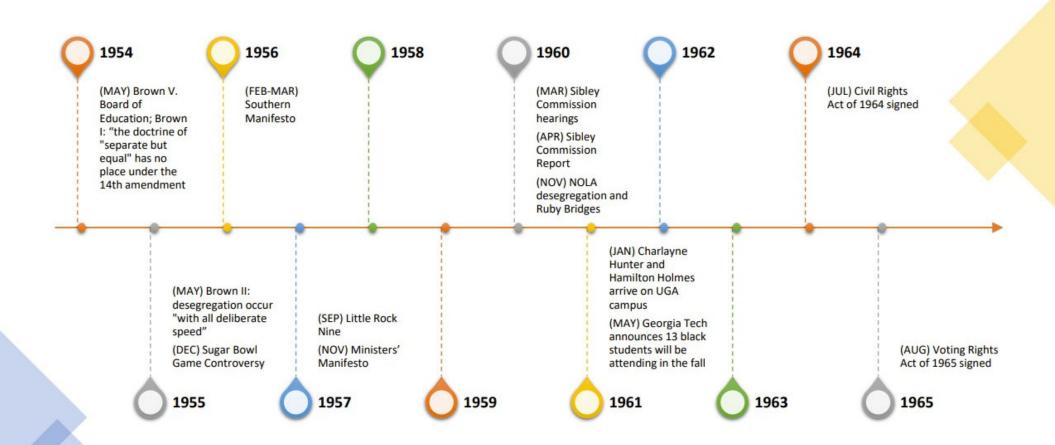
Northside High School. Courtesy of Georgia State University

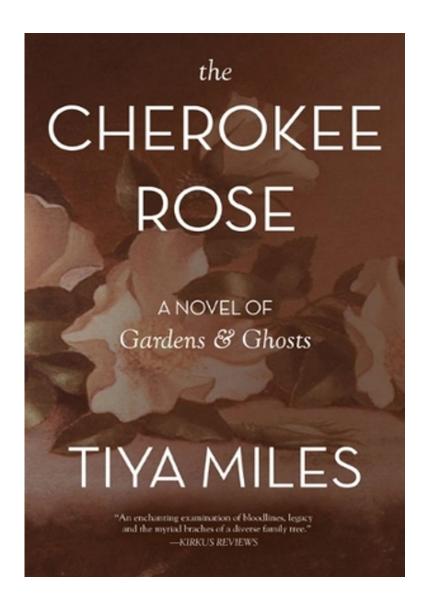


Grady High School. Courtesy of thesouthernoronline.com



Murphy High School. Courtesy of Atlanta History Center





"You bought this house to chase a dream," Jinx said, "But for some of the women who lived here, that dream was a nightmare. If they could live through all that crap, don't you think the least we can do is read about it, know about it? Isn't it honoring their memory to be a witness for their lives?..."