



Mississippi History on Loan

WITH ALL DELIBERATE SPEED

The Mississippi Department of Archives and History established the Mississippi History on Loan film program to enhance classroom instruction on Mississippi history, literature, art, personalities, and places. The program has over 200 titles available year-round for grades 4-12. The videos are offered in VHS and DVD format.

Mississippi History on Loan presents *With All Deliberate Speed*. This documentary looks at the historic *Brown v. Board of Education* ruling that declared segregated public schools unconstitutional and explores how school desegregation was delayed for decades. Features interviews with individuals involved with the *Brown* lawsuit and dramatic readings related to the case.

Produced by Feature Docs and Anchor Bay Entertainment, 2005. 111 minutes, color.

This activity packet includes the following:

- Curricular Connections for Common Core and Mississippi Department of Education Frameworks
- Fill in the Blank Film Outline
- WWII and Civil Rights
- Timeline
- What Were People Reading?
- What Were They Seeing? Compare and Contrast
- What Were They Writing?
- Essay
- Extension Activities
- Teacher Evaluation

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Curricular Connections

MDAH works to ensure our lessons and activities complement Common Core Curriculum and Mississippi Department of Education frameworks, competencies, and objectives. Each lesson and activity has been matched to the grade levels, subjects, competencies, and objectives.

Curricular Connections		
Common Core Language Arts	Grade 8	RI1; RI2; RI3; RI4; RI5; RI6; RI7; RI8; RI9; W1; W2; W3; W4; W5; W7; W8; W9; SL1; SL2; SL3; SL4; SL5; SL6; L1; L2; L3; L4; L5; RH1; RH2; RH3; RH4; RH5; RH6; RH7; RH8; RH9; WHST1; WHST2; WHST4; WHST5; WHST7; WHST8; WHST9
	Grades 9-10	RI1; RI2; RI3; RI4; RI5; RI6; RI7; RI8; W1; W2; W3; W4; W5; W7; W8; W9; SL1; SL2; SL3; SL4; SL5; SL6; L1; L2; L3; L4; L5; RH1; RH2; RH3; RH4; RH5; RH6; RH8; RH9; WHST1; WHST2; WHST4; WHST5; WHST7; WHST8; WHST9
	Grades 11-12	RI1; RI2; RI3; RI4; RI5; RI6; RI7; W1; W2; W3; W4; W5; W7; W8; W9; SL1; SL2; SL3; SL4; SL5; SL6; L1; L2; L3; L4; L5; RH1; RH2; RH3; RH4; RH5; RH6; RH7; RH8; RH9; WHST1; WHST2; WHST4; WHST5; WHST7; WHST8; WHST9
Social Studies	Mississippi Studies	4
	United States Government	5a; 7a; 7c
	U.S. History from Post-Reconstruction to the Present	4a-d; 7a; 7c
	Law Related Education	1c-d; ; 3b; 6
	Minority Studies	1b; 2a-c; 4a
	African American Studies	1; 2a; 4c; 4d; 5; 6d



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Fill In The Blank Film Outline

Name: _____ Date: _____

Directions: While watching the film, fill in the blanks below.

I. Pre-existing Conditions and Background

A. In 1935 _____ made a film to contrast the schools of white children with the poor schools of African American children.

B. _____ were rarely afforded for the African American schools, while white schools had them.

C. _____ v. _____ was the first of five cases that would become part of the *Brown v. Board* case brought to the Supreme Court in 1954.

D. Perspectives were changed when African Americans fought in _____ but came home to injustices, such as not being allowed to _____.

II. The Road to *Brown v. Board*

A. Charles Houston saw _____ schools as a way of changing social attitudes.

B. Houston became dean of _____ and trained African American _____ students to fight inequalities.

C. _____, a student at Moton High School, organized a student strike to protest the poor facilities allocated to them.

D. Reverend _____ encouraged the community of Summerton, South Carolina, to stand against inequality.

E. Harry Briggs was the _____ to sign the petition and _____ his job as a result.

III. The National Association for the Advancement of Colored People (NAACP) Involvement

A. Judge Waties Waring encouraged Thurgood Marshall to attack the institution of _____ rather than the issue of unequal transportation.

B. The Clarendon County case was ruled _____ to _____ against the plaintiffs.



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Fill In The Blank Film Outline Continued

Name: _____ Date: _____

C. Reverend L. Francis Griffin was president of the local chapter of the _____ and provided a safe haven for the protesting students.

D. Initially, Hill and Robinson, the NAACP lawyers were hesitant to take the Farmville, Virginia, case but did so providing that it would be about _____ rather than equal funding.

IV. *Brown v. Board* and Its Aftermath

A. _____ was appointed Chief Justice of the Supreme Court after the death of _____ just before the hearing of *Brown v. Board*, greatly impacting the case.

B. John W. Davis argued that desegregation was not worth the disturbance, while Thurgood Marshall posed that segregation was against the _____.

C. The _____ to _____ decision of *Brown v. Board* was read on May _____, _____ calling segregation as “inherently unequal.”

D. There was widespread resistance and delay in the South because of the phrase “_____”.

E. For _____ years, schools in Prince Edward County, Virginia, refused to integrate and were _____ from 1959 to 1964 to avoid integration.

F. Reverend Griffin returned to the _____ demanding that the schools be re-opened in 1964.



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Fill In the Blank Film Outline **Answer Key**

Name: _____ Date: _____

Directions: While watching the film, fill in the blanks below.

I. Pre-existing Conditions and Background

- A. In 1935 Charles Houston made a film to contrast the schools of white children with the poor schools of African American children.
- B. School buses were rarely afforded for the African American schools, while white schools had them.
- C. Briggs v. Elliott was the first of five cases that would become part of the *Brown v. Board* case brought to the Supreme Court in 1954.
- D. Perspectives were changed when African Americans fought in World War II but came home to injustices, such as not being allowed to vote.

II. The Road to *Brown v. Board*

- A. Charles Houston saw integrated schools as a way of changing social attitudes.
- B. Houston became dean of Howard University and trained African American law students to fight inequalities.
- C. Barbara Johns, a student at Moton High School, organized a student strike to protest the poor facilities allocated to them.
- D. Reverend J. A. DeLaine encouraged the community of Summerton, South Carolina, to stand against inequality.
- E. Harry Briggs was the first to sign the petition and lost his job as a result.

III. The National Association for the Advancement of Colored People (NAACP) Involvement

- A. Judge Waties Waring encouraged Thurgood Marshall to attack the institution of segregation rather than the issue of unequal transportation.
- B. The Clarendon County case was ruled two to one against the plaintiffs.



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Fill In The Blank Film Outline Answer Key

Name: _____ Date: _____

C. Reverend L. Francis Griffin was president of the local chapter of the NAACP and provided a safe haven for the protesting students.

D. Initially, Hill and Robinson, the NAACP lawyers were hesitant to take the Farmville, Virginia, case but did so providing that it would be about segregation rather than equal funding.

IV. *Brown v. Board* and Its Aftermath

A. Earl Warren was appointed Chief Justice of the Supreme Court after the death of Fred Vinson just before the hearing of *Brown v. Board*, greatly impacting the case.

B. John W. Davis argued that desegregation was not worth the disturbance, while Thurgood Marshall posed that segregation was against the Constitution.

C. The nine to zero decision of *Brown v. Board* was read on May 17, 1954 calling segregation as “inherently unequal.”

D. There was widespread resistance and delay in the South because of the phrase “with all deliberate speed.”

E. For five years, schools in Prince Edward County, Virginia, refused to integrate and were closed from 1959 to 1964 to avoid integration.

F. Reverend Griffin returned to the Supreme Court demanding that the schools be re-opened in 1964.



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WWII and Civil Rights Interviews and Discussion Directions

Name: _____ Date: _____

Directions: Read the following interview segments individually or aloud as a class or in small groups. Then have a class discussion about World War II race relations and how it impacted the Civil Rights Movement. Use the space below to notate specific examples from the interview that stand out for discussion.

Note: An additional interview by Lee Spearman may be found via a Mississippi Moments Podcast from the University of Southern Mississippi Center for Oral History and Cultural Heritage at <http://mississippimoments.org/msm-428-lee-spearman-black-soldiers-during-wwii>.



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WWII and Civil Rights - George A. Owens Interview

JONES:

This is John Jones with the Mississippi Department of Archives and History, and I'm about to interview Mr. George, is it A. Owens?...

OWENS:

...Then I entered the service in World War II. I served from June 3rd of 1941 to March of 1946...

JONES:

Did you go overseas in the Second World War?

OWENS:

Yes, as an enlisted man, I went up to Alaska... Then I was accepted into officer candidate school or Corps of Engineers and came back to the states and went to Fort Belvoir, Virginia-officer Candidate School and finished that in January, I believe, of 1943. Then served in Fort Leonard Wood in Missouri and then in Camp Sutton, North Carolina, I then was sent overseas to England, France, and Germany, and then was redeployed in 1945 to Okinawa. I served out there about, well, from September until December at which time I was released and came home. I was released from the service in March of 1946.

JONES:

So, you had had experiences in a lot of other places other than Mississippi and you had gone to work at Sak's in New York. You must have had some...I know that following the *Brown v. Topeka Board of Education* decision of 1954 the racial tension in Mississippi got pretty tough. You must have had to, at least thought twice about returning to Mississippi from Sak's in 1955.

OWENS:

Well, actually I came back to Alabama, but I've always considered Mississippi as home. I understood the problems, but I thought that some of us needed to try to be around to try to do something about them. That had been a part of the orientation that I received at Tougaloo as an undergraduate. Reverend W.A. Bender, who was chaplain at the time I was a student here, had been a leader with the NAACP and civil rights and had organized a number of the chapters in the state... I just felt, as he did, that we could do something about that and that some of us should try to. So, I wasn't that apprehensive about coming back South. I prefer the South and came back because I thought that maybe we could do something about it.

JONES:

I know when I interviewed Ernst Borinski he was talking about one of his experiences in the Second World War was running into black soldiers following the war who were greatly distressed because they were going to have to return home to the racial tensions in the South following the war. Did you have any friends who didn't want to return to the South, any people who you might have graduated from school with?

