

AS HE HEARS NEWS OF SUPREME COURT'S DECISION, THIS IS HOW GEORGIA'S DIEHARD DEFENDER OF SEGREGATION, GOVERNOR HERMAN TALMADGE, REACTS

A HISTORIC DECISION FOR EQUALITY

They did not look like children whose names would go down in history along with those of Dred Scott and other historic litigants whom the U.S. Supreme Court had seen fatefully fit to elevate to immortality. But because they were the Negro children specifically named in the five school segregation cases before the Supreme Court, these five would affect the lives of millions of Americans. For last week, in one of the century's most important judicial decisions, the court by unanimous vote outlawed racial segregation in all U.S. public schools.

Harry Briggs Jr. of Summerton, S.C., now 13, a polite, eager boy who wants to become a preacher when he grows up, was named because he was alphabetically first in a group of 67 Negro children whose parents protested to

the local Board of Education about unequal school facilities. Demure 17-year-old Ethel Belton was one of eight children who were refused admittance at a white high school in Claymont, Del. and had to continue taking a 45-minute public bus ride each way to a Wilmington Negro high school. Studious Dorothy Davis, 17, had taken part in a pupils' strike against overcrowded, inadequate Negro schools in Prince Edward County, Va. Bright-eyed Linda Brown, 11, forbidden to attend the white elementary school five blocks from her home in Topeka, Kan., had to walk through railroad yards to catch the bus to a segregated school 21 blocks away. Shy Spottswood Bolling, 15, had applied unsuccessfully for admission to a brand-new white high school in the District of Columbia

in a deliberate test of local segregation laws.

By deciding last week that "separate but equal" school facilities were incompatible with the U.S. Constitution, the Supreme Court not only kept pace with educational and social progress but at one stroke immeasurably raised the respect of other nations for the U.S. In the South reactions were varied. Georgia's governor was mortified (*above*) and said he would seriously consider a move to make all Georgia's schools private, thereby hopefully escaping the court's ruling. Isolated statements vilified the decision and those who made it. But most Southerners were calm. That they were was due partly to the court's wise postponement until next fall of any ruling as to how the historic decision should be implemented.



LONG JOURNEY to Negro school is made by boys who live near new white high school (*background*).

THE PROBLEM FACED BY A SOUTHERN CITY

In Orangeburg, S.C. as in most Southern towns and cities there will be no sudden changes resulting from the court's decision. A prosperous and moderately progressive community of 15,322 (51% Negro), Orangeburg began to modernize and equalize its school facilities in 1946, five years ahead of a statewide school building program instituted by Governor Byrnes. Today it has nine public schools, with 2,606 white schoolchildren in five white schools, 2,937 Negro children in four Negro schools. It also has one parochial school for Negroes and two Negro colleges. Although there are no Negroes on Orangeburg's board of education and some Negro pupils must travel across town to school (*above*), the town can take justifiable pride in its educational system.

The main reason why segregation would continue in practical effect in Orangeburg is that its Negroes tend to live in areas separate from its whites, as shown in the aerial map (*opposite*). Even with racial barriers down, most children would go to the same schools. Residential zoning would also help preserve the status quo. Not many Negroes would object. For most of them, the moral triumph in the court's decision would replenish for years to come an already ample store of patience.



ORANGEBURG'S CHILDREN play at different schools. At Negro parochial school of Christ the

King (*above*), which is operated by the Redemptorist Order, two children dance in a May Day party.





SEGREGATED BUSES load up in Orangeburg, white children in foreground, Negro children in line

outside for another bus (*left, background*). There are 14 buses for each, but Negro ones are more crowded.



LOCATION OF SCHOOLS in Orangeburg conforms closely to residential situation. White lines

surround areas predominantly Negro. Town has plans for two schools in addition to those shown.



Below, first-graders at the white Mellichamp Elementary School line up to play follow-the-leader.



INTERRACIAL SCHOOL MEETING is held monthly for all Orangeburg's district principals and

school executives to promote cooperation in solving administrative problems common to all the schools.

FAMOUS FIGURES IN A LONG LEGAL BATTLE



FIRST SCHOOL SEGREGATION CASE in U.S. courts was *Roberts vs. the City of Boston* in 1849. Charles Sumner (left) argued for Sarah Roberts, a Negro barred from a white school. Massachusetts Chief Justice Lemuel Shaw (right) ruled against Sumner. But in 1855 the state outlawed all school segregation.



"SEPARATE BUT EQUAL" doctrine was propounded by Justice Henry Billings Brown (left) who wrote Supreme Court opinion in 1896 case of *Plessy vs. Ferguson*, which sanctioned segregation but ordered equal transportation facilities. In first big test of doctrine Donald Murray in 1935 gained admission to University of Maryland law school because there was no comparable state law school for Negroes. Today Murray (right) has a successful Baltimore practice.



VICTORIOUS LAWYERS who won last week's cases stand before Supreme Court Building in Washington. George E. C. Hayes (left) argued the District of Columbia case. Thurgood Marshall (center) argued the crucial South Carolina and Virginia cases. James Nabrit Jr. of Howard University (right) was legal adviser.



NEGRO PUPIL Myrtha Trotter entered Claymont, Del. high school when state court ruled available Negro facilities were unequal. She has fitted in well.

THE RESULTS ALREADY WON IN A CENTURY-LONG FIGHT

The inevitability of the court's ruling was summed up last week by a Kentucky newspaper, the *Louisville Courier-Journal*, which editorialized: "The Supreme Court's rule is not itself a revolution. It is rather acceptance of a process that has been going on a long time and that is like an ocean's steady pressures—not easy to see as they move in, but finally impossible to restrain by any man-made devices." In the U.S. this process has been mirrored for a century in a long succession of legal decisions (left). Admittedly sensitive to the forces of history, the current Supreme Court went beyond previous rulings in favor of "separate but equal" educational facilities and recognized the psychological and social drawbacks inherent in segregation. "Separate educational facilities," said Chief Justice Earl Warren, "are inherently unequal." State segregation laws, the court held, violated the Fourteenth Amendment by depriving the children of equal protection of law; the District of Columbia laws violated the Fifth Amendment by depriving them of due process of law. The decision was a special triumph for the National Association for the Advancement of Colored People, whose legal aides (below, left) argued the cases along predominantly psychological rather than legalistic lines.

Actually the court was only barely keeping up with the very cases it was considering. In two states, Delaware (above) and Kansas (opposite), local action had already started bringing about an end to school segregation.

GLIMPSE OF FUTURE can be seen at Randolph school in Topeka, Kan. where Jacqueline Womack (left) confers with friend. Last September, while its case was before court, Topeka voted to abolish elementary school segregation under Kansas' local option clause.

THE FIVE NEGRO CHILDREN MADE FAMOUS BY...



HARRY BRIGGS JR. (S.C.)



ETHEL BELTON (DEL.)



DOROTHY DAVIS (VA.)



LINDA BROWN (KAN.)



SPOTTSWOOD BOLLING (D.C.)

A preview of Southern white and Negro children sharing the same classrooms:

THE SCHOOLS THAT BROKE THE COLOR LINE

What happens when white and Negro youngsters study together for the first time—in a state that has kept them apart? Here, in the experience of three small schools in Delaware, is a preview of the change facing the whole South

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THE MAGAZINE FOR
YOUNG ADULTS

BY WILLIAM PETERS
PHOTOGRAPHY BY IKE VERN

The first day of school this fall in Delaware—a state in which racially segregated public education is required by law—found three public schools beginning their third year of teaching Negro and white children side by side in the same classrooms. These three schools are the first public schools in any of the 17 segregation states to have experienced the change-over now facing the entire South.

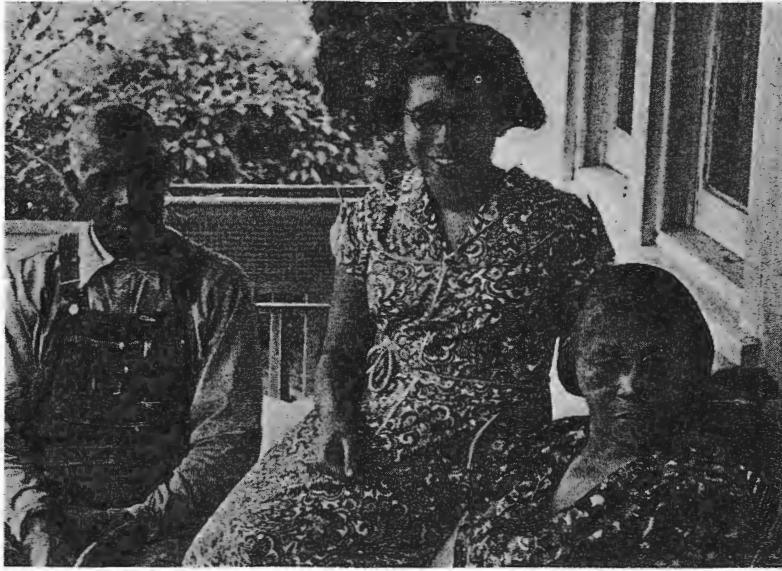
All three schools are within a short distance of Wilmington, Delaware's largest city. Two of them—Claymont High School and Hockessin School No. 29—accepted Negro students for the first time in September, 1952, as a result of a court ruling which found the corresponding Negro schools unequal, a finding upheld by the Delaware Supreme Court. The third school, Arden Elementary School, voluntarily—and in defiance of the State Constitution—opened its doors to colored children at the same time.

The instrument which began this revolution in the Delaware schools was the pen of a 53-year-old Negro woman, Mrs. Fred Bulah. Sarah Bulah, in the fall of 1950, began writing letters to local and state authorities complaining about the lack of a school bus to take her adopted daughter, Shirley, to the Negro elementary school in Hockessin, Delaware, about two miles away. White children in Hockessin who traveled no farther to their school were furnished a school bus by the State. The white children's school bus passed twice daily in front of the Bulah home.

Shirley Bulah had been abandoned by her real mother in Wilmington at the age of about one year. Mrs. Bulah read in her newspaper of the child found on a doorstep. "As soon as I read that the little girl was colored," Mrs. Bulah said recently, "I ran to the chicken yard where my husband was working. I told Fred I wanted that baby." Two weeks later, Shirley was placed in their home as a foster child. Two years later, the Bulahs adopted her legally.

When Shirley was six, Mrs. Bulah entered her in Hockessin School No. 107, the Negro elementary school. "Since there was no bus," Mrs. Bulah said, "I had to drive her both ways each day. I did that for two years." The lack of a school bus meant a number of things to Mrs. Bulah. It meant she could not work. In bad weather, it frequently meant dangerous

Big changes started because a school bus wouldn't stop



The Bulah family touched off the Delaware experiment. When the school bus wouldn't stop for Shirley, they sued to have her admitted to the white children's school.



Shirley Bulah now attends Hockessin School No. 29, along with a small number of other Negro youngsters—and rides to school every day on the bus that used to pass her by.

driving. Worst of all, the school hours at the little one-room, six-grade country school were exasperatingly irregular.

"Sometimes," Mrs. Bulah said, "the teacher let them out at noon. Sometimes at one o'clock. Sometimes two. Shirley would go next door and telephone me to come after her. I never knew when she'd be through."

When Shirley was ready to start third grade, Mr. Bulah, a chicken farmer who had lived in Hockessin 55 of his 69 years, told his wife he didn't see why the State couldn't give Shirley transportation to school. Mrs. Bulah agreed, and she telephoned the woman who drove the bus for the white children. "She told me I could write to the Supervisor of Transportation in the Department of Public Instruction, in Dover, the State Capitol," Mrs. Bulah said. "And I did, too."

Receiving no answer after several weeks, Mrs. Bulah wrote to the Governor. In due time, she received answers to both letters and an application for transportation to be filled out by Shirley's colored teacher, Miss Constancia Beaujohn. "Miss Beaujohn said I was just wasting my time," Mrs. Bulah said. "She said she had tried to get transportation before and never could. But she filled out the papers, anyhow, and I sent them in."

The answer to the application from the Supervisor of Transportation in Dover told Mrs. Bulah what she already knew: No transportation facilities were provided for Hockessin School No. 107. "I wrote again," Mrs. Bulah said. "This time I asked for Shirley to ride on the white children's bus and be dropped at the colored school. The State Board of Education answered that letter. They said bus transportation was part of a school program and, since the State Constitution required separate educational facilities for colored and white, Shirley couldn't ride on the white children's bus."

At that point, Mr. and Mrs. Bulah went to a colored

lawyer, Mr. Louis L. Redding, a member of the Wilmington Branch of the National Association for the Advancement of Colored People (NAACP), who also serves on that organization's national legal staff. "Lawyer Redding told us," Mrs. Bulah said, "that the next step was to ask that Shirley be admitted to the white school. We had tried everything else. So I wrote again, and of course, the answer was no."

"We talked the whole thing over again, and we decided Shirley was never going to get transportation until she could go to the white school. I knew she'd be better off in every way at the white school—it's just a better school—so we finally told Lawyer Redding to go to court."

The Bulah case was not the only one Louis Redding filed in the Court of Chancery, for about that time he had learned of a number of Negro parents who had tried to enroll their children in schools around Wilmington. It was apparently a spontaneous movement. "The Shirley Bulah case involved an elementary school," Mr. Redding said, "and it was thought best to seek to open a high school at the same time. So the local NAACP got together a number of parents of Negro children who had been refused admission to Claymont High School, in the community of Claymont, about seven miles north of Wilmington. The parents of eight children agreed to have suit filed in their names."

In the days before the Bulahs' suit came to trial, Sarah Bulah found that her action had divided the Negro community in Hockessin. There were whispers that it was all because Sarah, as Fred Bulah's second wife, was a "newcomer to town." (She had lived there only nine years.) There were even whispers that, because Shirley is light-brown in color, the Bulahs thought she was white and didn't want her associating with colored children. For one reason or another, most of the colored parents seemed willing to accept things the way they were.

for a little girl....



The children show less concern about integration of the schools than their parents do. White and Negro students sit side by side in the cafeteria as well as classrooms.



At graduation, Claymont High School seniors sign each other's autograph books. When the school first admitted Negroes, opponents predicted there would be "race riots."

"I had some of them with me," Mrs. Bulah said, "and they stuck with me. There were times when I wavered and wondered if I should give up, but somebody always backed me up. And I knew in my heart that segregation was wrong. After the suit was filed, the State spent a lot of money fixing up that little colored school. They put in toilets and a drinking fountain. They put in new desks. They even planted shrubbery. But they never added a bus.

"I talked to the Reverend Martin Luther Kilson, our pastor at Chippey African Union Methodist Church. He told me he was in favor of segregation, and that discouraged me. I know he must have told some of the other parents the same thing."

"I was opposed to the Bulahs' suit at first," the Rev. Mr. Kilson said recently. "Seemed to me they were getting into segregation under the disguise of trying to get a bus for the colored school. There's always been a good relationship between colored and white in the eleven years I've been in Hockessin. We never had any difficulties until this. Most of the colored parents didn't want to end segregation. Some of them might have been afraid the Negro teachers would lose their jobs. Some just didn't see any reason to change."

On April 1, 1952, Chancellor Collins Seitz, of the Court of Chancery of the State of Delaware, delivered his opinion in the two cases involving the schools in Hockessin and Claymont. While he did not rule on the constitutionality of segregated schools in general—a ruling he indicated the United States Supreme Court would have to make—he held that the schools in question would have to admit Negro children. The schools which the colored children had been forced to attend, he ruled, were not equal, as the law required them to be.

The State of Delaware appealed the decision to the State Supreme Court. On August 28, 1952, just one week

The Story Behind This Story

A report on as controversial a subject as segregation is a difficult challenge for a writer, a photographer and a magazine. To allow personal convictions to intrude even slightly would be to miss the mark of objective reporting—showing things as they are.

While working on this article, writer William Peters and photographer Ike Vern were often asked: "What kind of a story are you going to tell?" "We came down here," Peters told a group of Delaware citizens, "with blank paper and unexposed film. The paper is being filled with the words which you and others like you have spoken. The film is recording the things that we are seeing here. Nothing has been posed or arranged to prove a point. No one has been asked to say anything he didn't volunteer. When we leave, we'll take back the story we saw and heard being lived here—nothing more."

This, then, is their report—the simple, factual story of what Jack H. Caum, president of the Delaware State Education Association, calls "three schools daring to move out in front of official action with a warm understanding of the needs of *all* children."

The Delaware experiment has aroused strong—and differing—feelings



Mrs. Grace Moore changed her mind about segregation. As principal of Hockessin School No. 29, she became convinced that integrated schools can operate smoothly.



Nancy Stevens, an eighteen-year-old senior, had "no particular feeling" about the admission of Negro students. But she thinks that "they feel a little lonely at the school."

before the reopening of Delaware's schools, the State Supreme Court upheld the ruling of the lower court.

On the first day of school, armed with health and birth certificates and Shirley's report card, Mrs. Bulah drove her daughter to Hockessin School No. 29. She asked to see the principal, Mrs. Grace Moore. "Mrs. Moore took the papers I'd brought," Mrs. Bulah said, "and she said, 'Shirley, we are so glad to have you.' I asked to meet Shirley's teacher, and Mrs. Moore introduced us to Mrs. Christopher Vandegrift. She welcomed Shirley, too, and then she said, 'Shirley, I want you to pick out any desk you want,' and Shirley ran and picked out a desk.

"I told Mrs. Moore I had brought Shirley to school in my car and I wanted her to come home on the bus. Mrs. Moore said she'd arrange it. And that afternoon when that same bus came by my door as it always has, it stopped, and Shirley got off."

Hockessin School No. 29 is a four-room, four-teacher school covering the first six grades. In addition to its four regular classrooms, it has a wide, grassy playground, a combination auditorium-gymnasium and, of course, bus transportation. Mrs. Grace Moore, who has been the teaching principal of the school for four years, has been teaching for 43 years.

"I was born in Maryland," she said recently, "and all of my schooling was there and in Delaware—in segregated schools. I grew up with the idea that segregation was right, and when I first learned that our school here might have to admit Negro children, it bothered me plenty.

"All three of my teachers and I were terribly surprised when the State Supreme Court upheld the decision. But the biggest surprise was when Shirley Bulah was the only colored child to enroll the first day of school. A month later, two more entered, and in January, three

more. We've had six colored children out of a total enrollment of a little over one hundred ever since. Most of the colored children stayed at the colored school.

"I know now, after two years of experience with integration, that it works. It works even when some of the teachers are against it, as they have been at this school. Most teachers have too much professional pride to let their feelings interfere with their teaching. It took me a long time to see it, but I think now that integration is right. But there's no sense pretending it hasn't meant problems. The biggest ones have been with parents and teachers, not children. And also, of course, we had absolutely no preparation, and no help whatsoever. There's been absolutely no leadership from the State, and they're supposed to be the policy makers." Mrs. Moore's eyes blazed. She paused, then went on.

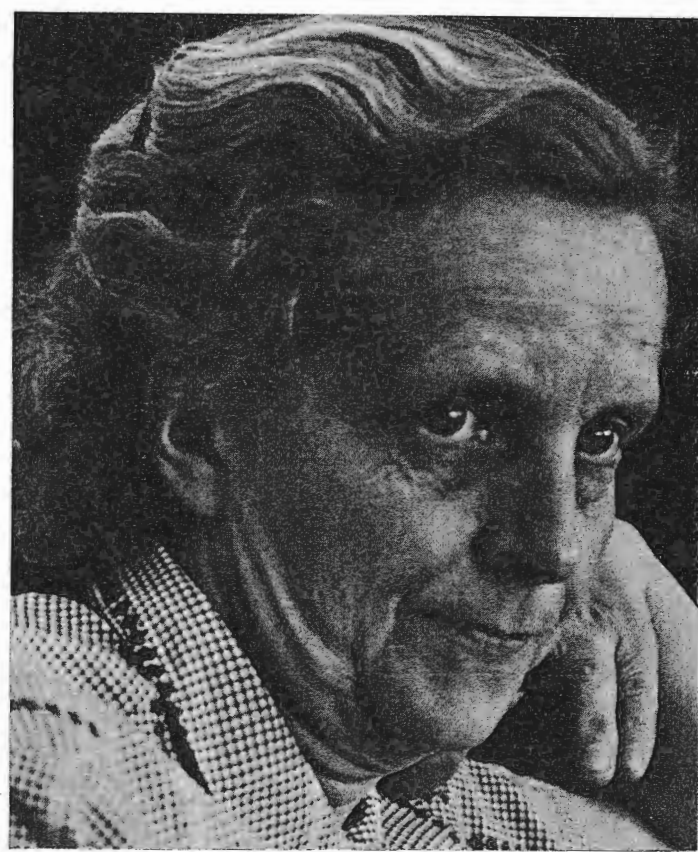
"We teach rhythm in gym classes—square dancing. Some of the white parents objected to having their children dance with colored children. I solved that by getting the approval of some parents I knew were in favor of integration for their children to dance in the sets with the colored children.

"One mother called me right after we admitted Negro children. 'I'd like to know why my child can't sit next to white children,' she said. I knew if I changed one seat, I'd be through. I told her I wasn't going to change anybody's seat, and after that, no one else called about seating. Most of these difficulties came at the beginning. Now, after two years, I think a lot of that feeling has broken down."

Of the four teachers at the school, Mrs. Moore is the only one who has come to feel that integration is right. Mrs. Christopher Vandegrift, Shirley Bulah's first teacher at the school, has taught school 19 years, nine of them at No. 29. Before the court order, she told Mrs. Moore she'd



Merle Anderson was given "a definite feeling of being welcome" at Claymont. She encountered no special problems in transferring there from an all-Negro high school.



Miss A. Ethel Cheyney, teacher at Hockessin, is against integration. "I just believe that segregation is right," she declares. "And not just in the schools, but throughout."

resign if Negroes were admitted to the school. "I was thinking it would mean large numbers of them," she said recently, in explanation.

"The week after Shirley Bulah entered my class," she continued, "I received at least four telephone calls from white parents who didn't want their children to sit beside or near her. Some of them threatened to remove their children from school if I didn't change the seating. Of course, I refused. I know of only one child who has actually been taken out of school since the colored children entered.

"I just don't think we're ready for integration, and I know it means trouble with the white parents. There haven't been any problems with the colored parents at all. I can't see why Negro children can't just go to their own schools, the way they did before. But if we have to integrate our school, at least I know now that it can be done. We've had colored children here two years now, and nothing very bad has happened. If I have to put up with it, I will, and I think I can be fair about it, too. I think I have been fair."

Mrs. Mildred C. Insinga, a teacher of 15 years experience, six-and-a-half of them at No. 29, had the same problem of telephone calls about seating as her colleagues. She handled it the same way. Her feelings about integration differ slightly from the others'. "My first colored pupil was a very well behaved fifth-grade boy. I couldn't help feeling what a pathetic figure he was, one colored boy in a class of thirty whites. I felt a little resentful toward the court and the NAACP for putting a child into such a situation. I just don't think we are ready for integration."

This idea that a community should be prepared for integration is obviously one which the teachers at Hockessin School No. 29 believe in firmly, yet none of them

had any idea as to what kind of preparation was needed.

Of the four teachers, Miss A. Ethel Cheyney, who has taught school in Hockessin for 30 years, was by far the most outspoken against integration two years ago. She still is. "There has never been any racial tension in Hockessin," Miss Cheyney said, "until this thing came up.

"I'm against this integration, and I'll tell you why. It was done by an organization that used pressure. It wasn't done by the State Board of Education or the local people or the State itself. There's a lot of feeling against the NAACP here, and they haven't been so successful, either. You notice that a majority of the colored children still go to the colored school, don't you?"

"I got my first colored children this last year—three first-grade boys. At first, I seated them together, because at least they knew each other. Then, I separated them so no one could say I was sticking them together. But they drifted back together all by themselves. So, finally, I put them together again.

"Now, you take the PTA," Miss Cheyney continued. "Mrs. Bulah comes to most of the meetings, and she usually brings her daughter. No one else brings children to PTA meetings; why should she?"

"I just believe that segregation is right, that's all. And not just in the schools, but throughout. Look at South America, where all the races and creeds have intermarried, and what have they got? Lazy, unproductive, backward people. The court decision sickened me, because it gave no value to individuals. This kind of thing may lead to intermarriage, and then where will we be?" Miss Cheyney shook her head. "I'm against it," she said, "but I don't think my feelings have influenced my treatment of the colored children. We all pity them here."

As for Shirley Bulah, any (Continued



Children in Delaware's first integrated schools get more than textbook learning. Important lessons come from studying and playing together.

The Schools That Broke the Color Line



problems her entry into the school may have caused are unknown to her. "I felt a little nervous the first day," she said, "because I didn't know what it would be like. The work is a little harder, but outside of that, I haven't had any trouble. I like the school and the teachers."

"I've been to most of the PTA meetings," her mother said, "and if we colored parents aren't welcome there, they certainly have put on a mighty good front. Last meeting, in May, they asked me to make cookies, and everyone there enjoyed them."

"The colored parents who have kept their children in the segregated school just don't know any better," Mrs. Bulah added. "Lots of Negroes feel inferior to whites. They're afraid to speak up. One father told me the colored school was good enough for him and it would have to be good enough for his children. But some of my neighbors—white people—have congratulated me for going ahead with the suit."

Until 1952, when the court decision went into effect, there were two Negro teachers in the one-room colored school in Hockessin. Today, Miss Constancia Beaujohn, Shirley Bulah's former teacher, teaches there alone. The other teacher was moved when the enrollment dropped because of the six children who transferred. Miss Beaujohn is defensive when she hears comparisons between her school and the white school.

"That's a much larger school," she said recently, "and for a small group of children, we have everything they have. Some of the playground equipment you see up there was given by the PTA, and you can't count that."

"I'm not opposed to integrated schools," Miss Beaujohn said, "but I've talked with some of the colored children at No. 29, and they aren't too happy there. Most of the colored children are still right here, and their parents would rather have them here. They're used to having their own school, and they like to have their children taught by a colored teacher."

Hockessin is a community still divided on the question of integration two years after it was put into effect. The division, which affects Negroes as well as whites, shows signs of narrowing with the passage of time. Integration is working, even in a divided community.

Harvey E. Stahl, Superintendent of Schools of Claymont, Delaware, is a determined-looking man with a twinkle in his eye. His job involves the supervision of Claymont's three schools: a Negro elementary school, a white elementary school and the high school, in reality, a junior high and high school combined. Until the court's decision, Negro children

above the sixth grade were forced to attend Howard High School, a segregated Negro school in Wilmington, seven miles from Claymont.

"I came to Claymont 32 years ago from Indiana," Mr. Stahl said recently. "I never had any racial prejudices, and I haven't any now. When I learned that the State Supreme Court had upheld the lower court's decision that Negro children be admitted to Claymont High School, I decided right then and there that we would make integration work. I think we have."

Mr. Stahl learned of that decision a week before school opened. "On Tuesday," he said, "two days before school opened, we had faculty meetings. No official word had been received by anyone in Claymont."

"On Wednesday, our local Board of Education decided to enroll Negro children even though we had no mandate from the court. That day, eleven colored children appeared with their parents at the school. I talked with them myself. I told them they were welcome, but that this new experience would be difficult in many ways. 'I'm going to do everything I can to help you,' I said, 'but you will have to co-operate one hundred percent.'"

"They all—parents and children—agreed," Mr. Stahl added. "Every one of them promised complete co-operation. And every one of them has kept his promise."

The next day, school opened. The eleven Negro children were divided among five of the school's six grades. There were no high school seniors. In a total enrollment of about five hundred, the eleven Negro students were hardly noticed by the white children. "The next day," Mr. Stahl said, "I received telephone calls from the Attorney General and the State Superintendent of Schools. Both instructed me to drop the colored children from school because the case was going to be appealed to the United States Supreme Court. They felt their case might be prejudiced if the Negro children were already in the school."

"I refused flatly," Mr. Stahl said. "I told them the children had already been admitted and that we were dealing with human beings, people with feelings, not just a legal case."

A special meeting of the Claymont Board of Education upheld Mr. Stahl's refusal, and the faculty of the high school passed with only one dissenting vote a resolution expressing the conviction that the Negro children, having once been admitted, should not now be dropped. Four days later, Mr. Stahl received the official mandate of the State Supreme Court to admit Negro children.

About halfway between Wilmington and Claymont is a small community called Arden, settled originally in 1900. In 1922, and again in 1950, nearby plots of land became available, and first Ardentown and then Ardencroft, two similar communities, were begun. For the first time in 1950, a number of Negro families leased land in one of the three communities—Ardencroft. Four Negro families built homes. One of them was

Dr. Leon V. Anderson, a Wilmington physician, and his wife and six children.

When the State Supreme Court's decision was rendered, three of Dr. Anderson's children were enrolled in Wilmington's Negro High School. Two younger children had been attending a segregated Negro elementary school. The decision meant the three older children could now attend Claymont High School, which was closer to Ardencroft. Dr. Anderson called the trustees of Arden to see if his younger children could attend the Arden Elementary School.

None of the community's trustees objected, and the school principal agreed. But all were worried about integrating their school in defiance of the State Constitution and in the absence of a court mandate. The children were entered, and the trustees went to the State Capitol to attend the next meeting of the State Board of Education. They explained what they had done and expressed their desire to allow the Negro children to remain in the school, at least until the U.S. Supreme Court's decision had been rendered. The State Board refused to approve the move, but there were indications that nothing would be done to oppose it.

Arden, thus, became the third community in a segregation state to integrate its schools. At the same time, it became perhaps the first community in history to integrate a school in direct violation of its State's Constitution. For Arden, that was the end of it. Integration has raised no problems whatsoever.

At Claymont High School, the situation is much the same. "Some friends of mine," Mr. Stahl said recently, "told me when we first admitted Negroes how sorry they were for me. They said we'd have race riots for sure. I said I didn't believe it. And, of course, I was right."

"Only one of our teachers had any opposition to integration, and she had taught in an integrated school in Philadelphia—a tough school in a tough area. It was hardly a fair example. And besides a united faculty, we had another tremendous advantage—Mrs. Dyson, the Negro teacher of the colored elementary school here in Claymont. I don't know what we would have done without her."

"Mrs. Dyson has taught the first six grades for colored children in Claymont since 1925. I believe she's missed exactly one week of school in that time. Three of her own grandchildren were among the eleven Negro children we admitted that first day. She's a real leader in the community, and to show you what the white community thinks of her, she was elected the outstanding woman of Claymont last year in a contest sponsored by the local American Legion and other groups."

"Mrs. Dyson talked to all the Negro children and their parents before they enrolled here. She told me, 'If any of my boys and girls cause you any trouble at all, you let me know, and I'll take care of it.' We have done that exactly twice in two years, and both times it was a child who just wasn't applying himself."

Merle Anderson is one of Dr. Leon V. Anderson's three children who entered Claymont High School in the fall of 1952. Mrs. Dyson, the teacher of Claymont's colored elementary school, is her mater-

nal grandmother. Merle's two-year experience at Claymont High School bears out Mr. Stahl's contention that there has been no trouble. Merle is an accomplished pianist and has served as the accompanist for the school chorus and glee club.

"From the first day," she said, "I've had a definite feeling of being welcome at Claymont. I've always felt perfectly free to go to any of the teachers about anything. I never had to."

Merle Anderson was graduated from the high school last June. In the graduating class with her was Nancy Stevens, a pretty, eighteen-year-old white girl. "I didn't have any particular feeling when I heard that Claymont would have colored kids," Nancy said shortly before her graduation.

"My father didn't see why they had to change things, but he didn't do anything about it. My mother had no feeling one way or another. Some of the Negro students have been real assets to the school—Merle Anderson is one. I think she's been accepted by everyone. The same is true of some others. But most of them don't mix much with the white kids. In the cafeteria, most of them eat together. I don't blame them. I think they feel a little lonely.

"Some of the white fellows were against having Negroes in the school last year, and some of them picked on the younger ones a little. It's died out pretty much this year. I think integrated schools will work, all right, and I certainly have no prejudice against Negroes. But I would hate to see the Negroes take over. You know, if there were more of them than us, they might take over in all the activities. And I think some of the colored girls would like to go out with white boys, and I don't agree with that. But so far, it's worked fine."

Spencer Robinson is one of the eight colored children in whose names the original court case was filed. Both he and Merle Anderson, each with a colored partner from another school, attended last year's Junior Prom. Merle attended the one the year before. Neither of them seemed to feel there was anything unusual about it.