OWENS:

Well actually about the 1960s most of the young people left Mississippi particularly and many of my friends left. Of course, we served in World War II under circumstances that were not ideal. As an officer in World War II, I had no authority that a white private had an obligation to respect. A black officer, a black person could not command white troops until 1948 by President Truman's executive order. When I had served as a second lieutenant, I received good



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WWII and Civil Rights - George A. Owens Interview

ratings and I served as first lieutenant and received good ratings, but I was serving in a company, a regiment in which the majority of officers were white, all the troops were black - but we had enough black officers to form one black company. There were about four of us leftover, not enough to form another company, so we were scattered around in other companies. For me, first lieutenant was a dead end because unless you got a company command you couldn't become a captain, and if you got a staff position, it would be commanding some whites and so you couldn't do that. So, a couple of us approached our regimental commander about that situation. Of course, he was sympathetic, but as we already knew, could really do nothing about that. So, we were saying, why break our backs to get good ratings and good performance records when it's not going to mean anything in terms of promotion. But that was the case, and so I served really all throughout my active duty as a first lieutenant, but there was a regulation which provided that if you had, up to the time of your release, maintained an average rating of excellent for a period of time, then you were to advance in the grade. So, I was released as a captain, but I never served as a captain. So, you have the conditions and a part of that time as an officer, for all of that time as an officer. We could not go to white officer clubs. For a time there in Fort Leonard Wood and in North Carolina, for a period of time black officers and white officers had separate quarters. Just before we went overseas, maybe six months before, the Colonel integrated the Officers' Quarters, but the Officers' Club was never integrated. That applied wherever we went; so the situation was not the ideal either place. So, that just added another thing to the list that needed some attention.

...[speaking of Tougaloo College]

OWENS:

So, as I say, we didn't win many friends that way but we stood for that and I think that the things have come full circle; that some of the things we've fought for and insisted upon are accepted now and are recognized as being at the best interest of everybody. Well, this same Reverend Bender and some of the students in 1946 held up the seating of Senator Bilbo for a little while. They challenged his seating. They just stood up for it and protested it, and they held up his seating for a little while.

JONES:

This is in Washington?

OWENS:

Yes, they held it up. That was some of the veterans who came back who worked with Reverend Bender then. Because we as veterans, when we came back, we didn't have to pay poll tax. You see, in those days you had to pay poll tax for a certain number of years before you could register, and then you had to go through all those...

JONES:

Literacy tests.

OWENS:

Yes, yes, games to get there. So, we were able to register to vote. I was not here I had gone to Columbia when this happened, but they did hold him [Senator Bilbo] up awhile...

MDAH Archives and Records Services. For complete interview go to http://mdah.state.ms.us/arrec/digital_archives/vault/projects/OHtranscripts/AU099_096177.pdf



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WWII and Civil Rights - John Peoples Interview

DAWSON:

Okay, Speak Now recording number 015. This is LeAnna Welch-Dawson, with Mississippi Department of Archives and History. Today's date is Wednesday, June 15, 2011. Now sharing his Civil Rights Era memories is Dr. John Peoples. Welcome...

DAWSON:

So you were in which war? You said you were a veteran?

PEOPLES:

World War II. I got the tail end of it. I, I was drafted from Starkville, Mississippi, just out of high school and I really hadn't planned to go to the Marine Corps...

DAWSON:

So the units were segregated, when you were in the military?

PEOPLES:

Oh, yes. There was an incident of not being segregated. In order to get more GI Bill of Rights time, I re-enlisted and I was put into a schools company to train to be a radio technician and was sent to California, to Camp Pendleton, California. And there were, they chose ten of us to be in this special training and two of us, myself and one other guy, to be trained so as to be a teacher to go back and, to the black camp at camp, at Camp Lejeune in North Carolina to set up a school. Anyway, when we got out there the commanding officer who was Jewish called us in, he says, he said, "You men have been over in Carolina segregated but here at Camp Pendleton you will not. In this school if you do good work you're gonna get the same grades anybody else, so I expect you to do good work." Well, we, we thought it was gonna work out like that, but it turned out that you had to deal with individuals, instructors, and so in my particular case, I was the highest ranking man in my, in my barracks and I had to drill the men to the classes and to, had to drill them to meals and so on. And here I was a Mississippi boy trying to call all those names of Polish guys, and of Russian names and so on, and I, it was really funny because one guy whose name was, it was, I thought it was Jesus, but it was, it's pronounced "Hosaus" I think it is. And so I said, "Calvin Jesus." He said, "It's Hasu." I said, "Who?" Anyway, that's just one little incident. But here's what happened in that class or situation out there. They had it set up, in that they just didn't feel that any black Marine should score higher than a white Marine. Here was a classroom situation and we're studying technology like physics. Here's a radio that we have to learn all the parts to this radio and how it works and so on and you have ten questions and each question is worth ten points. Now either you're right or you're wrong and, like in math, you're right or you're wrong. And here's a ten point question, I got a nine, nine, nine. So I don't know what's going on, the thing is right. So I went to the professor, he wasn't, I mean to the, he wasn't a, to the teacher—instructor—who was a warrant officer. I said, and I said, "Sir, what's wrong with this?" He said, "It's insufficient." I said, "Like what?" "It's insufficient." "How?" "It's insufficient. Get outta here." So I went to the, the captain who was in charge of that section. I said, "Sir," I said, "for whatever reason Warrant Officer Massey has cut my grades down point by point, I don't know why." He said, "Peoples," he said, "Look, there's no way you could be as smart as these guys. You're from



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WWII and Civil Rights - John Peoples Interview

Mississippi and there's no way you can be as smart as these guys, but you're gonna pass this course, you're gonna get your promotion and we'll send you back to North Carolina to teach. Now just stop so much its being." So I said, "Okay." So I found that I just had to accept that. And they did the same thing in the, in the, in the section where we had to repair our sets, you know, we had to repair radios that go into tanks and so on. And for whatever reason, they would, they would find, they would find a way to make me, my grade lower. So when we finished the course there were several of us in, in the section, but they found a way to make my, my grade one point less than the lowest white. All the guys were smart, all these guys were very sharp guys, everybody was smart, they could. And I had a 89 and the lowest white was a 90. Everybody was smart but I said, I said what the heck, but that was California, Camp Pendleton. And at any rate, as it turned out when the war ended, the war ended while we were out there, and so the deal for me to go back and set up a school in Carolina, I thought it was still on, but somehow they finally sent us back to North Carolina, I was called in by the colonel, he said, "Peoples," he said, "When you go back to Carolina, you may have to speak up." I said, "What do you mean, sir?" He said, "There, there may be some problem with your rank and what you supposed to do," he said, "I'm not gonna put a race on your transfer papers." Anyway, they transferred me over to the white campus. We rode a train all the way from California, myself and another guy named Busby, two of us, supposed to be teachers, over to the white camp. Had, we call it, had my point. We got there and we were standing outside and heard the man inside, "Oh, boy, we got two of those hot shot Marines from, from Pendleton, man, we need these guys, we need these technicians"...So I went in, I said, "Sargeant Peoples reporting, sir"...Okay, we're glad y'all boys arrived. Send these boys back over to Montford Point. Send these boys to Montford Point," that was the black camp. They had a black camp for blacks called Montford Point. Man, they took us in a jeep, put our sea bags, took and dumped our sea bags out at the gate...Busby said, "Peoples, we might as well give up." Man, I'm, I'm not gonna take this stuff. Anyway, when I got, got in there, I said, "I wanted to speak to," now they sent me over—they sent us over—to the head, the head black who was a six-striper. No black officer is a six-striper and he said, "Son," he said, "we're glad y'all went out, out there with the white boys and went to school, but we ain't got none of this stuff for y'all to learn how to, how to fix." I said, "Well sir, I, I request to see the commanding officer." He was a white colonel. He said, "What? That's, that'll do no good. That's no good." I said, "Sir, I request to see the commanding officer." So they set me up the next day to see the officer and what he said, "Peoples," he said, "I understand that you have some concerns." "Yes, sir," I said, "we were trained to, to be instructors in the electronics. And we, there's nothing for us to do." He said, "Well, when the war ended all that stuff that they had planned up in Washington, D. C. changed." I said, "Well, sir," I said, "I see that they are having sergeants like me to take truckloads of people over to the white camp to clean it up," I said, "I don't want to do that, sir, I hope not." He said, "Okay, I'll see that you don't." "But what am I gonna do?" He said, "Well I'll tell you what. You just stand by until I see what I can do for you." I said, "Stand by?" "Yes, you just stand by, you have nothing, you just stand by." So I was over there, they put me over in a barracks. I had to do nothing. Lieutenants, both lieutenants came in, they said, "Ten-hut!" And they said, I'm in my bed sleeping. "Who's that man there?" "That's Peoples. Don't touch him, the colonel said don't touch him." So I made all the other black sergeants mad with me 'cause I didn't have to work. I was afraid, I was, I was wondering what am I gonna do. I would go to the library and I would read books, I would play classical records and so on. And I was trying to get a furlough. And the, the black person I saw, he had hid my furlough papers. I was waiting around, man, I