"I was surprised when we won the court case," Spencer Robinson said. "Surprised and happy. I knew this was a nice school, and I wanted to go to an integrated school. Everyone has made us feel welcome here since the beginning. Oh, there have been a few remarks about my color—but nothing like what I expected. We all sit where we please, and we're all treated equally."

"There just haven't been any social problems at all," said John A. Stoops, a teacher of English, mathematics and civics. "The children—both white and colored—have adopted the social patterns of their parents. Dancing is an example. This community doesn't accept interracial dancing. At school dances, the children have just adopted that pattern."

Social dancing in the gym classes was a problem for Miss Claire Byler, the girls' physical education teacher at Claymont High School. "In classes where the colored boys and girls weren't evenly divided, I just eliminated social dancing," she said. "But we never stopped teaching square dancing. Basically, I think the white children have accepted integration. We have colored girls on the field hockey, softball and basketball teams—all teams that play against other schools, white schools. The one colored girl on the basketball team was so popular the other girls elected her captain.

"My own observation," Miss Byler said, "is that the colored students are all polite and co-operative, more so, usually, than the white children. And the credit for that goes to Mrs. Dyson, who taught them all in elementary school. She's a wonderful woman and a fine teacher."

The school where Mrs. Dyson teaches, State Line School—so-called because it is situated only a short distance from the Delaware-Pennsylvania line—is technically a two-room school, though only one room is used as a formal classroom for the 29 colored children who are Mrs. Dyson's students. In that one room, Mary Pauline Dyson, a short, stocky woman with graying hair and a warm smile, teaches the first six grades of school.

Recalling her meeting before the opening of the high school with the colored parents and children affected by the court's order, Mrs. Dyson said recently, "I told them all that the eyes of the whole world were on us here in Claymont. I told the children that their behavior in high school would affect all colored children, everywhere. It is our own attitude that is reflected by other people, I said. 'If you go to the mirror with a smile, you'll meet a smile. Expect everyone to be your friend until you find out otherwise.' And I told them to remember that the white children would have a problem of adjustment, too.

"After they started going to the high school, it got to be a habit for some of them to come back here to this little school every day to tell me about what happened that day. Sometimes, there were problems, a white boy who had punched one of the colored boys, maybe. I'd tell him we can't always hit back. But they really haven't had any problems that weren't problems all children have, whatever their color.

"I know some Negro teachers in the South are afraid they'll lose their jobs when the schools are integrated. I'm not worried about that. Whatever they do to the schools, we need all the teachers we can get, white or colored. I'm not worried about teaching white and colored children together. I've been teaching for 29 years, and I know that a child is a child."

On the road from the State Line School to Claymont High School is a small service station owned by Louis

Scarpitti, a young white man. Many of the Negro families in the company houses nearby are customers of his. "I haven't seen anything you could call a problem in the integration at the high school," he said. "The court said do it, and they did it. That's all. If there've been any white people against it, and I'm sure there have, they've sure kept quiet about it.

"I have a boy in second grade over at the white elementary school. I suppose now that the United States Supreme Court has declared segregation illegal, they'll be integrating the elementary school, too. It doesn't bother me. I grew up with most of the fathers of those colored children up at Mrs. Dyson's school. I played baseball with them and went swimming with them. Nice people. I don't see why my boy shouldn't go to school with their children."

Harvey Stahl summed it up in his office at the Claymont High School. "Of course, integration works. It works if you want it to work. And maybe even if you don't.

"Children have no prejudice unless they're taught. We had a girl in a gym class who square-danced one day in a group that included a Negro boy. When she got home that afternoon, she told her mother what fun they'd had. She mentioned, in passing, that one of the boys in her set was colored. Her mother jumped on that, asked if she'd danced with him and then threatened to call me and object. The girl put her foot down. 'If you call anyone, Mother,' she said, 'I'll never tell you another thing.'" Harvey Stahl chuckled. "I learned about that incident much later," he said. "It shows you how far ahead of us our children can be."

On May 17, 1954, the United States Supreme Court handed down its historic unanimous decision barring segregation in public schools. This month, the Court will hear arguments on how and when that decision should be put into effect throughout the South. Sometime later, a decision on those questions will be rendered.

Meanwhile, the three schools in Delaware which jumped the gun on integration hold a lesson for the rest of Delaware and the 16 other states which require school segregation by law. None of the three schools can possibly duplicate exactly the situation in any other school. None of them can be considered representative of all or even a portion of the schools throughout the South. But if the experience of Hockessin, Arden and Claymont shows anything, it shows that integration can be accomplished, even where there is strong opposition.

And the experience of these three communities demonstrates one other important fact: Where there is real leadership in the schools, leadership which is responsible and willing to try, the job is much easier.

Negro and white children can go to school together in the South. Delaware has helped show the way. THE EN

Why *You* Should Know About Claymont's 1952 Integration!

Claymont High School was the FIRST public school to LEGALLY integrate (1952) – two years before the *Brown v. Board of Education* decision made segregation unconstitutional in education in the United States.

So WHY is the integration of Claymont important? Claymont was used as an example of how integration could be peacefully achieved when Redding, Greenberg and Marshall argued the Claymont case (*Belton v. Gebhart*) before the U.S. Supreme Court in December '52 and '53. (Claymont was one of two Delaware cases to be added to the existing four cases which all together make up the *Brown v. Bd. of Ed.* case.) The fact that integration had occurred peacefully influenced the Supreme Court decision, the fact that the Delaware judge (Seitz) was the first judge to find for the black plaintiffs and also to state that in his opinion segregation was detrimental to all students made the Delaware cases the cornerstone of the *Brown* decision.

The *Brown* case (May 17, 1954) was the first time the United States had nationally declared segregation in education to be unconstitutional and truly began the civil rights movement on a national level. It was only after the *Brown* decision that the civil rights movement burst out in earnest through sit-ins, marches, "freedom rides," boycotts and other expressions for civil rights.

Much is known about what happened after 1954 but not about the first community and the first school which integrated in 1952 - with black and white school officials working together but not knowing what to expect from outside sources. This community was Claymont, Delaware. We owe Judge Seitz, attorney Redding (assisted by Greenberg and Marshall), the black students and their parents, the Claymont School board and officials, and the Claymont community our recognition, our respect, and our admiration. They were true civil rights pioneers.

Alphabetical Guide to Museum Poster Information

1952: Claymont High School was integrated.

1954: *Brown v. Bd. of Ed.* decision declared segregation in education to be unconstitutional in the United States.

1964: Civil Rights Act of 1964 declared segregation unconstitutional in all aspects of life in the United States.

Arden: Arden, Del. Community where three blacks students were admitted voluntarily in 1952 after their older siblings were admitted to Claymont High School. Arden did not go through the courts.

Belton v. Gebhart: Claymont, Del. case (1952) which found that black students had to be admitted immediately to the white schools based on "separate but equal." Appealed and added as part of *Brown v. Bd. of Ed.* at the U.S. Supreme Court.

Brown v. Bd. of Ed.: (also known as ***Brown***) In 1954, U.S. Supreme Court found that segregated schools were unconstitutional, overturning a 1899 Supreme Court decision.

Bulah v. Gebhart: Hockessin, Del. case tried with *Belton v Gebhart*.

Claymont: Claymont, Delaware - High School integration occurred in 1952, first public school in the segregated 17 states to legally integrate graduating two black students in June, 1954, just six weeks after *Brown* decision.. School system completed integration in 1957 after new schools were built.

Claymont Community Center – The original school now houses the Community Center, library and History Room.

"Claymont Twelve" The 11 students who integrated Claymont H.S. plus Louise Belton whose name was on the case but who decided not to attend Claymont High School. (Merle Anderson, Spencer Robinson, Myrtha Trotter, Styron Sanford, Almena Short, Elbert Crumpler, Joan Anderson, Carol Anderson, Bernice Byrd, John Davis, Robert Sanford.)

Court of Chancery: The Delaware court in which the integration cases of *Belton* and *Bulah* were tried; Seitz was Chancellor.

Delaware Constitution: After 1900 stated that “separate schools for white and blacks must be maintained” in Delaware.

Delaware Supreme Court: The highest court in Delaware. In the cases of *Belton* and *Bulah* the Del. Supreme Court upheld the lower court decisions.

Dyson, Pauline: Community leader and teacher at the elementary Stateline school for black students in Claymont, Delaware.

Greenberg, Jack: NAACP LDF lawyer who assisted Redding with the cases in Delaware and then at the US Supreme Court (*Brown*). He has devoted his career to arguing and winning cases for civil rights for people worldwide.

Hickman Row – Housing built by Worth Steel for their black employees in 1911. A close knit community from 1910 to the present where homes are now individually owned.

History Room: Room in the Claymont Community Center where a permanent display about Claymont integration is kept. Also a school memorabilia room for Claymont alumni.

Hockessin: Hockessin, Del. where the elementary school was sued to admit Shirley Bulah. Bulah was admitted in 1952 although no other black children attended for several years.

Howard High School: The school in Wilmington Del. where the black high school students from the area, including Claymont (until 1952), were required to attend.

Historic Marker: In Delaware, the Public Archives places historic markers at sites that are considered to be of historic importance. Claymont High School, Howard High School, Hockessin and Hickman Row have markers.

Mandate: A court’s decision cannot be carried out until a written mandate is given. If the decision is going to be appealed a mandate is not given - waiting for the next court’s decision.

Marshall, Thurgood: The NAACP LDF attorney who led the cases which later consolidated into the 1954 *Brown v. Bd of Ed.* case. Later a U.S. Supreme Court judge.

LDF: Legal Defense Fund – part of the NAACP devoted to the legal system of obtaining civil rights for all people, continuing their work today. LDF was the group which assisted/argued the cases in the states which were combined into the *Brown v. Bd. of Ed* case. This group was led by a young Thurgood Marshall.

NAACP: National Association for the Advancement of Colored People was created in 1909 and was/is devoted to the struggle for achieving equal rights for all people. They continue their work today for all minorities.

National Register: The National Register of Historic Places is the Nation's official list of cultural resources worthy of preservation. Howard High School and Hickman Row have been added to the National Register.

Redding, Louis L.: The first black attorney in Delaware. Redding argued cases for the poor and minorities throughout his career. He argued the cases of *Belton* and *Bulah* in the Court of Chancery, Delaware Supreme Court, and the U.S. Supreme Court (*Brown v. Bd. of Ed.*)

Seitz, Collins J.: As Chancellor, Seitz decided the *Belton* and *Bulah* cases in favor of the black students, being the first judge to require immediate integration of the white schools on the basis of “separate but equal” but also stating that segregation was detrimental to the black students.

Stahl, Harvey: Superintendent of Claymont Public Schools who, in 1952, along with the Claymont School Board, defied the State Attorney General and State Board of Ed. by first enrolling the black students and then refusing to send the students home.

Stateline School: The one room school for black elementary students in Claymont, Delaware from 1922- 1957, built by P.S. DuPont.

Tryon, Evelyn and Sager: Sager Tryon was a member of the Claymont School Board during the integration process. Evelyn Tryon worked for the recognition of the students and parents, Seitz, and the community for their roles in the civil rights movement. She enabled the creation of the History Room as a permanent way to preserve this important legacy.

Attorney Redding, and Superintendent Stahl had all worked together to be sure that when the state finally gave permission for the students to attend, that all was prepared and ready.

September 5, 1952 – Attorney General H. Albert Young called in the morning and demanded the students be sent home because the Delaware case was being appealed. Superintendent Harvey Stahl refused and went to State Line School to consult with Mrs. Dyson. Stahl and the Board met in special session and agreed to refuse to send the students home and the teachers signed a letter stating they wanted the students to remain in the school. Later in the day Young called back and said the children could stay in the school, but the school had already decided the children were going to stay regardless of what the state decided.

September 9, 1952 – The Claymont Board of Education received its official mandate from the Delaware State Supreme Court up-holding the mandate of the Court of Chancery which required that the black students be enrolled for the school year 1952-53.

November 1952: Two Delaware cases officially added to Brown V. Bd. of Ed. case at the U.S. Supreme Court joining Kansas, South Carolina, Virginia and Washington D.C.

Dec 8, 1952, Dec. 9, 1953: Two Delaware cases argued by Redding and Greenberg citing how integration could be done successfully.

May 17, 1954 – Brown v. Board of Ed. in the U.S. Supreme Court overturned the rulings of the other four cases and affirmed the Delaware case. Segregation in education was determined to be unconstitutional.

June 30, 1954: Claymont graduated two black students.

May 31, 1955 - Brown II: The U.S. Supreme Court sent the School Segregation Cases back to the district courts. It determined that the law had to be complied with “at the earliest practicable date” leaving the decision of speed in compliance with the schools and district courts.

June 30, 1957 – Claymont closed the State Line School and all grades, K-12, officially integrated.

Prepared by Virginia Tryon Smilack
vsmlack@optonline.net 1 973 584 0856

Permanent display: Claymont Community Center -
History Room. Claymont, Del 1 302 792 2757.

African American Heritage Museum of Southern
Jersey, Inc. 1 609 704 7262

How Claymont Helped To Change American History

First State, First School, First to Integrate

Claymont High School integrated peacefully in 1952, nearly two years prior to the U.S. Supreme Court's rendering of the now famous Brown v. Board of Education decision in May 1954 which required integration in schools and other facilities throughout the nation. The Brown case was based in part on the decision and wording made by Chancellor Collins J. Seitz in two Delaware cases: Bulah v. Gebhart and Belton v. Gebhart. and on the argument made by attorneys Redding and Greenberg that integration could be achieved peacefully because it had already been done in Delaware.

Claymont was unique because the school wanted equal opportunities for *all* students and worked to insure that the school would be integrated even though it would require that the school be taken to court. However, without the perseverance of Superintendent Stahl and the School Board, the school would not have been able to integrate even with Seitz's remarkable decision.

How **CLAYMONT** HELPED TO CHANGE AMERICAN HISTORY!

After 1900, all Delaware public schools were required by the state constitution to be segregated, "separate but equal", based on a 1896 United States Supreme Court decision, Plessy v. Ferguson. In 1950, Vice Chancellor Collins J. Seitz determined in Parker v. University of Delaware that the University must immediately admit qualified students regardless of race because there were no equal Delaware colleges for black students. It was the first college ordered to desegregate by a court although the decision was based on "separate but equal" and not that segregation was unlawful. Also, in November 1950, five black students began attending Salesianum, a Wilmington, Del., parochial high school. – others followed. Private schools did not have to comply with the state constitution, although, until Father Lawless enrolled these students, the private schools in Delaware were also segregated

Claymont schools in 1950 were segregated in compliance with the Delaware constitution but in several areas – the ball fields, some stores, the movie theater – Claymont was not segregated. The School Board members and Superintendent Stahl wanted segregation to end in the schools but the question was how to do it legally. According to oral history, Claymont seized the opportunity of having Seitz as then sitting Chancellor and attorney Redding willing to take

these cases; Superintendent Stahl approached Mrs. Dyson, teacher and principal at the State Line School, to see if she felt integration would work and if any parents and students would be willing to go through the court system in order to attend Claymont High School. At a meeting, Mrs. Harvey, from the NAACP, met with the parents and students to inform them of the process to follow.

January 15, 1951- 8 black students with parents applied in person for admission to Claymont Junior and High Schools. The parents stated they knew they would be refused and were aware of what was to occur but that they wanted to make an official application for admittance. Legally the school had to deny them as did the State School Board.

July 1951- Filed in Chancery Court with then Chancellor Seitz presiding (Belton v. Gebhart) with the parents/students, suing the Claymont School Board and the State School Board with attorney Louis Redding and NAACP attorney Jack Greenberg as their legal counsel.

April 1 1952 - Chancellor Collins J. Seitz determined that Claymont High School and the State Line School were not equal and therefore Claymont High School must admit Black students immediately. This is significant because in no other segregated state were black students admitted even in cases where white/black schools had been found unequal. Case

was appealed by State Board Superintendent George Miller and Attorney General H. Albert Young to the Delaware Supreme Court. (This case was combined with Bulah v. Gebhart, where one student was suing to attend Hockessin Elementary school.)

August 28, 1952 – Delaware Supreme Court upheld Seitz's decision.

September 3, 1952 - Claymont told the parents that even without a mandate from the court, the students would be enrolled and would attend September 4, 1952. After Board members and Superintendent Stahl had spent the day requesting a mandate from the court to allow the enrollment of the students, verbal permission was finally given by the state by phone to enroll the students at the late night board meeting. However, there was NO official mandate (writ of execution) yet from the courts.