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couldn't, I couldn't, but he'd say, "Not ready yet." So finally I went over, I ran into this guy and I said, "Sergeant," I said, "I don't know what's going on, but for whatever reason I can't get a furlough." He said, "You know why?" I said, "Why?" "You gotta come through us. These white folk here, they don't give a cent about us, man, they come over here from the white camp during the day and they go back at night. We run this camp. You went to the white man. And you went to the white and that's why you can't get a furlough, but if you come through us, man, we gotta work together." I said, "Look, what I'm trying to do, I was trying to do some things to help us." He said, "I don't care what you were trying to do, they sent you out there and filled you up with all that stuff and look what they did, put you right back here with us, you ain't got nothing to do. Come in this office, boy. Here are your papers right here. You could have been gone home. Take this and get your butt on back to Mississippi, for the furlough." That's the way that worked out. So I went home to Starkville and I'll tell this one little incident that happened, it's typical. On my way back, I stayed for two weeks, on my way back, I had to stop in Columbus, Mississippi to change...buses. And so the way they had those things back in those days of segregation, the servicemen, I mean the, the rules were that servicemen on the buses first, and then after servicemen, others get on. So the bus driver said, "Okay, I'm, I'm gonna load this here bus according to government regulations. Okay, all white soldiers." White soldiers got on. Then he said, "Alright, all white folk." The whites got on. He said, "Alright, all n***** soldiers. Nah. All n*****s, all you n*****s won't be able to go. Bus is too crowded, but I guess we got, most of you can go. Be another bus tomorrow morning." That was typical of the way things would happen during those days, like, around 19' I would say, '45 and '46. Anyway, I came on back to camp. When I got back to, to Camp Lejeune, I saw guys with sea bags, man, running toward, running toward the buses. "Where you guys going?" They said, "Man," they said, "man, they putting us out of this thing. If you got enough punch, you can go home." I said, "What?" So I went in and there it was there on the wall, "All labor letter number four twenty something." It says, "All negro marines who are not cooks, bakers, or stewards (that means, a steward is a servant), are hereby authorized to be discharged COG (that's for the convenience of the government) between the dates of July something and July something," I forgot the specific dates. I said, "What?" I said, it couldn't be that this, that my going into colonel started this, I said, something started this. Anyway, they decided that at that particular time that they were going to let all Marines who had been specially trained beyond being a cook or a servant of some sort could get out if they wanted to, you could stay in. Some of the guys said, "Man, it's gonna be a big depression. You better stay in." I said, "Uh, uh, I'm going home. I'm going to college." Anyway, I went back to Starkville and came to Jackson State. I'd really planned to, and I didn't tell you about one little thing that happened. I had planned to go to MIT or Cal Tech, in electronics. And I, I need to back up to tell what happened. When I was at Montford Point before I went to California, I was sent for by the education officer who was a young white lieutenant. And he said, "Peoples," he said, "I was looking at your service record here. Do you know you have a very high IQ?" I said, "What's IQ?" I said, he said, "That's your intelligence quo, intelligence quotient." I said, "Well, I don't know what that means." He said, "Well, the test you took down at Camp Shelby shows that you have a very high IQ." I said, "Well, thank you." He said, "What do you plan to do when you leave the Marine Corps?" I said, "I'm not quite sure." He said, "You ought to go to college." I said, "Well, I really hadn't thought about it." He said, "Well, you ought to go to college." He said, "Look, here's a college catalog." He showed me a catalog from California Institute of Technology and MIT. And he said, "Take a look at these and think about it." That was the first person, a young white marine, ever talked to me about college. My parents were people who just didn't finish elementary school. And so, anyway, I went to



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WWII and Civil Rights - John Peoples Interview

Jackson State and, to school and, and of course I played football, track and made straight As, number one in my class and so on. And I told other stuff about going to University of Chicago, getting my degrees and teaching in Gary, Indiana, and coming back South.

...[Asked about Charles and Medger Evers in School days]

PEOPLES:

But I didn't really get to know Charles Evers until I came back down here as president because, you know, we were just young men. They were World War II vets, too and I was a World War II vet, so the veterans kinda ran the campus, campuses in the forties, and the early fifties because we, you know, had GI Bill of Rights, we had money and all our tuition paid for and so on. And so we more or less ran the campus, I didn't, I didn't, I never knew Medgar, but I knew Charles because he was around, and we are still good friends, yeah.

MDAH Archives and Records Services. For complete interview go to http://www.mdah.state.ms.us/arrec/digital_archives/speaknow/transcripts/AU988_108934.pdf For the sound recording go to http://www.mdah.state.ms.us/arrec/digital_archives/speaknow/show/15



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WWII and Civil Rights Interviews: Teacher Discussion Guide

1. What kind of effect did going overseas to other countries or going to other parts of the United States have on African American veterans? What inferences can be made?

- Going outside of Mississippi was probably a unique experience for many veterans who otherwise would not have been able to afford travel on their own. They saw the freedoms of others and fought for freedom against the Axis Powers.
- Outside the South they saw the supposed integration of officers quarters (Owens) and training (Peoples). But they also experienced discrimination and were faced with the segregation of officers clubs and not being allowed to have higher grades or positions of authority over white men.
- Lee Spearman mentions that although the European front was segregated and African Americans were not given the same opportunities as white men to fight, the Japanese front was more integrated because African American and white soldiers fought side by side just trying to make it through alive.
- George A. Owens mentions the apprehension that many African Americans had coming back to Mississippi after having these experiences.

2. What were George Owens and John Peoples attitudes about returning to Mississippi following the war? What was Peoples' attitude towards discrimination during the war and what attitudes did he face from other soldiers?

- George Owens mentioned that while many of his friends did not want to return to Mississippi after the war because of the racial tensions that were building, he saw it as an opportunity to make a difference and thought that he could do something about it.
- John Peoples had decided that he would simply not take discrimination and questioned authorities when he faced being unfairly graded or not being put to use for what he was trained. He also faced opposition by many other African American soldiers who thought that he was trying to go over their authority.

3. What new opportunities mentioned in the interview did the GI Bill afford veterans and how did these new opportunities impact the ability of the veterans to begin the Civil Rights Movement?

- John Peoples mentions his parents' poor education and the importance of the GI Bill in furthering his education which he had never considered until leaving the Marines. He also mentions that many of the leaders of the Civil Rights Movement had attended universities because the GI Bill had paid for tuition. Education gave them the ability to intelligently stand up for their rights and commune in an academic setting with like-minded people.
- George Owens talks about the poll tax that had to be paid for many years and how the GI Bill enabled veterans to be exempt from having to pay the poll tax (which along with literacy tests had been a way to keep African Americans from voting). He mentions the effect that some of these veterans had by halting Senator Bilbo's seat in the Senate although he implies that this was short lived. The Voting Rights Act passed in 1965 is also briefly mentioned by Peoples.
- Opening to discuss the other aspects of the GI Bill such as low interest mortgages, loans for starting a business, and veteran's hospitals.

4. What instances of discrimination stood out to you? What instances surprised you?



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Timeline

Name: _____ Date: _____

Directions: Write the date of the event in which it happened, then number the events in the correct order.

- | | | |
|---|----|----------------|
| _____ Dillon County, South Carolina, schools integrate in _____. | a. | 1935 |
| _____ Judge Waring advises Thurgood Marshall to sue over the institution of segregation in <i>Briggs v. Elliott</i> rather than for a bus in _____. | b. | 1970 |
| _____ World War II ends in _____. | c. | 1953 |
| _____ Charles Houston makes a film documenting depravity and inequality of African American schools in _____. | d. | 1924 |
| _____ <i>Brown v. Board</i> decision announced by Chief Justice Earl Warren on _____. | e. | May 17, 1954 |
| _____ Levi Pierson of Summerton, South Carolina, asks for a bus for his children who walk nine miles to school in _____. | f. | November, 1950 |
| _____ Charles Howard becomes dean of Howard University Law School in _____. | g. | 1947 |
| _____ The schools of Prince Edward County, Virginia, close to avoid integration in _____. | h. | 1945 |
| _____ <i>Brown v. Board</i> is postponed in _____. | i. | 1959 |
| _____ Parents in Farmville, Virginia, ask for a replacement school in _____. | j. | 1951 |



Mississippi History on Loan WITH ALL DELIBERATE SPEED

Timeline Answer Key

Name: _____ Date: _____

Directions: Write the date of the event in which it happened, then number the events in the correct order.

- | | | |
|--|----|----------------|
| ___10___ Dillon County, South Carolina, schools integrate in ___1970___. | a. | 1935 |
| ___5___ Judge Waring advises Thurgood Marshall to sue over the institution of segregation in <i>Briggs v. Elliott</i> rather than for a bus in ___November, 1950___. | b. | 1970 |
| ___3___ World War II ends in ___1945___. | c. | 1953 |
| ___2___ Charles Houston makes a film documenting depravity and inequality of African American schools in ___1935___. | d. | 1924 |
| ___8___ <i>Brown v. Board</i> decision announced by Chief Justice Earl Warren on ___May 17, 1954___. | e. | May 17, 1954 |
| ___4___ Levi Pierson of Summerton, South Carolina, asks for a bus for his children who walk nine miles to school in ___1947___. | f. | November, 1950 |
| ___1___ Charles Howard becomes dean of Howard University Law School in ___1924___. | g. | 1947 |
| ___9___ The schools of Prince Edward County, Virginia, close to avoid integration in ___1959___. | h. | 1945 |
| ___7___ <i>Brown v. Board</i> is postponed in ___1953___. | i. | 1959 |
| ___6___ Parents in Farmville, Virginia, ask for a replacement school in ___May, 1951___. | j. | 1951 |



Mississippi History on Loan

WITH ALL DELIBERATE SPEED

What Were People Reading? Teacher Instructions

Background:

The following articles come from three leading Jackson, Mississippi, newspapers covering public education and segregation before and after the *Brown v. Board* decision. It should be noted that *The Clarion Ledger* and *The Jackson Daily News* were written by and for a white audience whereas *The Jackson Advocate* was written by and for an African American audience.

Directions:

Divide students into small groups or pairs and give each group the *What Were People Reading?* worksheet and one of the selected articles. Have the students read the article as a group and answer the questions on the worksheet. When each group has completed its worksheets, have each group explain its article to the class using the most applicable questions from the worksheet as a guide.

Purpose:

These articles are what many people in Mississippi would have read at the time, giving an indication of what people thought about these issues and helping them form opinions and perspectives about current events. By exposing students to the different perspectives and events covered in these articles, they will not only be able to construct an idea of what was happening in Mississippi at the time, but also be able to see the complexity of the situation and the spectrum of opinions surrounding this important case.



Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were People Reading? Analysis Worksheet

Name: _____ Date: _____

Directions: Read the article as a group and answer the following questions. It should be noted that *The Clarion Ledger* and *The Jackson Daily News* were written by and for a white audience whereas *The Jackson Advocate* was written by and for an African American audience.

1. What specific event or issue is the article covering? When did it happen? If it doesn't cover an event, what is the purpose of the article?

2. Is the article primarily news, opinion, narrative, an interview, or some combination? Support your answer with specific examples.

3. Does the author focus on the issue from a local, regional, state or national perspective? Support your answer with specific examples.

4. Who are the people discussed in the article and what is their stance on education?



Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were People Reading? Analysis Worksheet Continued

Name: _____ Date: _____

5. What does the article indicate that people might be thinking about the event or issue? Give an example to support your reasoning.

5. Describe the tone and attitude of the article.

6. Does the author indicate his or her position on the issue of segregation?

7. Who or what is the source of the article? Could the author have a bias? Why or why not? If so, does it affect the information given?

PICTURE
START

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were People Reading? Article A

May 18, 1954. MDAH, Archives and Records Services. Used with the permission of The Clarion Ledger.

'Go Slow' Attitude Urged By Governor In Court Decision

By The Associated Press

Gov. Hugh White Monday urged a "go slow" attitude toward the U. S. Supreme Court decision outlawing segregation in public schools.

"We're going to proceed very cautiously and slowly, and try to work out the problems that face us."

The problems, his press interview showed, are to maintain segregation in spite of the court decision.

Atty. Gen. J. P. Coleman joined the conference to say that the decision will not affect the 1954-55 school year under Mississippi's watered-down school equalization program.

Gov. White declined to take a stand on abolishing public schools, but indicated he did not favor it.

The governor said he will push for an early meeting of the Mississippi Legal Education Advisory Committee which was given the assignment of finding ways to maintain segregation whatever the Supreme Court decision might be.

He will begin work on appointing members tomorrow, the governor said from his mansion.

"Just as soon as all men are appointed I'm going to call them into session at Jackson."

The Legislature probably will not be called into special session before July 1, after the advisory group finishes its study, Gov. White said.

The Legislature must meet within a year to finance the second year of the school program for the 1954-56 two-year period.

The governor received the news of the court's decision with the sad comment, "I'm really disappointed at the unanimous decision" of the Supreme Court in striking down segregation.

Negro leaders were jubilant. Dr. E. J. Stringer, Columbus dentist and president of the Mississippi branch of the National Association for the Advancement of

Chief Justice McGehee of the Mississippi Supreme Court, a member of the Legal Education Advisory Committee, said he had no comment at this time because he had not read the text of the decision.

He did say, however, that he hoped no comments would be made to cause the decision to be more drastic than it might be otherwise.

He said it would be better not to say what the state is going to do until the committee meets and decides what the state can do.

Colored People, obviously was happy at the decision but declined comment until NAACP attorneys give him their reaction on the decision.

Percy Greene, Negro editor of the Jackson Advocate, said the decision was the best thing that could have happened to Mississippi.

He said intelligent negro and white persons could get together and work out their problems on the local level.

"There will be no violence," he said, "but such violence as may occur will be the result of the indirect cause for violence that seems inherent in the predictions

that violence will occur. These predictions have been made by certain writers and spokesmen in Mississippi and the South."

Most legislators urged a "go slow" policy.

The Supreme Court gave Mississippi time to rebuild its segregation walls by calling for more briefs this fall on how and when racial co-mingling should be carried out.

Mississippi's Legal Education Advisory Committee is expected to swing into quick action to find legal ways to dodge the adverse de-

The committee was established by the 1954 legislature. Its assignment: maintain segregation, whatever the court rules.

The group is made up of "who's who" in state government, with governor White at its head. The group has not yet met, but Monday's ruling should put it into machine-gun action.

Sillers, a member of the committee and staunch defender of racial segregation, said:

"The only thing for the state to do is go out of the public education business."

Hovering over the question is the doubtful future of Mississippi's recently enacted school equalization program. It was meant to be the state's answer to demands for an end to segregation by making a start on equalizing school facilities and teachers' salaries.

But the Supreme Court ruled specifically that the 57-year-old "separate but equal" doctrine has no place in public education.

The program goes into effect on July 1. State Supt. of Education Jack Tubb declined comment on the decision until he reads it.

He said the education department would go ahead with a two-day meeting beginning tomorrow to explain the new program to county school superintendents.

With the waiting period given by the Supreme Court, Mississippi possibly could operate under the new program for one year.

A special legislative session is certain.

The session probably will come this fall, after the education advisory committee has had time to work. It would have been necessary

continued on next page

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were People Reading? Article A Continued

continued from last page

sary within one year, anyway, because the 1954 legislature provided funds for only one year of the equalization program.

Opponents of the program freely declared, "I told you so." Monday after the court's decision was announced.

A strong bloc fought the program bitterly in the legislature. They wanted to wait until the Supreme Court ruled, arguing that the court with a single decision could wipe out six months legislative work.

Monday they felt they were proved right, although several said some of the school program may be rescued.

Sen. Earl Evans Jr., of Canton, a diehard opponent of the program, said the state faces two possible answers:

1. Abolish public schools.
2. Try to induce voluntary segregation.

He favors abolishing the schools unless the equalization program can be salvaged and protected from co-mingling of the races.

"Now we have to go back and make drastic revisions in the program," he said. "Some of what we did can be salvaged but no provision was made for financing equal facilities."

He referred to the compromise equalization program. Evans and other opponents limited to the compromise equalization program. Evans and other opponents limited the program to a one-year trial run, with fewer funds than originally planned.

School advocates had to settle for equalizing teachers' salaries and making a start on equalizing transportation. Not enough money was provided for consolidating schools and constructing new buildings, the heart of the program.

Sen. Kennedy Stewart of Osyka, leader of the "Senate 20" that forced the school compromise on the legislature, said he believes Mississippi never would allow non-segregation in its schools.

Schools should be abolished before allowing Negro children to go to school with whites, he said.

On the school side, Rep. Jim

On the school side, Rep. Jim Baxter of Lauderdale County warned against haste and urged, "all of us have to be level-headed."

Rep. Ney Gore of Quitman County, who teamed with Baxter to lead the school bloc in the legislature, commented:

"It may not necessarily call for a complete overhaul of what has been done. This is going to cause quite a furor in Mississippi and in other states."

He conceded that "we must re-evaluate the position we have taken" in passing the equalization program.

An education leader in the senate, Frank Turman of Horn Lake, said, "It hit us a strong blow but I've expected it all the time."

He joined in urging a "go slow" policy.

"We don't know just what can be done," he noted.

Sadly he added, "I've been asked many times what will happen (if segregation is outlawed); and we don't know the answer."

Lt. Gov. Carroll Gartin joined the group providing efforts to maintain segregation.

"I do not believe that the majority of Negroes in Mississippi want to go to white schools. Every effort will be made to continue to have separate but equal facilities."

Gartin summarized it: "A grave blow to our Southern way of life."

On the college level, Dr. H. M. Ivy said the decision was not unexpected but called it "one to be regretted."

The president of the Board of Trustees of Institutions of Higher Learning said the matter would be discussed at the regular meeting of the board next Thursday.

Another board member, R. D. Morow of Brandon, said he doubts the board could do anything without orders from the governor or the attorney general.

Rep. John Junkin of Natchez, chairman of the House Appropriations Committee, said the lawmakers need some idea of what the decision means. "Usually," he added, "These decisions have a lot of ramifications" and the lawmakers ought to wait to see what the legal minds have to say.

"The only thing to do is to go back into session and devise a means of getting around the decision," he said, adding gloomily, "we may be in session from now on. The only thing to do is to fight it."

Rep. Russell Fox of Claiborne county viewed the decision as something that will generate tremendous friction between two "large races now living together in harmony. The decision is not fair to either race."

Fox said the equal school program failed in its purpose to preserve segregation. "It looks like we'll have to approach it from a new angle and we will depend on this (legal education advisory) committee to bring us something to preserve segregation but at the same time give educational facilities to both white and Negro," he said.

Rep. Hilton Waits of Washington County, chairman of the House Ways and Means Committee and opponent of the program, predicted a quick call of the legislature into special session.

"I'm ready to go to work to preserve segregation," he said. "It will be a long fight before segregation is ended in Mississippi. After all, we've got charge of the legislative machinery and the government in this state."

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were People Reading? Article B

May 18, 1954. MDAH, Records and Archives Services. Used with the permission of The Clarion Ledger.

Unanimous Vote Upsets 58-Year Stand of Court

Tribunal In 1896
Says Equalized
Schooling O.K.

By HERB ALTSCHULL

WASHINGTON, May 17 (AP)—The Supreme Court ruled today that the states of the nation do not have the right to separate Negro and white pupils in different public schools.

By a unanimous 9-0 vote, the high court held that such segregation of the races is unconstitutional.

Chief Justice Warren read the historic decision to a packed but hushed gallery of spectators near-

See text of U. S. Supreme Court decision on school segregation on Page 16.

ly two years after Negro residents of four states and the District of Columbia went before the court to challenge the principle of segregation.

The ruling does not end segregation at once. Further hearings were set for this fall to decide how and when to end the practice of segregation. Thus, a lengthy delay is likely before the decision is carried out.

Dean Acheson, secretary of state under former President Harry Truman, was in the courtroom to hear the ruling. He called it "great and statesmanlike."

Atty. Gen. Brownell was also present. He declined comment immediately. Brownell and the Eisenhower administration, like Truman's, opposed segregation.

For years 17 Southern and "border" states have imposed compulsory segregation on approximately two-thirds of the nation's Negroes. Officials of some states already are on record as saying they will close the schools rather than permit them to be operated with Negro and white pupils in the same classrooms.

In its decision, the high court struck down the long standing "separate but equal" doctrine first laid down by the Supreme Court in 1896 when it maintained that segregation was all right if equal facilities were made available for Negroes and whites.

Here is the heart of today's decision as it deals with this hotly controverted doctrine:

"We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities?"

"We believe that it does."
Reaction from Capitol Hill was swift and in some cases strongly critical.

Sen. Russell of Georgia, leader of Southern Democrats in the Senate, termed the decision "a flagrant abuse of judicial power." He said questions like that of segregation should be decided by the lawmakers, not the courts.

Other Southerners were plainly unhappy, but they did not go so far as Russell. Sen. Daniel (D-Tex.) said the verdict was "disappointing" and that he couldn't see how the court could arrive at such a decision.

Sen. Ellender (D-La.) said: "I am of course very much disappointed by this. But I don't want to criticize the Supreme Court. It is bound to have a very great effect until we readjust ourselves to it."

He said there would be "violent repercussions" if enforcement were ordered too quickly.