If the students had not attended on Sept. 4, 1952, Claymont would not have been legally integrated until September 1954.

September 4, 1952 - Eleven black students were admitted to Claymont High School - quietly and without incident. The school board, parents/students,

Claymont High School honored by African American Heritage Museum

By Antonio M. Prado
Staff Reporter

The African American Heritage Museum of Southern New Jersey is honoring Claymont High School for its role in desegregating schools nationwide in the form of an exhibit that will be on display throughout February - Black History Month.

Claymont High was the first public school in 17 segregated states to integrate legally in 1952, and its peaceful integration led in part to the U.S. Supreme Court's Brown vs. Board of Education decision that declared segregation in education unconstitutional in 1954.

The decision made by Chancery Court Chancellor Collins J. Seitz in two Delaware cases - Belton vs. Gebhart for Claymont and Bulah vs. Gebhart for Hockessin - influenced the Supreme Court, said exhibit organizer Virginia Tryon Smilack, a 1965 graduate of Claymont. These two Delaware cases were added to four other cases that made



**BLACK
HISTORY
MONTH**

up the Brown vs. Board of Education case.

Joan Anderson, class of 1956, and Bernice "Sandy" (Byrd) Couch, of the class of 1958, among the original 11 black students who enrolled at Claymont, were at the African American Heritage Museum to discuss their experiences.

Before integration, black students in Claymont had to go to the one-room State Line School in Claymont and Howard High School in Wilmington. But Claymont Superintendent Harvey Stahl, the Claymont Board of Education and State Line Principal Pauline Dyson agreed it was time for integration.

The black students and parents had to officially sue the Claymont school board and the State Board of

See **BLACK HISTORY**,
page 16

SERVING BRANDYWINE HUNDRED
Volume 2, No. 8 • February 23, 2007

COMMUNITY NEWS

BRANDYWINE

EAST

Education in January, 1951 in order to enroll because the State Constitution required "separate but equal schools." Chancellor Seitz determined in April, 1952 that Claymont High must admit the students. The Delaware Supreme Court upheld the decision in August, but no written mandate was provided.

Claymont enrolled the children nonetheless and, on September 5, the United State Attorney General called Claymont High and demanded that the 11 recently admitted black students be sent home because the Claymont case was being added to the Brown vs. Board case.

Stahl refused, and on September 9 the Delaware Supreme Court mandated that Claymont High School enroll the black students.

Anderson, 68, of New York, attended Claymont with her two sisters, Merle and Carol.

"I went into the ninth grade and I do remember being called into Mr. Stahl's office - all eleven of us - and he said, "This is my school. I don't expect any problems. I want everyone to behave," she said. "I remember being taken to my class and being welcomed there. I always felt welcome at Claymont. I never had any problems. I was a little nervous in the beginning, but I made friends."

Anderson recalled that when Claymont played Howard in football, everybody was waiting to see what side she and her sisters would sit on.

"We still had friends at Howard," she said. "I remember it didn't take long for my two sisters and myself to make decision. We walked in onto the field and Howard was on the left side. So we just walked by, waived to them and looped around the side to Claymont's side. That's how much we felt a part of Claymont."

Couch, 65, of Atlantic City, N.J. and Smilack, 59, of Succasunna, N.J. said Claymont was already integrated in a lot of ways - part of the reason the school integration was relatively easy. Blacks and whites went in the same stores, there were black-owned stores, they worked together at the steel plant and when they wanted to each lunch or dinner together they would go across the state line into Pennsylvania.

"The men at the steel plant had discussed this, saying, 'We work together and our chil-

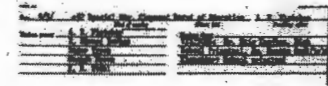
Community Leaders

"I told them that the eyes of the whole world were on us here in Claymont. I told the children that their behavior in high school would affect all colored children everywhere.and I told them that the white children would have a problem of adjustment too."

Redbook, October 1954



Mrs. Pauline Dyson,
teacher, State Line School



The children and their parents were told that the Claymont Board of Education had received no written directions from the State Courts, but that the Board would receive this information by telephoning the State Department of Education and the Assistant Attorney General. Furthermore, they were told that the Claymont Board of Education would meet in special session Wednesday evening, September 3, (tonight) to study the whole segregation problem. The Board agreed to receive these colored children in Claymont High School the school opens officially for children tomorrow (Tuesday, September 4, 1951).



The Claymont Board of Education: 1952
Left to right: George F. Brown, Sager Tryon, A. Eugene Fletcher, E. Edward Rowles, Harvey E. Stahl (George C. Johnson was on board in 1951.)



Mr. Harvey Stahl,
Superintendent

When the State Superintendent of Schools and the Attorney General called on the morning of the second day of school [Sept. 5, 1952] and said to send the colored children home "I refused flatly. I told them the children had already been admitted and that we were dealing with human beings, people with feelings and not just a legal case"

Redbook, October 1954

The exhibit includes posters featuring community leaders, along with legal leaders, community spaces and more.

dren play together. Why can't they go to school together?" Couch said. "There were separate churches and separate schools. That's basically the only thing that was separate."

Couch was the only black seventh-grader who entered and she was the only black who graduated in her class in 1958.

"Did that bother you?" asked audience member Janice Tyner, of Newark, Del. "Tell the truth."

"I'll tell you the truth," Couch said.

"When we had a commemoration of Claymont two years ago, it was on TV. One of my fellow students (Clint Hall) had seen me on television and wanted to get in touch with me. They had been looking for me for years to come to the class reunions. Now, that says something about my classmates, the area, the time and my feelings about it."

Tyner asked what preparation they had for Claymont.

"My grandmother told me to get on the

bus and go to school," Couch said. "Ms. Dyson said, 'Don't start any problems. The world is looking at you today.' There was never any problems."

Tyner, with the Delaware Heritage Commission, said the Claymont story fascinates her because she was one of five students who integrated Washington High School in Milwaukee, Wis. in the late 1960s.

Her family moved right across the street from the school so the school had no choice but to let her in, said Tyner, a 1972 graduate.

"But they used to have secret meetings. All the community people were saying how could they buy my parents' home out? I was just livid," she said. "I was 13 and a half and I couldn't believe it. That was my experience."

Sandra McDowell, 45, her husband, Carlos McDowell, 47, of Egg Harbor Township, N.J. and Tonya McCants, 39, of Pleasantville, N.J., were among the 50 people who attended the exhibit's grand opening on February 3 to celebrate black history. They found the Claymont history interesting.

"I never even heard of that town and what they did for this part of the United States," Sandra McDowell said. "I found that history very educational."

The museum's board of directors decided to give Claymont High a showcase because several people from that school now reside in New Jersey, said museum founder Ralph Hunter.

"My personal reason for getting involved with this is I was very much impressed with what happened with Brown versus Board of Education. But when I had the opportunity to read about the Claymont decision, I was overwhelmed," Hunter said. "How could this have happened and the world not know it?"

"So we have to be part of getting the message out there," he said. "It was just a remarkable story and knowing one of the people personally (Couch) just made my heart feel great."

The museum is also featuring artwork by Richmond Garrick, a Sierra Leone native who paints about the atrocities caused by the Civil War in his homeland, and Melvin Irons, known for his paintings on civil rights issues.

For more information, call Hunter at (609) 704-7262 or send an e-mail to rhunter@eahmsnj.org.





*Please join us
for this special occasion . . .*

The S

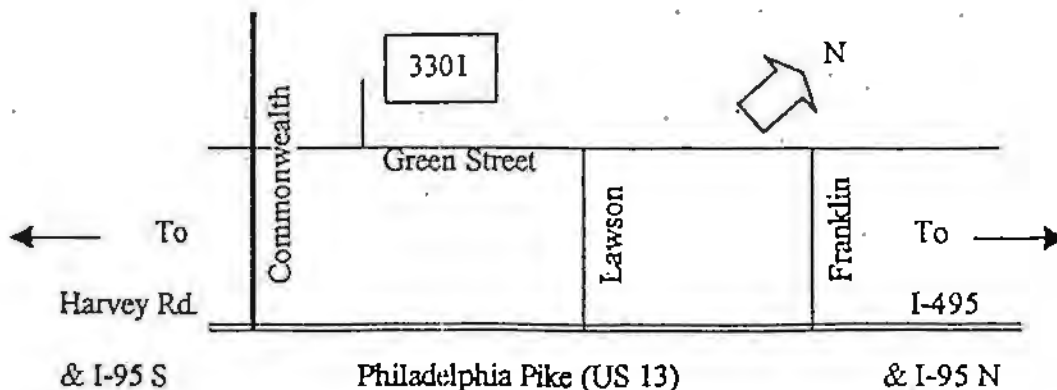
The Claymont Community Center
invites you to join us for a brief ceremony
Tuesday, November 18, 1997, at 11:00 a.m.
in commemoration of
the historic April 1, 1952, legal decision of
The Honorable Collins J. Seitz
and its significance for the region and the nation.



The role which Claymont played in Delaware's school desegregation and the steps which were taken to ensure a peaceful and successful integration of Claymont High School were remarkable and unlike those of any other community.

Come and hear the seldom-told story of Claymont's pioneering role in a significant chapter of United States and civil rights history. Join us in honoring Judge Seitz and learning about his courageous decision, and witness with us the unveiling of a Delaware historical marker commemorating these important events.

The ceremony at 11:00 a.m. on Tuesday, November 18 will be at the Claymont Community Center, 3301 Green Street, Claymont, Delaware. The Center is located within a 5-minute drive of either the Harvey Road exit on I-95 coming from Wilmington or the Claymont (U. S. Route 13) exit from the north end of I-495. Parking is available at either end of the building and on Green Street across the street from the Center. Please call (302) 792-2757 if you need additional information.



Claymont School was an integrated school from 1805 until 1896. There are pictures of classes with black children included.

In 1896 segregation in railway cars was in effect in all southern states. In an effort to test the constitutionality of Louisiana's segregation laws, Homer Plessy, who was only 1/8th negro, and could easily pass for white sat in a white car after having made it known that he was a negro. When he was asked to move to a negro car, Plessy refused. He was arrested, and tried, and he appealed his conviction to the Louisiana Supreme Court. The United States Supreme Court heard the case on a writ of error and in a landmark decision ruled that "separate but equal accommodations" were constitutional. This judgment sanctioned segregation for nearly 60 years.

This decision had the effect of segregating the Claymont School for the first time.

In January 1951, eleven negro Junior and Senior High School students living in the Claymont Special School District applied to attend the Claymont School.

On January 29, 1951 the Claymont Board of Education decided that under the Delaware State Constitution it was illegal to admit them to Claymont.

In July 1951 Louis Redding filed civil action (Gebhart vs. Belton) for negro children living in Claymont and Hockessin to enter white schools. In October 1951 the case started in the Court of Chancery in Wilmington, Delaware under Chancellor Collins Seitz. On April 1, 1952 the Court of Chancery rendered its decision stating that the negro children were not receiving opportunities equal to the white children.

On April 10, 1952 it was appealed to the Supreme Court of Delaware. The case was argued on June 25th 1952 by Louis Redding vs H. Albert Young who was the Attorney General of the State of Delaware. On August, 28, 1952, the Delaware State Supreme Court upheld the decision of the Court of Chancery.

However the Claymont School had not been notified officially. They had appealed to Dr. George R. Miller, Secretary of the State Board of Education and State Superintendent of Schools to notify them officially of the Delaware State Supreme Court Decision. They had also appealed to the Assistant Attorney General. The Claymont School asked that this decision be reported to them on September 3, 1952 so these children could be admitted with the other children when school began Sept. 4, 1952. The School Board was assured this phone call would come in Wednesday evening, Sept. 3, 1952. The entire School Board was waiting there at the High School Building for the call to come in, along with all of the parents of the 11 negro children who had all of the necessary papers with them. The call came. Within that half hour they were voted admittance, and all of the papers were filled in, and the eleven were enrolled in Claymont High School. They attended Claymont High School on Sept. 4th along with all of the other Claymont children.

Sept. 5, 1952. "At 9:30 A.M. today George R. Miller, Secretary of the State Board of Education and State Superintendent of Schools, telephoned Mr. Stahl, stating that it it was improper for us to keep

This is a Quotation from the School Board minutes. Actually, even though they may have pled with Dr. George R. Miller and the State School Board, and also with the Attorney General Mr. Albert Young for approval, the Claymont School Board had no intention to put these children out of the Claymont School and would not have done so even if they had to defy the State School Board and the Attorney General.

the 11 negro pupils in our school. The State Board of Education had met the night before to act on some of the segregation problems as they would affect the schools and had reached this conclusion, Dr. Miller reported. Mr. Stahl immediately telephoned Mr. A. E. Fletcher, President of the Claymont Board of Education, who then came to the school office for a consultation about this very important matter. Mr. Stahl and Mr. Fletcher got in touch by telephone with Louis Redding, Attorney for the colored children, and Mr. Albert Young, Attorney General, to ask for further instructions concerning what to do with our negro children. Both Mr. Fletcher and Mr. Stahl felt that it would be most humiliating to these colored children to be kicked out of our school. Therefore, we pled with Dr. George R. Miller and Mr. Albert Young, Attorney General, to let them remain until such a time that the State Supreme Court might render a Decision one way or the other concerning their cases.

About an hour later, approximately 10:30 A.M., Dr. George R. Miller and Mr. Albert Young tried to reach Mr. Stahl again by telephone. However, Mr. Stahl had gone to the State Line School for Colored Children, in Claymont, to confer with Mrs. Dyson, their teacher, about the developments in the segregation case. Therefore, Mrs. Minka, one of the office secretaries, took the message and relayed it in person to Mr. Stahl at the State Line School. This message was to the effect that the eleven negro children could remain in the Claymont School until further notice from the courts or from the office of the Attorney General, or from the office of the State Department of Education.

The Claymont High School faculty at its meeting early this afternoon adopted the following Resolution:

"We, the undersigned members of the faculty of Claymont High School, having considered the matters incident to the admissions of colored students to Claymont High School, and feeling that students, regardless of their race, color or creed, have a right to considerate treatment at the hands of those having the responsibility for administering public schools are of a mind that the uncertainty surrounding their registration is of such a nature as to injure the sensibilities of students of high school age and believe that their registrations as bona fide students of Claymont High School should stand: (Signed by faculty)

After a careful discussion of this whole segregation case development, the Board took the following action:

IT WAS REGULARLY MOVED by Dr. Tryon, seconded by Mr. Brown, that the Secretary write a letter to Dr. George R. Miller, Secretary of the State Board of Education, in order to get in writing information to him to substantiate the telephone messages he and the State Attorney General, Albert Young, gave to Mr. Stahl this morning; furthermore, that a copy of the Resolution adopted by the high school faculty of Claymont be enclosed in the letter to Dr. Miller, and also that a copy of this letter and a copy of the Resolution be sent to the State Attorney General, Mr. Albert Young."

Thus Claymont High School, having been given the opportunity by Judge Collins Seitz courageous decision, and for one night and day having the permission and official sanction of the State School Board, became the first*segregated High School in the State and I would suppose in the country to integrate. This was 1952, and the Supreme Court Decision did not come until 1954.

* segregated at the time of filing of Brown v Topeka

Prof. Stahl has never received the credit and praise he deserved. He always worked very quietly, and what he did was not seen in the newspapers. Actually he was behind the 11 children and their parents telling them how to go about what they wanted to do. Mr. Fletcher, the Board President was right there. Dr. Tryon of Claymont fought exceedingly hard to bring this to pass.

So, on Sept. 5th Claymont knew by the phone message that the Gebhart vs Belton case was going to be appealed to the United States Supreme Court. It became a part of the Brown vs Topeka case.

In the days following the Delaware State Supreme Court Decision of August 28, 1952, the Anderson family feeling they had won and their older children would enter Claymont, asked the Arden trustees to admit their two younger children to the Arden School. This was between August 28th and the opening of school on September 4th. The Arden trustees decided they would admit these two black children to their school on Sept. 7th because they (the trustees) decided their white school facilities were better than those the black children were attending. The children were admitted to Arden's elementary school. Attorney General Young said that Arden could not do so on their own. On Sept. 11th people from Arden and Claymont met with Attorney Young to decide who determines facilities are separate but unequal. The Arden people did do very well, but Claymont people, especially Prof. Stahl and Doc Tryon were there fighting for them also. It was decided by Attorney Young and the State Board of Education that the children could stay in the Arden School. This was only brought about as a result of the Gebhart vs Belton case.

On October 3, 1952 a decision was made that it was a responsibility of the Delaware State Board of Education to determine "If Equal or Unequal Educational opportunities exist in any school district for white and negro children in Delaware."

On Dec. 7, 1952 the Delaware portion of Brown vs Topeka was argued in the United States Supreme Court, and the attorneys were Young and Redding. On May 17, 1954 the Brown vs Topeka decision was made that segregated public schools are unconstitutional.

Claymont was completely integrated K-12 in 1957 according to the federally approved plans of 1954. Claymont was the first school in Delaware to be completely integrated K-12 and/or 1-12. Claymont was the first school in Delaware to have a kindergarten.

Arden has constantly claimed to be the first school in the state to be integrated. They had only grades 1-6. Their students entered Sept. 7th, and ours on Sept. 3rd. They could have done nothing at all without us. Prof Stahl encouraged the black families to approach Attorney Louis Redding and to file a civil action case. Doc Tryon and Prof Stahl said they would like to admit them but legally were unable to do so. Prof Stahl recommended Louis Redding to this group because he had just tried and won the Parker vs the University of Delaware suit. (1950 case which admitted black students to the University of Delaware.)

It was the Gebhart vs Belton decision and the students being admitted to Claymont that made possible the Arden integration. We do not mind sharing the honors of being first, but do not want to be excluded.

Negro Teacher's Community Leadership

Mrs. Waller:

The two Delaware towns of Milford and Claymont are further apart than the few miles that separate them on the map. School integration created a serious problem in one of these towns and none at all in the other. Why? The two most important reasons why integration worked in Claymont are here on the platform and I know you are eager to meet them. Here are Dr. Harvey Stahl, Superintendent of Schools in Claymont, Delaware, and one of his elementary school teachers, Mrs. Pauline Dyson.

Mr. Stahl: I came to Delaware thirty-five years ago from Indiana. I was a Hoosier school master for eleven years. I am now starting my thirty-third year as superintendent of schools in Claymont, Delaware. In Indiana I was never taught racial prejudices and I haven't any now. Two years ago, when our Delaware State Supreme Court ruled that Negro children be admitted to Claymont High School, I was determined that, with the help of the Board of Education, the faculty and parents, we would try to make integration work, and I think we have.

On the opening day of school in September, 1952, in an enrollment of about 500 high school pupils, the eleven Negro children were hardly noticed by the white children. The next day I received telephone calls from the State Attorney General and the State Superintendent of Schools. Both instructed me to drop the colored children because the case was going to be appealed to the United States Supreme Court. They felt their case might be prejudiced if the Negro children were already in Claymont High School.

Legal View Rejected

Their request was refused. I told them the children had already been admitted; that we were dealing with human beings, people with feelings and souls, not just a legal case. I am happy to report the local board upheld our decision and that the high school faculty agreed almost one hundred per cent.

But we had another tremendous advantage—Mrs. Dyson, the teacher of our colored elementary school. I don't know what we would have done without her. She is not only a master teacher; she is a real leader in the community. To show you what the white people think of her, she was selected the outstanding woman of Claymont last year in a contest sponsored by the local American Legion and other organizations. The people of her own race respect and love her. I present her to you now, Mrs. Pauline Dyson.

Mrs. Dyson: Twenty-nine years ago, Supt. Stahl hired me to teach all six grades of the Negro elementary school in Claymont, Del. He said he wanted some one who could not only teach, but who could solve most of her own problems and not send pupils two miles across town to the principal's office; and one who would work in the community. I have tried to do these things.

When the problem of integration came up two years ago, I felt that the teacher should take the leadership in the community; therefore I called a meeting of the parents and the children who would be first to enter the formerly white high school.

An Election Parallel

We talked about new problems that would probably confront them. I told these children new shoes never fit as well as old ones; they're bound to hurt or feel uncomfortable somewhere. Your own attitudes are reflected in the faces of other people. Remember that white children, too, will have a problem of readjustment.

All of the thirty Negro children now in the formerly all-white high school in Claymont are either my former pupils—or my grandchildren. I regard them all as my children. During the depression I started cooking lunch for my pupils on the big coal-burning stove in the school, so that they would have a hot meal at noon. We still cook lunch—now we have an electric plate.

When the first five children entered Claymont High School two years ago, I said to them, "Remember, boys and girls, the eyes of the whole world are on you. Your behavior will affect colored children everywhere. Be ladies and gentlemen."

It got to be a habit with some

of them to come back to my little school after their classes every day, to discuss their problems. One girl told me the others moved away from her when she sat down in class. I wouldn't sanction any feeling that they were being pushed aside because of color, so I said, "Look here, the President of the United States is the greatest man in the world, but during elections nearly half of the people don't want him. Do you think you are any better than he?"

Once there was an incident on the school bus. A Negro boy was being too boisterous. When I talked to him, his excuse was that the white boys were being noisy, too. I said, "No matter what others do, you do right. If the white boys tip the bus over, you help set it right again."

At another time one of the girls got into difficulty with one of our own race on her way home from school. I told her, "God isn't going to make two worlds—one for you and one for other people. He has made only one world for all of us, and we've got to live in it, so make up your mind to get along with others. I carried her to school every day in my own car until the trouble blew over. The girls then organized a club which gave them the opportunity to work together, thereby promoting tolerance and friendship.

Since the school has been integrated, the colored children are getting higher marks, because they are concentrating on their subjects. They are taking more pride in their personal appearance, and showing more interest in competitive sports. Even their parents have better attitudes toward school and community problems.

Integration has worked smoothly in Claymont, because of Superintendent Stahl, and the wonderful faculty of the Claymont schools. Well do I recall when the first children applied for admission, how kindly they were received. Every parent and child, even the lawyer, had none other than the highest regard for our superintendent, his gracious manner made everyone feel at ease. He gave all the assurance that every problem would be given careful consideration. Because of this, the pupils seemed to realize that they were among friends who were willing to help in the adjustment to this new situation.

No major incident has occurred since the enrollment of these

boys and girls. Parents, teachers and pupils have worked together toward one common goal, understanding our neighbors. Our mistakes were few, our progress astounding. We have allowed no little problem to develop into a big problem. So pleasant has been the school association that when a senior was asked, "What are your plans for the future?" she replied, "I wish I had another year at Claymont High School. School is really fun."

Some white teachers do not believe in integration. Neither do some negro teachers. I think every teacher should have too much professional pride to let personal feeling interfere with her job as an educator. As to Negro teachers, I know some in the South are afraid they'll lose their jobs when schools are integrated. I am not worried about that, for I believe that this country needs all the teachers it can get, white or colored. I am not worried about teaching white and colored children together. I've been teaching for thirty-three years, and I know that a child is a child, regardless of race, color, or creed.

I believe teachers are born. And I think that the greatest teacher who ever lived was Jesus Christ. His is the example we should follow, for He taught us love and understanding, that men are created equal, and that we must love our enemies, as well as our friends.



Morris Warman

Pauline Dyson

Integration can, and will work successfully when this great nation of ours forgets boundary

lines, and works whole heartedly toward a peaceful solution of its problems.

Mrs Dyson, - received a standing ovation at the close of her short address. It was a great tribute to a master teacher, a humanitarian.

*H. E. Stahl
Oct. 18, 1954*

3301 Green Street
Claymont, DE 19703
Tel (302) 792-2757
Fax (302) 792-0356



CLAYMONT COMMUNITY CENTER

n e w s l e t t e r

Early Spring 1998

UPCOMING EVENTS

APRIL 4TH 10:00 am - 1:00 pm
Claymont Community Center
Annual Spring Fling
Fun & Health Fair begin at 10
Egg Hunt, 12:30; Live on WJBR 11 - 1

APRIL 6TH 7:00 - 8:45 pm
...and subsequent Mondays
Join the CCC Chorus!
No "talent" required; No auditions.
Bring a song or just come. Children
under 14 bring an adult! Leadership
and pianist provided. Make reservations
before Thurs. 3/26 for free child care:
792-2157

APRIL 9TH 10:00 - 11:30 am
Brandywine Senior Center
Carol Sexton - Gospel Singers
Easter Luncheon at 12:15 pm
798-5562 for reservations

APRIL 9TH & 20TH 7:00 - 8:00 pm
CCC Board Room
"Thinking About Not Smoking"
Sponsored by PMRI of Christiana
Health Care Services
(4/20 is a repeat; choose one)

APRIL 28TH 7:00 - 9:00 pm
(and next 3 Tuesdays)
CCC Board Room
STOP SMOKING course
\$35; \$25 refunded at end
(see April 9th & 20th)

MAY 7TH 11:00 am - noon
Brandywine Senior Center
Mothers' Day Special
Grace Note Singers
Special Luncheon at 12:15 pm

MAY 20TH 1:00 pm
Naaman's Rotary Club
Golf Tournament at
Three Little Bakers
(benefits CCC!)
792-2757 for information

JUNE 2ND 7:00 pm
Wilmington Diocese Gospel Choir
An outdoor family concert at CCC
(Indoors if rain)

PLEASE COMPLETE INSIDE SURVEY!
WHAT WOULD YOU LIKE AT YOUR
COMMUNITY CENTER?
YOUR RESPONSE IS IMPORTANT...

Design and Production, Miller Mauro Group, Inc.



Artist Dan Gotel with seascape mural in process.

photo by Bill Hughes

ARTIST DAN GOTEL BRINGS LIFE TO CENTER WALLS AND INSPIRES CONTRIBUTIONS THROUGH PUBLIC SPONSORSHIP OF MURALS

Flora and fauna—of the desirable variety—are showing up on the walls at Claymont Community Center. A huge seascape has appeared at the south end of the second floor, and greenery is "growing" around the reception area. Center visitors of all ages are delighted with the bright new look created by Dan Gotel, mural artist from New London, Pennsylvania. Executive Director William L. Carl invites anyone interested in sponsoring additional paintings to contact him at 792-2757—an excellent opportunity to honor or memorialize someone you hold dear or simply to delight yourself while beautifying and benefitting the Center.

- It's not too early to consider **SUMMER 1998 "CAMPABILITY" DAY CAMP**. There are two 5-week sessions: 6/15-7/24 & 7/27-8/28. For information call 798-9243.
- **NEW CLAYMONT LIBRARY HOURS:** Monday, Tuesday, Thursday: 12:30-8:30; Wednesday & Saturday: 10:00-5:00; Sunday, 1:00-9:00; closed Fridays.
- The Stone School is **SEEKING DONATIONS OF SCHOOL DESKS** dating from the 1800's - 1930's. Please call 798-1509 if you have any leads—or desks!
- Do you have **PHOTOS OF GRADUATIONS OR PLAYS, ETC.**, in the old Claymont High School auditorium? (especially at the back ramp and on stage) If so, call 798-5864.
- Claymont Community Center seeks a part-time **SPECIAL EVENTS COORDINATOR** on an as-needed basis. Interested? Call Lisa Oursler, 792-2757; or E-mail to lisaoursler@claymontcenter.org.



SPOTLIGHT ON OPEN DOOR INCORPORATED

Claymont Community Center salutes Open Door Incorporated, soon to celebrate 20 years of service at its Center location. Open Door is an outpatient substance abuse treatment center with an emphasis on family wellness. In addition to confidential individual, family, and group therapy, professional counselors lead educational seminars and DUI treatment programs, all with the goal of helping individuals and families to be healthy, productive members of the community. Open Door also maintains services at the Hudson State Ser-

vice Center in Newark. Through a recent contract with the Office of Highway Safety, Open Door operates DUI programs for New Castle County.

Substance abuse and addiction problems are found in every group of people; no individual or family is "immune" because of educational level, socio-economic status, or any other demographic description. Help is as close as the telephone.

■ **Open Door can be reached in Claymont at (302) 798-9555 and in Newark at (302) 731-1504.**

The holiday season at the Claymont Community Center proved to be a busy one this year. With the help of the Brandywine Rotary, First Unitarian Church, the Northeast Parish Council of Churches, Brandywine School District student and staff volunteers, and other dedicated community members, the Crisis Alleviation program distributed nearly 350 food baskets over the Thanksgiving and Christmas holidays. Many thanks to all our helpers and to those who made contributions!

The Crisis Alleviation program provides food and emergency cash assistance to area families in need year 'round. Contributions of cash and non-perishable food are still needed, especially before the summer months. Checks may be made payable to the Claymont Community Center and mailed or brought to the Center. Food can be dropped off at the Center reception area Monday through Friday, 9:00 am to 9:00 pm.

CCC PROVIDES SPECIAL HOLIDAY ASSISTANCE FOR PEOPLE IN NEED



Lisa Oursler, Center Program Director, pitches in to pack and distribute holiday food boxes.

Photo by Brian Branch-Price, The News Journal

Center Hosts Ceremony Commemorating Claymont's Role in Accelerating School Desegregation

Claymont Community Center was pleased to host an event on November 18th commemorating the role of the Claymont community in accelerating the desegregation of Delaware schools in 1952, two years before the U.S. Supreme Court struck down "Plessy vs. Ferguson."

Among the honored guests in November were early 1950's graduates who were students when the Claymont School Board refused to send newly-admitted Black students home to await further state court proceedings. Key to the 1952 event was the decision by then Chancellor Collins J. Seitz that "separate" was not "equal" and the situation should be remedied immediately. This decision was later quoted in the famous Brown case.

At the ceremony Mrs. Evelyn E. Tryon of Claymont made a special presentation to Judge Seitz, now a senior judge with the Third U.S. Circuit Court of Appeals. Virginia Tryon Smilack (now of Succasunna, New Jersey) delivered an historical account of events, and Harmon



Mrs. Tryon thanks and congratulates Judge Collins Seitz. Mr. Harmon Carey also spoke at the November 18th ceremony.

Carey, Executive Director of the Afro-American Historical Society of Delaware, congratulated Claymont for its significant role.

A state historic marker honoring Claymont, Judge Seitz, and Mrs. Pauline Dyson (teacher at the old all-

Black State Line School) was officially unveiled outside the Center building, formerly the old Claymont High School. This story and others will be recorded in the archive of the Claymont History Room to be dedicated at the Center in the coming months.



The "Glitter and Glue Brigade" creates holiday treasures.

GIRLS INCORPORATED WINTER HAPPENINGS AT CCC

The Winter Program at the Girls Incorporated CCC site included several new activities: the **Book Club** (girls 6-8), **Jazz It Up** (a dance class for girls 9-12, sponsored by the YMCA and the Christina Cultural Arts Center), and **Snack & Rap** (a discussion group for pre-teen and teenage girls), plus an **essay contest** in observance of Black History Month. Their phone: 798-9243.

CHRISTIANA CARE PROVIDES MEDICAL DIRECTORSHIP FOR CLAYMONT FAMILY HEALTH SERVICES

The Center's nurse-managed health service recently entered an agreement with Christiana Care Health System to provide medical directorship. Claymont Family Health Services, which served more than 2,500 last year, continues to provide primary health care on a sliding fee scale for people of all ages with little or no health insurance coverage. Dr. Daniel DePietropaolo, Director of Christiana's Residency Program, is

serving as Medical Director, assisted by Dr. Dyanne Westerberg, Dr. David Bercaw, and others from the Christiana staff. Dr. DePietropaolo, a specialist in family medicine, has been an active volunteer of the Center's health service since 1991. Christiana's Family Residency Program now provides both pediatric and pre-natal care at the Center on an on-call basis and direct referral for hospitalization if needed.

Claymont Family Health Services (798-9755) is located on the third floor of the Claymont Community Center, easily accessible by elevator. The state of Delaware also provides WIC services at the site.

TIME TO QUIT?

See front page calendar for STOP
SMOKING support at CCC.

CLAYMONT COMMUNITY CENTER
3301 Green Street
Claymont, Delaware 19703

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Claymont Community Center receives funding from the Delaware Div. of Public Health and Div. of Alcoholism, Drug Abuse & Mental Health, and from the United Way of Delaware, Inc.