Rep. Keating (R-N.Y.), a strong backer of civil rights legislation, said: "There is no doubt about the soundness of the court's decision."

Gov. William B. Umstead of North Carolina said in a statement put out by his office that he was "terribly disappointed."

J.M. Hinton, South Carolina conference president of the National Assn. for the Advancement of Colored People, said:

"Christianity and democracy have been given a great place in America through the elimination of segregation in public schools and communism has lost a talking point."

The appeals from the four states—Kansas, Delaware, Virginia and South Carolina—challenged the legality of segregation on the ground that it violated the 14th amendment to the Constitution. The District of Columbia complaint alleged violation of the 5th Amendment.

The 14th Amendment, put through shortly after the end of the Civil War, was designed to reinforce the rights of the newly freed slaves. It said that no state may deprive any person of due process or equal rights under the law.

The 5th Amendment gives all persons involved in court cases dealing with federal matters the right to due process of law.

Actually, the court did not decide the question purely on the basis of these amendments.

Warren wrote that the court "cannot turn the clock back" to the enactment of the 14th Amendment in 1868 or the imposing of the "separate but equal" doctrine in 1896.

"We must consider public education," Warren wrote, "in the light of its full development and its present place in American life throughout the nation."

"Today, education is perhaps the most important function of state and local governments. . . . It is the very foundation of good citizenship. . . . In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

"Such an opportunity where the state has undertaken to provide it, is a right which must be made available to all on equal terms."

The court minced no words in applying the "equal rights" section of the 14th Amendment to the issue of school segregation. It said:

"We hold that the plaintiffs and others similarly situated for whom the action has been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the 14th Amendment."

It disposed of the "due process" section in this way:

"This disposition makes unnecessary any discussion whether such segregation also violates the due process clause. . . ."

That was for the cases of the four states. But in the District of the 5th Amendment to the Constitution.

Warren's opinion noted that enforcement of the court ruling raised "problems of considerable complexity."

It was for this reason that the court ordered further arguments in the fall. Brownell and the attorneys general of all states where segregation is now permitted were invited to take part, so that appropriate decrees can be worked out.

Briefs must be filed by Oct. 1.

The decision was made public in a highly unusual manner. Normally, copies of Supreme Court rulings are given to reporters simultaneously with the start of their reading from the bench.

In this case, no copies were given out until after Warren had finished reading the opinion not until he was well into it was the full import of the court's decision known—that segregation had been ruled unconstitutional.

No reason was announced for this departure from the usual practice.

That was for the cases of the four states. But in the District of Columbia case, the court applied the due process provisions of the 5th Amendment, saying:

"We hold that racial segregation in the public schools of the District of Columbia is a denial of the due process of law guaranteed by

this departure from the usual practice.

The court had weighed the issues for a long time. The first arguments on the cases were held in December, 1952. Rearguments were heard in December, 1953, after the Eisenhower administration took over.

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were People Reading? Article C

May 15, 1954. MDAH, Archives and Records Services. Used with the permission of The Jackson Advocate.

RECORD CROWDS HEAR FAMED SPECIAL COUNSEL FOR THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE IN TWO SPEECHES IN MISSISSIPPI LAST WEEK

Call Waste Of Time And The Peoples Money. Legislatures Efforts To Find Tricks To Void Decision Of United States Supreme Court

Say Negro And White Leaders In The South Should Join Together Following Decision In The School Segregation Cases And Work Out Conditions At The Local Level

Jackson, Miss., May 10.—(D8N)—The United States has already lost the leadership of the world because of its segregation laws and its treatment of its 15,000,000 Negro citizens asserted Thurgood Marshall in two speeches before record crowds in the state of Mississippi last week.

Marshall also asserted that the National Association for the Advancement of Colored People spoke for the Negroes of the United States, which he said included all those worth speaking for.

He also asserted that every Negro in Mississippi and everywhere else in the United States wants all forms of segregation by law abolished.

It was Thurgood Marshall, whose name and fame has made of him an idolized hero, and a name known and honored in every Negro household, making his first appearance in Mississippi since becoming recognized as the nation's leading constitutional lawyer and exponent of the rights of members of his race, as chief counsel for the National Association for the Advancement of Colored People, that brought out

the record breaking attendances in Jackson last Thursday night and in Mound Bayou, the state's historic all-Negro town, the following Friday afternoon.

Arriving in Jackson by plane from Chicago less than two hours before the Jackson meeting, Mr. Marshall held a press conference at Summer's Hotel, which included representatives of the Clarion-Ledger, Jackson Daily News, the Jackson Advocate, the Times Picayune, the Commercial Appeal, the Associated Press and United Press,

during which he made the same statements which followed in his two speeches.

The meeting in Jackson Thursday night, was a freedom fund rally, sponsored by the Jackson Branch of the NAACP to raise money for the campaign to raise ten million dollars for the ten-year crusade of the NAACP to win complete freedom for the Negro by 1963, the one hundredth anniversary of the signing of the Emancipation Proclamation.

The meeting was held at Pearl Grove Baptist Church on South Parish Street, pastored by Rev. S. L. Sorrell. More than 750 people crowded into the church while more than twice that number returned to their homes after they couldn't get in, leaving hundreds outside to remain to the end in the hope of getting a glimpse of the famous visitor.

According to reports more than \$500 was raised for the Freedom Fund, and more than 200 new members added to the local NAACP branch. It was also announced here that the state Greek letter sororities had taken the first of three \$500 life memberships now existing in the state.

Following the speech Mr. Marshall was presented a plaque by NAACP youth of the state for his outstanding work, being given the title of "Mr. Civil Rights," by young William Harvey, a senior at Tougaloo College, who made the presentation.

Rev. W. A. Bender, past president of the state conference of NAACP branches, introduced the speaker, following the welcome by the pastor, and a statement by Atty. Carsie A. Hall, president of the Jackson Branch. Music was furnished by the Tougaloo College Choir.

Speaking in direct reference to the state of Mississippi, after pointing to its rigid segregation laws, intimidation of Negro citizens, denial of their basic rights as a blot on the American ideal of democracy, Attorney Marshall asserted that the time has now come for Mississippi to come back into the Union and that the NAACP was now proposing a series of cases that would help "persuade" Mississippi to come back into the

continued on next page

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were People Reading? Article C Continued

continued from last page

May 15, 1954. MDAH, Archives and Records Services. Used with the permission of The Jackson Advocate.

Union.

In regard to future plans of the state legislature to keep the Negro in segregation by law he said that it would be just a waste of time and a waste of the people's tax money because every trick brought up by Mississippi would be brought to light before the supreme court of the nation where the rules are set by that court and not in accordance with Mississippi prejudice and segregation.

In regard to progress already made towards the total abolition of segregation in education in the South Mr. Marshall pointed out that more than 2000 Negro students were now attending universities, colleges and junior colleges in the South and that there had been no fights, friction, and bloodshed as was previously predicted, and as is now being predicted, mostly by what he called the peanut-headed politicians of the South in reference to what is going to happen if segregation is abolished in the public schools.

While refusing to express any opinion as regards the outcome of the cases to abolish segregation in the public schools now awaiting decision before the U. S. Supreme Court, in what is regarded as the most significant statement of the two speeches, Mr. Marshall said that whatever the outcome of the cases, Negro and white leaders in Mississippi as well as in the rest of the South, should get together, and in meetings on an equal basis, work out their own satisfactory situation at the local levels.

In regard to the selection of Negro leaders for such meetings he warned Negroes against name calling but urged that when such time comes Negroes of comparable stature with the white leaders be selected to represent the Negro community in such meetings.

He said that the elements of segregation in all phases of American life will require the work of many years varying in the amount of time in accordance with varying conditions in the various states and communities.

In a final reference to Mississippi Mr. Marshall said that while its pattern of segregation was deep rooted and there are a great many white people ready to go to

any length to maintain the status quo in the state there are also many fine and fair-minded white people in Mississippi just as they are in other states.

He drew what turned out to be the greatest round of applause both in Jackson and in Mound Bayou when he said that it was the general practice that he try the pilot cases and leave the trial cases that followed to the other NAACP lawyers, but that in regard to Mississippi, he, Thurgood Marshall, himself was going to try all the cases which he was sure would persuade Mississippi to come back into the union.

A crowd estimated at more than 8,000 people, which included sizeable delegations from Arkansas, Louisiana and Tennessee, among them probably the largest group of Negro lawyers ever assembled in one place in the history of the state was in Mound Bayou Friday afternoon to hear the Marshall speech, the featured event of the third annual meeting of the Mississippi Regional Council of Negro leadership, which was held in a tent with a seating capacity of 1500, with Dr. T. R. M. Howard, of Mound Bayou, founder and president of the organization, presiding.

In the high spirit and enthusiasm that followed the Marshall speech, the people, with less than one in every hundred a member of the council, contributed the money to take out a \$500 NAACP life membership in the name of the Council; this being followed by the announcement that at its recent meeting in Jackson the State Dental Society, the Negro dentists

of the state, had also taken out a \$500 life membership to make it a total of three \$500 life memberships in the NAACP now held in the state.

The Mound Bayou meeting got under way following a parade with Atty. Marshall riding at its head with officers of the Council. It opened with the audience singing "The Star Spangled Banner" and the Negro National Anthem, with Mrs. Bernice Newman Hunter, the nationally known concert artist, at the piano.

The address of welcome was delivered by Mayor B. A. Green, which was followed with the invocation by Rev. Paul B. Hages of Little Rock, Ark., who took the place of Rev. H. H. Hume, of Greenville, who was programmed to make the invocation but did not attend the meeting.

Dr. J. E. Stringer, of Columbus, president of the State Conference of Branches, made the speech of introduction.

The music for the meeting was furnished by the Rust College Choir and the Tennessee State College band.

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were People Reading? Article D

May 22, 1954. MDAH Archives and Records Services. Used with Permission of The Jackson Advocate.

State Negro Citizens Remain Calm Following Decision Of Supreme Court Outlawing Segregation In Schools

Court To Hear Further Arguments In Cases Following History Making Decisions

JACKSON, Miss., May 18 (DSN). — The United States Supreme Court setting in Washington, D. C. Monday with all of its nine judges voting, handed down a unanimous decision declaring violation of the 14th amendment, and therefore unconstitutional all laws requiring the segregation of the Negro and white races in the public schools of the nation.