CLAYMONT COMMUNITY CENTER STAFF

WILLIAM L. CARL
Executive Director
JUDITH JULIS
Business Manager
LISA OURSLER
Program Director
NANCY DANIEL
Director of Development
PHYLLIS JACKSON
Administrative Coordinator
REBECCA SULLIVAN
Front Desk Supervisor
GREGORY HOOPES
Building Engineer

TRIPLE YOUR DONATING POWER BY GIVING APPRECIATED STOCK

With the stock market gains in recent years, many people are finding real advantages in donating stock rather than cash. The following scenarios show how donating stock valued at \$5,000 cost the donor as little as \$1,323. As the chart shows, if you were planning to donate \$5,000 to charity and donated in the form of appreciated stock worth \$5,000 instead of cash, you could deduct not only federal and state income tax, but you also would not have to pay capital gains tax on the increased value of the stock. If you would like to donate stock to the Claymont Community Center, call Nancy Daniel at 792-2757.

| | DONOR A | DONOR B | DONOR C |
|-------------------|--------------|---|--|
| Type of Donation | \$5,000 cash | Proceeds of stock bought for \$3,000 and sold for \$5,000 | Stock bought for \$3,000 now valued at \$5,000 |
| Tax Savings | \$1,766* | \$1,277** | \$1,677* |
| Net Cost to Donor | \$3,323 | \$1,723 | \$1,323 |
| Value to Charity | \$5,000 | \$5,000 | \$5,000 |

*Includes federal (28% bracket) income tax and Delaware State income tax

**Includes federal and Delaware income tax savings minus capital gains tax paid on the \$2,000 increase in stock value



Date JAN. 29, 1951 Special Mtg. Claymont Board of Education A. E. Fletcher
Kind of Meeting Where held Presiding officerMembers present A. E. Fletcher
G. Clifford Johnson
E. Edward Rowles
Sager Tryon
H. E. StahlMembers absent
VISITORS: Haig Kupjian, Principal of
High School and Martin Caulfield,
Principal of Elementary SchoolALPHABETIC
INDEX
NOTATION

The following business was transacted:

I. SPECIAL BUSINESS:

1. Applications received from colored children living in Claymont Special School District to attend the Claymont High School for white children.

(1) Monday, January 15, 1951 eight colored children and three of their parents came to Claymont School office to apply in person before Mr. Stahl, Superintendent of Schools, to enter Claymont High School for white pupils.

Mr. Stahl informed these colored high school children and their parents that since Delaware has a dual system of schools, it was impossible to enroll colored children in Claymont High School for white children. The mother, who was spokesman for the group, said that they understood the matter perfectly well but that they just wanted to enter formal applications. Mr. Stahl told them to send to him in a letter the names of the colored children making application, together with their grades. These children now attend Howard High School in Wilmington and receive free bus transportation from the State of Delaware.

(2) Mr. A. E. Fletcher, President of the Claymont Board of Education, received individual letters of application from same colored children that applied earlier to Mr. Stahl, said letters bearing the date of January 20, 1951. Mr. Fletcher read these individual letters to the Board.

(3) The Secretary reported that he had checked carefully the Constitution of the State of Delaware and the School Laws of the State concerning provisions for separate schools for the white and colored children in Delaware, and further that he had contacted by letter and telephone Dr. George R. Miller, State Superintendent of Schools, Dover, Delaware, concerning this whole issue. In addition, the Secretary reported that he had composed a tentative letter of reply to the individual applicants (colored high school pupils, to enter Claymont High School for Whites) and that he had received the approval of the State Office of Education of this letter.

After discussing the contents of this tentative letter, the Board took the following action:

IT WAS REGULARLY MOVED by Mr. Johnson, seconded by Dr. Tryon, that the Board authorize the President, A. E. Fletcher, to answer the separate letters of application of the colored high school children as follows:

"Your letter of application for your child's entrance to Claymont Special District High School, dated January 20, 1951, I have received. The Claymont Board of Education has authorized me to answer your letter.

"The Constitution of the State of Delaware, Article X, Section 2, provides for a dual system of public schools for Delaware. I quote: "and separate schools for white and colored children shall be maintained".

"Furthermore, the School Laws of our State, under our Constitution make provisions for separate schools in Chapter 71, Free Public Schools, Article I, State Board of Education--2631, Section 9 -- "Shall Maintain Uniform School System: Separate Schools for White Children, Colored Children" (36 Delaware Laws, Chs. 211 and 212), and in Article 5 -- School Attendance 2684, Section 62, "White Schools and Colored Schools, White Schools Free to White Children and Colored Schools Free to Colored Children," etc., (32 Del. Laws, Ch. 160, 41).

"Therefore, under the regulations of our Delaware State Constitution and the existing School Laws, your child is not now eligible to enroll in the Claymont Special District High School for White Children

Yours very truly,

President of Claymont
Board of Education"

2. The Secretary brought to the attention of the Board a letter dated January 24, 1951 received from Dr. George R. Miller, Jr., State Superintendent of Schools. In this letter Dr. Miller asked that Boards of Education and other organizations use every effort possible to see to it that the National Production Authority provide a system of priorities and allocations to assure an even flow of needed materials of all kinds for educational purposes. Since the needs of our schools are immediate and urgent, the Claymont Board of Education took the following action:

IT WAS REGULARLY MOVED by Mr. Rowles, seconded by Mr. Johnson, that the Secretary be authorized to write letters to the President of the United States of America; to our Congressmen; to Charles E. Wilson, Director of Office of

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20

Members present A. E. Fletcher
E. Edward Rowles
Sager Tryon
George Brown
H. E. Stahl

Members absent _____
VISITORS: Mr. Haig Kupjian, High
School Principal, Mr. Martin Caulfield
Elementary School principal

ALPHA
17
NOT

The following business was considered and acted upon by the Board:

I. Segregation Problem in the Claymont Public Schools:

1. The Secretary informed the Board concerning the Delaware State Supreme Court's decision, dated August 28, 1952, covering the attendance of negro pupils in white schools in those school districts in Delaware where colored people have unequal educational opportunities with white children. The court decision affects directly the Hockessin Elementary School and the Claymont High School.

The Claymont Board of Education, after discussing the decision handed down by the State Supreme Court, accepted the Mandate order of the Court, transmitted to the Claymont Board of Education verbally by Assistant Attorney General Aaron Finger, and Dr. George R. Miller, State Superintendent of Schools. The Board is awaiting written directions or orders from the State Supreme Court and the State Attorney General's office governing this case.

The following colored children registered in Claymont High School today:

Carol Anderson
Joan Anderson
Merle Anderson
Louis Belton
Bernice Byrd
Elbert Grumples

John Davis
Spencer Robinson
Robert Sanford
Styron Sanford
Almena Short
Myrtha Trotter

The children and their parents were told that the Claymont Board of Education had received no written directions from the State Courts, but that the local Board would secure this information by telephoning the State Department of Education and the Assistant Attorney General. Furthermore, they were told that the Claymont Board of Education would meet in special session Wednesday evening, September 3, (tonight) to study the whole segregation problem. The Board agreed to receive these colored children in Claymont High School when school opens officially for children tomorrow (Thursday, September 4, 1952).

II. The Secretary and Mr. Caulfield presented to the Board the contents of a letter dated August 29, 1952 from Dr. Joseph F. Jastak, Consulting Psychologist. This letter gave a complete report on a Grade 1 pupil by the name of Harry William Ball, seven years old, living in Brookview Apartments, in Claymont. This boy's parents have asked the Claymont Board of Education to permit him to attend Grade 1 in the Green Street School Building, rather than go to the nearest school, Grade 1, held in the Church of Atonement.

After a careful discussion of this problem case, the Board took the following action:

IT WAS REGULARLY MOVED by Mr. Brown, seconded by Dr. Tryon, that the Claymont Board of Education give special permission to Harry William Ball to attend Grade 1 in the Green Street School Building, on a trial basis, in order to give every opportunity to this child with problems to become better adjusted in his school work.

III. The Secretary brought to the attention of the Board a letter of resignation, dated August 29, 1952, from Mr. Charles F. Eastman, whom the Board had elected to fill the position left vacant by the resignation of Mr. Lamar Inners, Distributive Education teacher in the Claymont High School.

The Board took the following action:

IT WAS REGULARLY MOVED by Mr. Rowles, seconded by Dr. Tryon, that the Board accept the resignation of Mr. Charles F. Eastman and that the Secretary be authorized to communicate with him to express the keen disappointment of the Board about his abrupt resignation, giving the Board no notice whatever.

IV. The Secretary brought to the attention of the Board the credentials of Mr. Edward R. Miley, of Bala Cynwyd, Pennsylvania, who is an applicant for the position left vacant by the resignation of Mr. Charles Eastman. Mr. Miles received his BS degree at the Drexel Institute of Technology and his Master's Degree in Education at Miami University in Florida.

After a careful study of Mr. Miley's credentials, IT WAS REGULARLY MOVED by Mr. Rowles, seconded by Mr. Brown, that Mr. Edward R. Miley be elected to this position, contingent, of course, upon his securing a state teaching certificate, and the salary is to be determined by the State Department of Public Instruction, after they have reviewed his service in the United States Army.

V. Carol Hopewell was granted permission by the Claymont Board of Education to enter Grade 1 in the Green Street School Building as a school auditor and visitor for the current year. This holds good for the school year 1952-53, since the family expects to move to the Far East to resume missionary work. Carol received tutoring last year and can profit greatly in Grade 1 in our school.

32
35

H. E. STAHL,
Superintendent of Schools

HARD KUPJIAN
Principal of High School

MARTIN W. CAULFIELD
Principal of Elementary School



Board of Education

A. EUGENE FLETCHER, President
SAGER TRYON, Vice President
GEORGE F. BROWN
CHARLES J. KRISTER
H. E. STAHL, Secretary

CLAYMONT SPECIAL DISTRICT PUBLIC SCHOOL
CLAYMONT, DELAWARE

Telephone, Holly Oak 8-1474

Sept. 5, 1952

We, the undersigned members of the faculty of Claymont High School, having considered the matters incident to the admissions of colored students to Claymont High School, and feeling that students, regardless of their race, color or creed, have a right to considerate treatment at the hands of those having the responsibility for administering public schools are of a mind that the uncertainty surrounding their registration is of such a nature as to injure the sensibilities of students of high school age and believe that their registrations as bona fide students of Claymont High School should stand:

Signed by all but one high school teacher



1952

September 4, 1952

Dr. George R. Miller, Jr.
State Department of Public Instruction
Dover, Delaware

My dear Dr. Miller:

In order to keep you informed concerning the developments in our school segregation case here in Claymont, I am writing this letter.

Yesterday twelve negro children registered in Claymont Junior-Senior High School, following the mandate of the Delaware State Supreme Court. We are, of course, awaiting written directions or instructions from the State Department of Education office and the Attorney General's office concerning this whole matter of segregation as it affects Claymont High School.

This morning these same children returned to school on the opening day of school for all children in Claymont and we spent the greater part of the morning giving the necessary guidance to these children, so that they would be placed to best advantage in the different courses offered in the Claymont Junior-Senior High School Departments. There are three children eligible for Grade 11, three for Grade 10, three for Grade 9, two for Grade 8 and one for Grade 7. Claymont is the nearest high school for all of these pupils.

There are a number of problems that we are seeking help on from different sources in dealing with these negro pupils in our school. In the first place, we are most anxious to know, as soon as possible, how we can solve the transportation problems created by these new pupils in our high school. We are fearful that our two school buses will be overtaxed. We have already written to Mr. Eisenbrey, State Supervisor of School Transportation, to ask him to check the distances that these children live from Claymont High School.

The Claymont Board of Education at its meeting last night approved of permitting the following negro pupils to enter Claymont Junior-Senior High School classes:

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| 1. Spencer W. Robinson Grade 11, | 111 Hickman Road |
| 2. Louise Belton, Grade 11, | 9 Hickman Road |
| 3. Merle F. Anderson, Grade 11, | Ardencroft, Delaware |
| 4. Myrtha D. Trotter, Grade 10, | 105 Hickman Road |
| 5. Almna A. Short, Grade 10 | 21 Hickman Road |
| 6. Stryon L. Sanford, Grade 10 | 113 Hickman Road |

not here
Sep 10 1952

- 7. Elbert Crumpler, Grade 9,
- 8. John T. Davis, Grade 9,
- 9. Robert E. Sanford, Grade 8,
- 10. Carol L. Anderson, Grade 8,
- 11. Joan E. Anderson, Grade 9,
- 12. Bernice V. Byrd, Grade 7,

109 Hickman Road
117 Hickman Road
113 Hickman Road
Ardencroft
Ardencroft
19 Hickman Road

Yours very truly,

H. E. Stahl, Supt.

HES:BB

Hi. My name is Virginia Tryon Smilack.

Today, I am going to tell you why the Claymont community and Claymont High School have a special role in history so that you will understand the importance of the historical marker being dedicated here today.

However, before I begin my story, I want to thank some people who put great effort into making today's events take place: I thank the entire Claymont Community Center with a special thank-you to Nancy Daniel and Phyllis Jackson without whose work this event would not be occurring. A special thank-you to Kay Lacy who spend hours finding and contacting several of our guests. In addition, I thank Russ McCabe who spent so much time and energy in making sure the historical marker reflected the actual events and in verifying the facts - and then getting the historical marker made and installed. Lastly, I would like to thank my mother, Evelyn Tryon, who not only worked herself, but nudged everyone, including me, to make sure everything was done. Today's events are in a very real sense the results of my mother's nudging, but even more importantly, the events we remember today are the results of the dreams that my father and mother, Sager and Evelyn Tryon, had for this community and that they, with other wonderful people, worked toward both in the 1950's and throughout the years.

Most of the events which I will relate to you can be verified in the Claymont School Board meetings, in newspapers and magazine articles, and in the actual legal cases involved in these events. However, some events and conversations can be verified only by the people who were involved. But it is, perhaps, the undocumented thoughts and dreams which make the events so special.

So now I begin my story:-

First I will give only the documented facts as they occurred:

In 1951, Claymont High School was a school for white pupils only. Black students applied to attend Claymont and were turned down because the Delaware Constitution provided for separate school systems. The students and their parents sued the Delaware Board of Education and Claymont Board of Education - petitioning to attend Claymont High School. On April 1, 1952, Chancellor Collins J. Seitz, of the Delaware Court of Chancery, in the Belton versus Gebhart decision, ruled that the students should attend Claymont High School immediately. The

Delaware Supreme Court upheld this ruling. On September 4th, 1952, eleven Black students attended Claymont High School. However, the very next day, Attorney General Young told Superintendent Stahl to send these students home because the case was being appealed to the U.S. Supreme Court. Stahl, the Claymont School Board and the teachers refused and the students stayed, thus Claymont became integrated in September of 1952. Delaware's cases (there was also a case against Hockessin) became part of the U.S. Supreme Court case of Brown versus Board of Education in November, 1952. Claymont continued to be integrated and graduated their first class with Black students in June 1954 - just one month after the U.S. Supreme Court handed down the decision in the Brown case that segregation was unconstitutional.

Well, you can tell just from the facts that Claymont was special: we were part of the famous U.S. Supreme Court case - Brown versus Board of Education which directed all schools to integrate; but, actually, Claymont High School was legally integrated nearly two years before the Brown case allowed other segregated public schools to legally integrate.

But, by just looking at the facts it appears that Claymont did not want to integrate - but that is not the case. So let's go back over the story with some added information:

In 1950, the case of Parker versus the University of Delaware was heard in the Court of Chancery by Chancellor Collins J. Seitz, and the decision was that the University of Delaware must admit Blacks students immediately. This case was discussed in my home: "Now is our opportunity to integrate Claymont. We have a Chancellor who favors integration and there is a lawyer, Louis L. Redding, who is willing and able to take on the case for the Black students." Now, I do not know how it happened but I *do* know that when the parents and students came to Claymont in January 1951, to speak with Superintendent Stahl to apply for admittance, it was already understood, accepted and encouraged by the Claymont School Board and Superintendent Stahl that this would result in Claymont being sued in the courts - appearing as if they did not want to integrate when in fact this is exactly what they did want. It is my understanding that the parents and students also understood that the case would end up in the courts. *They all were working together from the beginning.*

And so the process went according to the legal methods: When the eight Black students and three of their parents came to Claymont High School to apply for admittance, Mr. Stahl informed these students that since Delaware had a dual system of schools it was impossible to admit them. He requested that each student send a formal application to him. When these letters were received, the School Board sent a letter to each family stating that in accordance with the Constitution

of the State of Delaware which provides that (quote) 'separate schools for white and colored children shall be maintained' (unquote) the students would not be allowed to attend Claymont High School.

By July, 1951, the case, Belton versus Gebhart, was filed against the Delaware Board of Education and the Claymont Board of Education for admittance of these Black students into Claymont High School. Luckily, Collins J. Seitz was still the chancellor in the Court of Chancery, and therefore this case was tried before Chancellor Seitz, in combination with a suit by another student petitioning to attend Hockessin. On April 1, 1952, Chancellor Collins J. Seitz, made an unprecedented ruling. Not only did Chancellor Seitz state (and I quote): 'state-imposed segregation in lower education provides Negroes with inferior educational opportunities' (end quote) but he also went against the prevailing tide of that time, and declared that Claymont and Howard schools were not equal and therefore the Black students were to be admitted to Claymont immediately.

It is important to recall that at this time the U.S. Supreme Court 1896 decision allowing 'separate but equal' facilities was still the last United States segregation ruling. Several states either had segregation required or permissible in their constitutions. Segregation was applied in many states, primarily to segregate Blacks, but was also used to segregate Hispanics, Native Americans, Chinese, and other minorities. By 1952, other cases had been tried in South Carolina, Kansas, and Virginia in which the state courts - even though finding school facilities 'not equal' allowed segregation to continue - required only that the school districts improve the school facilities for the Black students sometime in the future but the Black students *were to remain in their own separate school facilities.*

But Delaware's Chancellor Seitz demanded equal opportunities for all children immediately- requiring that Black students attend the better schools. He was a courageous man - willing to stand up for what he believed .

Of course, the case was appealed by the State Board of Education to the Delaware Supreme Court - where Seitz's decision was upheld on August 28th, 1952. School was going to start on September 4th - and even though the Courts had made the legal ruling - Claymont could not admit the students without also receiving a mandate from the Delaware Attorney General and the State Board of Education.

However, by September 3rd, the morning before school was to begin, Claymont had not hear anything from the State Board. The Claymont School Board held a special morning meeting in which they accepted the decision of the Court and registered the students. The School Board decided they would enroll the students whether or not the mandate was given. However, the School Board still wanted legal permission, so Superintendent Stahl and various board members

placed numerous calls to several people trying to get an official directive. They heard nothing until late in the afternoon when a call came in saying that they would receive a final call after 6:30 pm that evening. So the Claymont School Board, Superintendent Stahl, Louis L. Redding, the students and their parents met at the school at 6:30 pm and waited for the call to come in.

The call finally came later that evening which gave Claymont its mandate to enroll the Black students - the final signatures were completed, and the students *legally* came to Claymont High School the morning of September 4th, 1952.

These students, Carol Anderson, Joan Anderson, Merle Anderson, Bernice Byrd, Elbert Crumpler, John Davis, Spencer Robinson, Robert Sanford, Styron Sanford, Almena Short, and Myrtha Trotter, came not knowing what they were going to face. I wonder at the courage of these young teenagers. In their hearts and souls echoed the words of Mrs. Pauline Dyson:, (and I quote) 'I told them all the eyes of the whole world were on us here in Claymont. I told the children that their behavior in high school would affect all colored children, everywhere. It is our own attitude that is reflected by other people. and I told them to remember that the white children would have a problem of adjustment, too.'" (end quote) It was a challenge that the entire community of Claymont met. I find it interesting to speak with white students who attended

Claymont at the time - they didn't think anything about the Black students being in school - it just seemed natural. And that is the goodness of Claymont that we are celebrating today - the community worked together for what was best for all students - and asked for no recognition, no notice - they just knew what they believed in and did it.

And that should be the end of story - but it is not. Early on the morning of the second day of school, September 5th, 1952, Superintendent of Delaware Schools, Mr. Miller, called Claymont's Superintendent Stahl and told him to send the Black students home- at once. The case was going to be appealed to the U.S. Supreme Court. Mr. Stahl refused stating, 'the children have already been admitted and we are dealing with human beings, people with feelings, and not just a legal case.' The State Board reluctantly agreed to let the students stay. However, another special meeting of the Claymont Board of Education was called. I can remember my father coming home in the middle of the day and listening to his phone conversations. At the special meeting at 1 PM, the Board of Education upheld Mr. Stahl's refusal to send the children home and accepted a resolution passed and signed by the teachers supporting the continuing attendance by the Black students. The students remained and a few days later the school received an official written mandate from the Delaware School Board allowing the Black students to attend Claymont High School.

It is obvious now that the mandate for Claymont to enroll the students had been put off because the State Board and Attorney General was hoping that the two Delaware cases would be legally filed at the U.S. Supreme Court before school started and therefore the enrollment would be blocked. However, the legal filing did not go through until September 5th - so Claymont had 36 hours in which to legally enroll the students. Which they accomplished. If they had waited just one day to enroll the students - it would have been two school years before Claymont could have been integrated and Seitz's courageous decision would not have been fulfilled.

Because Claymont had allowed some students from Arden to attend the high school, an Arden parent asked that the elementary school in Arden also allow Black students to attend. The Arden community met and allowed the integration of their school just a couple days after Claymont did. Well, the State Board of Education *certainly* did not like this - after all, not only had Claymont refused to listen but now another school was integrating - *and without legal permission*. After many meetings with the State Board and the Attorney General, it was decided that Arden would be permitted to stay integrated but that no more public schools in Delaware could integrate without a decision made by the State Board of Education and the Attorney General - and they were not going to allow further integration until the U.S. Supreme court made a determination on the Brown case.

It should be noted here that there were parochial schools in Delaware, such as Salesianum, which had also integrated.

In the following year, 1954, Redbook magazine wrote an article, The Schools That Broke the Color Line, about Claymont and Hockessin. Mrs. Dyson and Superintendent Stahl attended a forum on the "Progress of Freedom in the United States" in New York city where Mrs. Dyson received a standing ovation at the close of her short address. Mrs. Dyson stated that integration in Claymont had worked well because of Superintendent Stahl, the faculty, and her on-going counselling of the Black students.

So, the story that we are celebrating today is the courage of the people of Claymont: the community, Superintendent Harvey Stahl, the School Board, Mrs. Pauline Dyson, the teachers, and the students and their parents, and the courage of Chancellor Collins J. Seitz and Attorney Louis L. Redding. We were a community which wanted what was best for *all the students* and we were willing to do whatever was necessary to make it happen.

This legacy is carried forward here in the Claymont Community Center. How well I remember walking the halls of this building when it was deserted and listening to the dreams of my father, Sager Tryon -dreams to have a place where all the needs of the community could be met. How fortunate that he found Betty McMullen to help him begin and help him carry forth his dreams. And it is everyone who works here - everyone who comes here- who carries forth this legacy of giving everyone an opportunity to fulfill their own dream.

The historical marker we are dedicating today will witness to all who see it the events which took place in 1952, but it is each one of us that carries forth the dreams of these people that we are remembering and honoring here today.

**Virginia Tryon Smilack
November 18, 1997**

I am Evelyn Tryon. My husband was Sager, known to most of you as 'Doc'. I will tell you a secret. He had a special hero from 1952 to 1988 when he died. I have had the same hero these last 45 years. This man is the

Honorable Judge Collins J. Seitz.

Why is Judge Collins J. Seitz my hero? Because he was willing to stand alone against injustice. Of the five legal cases which eventually became part of the Brown vs. Bd. of Education, only Chancellor Seitz found for the Plaintiffs, (the black students) and at the same time demanded that the Plaintiffs be enrolled in the better schools immediately.

Chief Justice Earl Warren of the United States Supreme Court had five cases to study as he prepared his Brown vs. Bd. of Ed. Decision. It is only Judge Collins J. Seitz' words which he both affirmed and also paraphrased. Consider the very often quoted words from Brown vs Bd of ED.:

"We conclude that in the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

Where did these words originate? The basis for these words and the basis of the Brown (vs. Bd. of Ed.) decision originated in the heart, mind, and soul of this great judge sitting here today, the Honorable Judge Collins J. Seitz.

Let us show our great appreciation and admiration by
a round of applause.

Honorable Judge Collins J. Seitz, I have here a very, very special copy of the decision written by you. This will be among the great documents of the 20th century, and **HISTORICALLY** speaking, I consider you, Honorable Judge Collins J. Seitz the most important man in the State of Delaware. I wish to give you this document, your decision, along with the gratitude and thanks of all of us to you, for
YOUR INSIGHT. VISION, AND YOUR COURAGE.

* There was a footnote under the above quotation guiding us to a paragraph in Collins J. Seitz' decision.

Daily Crossroad

Police REPORT

By staff reporters Terri Sanginiti and Teresa Candori

New Castle County

JOGGER CITED IN ACCIDENT: A jogger who was hit by a car while jogging across East Cleveland Avenue in Newark Friday afternoon was cited for failing to yield the right of way to a vehicle. Police said Stephanie L. Grossi was jogging across the street near North College Avenue shortly before 5 p.m. when she was hit by a car operated by Amy N. Berkowitz. Grossi was taken to Christiana Hospital, where she was treated for a broken leg and other injuries. The driver was not charged.

Kent County

BURGLARY SUSPECT CHARGED: A Dover man wanted in connection with five burglaries in the same block was arrested Thursday and charged with the crimes. Anthony P. Baines, 30, of the 100 block of S. Governor Ave., was charged with five counts of burglary, theft and criminal mischief for incidents over the past three months. He is being held in the Delaware Correctional Center after failing to post \$3,300. Baines is accused of burglarizing five of his neighbors' homes in the 100 block of S. Governor Ave. between Aug. 3 and Oct. 4. Thursday, police executed a search warrant at Baines' home and recovered property from several of the burglaries.

Sussex County

ASSAULT SUSPECT FLEES: A 41-year-old Ocean View man was arrested Thursday night after leading state troopers on a 5½-mile chase that ended with his capture in a cornfield near Delaware 26 and 20. Richard M. Turner was charged with traffic violations, offensive touching and an outstanding warrant from Family Court. He was awaiting arraignment late Thursday at Magistrate Court 2 in Lewes. The incident began as a domestic argument around 7:30 p.m. between Turner and his 35-year-old wife while the couple was traveling on Delaware 17 and 26 east of Dagsboro, police said. The couple began arguing and Turner slapped his wife, police said. When the wife got out of the car, Turner took off in the car and his wife called police. State troopers began pursuing him on Delaware 26 but Turner would not pull over. Eight minutes after the pursuit began, Turner pulled into a cornfield and ditched the car. A police helicopter, K-9 dogs and troopers on foot scoured the

Claymont friends fix old school

Grants sought for the 192-year-old building

By **ROBIN BROWN**
Staff reporter

CLAYMONT — The 192-year-old Claymont Stone School, about to be renovated by friends as a history center, may not be as damaged as originally thought.

Initial evaluations of the two-room building at Philadelphia Pike and Darley Road predicted massive repair was needed on its stonework. The cost: \$400,000.

But closer inspections by Jerry Booth of G.S. Booth & Co. show the building is structurally sound and needs only about half the predicted stonework repair.

"Now it looks like the renovation may cost \$160,000, \$170,000," said Donna Lewis, a founder of the 3-year-old Friends of Claymont Stone School.

The goal is to provide a setting for children to learn about life in a one-room school and to unify Claymont with its first museum and comprehensive history collection, said Carolyn W. Burlew of Delaire, the friends' executive director.

The community group last month leased the site for \$1 a year from the Brandywine School District.

"We still have to get a lot of big money somewhere," said another leader, Evelyn E. Tryon, of Lincoln Avenue in Claymont.

The group is seeking grants and will host a collectibles and antiques show Oct. 25 at Bellevue State Park, 9 a.m. to 5 p.m., with \$2 admission, prizes, entertain-



The News Journal/FRED COMEGYS
Friends of Claymont Stone School (from left) Carolyn Wolfe Burlew, Ruth Govatos Stein, Evelyn E. Tryon and Donna Lewis stand in the 192-year-old two-room school Friday as workers begin renovations.

ment, youth activities and food.

Two hot items:

■ "The Stone School: A Vital Piece of Claymont History" by historian Doug Gelbert with historic photos provided by Martha Schiek, \$13.95, being unveiled at the fund-raiser. All profits go to the renovation fund.

■ Framed and signed prints of a Bill Dawson watercolor depicting the Stone School in 1910: \$175. Dawson is donating a percentage of the profits from sales.

The state-owned building, which belonged to Declaration of Independence signer John Dickinson, served as a library and kindergarten before being vacated over safety concerns.

Brandywine Board of Education's proposal to raze the landmark sparked alumni of the former Claymont High School to form the friends group.

Dee Durham, executive director of Preservation Delaware Inc., sponsored the group's successful application for a \$59,000 state restoration grant last year. But the friends must match every dollar with \$1.50. Unspent grant money reverts to the state in

YOU CAN HELP

Tax-deductible donations may be sent to the Friends of the Claymont Stone School Inc., Box 136, Claymont 19703. For more information, call Executive Director Carolyn W. Burlew at 798-1509.

1999.

Stabilizing the building will cost about \$12,000.

But the Brandywine Masonic Lodge has adopted the project, Chieffo Electric donated its labor and Tecot Electric Supply gave lights and services.

Laura Mackie, director of the Iron Hill Museum, has been helping with outreach plans, while Darley Manor Inn owner Ray Hester is arranging security.

Leo Ramunno and Peggy Valava are respectively handling the legal and financial bookwork.

Sen. Joseph R. Biden Jr., D-Del., a graduate of historic Archmere Academy across Philadelphia Pike from the Stone School, sent letters to drum up support.

Your help is ne

1952

September 4, 1952

Dr. George R. Miller, Jr.
State Department of Public Instruction
Dover, Delaware

My dear Dr. Miller:

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Yours very truly,

H. E. Stahl, Supt.

HES:BB

H. E. STAHL
Superintendent of Schools
HAIG KUPJIAN
Principal of High School
MARTIN W. CAULFIELD
Principal of Elementary School



Board of Education

A. EUGENE FLETCHER, President
SAOER TRYON, Vice President
GEORGE F. BROWN
CHARLES J. KRISTER
H. E. STAHL, Secretary

CLAYMONT SPECIAL DISTRICT PUBLIC SCHOOL
CLAYMONT, DELAWARE

Telephone, Holly Oak 8-1474

Sept. 5, 1952

We, the undersigned members of the faculty of Claymont High School, having considered the matters incident to the admissions of colored students to Claymont High School, and feeling that students, regardless of their race, color or creed, have a right to considerate treatment at the hands of those having the responsibility for administering public schools are of a mind that the uncertainty surrounding their registration is of such a nature as to injure the sensibilities of students of high school age and believe that their registrations as bona fide students of Claymont High School should stand:

Signed by all but one high school teacher

A preview of Southern white and Negro children sharing the same classrooms:

H. E. Stahl

THE SCHOOLS THAT BROKE THE COLOR LINE

What happens when white and Negro youngsters study together for the first time—in a state that has kept them apart? Here, in the experience of three small schools in Delaware, is a preview of the change facing the whole South

REPRINTED
FROM
OCTOBER 1954

BY WILLIAM PETERS
PHOTOGRAPHY BY IKE VERN

Redbook

THE MAGAZINE FOR
YOUNG ADULTS

The first day of school this fall in Delaware—a state in which racially segregated public education is required by law—found three public schools beginning their third year of teaching Negro and white children side by side in the same classrooms. These three schools are the first public schools in any of the 17 segregation states to have experienced the change-over now facing the entire South.

All three schools are within a short distance of Wilmington, Delaware's largest city. Two of them—Claymont High School and Hockessin School No. 29—accepted Negro students for the first time in September, 1952, as a result of a court ruling which found the corresponding Negro schools unequal, a finding upheld by the Delaware Supreme Court. The third school, Arden Elementary School, voluntarily—and in defiance of the State Constitution—opened its doors to colored children at the same time.