The momentous and history making decision, however did not bring to a conclusion the celebrated cases. The court although its decision was unanimous in declaring segregation of the races in the schools unconstitutional called for further briefs and arguments from the lawyers in the case in order to reach a decision of law to put into effect the decision outlawing segregation to be handed by the court next year.

In Mississippi Negro citizens remained calm in the face of the history making decision designed to completely revolutionize Negro education in the state; with state-

(Continued On Page Three)

ments in the daily press voiding approval of the decision by Dr. E. J. Stringer, of Columbus, President of the state conference of Branches of the NAACP, and Percy Greene, Editor and publisher of the Jackson Advocate and president of the Mississippi Negro Democratic Association, being the only Negro voices heard immediately following announcement of the courts decision.

In other areas in the state comment ran to two extremes, from speakers of the House of the Mississippi Legislature, Walter Silvers, who called for the immediate ending of the states public school system, to that of Sen. James O. Eastland from Washington who said that Mississippi would not obey the decision of the court.

In further developments in the state, Governor White called for a meeting of the educational advisory committee, to map plans for a future course in face of the decision.

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were They Reading? Article E

May 18, 1954. MDAH Archives and Records Services. Used with the permission of The Clarion Ledger.

School Supervisors Don't Expect Court Decision To Have Any Immediate Effect

BY MALLEY BYRD
and
KAY AMBURGEY

School administrators from all over Mississippi were in Jackson today to learn their part in the ambitious school equalization program enacted during the recent legislative session.

Ironically enough, the call for the school superintendents to come to Jackson went out before the Supreme Court handed down the decision outlawing segregation that may eventually wreck the new school plan.

Consensus among the school men was that schools in Mississippi will be affected little, if any, by the court decision—at least in the foreseeable future.

Some of the administrators said over the long run the court action is certain to affect public education in Mississippi in one way or another. Here are the answers given by the first seven school men interviewed on what effect they expect the court action to have on schools in their sections.

John Neel, Co. Supt. of education, Greene county: "It won't affect us at all. That's because we're not going to observe it (the court decision) in Greene county. It will be to hell with the Supreme Court down there. Of course, we may all hang for it. But we won't hang separately, we'll all hang together."

R. L. Huddleston, Supt. of Schools, Tchula, Miss.: "I'm by this like Andrew Jackson was by another political decision the Supreme Court rendered one time. They made the law, now let them enforce it. In one way it may hasten the improvement of Negro education. But it won't have any immediate effect in my county."

W. C. Grayson, Co. Supt. of Education, Jasper county: "I think when we make facilities equal for Negroes we will have our main problem solved, regardless of what the Supreme Court has ruled. In my area we're improving Negro schools and the Negroes are satisfied. We'll have no trouble there and we'll keep on having segregated schools."

Herbert Nix, Co. Supt. of Education, Monroe county: "I don't think it will affect us in Monroe county at all. We are completing some new schools for Negroes now that will be as good as those we have for whites. The Negroes appreciate the effort we're making for them and won't try to cause any trouble. We'll just go on as we always have."

L. I. Meyers, Supt. of Skene Consolidate School (Bolivar county): "The biggest thing (the Supreme Court decision) is causing in my part of the delta is a lot of confusion. Later on, I think, it will cause a lot more. It won't really affect our school system. It will just cause confusion, that's about all."

Travis Strickland, Supt. of Schools, Waynesboro, Miss.: "The decision won't have any effect on us in Wayne county. We'll continue as we always have, and our schools will keep on being segregated as they have been in the past."

J. T. Schultz, Co. Supt. of Education, Tunica county: "I don't

think the Supreme Court decision will have any immediate effect on schools in my county. It is bound to cause some changes in the long run but in the immediate future it won't affect us at all."

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were People Reading? Article F

Waves of Reaction Sweep Over South

By JOHN R. HENRY

ATLANTA, May 7 — (INS) — The death knell for segregation in public schools produced in the South tonight violent waves of reaction which rolled from official defiance to almost submissive agreement with the U. S. Supreme Court decision.

Gov. Herman Talmadge flatly declared that Georgia will not tolerate any abolition of segregation.

Varying comments made it clear that no verdict from the high tribunal since the War Between the States carried so much significance for Dixie.

Gov. James F. Byrnes of South Carolina urged both white and Negro citizens to "exercise restraint and preserve order."

Governors Byrnes and Talmadge, who led in the battle to preserve the historic status quo, issued prepared statements in emergency news conferences.

Further reaction brought sarcastic criticism of the Supreme Court. Many leaders in politics and education sought ways to blunt, if not altogether nullify, the handiwork of the justices.

First announcement of the court's conclusions hit Dixie with the shock of an earthquake. Gov. Talmadge broke the half-stunned silence with the assertion:

"The court has thrown down the gauntlet before those who believe the Constitution means what it says by this reversal of the rights of individual states to regulate their own internal affairs."

Talmadge, who had hastily returned from a trip into North Georgia, greeted newsmen on the lawn of the executive mansion. His audience of newsmen and photographers was "all-white." The governor declared:

"Georgians will not tolerate the mixing of the races in public schools or any of its public, tax-supported institutions."

At Columbia Gov. Byrnes pointed out that the Supreme Court has held "time and again" that the doctrine of separate but equal facilities for Negro pupils "was not violative of the constitution."

The one-time member of the high tribunal crisply asserted:

"I am shocked to learn that the court has so reversed itself."

Both Byrnes and Talmadge made it clear that their legislatures would cope with ways and means to maintain segregation despite the court's decision. Special committees in each state already are probing the details.

Most state officials prepared their comment carefully, explaining the decision requires detailed study.

In Baton Rouge, Gov. Robert Kennon pointed out there is "no cause for hasty action" insofar as the verdict is not "immediately binding."

Gov. Allan Shivers used the occasion to boast that Texas schools are among the finest as they celebrate their 100th anniversary, then he said softly that the segregation problem would require "a long time" to solve.

Gov. Johnston Murray of Oklahoma accepted the decision calmly. His attorney general, Mack O. Williamson, said the state "will follow the Supreme Court ruling without question."

Oliver Hodge, superintendent of public instruction in Oklahoma, described the situation as "a problem of housing and financing rather than of social and prejudice barriers."

The waves of reaction seemed

to undulate from softer to more violent peaks as it swept from border areas into the Deep South.

Georgia's attorney general, Eugene Cook, unleashed a stinging blast at the nation's highest tribunal for everting the 58-year-old principle of separate-equal schools for Negroes in the states which prefer segregated schools.

He said the court "has provoked a social, economic, political and legal revolution" in at least 23 states.

As president of the National Association of Attorneys General, Cook declared:

"I share with a great majority of the attorneys general in the United States a hopeless feeling in trying to defend the prestige of the Supreme Court under such circumstances as this decision."

He explained further:

"The delay on the part of the Court to implement its decision as to the time and method of enforcement simply aggravates the problem. It places those of us who are in honor bound also to defend our state constitutions in an untenable position."

Note: This article also appeared in The Jackson Advocate on May 22, 1954.

May 18, 1954. MDAH, Records and Archives Services. Used with permission of The Clarion Ledger.

PICTURE
START

Mississippi History on Loan

WITH ALL DELIBERATE SPEED

What Were People Reading? Article G

NEGRO CITIZENS LOOK WITH ASKANCE AT FAILURE OF EXTRA-ORDINARY SESSION OF LEGISLATURE TO PROVIDE FINANCE FOR EDUCATION EQUALIZATION PROGRAM

Gov. Signs Bills Making Equalization Of Education State Law

Look To Coming Regular Session For Means Of Financing Program

January 2, 1954. MDAH, Archives and Records Services. Used with the permission of The Jackson Advocate.

Jackson, Miss., Dec. 28.—(DSN) —Negro citizens throughout the State of Mississippi who have been watching with keen interest its action during the past eight weeks of its existence looked askance at the results of the efforts of the Extra-ordinary session of the State Legislature which enacted into law a set of proposals for the equalization of Negro and white education in the state but failed to provide the means nor the money for financing the program.

During the eight weeks of effort before the final adjournment late Monday afternoon twenty-one separate bills embodying the proposals offered early in the year by a Legislative Education Study Committee for the purpose of equalizing Negro and white educational opportunities in the state had been enacted into law, six by the Senate and 15 by the House of Representatives.

Among the Senate bills adopted were two of the most controversial of the program, one dealing with aid for construction of school facilities, and another which set up a minimum foundation program which will cost some 768 million biennially to put into operation.

Other Senate bills adopted set up a uniform system of school grades 1 to 12; allows for reorganization of municipal separate schools; prescribes duties of school boards; and provides for the election of County School Boards.

In the House where 15 bills were enacted into law was included provisions for the setting up of a state finance commission which

will approve school consolidations and construction programs, one of the most controversial bills of the program, as was also the bill which allows for the consolidation and reorganization of county school districts.

Others included a bill for setting up a transportation system, to define school districts, purchase transportation equipment, prescribe duties of county superintendent, his pay, salaries and selection of school personnel, permanent classroom records; allowing abolition of school districts and creating line school districts; fixing the fiscal and scholastic year; allowing sale of school lands; allowing for dissolution of school districts; and allowing school districts to borrow small sums of money.

At the same time that the adjournment of the Legislature was announced Governor White also announced that he had signed all of the bills enacted by the Legislature, which now makes equalization of white and Negro education the law of the state, although no financial measure was adopted.

While Negro citizens of the state looked askance at the failure of the extra-ordinary session to provide for financing the program, some close observers see it as a deliberate move to put the financing up to the regular session of

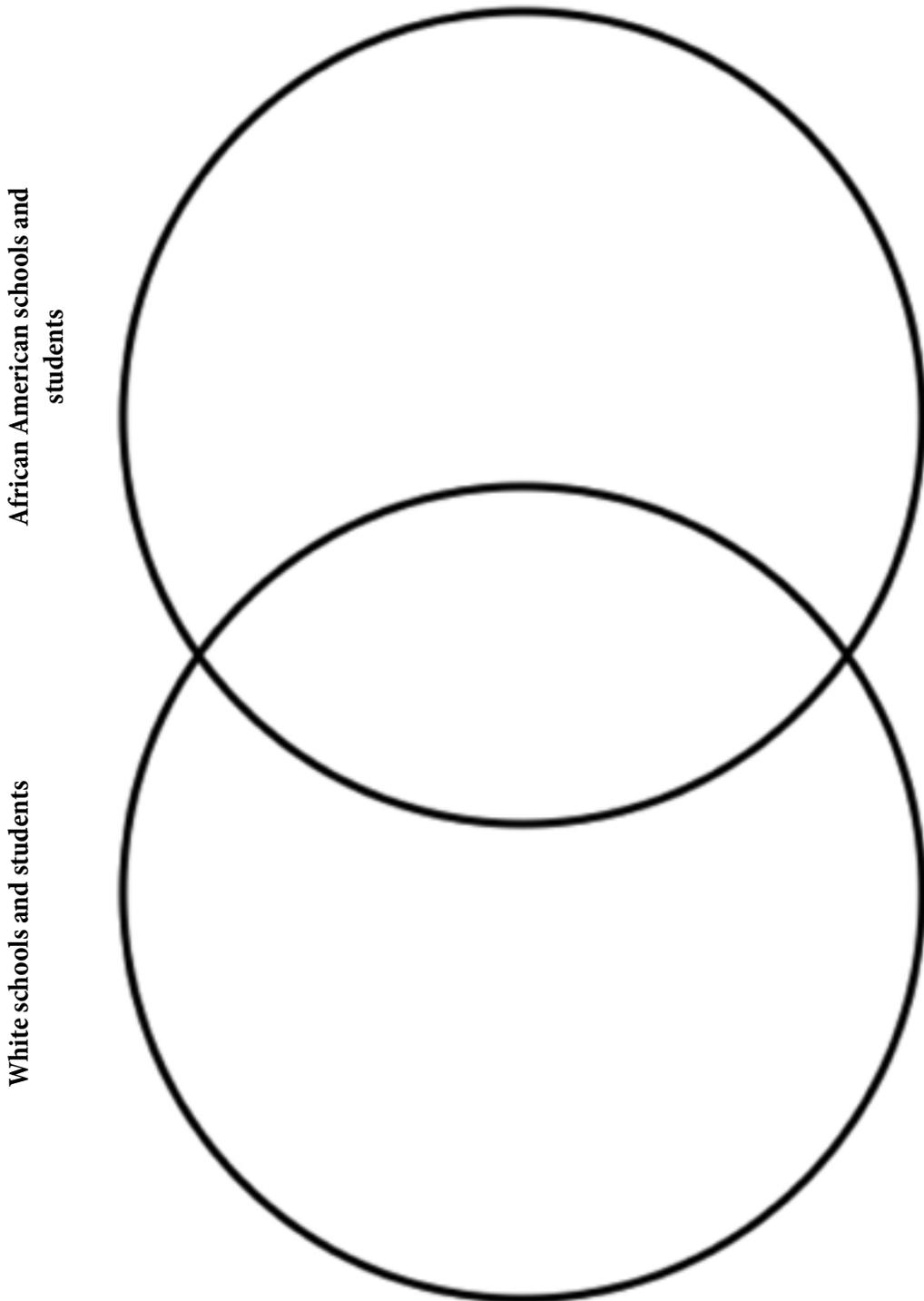
the Legislature which convenes Tuesday, January 5, 1954. The most important reason for the failure of the extra-ordinary session to provide for financing the program was the controversy likely to arise over the ways and means of providing the finance. Of the means already discussed which are most likely to arouse the greatest controversy is the adoption of a state liquor law with the taxes being used to pay for the equalization program.

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were They Seeing? Compare and Contrast

Name: _____ Date: _____

Directions: Examine the following photos of African American schools and students and white schools and students in different areas of Mississippi. Then use the venn diagram to compare and contrast the similarities and differences between the schools.



Other Observations: _____

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What Were They Seeing? Photos



Figure 1 (above): White Elementary School and bus, Hinds County, 1941. MDAH, Archives and Records Services.

Figure 2 (right): African American school children and buses, Sunflower County, 1950. MDAH, Archives and Records Services.



Transportation for Negroes at county expense. These two buses are all there are.



Figure 3: Bailey High School, Jackson, Hinds County, 1956. School Photographs Digital Archive, MDAH, Archives and Records Services.



Figure 4: Smith Robertson School, Jackson, Hinds County, 1956. School Photographs Digital Archive, MDAH, Archives and Records Services.

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What Were They Seeing? Photos Continued



Figure 5: Classroom and children Brazil School, Tallahatchie County. School Photographs Digital Archive, MDAH, Archives and Records Services.



Figure 6: 1st grade Summer School, Tallahatchie County. School Photographs Digital Archive, MDAH, Archives and Records Services.



Figure 7: Falkner High School (White), Tippah County. School Photographs Digital Archive, MDAH, Archives and Records Services.



Figure 8: Falkner High School (African American), Tippah County. School Photographs Digital Archive, MDAH, Archives and Records Services.

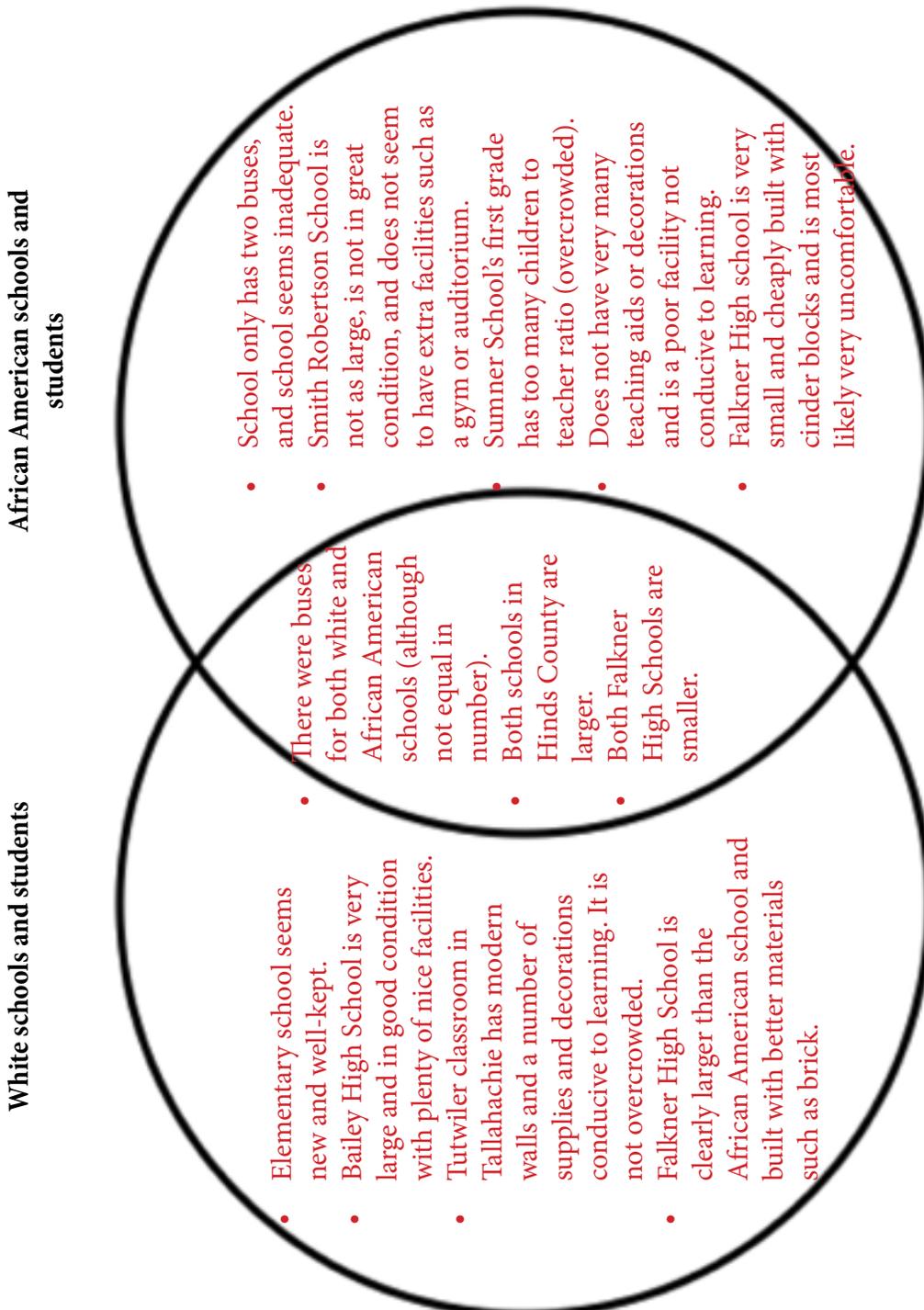
Mississippi History on Loan

WITH ALL DELIBERATE SPEED

What Were They Seeing? Answer Key

Name: _____ Date: _____

Directions: Examine the following photos of African American schools and students and white schools and students in different areas of Mississippi. Then use the venn diagram to compare and contrast the similarities and differences between the schools.



Other Observations: The different areas of Mississippi seem to treat the separation issue differently. The schools in Tippah County are much smaller and have separate schools but keep the same name (Falkner High School) for both the white school and the African American school, where as in other areas they are completely separated in name and school. African American schools in Jackson seem to be nicer. The inequality of the schools of Tallahachie County seem to be more apparent. This could be because of economic differences but also because race relations and tensions may have varied in different areas of Mississippi.

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were They Writing? Kennard Document

HATTIESBURG AMERICAN
Hattiesburg, Mississippi
Friday, December 6, 1958

RE: Letter to Editor

SUBJECT: Mixing

Editor, The American,

It is interesting to me that subjects which are most widely discussed are those which seem to be least understood by the public whom these discussions are designed to inform.

It would not surprise me if more words had not been spoken and written on integration and segregation in the last four years than on any other subject, especially in the South.

In our state the officials spend much of their time and perhaps much of our money trying to convince the integrationists, and reassure the segregationists, that the policy of perpetual segregation is the wisest course for us to pursue, in spite of the tremendous cost of duplication.

Somewhat I feel a great sympathy for the people who truly believe that the interest of both the White and Negro people would be served best by a system of complete or partial segregation. Although I am integrationist by choice, I am a segregationist by nature, and I think most Negroes are. We prefer to be alone, but experience has taught us that if we are ever to attain the goal of first class citizenship, we must do it through a closer association with the dominant (White) group.

Now it is this "getting closer" attempt by the Negro group that has aroused too much attention throughout the world, and no doubt a temporary animosity between the two groups.

There are two schemes for the solution of the present race problem. The first, spearheaded by the National Association for the Advancement of Colored People, and given authoritative backing by the Constitution of the United States, as interpreted by the Supreme Court in its 1954 decision says that Negroes are American citizens and are entitled to the same rights and privileges; the same opportunities and duties as any other citizens; and that the best way to secure these rights and duties on a fair and equal basis, would be to (in all things public) subject both races to identical conditions of life.

The second scheme, championed primarily by the Southern States, says that Negroes are American citizens and are entitled to the same rights and privileges, the same opportunities and duties as any other citizen, and that the best way to secure these rights and duties on a fair and equal basis, would be (in all things public and private) to subject both races to different conditions of life.

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were They Writing? Kennard Document Continued

Letter to Editor - Cont'd

Page 2

As the public schools are the essential organs for general intellectual discipline, and the preparation for private life and public service, let us superimpose the plan of separate but equal on the public school system.

It is my understanding that separate but equal means that in matters where public funds are involved every time a dollar is spent for the development of Negro students, a dollar will be spent for the development of White students, and vice versa.

This plan is to be followed through Junior college, Senior college, medical schools, law schools, divinity schools, graduate schools and all supported by public funds.

After our paralleled graduate schools, where do our parallels of separate but equal go? Are we to assume that paralleled hospitals are to be built for the two groups of doctors? Are we to build two bridges across the same stream in order to give equal opportunities to both groups of engineers? Are we to have two courts of law so as to give both groups of lawyers the same chance to demonstrate their skills; two legislatures for our politically inclined, and of course two governors?

The folly of such a conclusion is perfectly obvious. Yet, the question remains, what is to become of the doctors who are not allowed to treat their patients in public hospitals? What will the engineers do when there are no roads or bridges for them to build? How must the lawyers occupy their time when the state courts restrict their opportunities to practice? How shall young statesmen, who can't even get their names on the ballot, ever hope to be elected to the legislature?

Segregationists whose convictions are based on reason rather than passion might agree that the most honorable and actually the only path to our goal, would be to allow integration at some level, if not on the school level, then surely on the "job" level.

In utter desperation, I can see one other possible solution to which segregationists might resort, short of integration. They could do in theory what our state now does in fact, namely, raise and educate young people for the benefit of other states. While they get richer we get poorer.

The integrationists offer a program which at first seems if not cruel at least awkward. We admit to bring two groups of people together who have different social and ethnic backgrounds presents certain adjustment problems. We should expect that and any intelligent program must allow for these adjustments.

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were They Writing? Kennard Document Continued

Letter to Editor - Cont'd

Page 3

What we request is only that in all things competitive, merit be used as a measuring stick rather than race.

We believe that for men to work together best, they must be trained together in their youth. We believe that there is more to going to school than listening to the teacher and reciting lessons. In school one learns to appreciate and respect the abilities of the other.

We say that if a man is a good doctor though his face be white as light or black as darkness let him practice his art. We believe that the best engineer should build the bridge or run the train. We believe that the most efficient secretary should get the best paying job and the greatest scholar the professorship. We believe in the dignity and brotherhood of man and the divinity and fatherhood of God, as as such, men should work for the upbuilding of each other, in mutual love and respect. We believe when merit replaces race as a factor in character evaluation, the most heekling social problem of modern times will have been solved.

Thus we believe in integration on all levels from kindergarten to graduate schools; in every area of education; in government, federal, state, local; in industry from the floor sweeper to the superintendent's office; in science from the laboratory to the testing ground.

This, I believe, is our creed. And though it is not perfect, still I had rather meet my God with this creed than with any other yet devised by human society.

Respectfully submitted,

Clyde Kennard
RFD 1
Hattiesburg

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were They Writing? Meredith Document

James H. Meredith
September 24, 1962

My Position

In this time of crisis I feel it appropriate for me to clarify my position as to my intention, my objectives, my hopes and my desires.

For several months, I have been involved in a struggle to gain my admission to the University of Mississippi. The prime objective, is of course, to receive the educational training necessary to enable me to be a useful citizen of my own home state of Mississippi.

There are those in my state who oppose me in my efforts to obtain an education in the schools of my state. They do this because I am a Negro - and Negroes are not allowed to attend certain schools in my state of Mississippi. The schools that we are forbidden to attend are the only ones in the State that offer the training which I am desirous of receiving. Consequently, those who oppose me are saying to me, we have given you what we want you to have and you can have no more. Except, maybe, they say to me, if you want more than we have given you, then go to some other state or some country and get your training. Pray tell me what logic concludes that a citizen of one state of the United States must be required to go to another state to receive the educational training that is normally and ordinarily offered and received by other citizens of that state. Further, what justification can possibly justify one state assuming or accepting the responsibility of educating the citizens of another state when the training is offered to other citizens of the home state?

We have a dilemma. It is a matter of fact that the Negroes of the State of Mississippi are effectively not first class citizens. I feel that every citizen should be a first class citizen and should be allowed to develop his talents on a free, equal, and competitive basis. I think this is fair and that it infringes on the rights and privileges of no one. Certainly to be denied this opportunity is a violation of my rights as a citizen of the United States and the State of Mississippi.

Mississippi History on Loan WITH ALL DELIBERATE SPEED

What Were They Writing? Meredith Document Continued

Meredith - My Position cont'd

The future of the United States of America, the future of the South, the future of Mississippi, and the future of the Negro, rests on the decision (the effective decision), of whether or not the Negro citizen is to be allowed to receive an education in his own state.

If a state is permitted to arbitrarily deny any right that is so basic to the American way of life to any citizen, then Democracy is a failure.

I dream of the day when Negroes in Mississippi can live in decency and respect of the first order and do so without fear of intimidation, bodily harm, or of receiving personal embarrassments; and with an assurance of equal justice under the law.

The price of progress is indeed high, but the price of holding it back is much much higher.



Mississippi History on Loan WITH ALL DELIBERATE SPEED

Essay

Name: _____ Date: _____

Directions: Compare and contrast the issues surrounding the *Brown v. Board* case with a controversial movement, issue, or event today. How are the two similar and how are they different? Do people have similar reactions to the modern-day event as they did in the 1950s? Why or why not?



Mississippi History on Loan WITH ALL DELIBERATE SPEED

Essay

Name: _____ Date: _____

Directions: Has the full integration of public schools been achieved since the *Brown v. Board* decision? Explain why or why not using specific examples within Mississippi.



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Extension Activities

- **Smithsonian National Museum of American History** View free electronic field trips through Smithsonian museum galleries related to the story of school segregation and an online exhibit featuring text, images, and objects. <http://www.americanhistory.si.edu/brown/index.html>
- **National Archives** Use documents from the *Dorothy E. Davis v. County School Board of Prince Edward County, Virginia*, to learn about the lawsuit that became *Brown v. Board*. <http://www.archives.gov/education/lessons/davis-case/>
- **National Education Association** Access lesson plans, activities, background information, primary source documents, and other curriculum resources to help teach the story of *Brown v. Board* to students in grades K-12. Find out more at <http://www.nea.org/tools/lessons/brown-vs-board-teaching-resources.html>.
- **PBS** The Beyond Brown website contains educator resources, film clips, and links to *Brown v. Board* related websites. <http://www.pbs.org/beyondbrown/index.html>
- **MDAH Digital Archives** The School Photographs (Mississippi), 1920s-1980s collection contain six series of photographs received from the Mississippi Department of Education, totaling 7,995 images. Two series contain images that accompanied surveys sponsored by the Educational Finance Commission to document the condition of Mississippi schools in the 1950s. The remaining series depict school buildings, school transportation, and education in general in Mississippi from the 1920s to the 1980s. In most cases, captions and identifying information were transcribed directly from the original and reflect the language and terminology of the time period. http://mdah.state.ms.us/arrec/digital_archives/series/schoolphotographs
- **Mississippi History Now** “The Last Stand of Massive Resistance: Mississippi Public School Integration, 1970” by Charles C. Bolton. <http://mshistorynow.mdah.state.ms.us/articles/305/the-last-stand-of-massive-resistance-1970>



Mississippi History on Loan WITH ALL DELIBERATE SPEED

Teacher Evaluation

COMPLETE BOTH SIDES AND PLEASE MAIL OR FAX TO THE ADDRESS ON THE NEXT PAGE. THANK YOU!

TEACHER NAME _____

SCHOOL NAME & ADDRESS _____

EMAIL (OPTIONAL) _____

TOTAL NUMBER OF STUDENTS _____ GRADE LEVEL _____

1. In your opinion, did this unit elicit better than average student response; if so, how?

2. Which segments of the unit exceeded your students' attention span?

3. Will this unit be of assistance to you in developing future classroom activities; if so, how?

4. How did this unit add to your earlier teaching on the same subject?

5. Would this teaching unit be handier to use as a:

___single-day unit

___multi-day unit

___multi-week unit

___other

6. Were the activities and lessons appropriate for your students? How?

Mississippi History on Loan WITH ALL DELIBERATE SPEED

Teacher Evaluation Continued

Please rate the following lesson materials and activities by circling the appropriate number.

4=excellent, 3=good, 2=average, 1=inadequate

Directions and Notes	4	3	2	1
Curricular Connections	4	3	2	1
Student Worksheets	4	3	2	1
Fill in the Blank Film Outline	4	3	2	1
WWII and Civil Rights	4	3	2	1
Timeline	4	3	2	1
What Were People Reading?	4	3	2	1
What Were They Seeing? Compare and Contrast	4	3	2	1
What Were They Writing?	4	3	2	1
Essay	4	3	2	1
Extension Activities	4	3	2	1
Overall Lesson	4	3	2	1

We would appreciate any additional comments on this teaching unit and any suggestions for improvement. Comments may be entered in the space below.

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