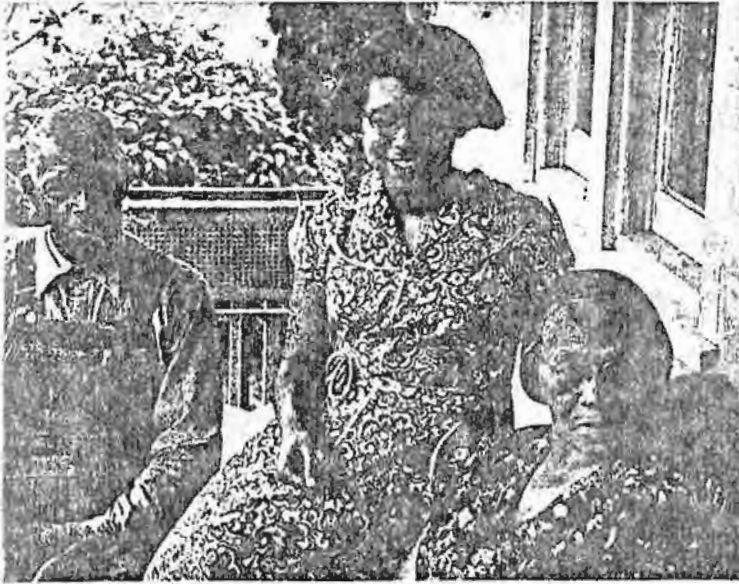
The instrument which began this revolution in the Delaware schools was the pen of a 53-year-old Negro woman, Mrs. Fred Bulah. Sarah Bulah, in the fall of 1950, began writing letters to local and state authorities complaining about the lack of a school bus to take her adopted daughter, Shirley, to the Negro elementary school in Hockessin, Delaware, about two miles away. White children in Hockessin who traveled no farther to their school were furnished a school bus by the State. The white children's school bus passed twice daily in front of the Bulah home.

Shirley Bulah had been abandoned by her real mother in Wilmington at the age of about one year. Mrs. Bulah read in her newspaper of the child found on a doorstep. "As soon as I read that the little girl was colored," Mrs. Bulah said recently. "I ran to the chicken yard where my husband was working. I told Fred I wanted that baby." Two weeks later, Shirley was placed in their home as a foster child. Two years later, the Bulahs adopted her legally.

When Shirley was six, Mrs. Bulah entered her in Hockessin School No. 107, the Negro elementary school. "Since there was no bus," Mrs. Bulah said, "I had to drive her both ways each day. I did that for two years." The lack of a school bus meant a number of things to Mrs. Bulah. It meant she could not work. In bad weather, it frequently meant dangerous



Big changes started because a school bus wouldn't stop



The Bulah family touched off the Delaware experiment. When the school bus wouldn't stop for Shirley, they sued to have her admitted to the white children's school.



Shirley Bulah now attends Hockessin School No. 29, along with a small number of other Negro youngsters—and rides to school every day on the bus that used to pass her by.

driving. Worst of all, the school hours at the little one-room, six-grade country school were exasperatingly irregular.

"Sometimes," Mrs. Bulah said, "the teacher let them out at noon. Sometimes at one o'clock. Sometimes two. Shirley would go next door and telephone me to come after her. I never knew when she'd be through."

When Shirley was ready to start third grade, Mr. Bulah, a chicken farmer who had lived in Hockessin 55 of his 69 years, told his wife he didn't see why the State couldn't give Shirley transportation to school. Mrs. Bulah agreed, and she telephoned the woman who drove the bus for the white children. "She told me I could write to the Supervisor of Transportation in the Department of Public Instruction, in Dover, the State Capitol," Mrs. Bulah said. "And I did, too."

Receiving no answer after several weeks, Mrs. Bulah wrote to the Governor. In due time, she received answers to both letters and an application for transportation to be filled out by Shirley's colored teacher, Miss Constanca Beaujohn. "Miss Beaujohn said I was just wasting my time," Mrs. Bulah said. "She said she had tried to get transportation before and never could. But she filled out the papers, anyhow, and I sent them in."

The answer to the application from the Supervisor of Transportation in Dover told Mrs. Bulah what she already knew: No transportation facilities were provided for Hockessin School No. 107. "I wrote again," Mrs. Bulah said. "This time I asked for Shirley to ride on the white children's bus and be dropped at the colored school. The State Board of Education answered that letter. They said bus transportation was part of a school program and, since the State Constitution required separate educational facilities for colored and white, Shirley couldn't ride on the white children's bus."

At that point, Mr. and Mrs. Bulah went to a colored

lawyer, Mr. Louis L. Redding, a member of the Wilmington Branch of the National Association for the Advancement of Colored People (NAACP), who also serves on that organization's national legal staff. "Lawyer Redding told us," Mrs. Bulah said, "that the next step was to ask that Shirley be admitted to the white school. We had tried everything else. So I wrote again, and of course, the answer was no."

"We talked the whole thing over again, and we decided Shirley was never going to get transportation until she could go to the white school. I knew she'd be better off in every way at the white school—it's just a better school—so we finally told Lawyer Redding to go to court."

The Bulah case was not the only one Louis Redding filed in the Court of Chancery, for about that time he had learned of a number of Negro parents who had tried to enroll their children in schools around Wilmington. It was apparently a spontaneous movement. "The Shirley Bulah case involved an elementary school," Mr. Redding said, "and it was thought best to seek to open a high school at the same time. So the local NAACP got together a number of parents of Negro children who had been refused admission to Claymont High School, in the community of Claymont, about seven miles north of Wilmington. The parents of eight children agreed to have suit filed in their names."

In the days before the Bulahs' suit came to trial, Sarah Bulah found that her action had divided the Negro community in Hockessin. There were whispers that it was all because Sarah, as Fred Bulah's second wife, was a "newcomer to town." (She had lived there only nine years.) There were even whispers that, because Shirley is light-brown in color, the Bulahs thought she was white and didn't want her associating with colored children. For one reason or another, most of the colored parents seemed willing to accept things the way they were.

for a little girl....



The children show less concern about integration of the schools than their parents do. White and Negro students sit side by side in the cafeteria as well as classrooms.



At graduation, Claymont High School seniors sign each other's autograph books. When the school first admitted Negroes, opponents predicted there would be "race riots."

"I had some of them with me," Mrs. Bulah said, "and they stuck with me. There were times when I wavered and wondered if I should give up, but somebody always barked me up. And I knew in my heart that segregation was wrong. After the suit was filed, the State spent a lot of money fixing up that little colored school. They put in toilets and a drinking fountain. They put in new desks. They even planted shrubbery. But they never added a bus.

"I talked to the Reverend Martin Luther Kilson, our pastor at Chippey African Union Methodist Church. He told me he was in favor of segregation, and that discouraged me. I know he must have told some of the other parents the same thing."

"I was opposed to the Bulahs' suit at first," the Rev. Mr. Kilson said recently. "Seemed to me they were getting into segregation under the disguise of trying to get a bus for the colored school. There's always been a good relationship between colored and white in the eleven years I've been in Hockessin. We never had any difficulties until this. Most of the colored parents didn't want to end segregation. Some of them might have been afraid the Negro teachers would lose their jobs. Some just didn't see any reason to change."

On April 1, 1952, Chancellor Collins Seitz, of the Court of Chancery of the State of Delaware, delivered his opinion in the two cases involving the schools in Hockessin and Claymont. While he did not rule on the constitutionality of segregated schools in general—a ruling he indicated the United States Supreme Court would have to make—he held that the schools in question would have to admit Negro children. The schools which the colored children had been forced to attend, he ruled, were not equal, as the law required them to be.

The State of Delaware appealed the decision to the State Supreme Court. On August 28, 1952, just one week

The Story Behind This Story

A report on as controversial a subject as segregation is a difficult challenge for a writer, a photographer and a magazine. To allow personal convictions to intrude even slightly would be to miss the mark of objective reporting—showing things as they are.

While working on this article, writer William Peters and photographer Ike Vern were often asked: "What kind of a story are you going to tell?" "We came down here," Peters told a group of Delaware citizens, "with blank paper and unexposed film. The paper is being filled with the words which you and others like you have spoken. The film is recording the things that we are seeing here. Nothing has been posed or arranged to prove a point. No one has been asked to say anything he didn't volunteer. When we leave, we'll take back the story we saw and heard being lived here—nothing more."

This, then, is their report—the simple, factual story of what Jack H. Cunn, president of the Delaware State Education Association, calls "three schools daring to move out in front of official action with a warm understanding of the needs of *all* children."

The Delaware experiment has aroused strong—and differing—feelings



Mrs. Grace Moore changed her mind about segregation. As principal of Hockessin School No. 29, she became convinced that integrated schools can operate smoothly.



Nancy Stevens, an eighteen-year-old senior, had "no particular feeling" about the admission of Negro students. But she thinks that "they feel a little lonely at the school."

before the reopening of Delaware's schools, the State Supreme Court upheld the ruling of the lower court.

On the first day of school, armed with health and birth certificates and Shirley's report card, Mrs. Bulah drove her daughter to Hockessin School No. 29. She asked to see the principal, Mrs. Grace Moore. "Mrs. Moore took the papers I'd brought," Mrs. Bulah said, "and she said, 'Shirley, we are so glad to have you.' I asked to meet Shirley's teacher, and Mrs. Moore introduced us to Mrs. Christopher Vandegrift. She welcomed Shirley, too, and then she said, 'Shirley, I want you to pick out any desk you want,' and Shirley ran and picked out a desk.

"I told Mrs. Moore I had brought Shirley to school in my car and I wanted her to come home on the bus. Mrs. Moore said she'd arrange it. And that afternoon when that same bus came by my door as it always has, it stopped, and Shirley got off."

Hockessin School No. 29 is a four-room, four-teacher school covering the first six grades. In addition to its four regular classrooms, it has a wide, grassy playground, a combination auditorium-gymnasium and, of course, bus transportation. Mrs. Grace Moore, who has been the teaching principal of the school for four years, has been teaching for 43 years.

"I was born in Maryland," she said recently, "and all of my schooling was there and in Delaware—in segregated schools. I grew up with the idea that segregation was right, and when I first learned that our school here might have to admit Negro children, it bothered me plenty.

"All three of my teachers and I were terribly surprised when the State Supreme Court upheld the decision. But the biggest surprise was when Shirley Bulah was the only colored child to enroll the first day of school. A month later, two more entered, and in January, three

more. We've had six colored children out of a total enrollment of a little over one hundred ever since. Most of the colored children stayed at the colored school.

"I know now, after two years of experience with integration, that it works. It works even when some of the teachers are against it, as they have been at this school. Most teachers have too much professional pride to let their feelings interfere with their teaching. It took me a long time to see it, but I think now that integration is right. But there's no sense pretending it hasn't meant problems. The biggest ones have been with parents and teachers, not children. And also, of course, we had absolutely no preparation, and no help whatsoever. There's been absolutely no leadership from the State, and they're supposed to be the policy makers." Mrs. Moore's eyes blazed. She paused, then went on.

"We teach rhythm in gym classes—square dancing. Some of the white parents objected to having their children dance with colored children. I solved that by getting the approval of some parents I knew were in favor of integration for their children to dance in the sets with the colored children.

"One mother called me right after we admitted Negro children. 'I'd like to know why my child can't sit next to white children,' she said. I knew if I changed one seat, I'd be through. I told her I wasn't going to change anybody's seat, and after that, no one else called about seating. Most of these difficulties came at the beginning. Now, after two years, I think a lot of that feeling has broken down."

Of the four teachers at the school, Mrs. Moore is the only one who has come to feel that integration is right. Mrs. Christopher Vandegrift, Shirley Bulah's first teacher at the school, has taught school 19 years, nine of them at No. 29. Before the court order, she told Mrs. Moore she'd



Merle Anderson was given "a definite feeling of being welcome" at Claymont. She encountered no special problems in transferring there from an all-Negro high school.



Miss A. Ethel Cheyney, teacher at Hockessin, is against integration. "I just believe that segregation is right," she declares. "And not just in the schools, but throughout."

resign if Negroes were admitted to the school. "I was thinking it would mean large numbers of them," she said recently, in explanation.

"The week after Shirley Bulah entered my class," she continued, "I received at least four telephone calls from white parents who didn't want their children to sit beside or near her. Some of them threatened to remove their children from school if I didn't change the seating. Of course, I refused. I know of only one child who has actually been taken out of school since the colored children entered.

"I just don't think we're ready for integration, and I know it means trouble with the white parents. There haven't been any problems with the colored parents at all. I can't see why Negro children can't just go to their own schools, the way they did before. But if we have to integrate our school, at least I know now that it can be done. We've had colored children here two years now, and nothing very bad has happened. If I have to put up with it, I will, and I think I can be fair about it, too. I think I have been fair."

Mrs. Mildred C. Insinga, a teacher of 15 years experience, six-and-a-half of them at No. 29, had the same problem of telephone calls about seating as her colleagues. She handled it the same way. Her feelings about integration differ slightly from the others'. "My first colored pupil was a very well behaved fifth-grade boy. I couldn't help feeling what a pathetic figure he was, one colored boy in a class of thirty whites. I felt a little resentful toward the court and the NAACP for putting a child into such a situation. I just don't think we are ready for integration."

This idea that a community should be prepared for integration is obviously one which the teachers at Hockessin School No. 29 believe in firmly, yet none of them

had any idea as to what kind of preparation was needed.

Of the four teachers, Miss A. Ethel Cheyney, who has taught school in Hockessin for 30 years, was by far the most outspoken against integration two years ago. She still is. "There has never been any racial tension in Hockessin," Miss Cheyney said, "until this thing came up.

"I'm against this integration, and I'll tell you why. It was done by an organization that used pressure. It wasn't done by the State Board of Education or the local people or the State itself. There's a lot of feeling against the NAACP here, and they haven't been so successful, either. You notice that a majority of the colored children still go to the colored school, don't you?

"I got my first colored children this last year—three first-grade boys. At first, I seated them together, because at least they knew each other. Then, I separated them so no one could say I was sticking them together. But they drifted back together all by themselves. So, finally, I put them together again.

"Now, you take the PTA," Miss Cheyney continued. "Mrs. Bulah comes to most of the meetings, and she usually brings her daughter. No one else brings children to PTA meetings; why should she?

"I just believe that segregation is right, that's all. And not just in the schools, but throughout. Look at South America, where all the races and creeds have intermarried, and what have they got? Lazy, unproductive, backward people. The court decision sickened me, because it gave no value to individuals. This kind of thing may lead to intermarriage, and then where will we be?" Miss Cheyney shook her head. "I'm against it," she said, "but I don't think my feelings have influenced my treatment of the colored children. We all pity them here."

As for Shirley Bulah, any (Continued

The Schools That Broke the Color Line



problems her entry into the school may have caused are unknown to her. "I felt a little nervous the first day," she said, "because I didn't know what it would be like. The work is a little harder, but outside of that, I haven't had any trouble. I like the school and the teachers."

"I've been to most of the PTA meetings," her mother said, "and if we colored parents aren't welcome there, they certainly have put on a mighty good front. Last meeting, in May, they asked me to make cookies, and everyone there enjoyed them."

"The colored parents who have kept their children in the segregated school just don't know any better," Mrs. Bulah added. "Lots of Negroes feel inferior to whites. They're afraid to speak up. One father told me the colored school was good enough for him and it would have to be good enough for his children. But some of my neighbors—white people—have congratulated me for going ahead with the suit."

Until 1952, when the court decision went into effect, there were two Negro teachers in the one-room colored school in Hockessin. Today, Miss Constancia Beaujohn, Shirley Bulah's former teacher, teaches there alone. The other teacher was moved when the enrollment dropped because of the six children who transferred. Miss Beaujohn is defensive when she hears comparisons between her school and the white school.

"That's a much larger school," she said recently, "and for a small group of children, we have everything they have. Some of the playground equipment you see up there was given by the PTA, and you can't count that."

"I'm not opposed to integrated schools," Miss Beaujohn said, "but I've talked with some of the colored children at No. 29, and they aren't too happy there. Most of the colored children are still right here, and their parents would rather have them here. They're used to having their own school, and they like to have their children taught by a colored teacher."

Hockessin is a community still divided on the question of integration two years after it was put into effect. The division, which affects Negroes as well as whites, shows signs of narrowing with the passage of time. Integration is working, even in a divided community.

Harvey E. Stahl, Superintendent of Schools of Claymont, Delaware, is a determined-looking man with a twinkle in his eye. His job involves the supervision of Claymont's three schools: a Negro elementary school, a white elementary school and the high school, in reality, a junior high and high school combined. Until the court's decision, Negro children

above the sixth grade were forced to attend Howard High School, a segregated Negro school in Wilmington, seven miles from Claymont.

"I came to Claymont 32 years ago from Indiana," Mr. Stahl said recently. "I never had any racial prejudices, and I haven't any now. When I learned that the State Supreme Court had upheld the lower court's decision that Negro children be admitted to Claymont High School, I decided right then and there that we would make integration work. I think we have."

Mr. Stahl learned of that decision a week before school opened. "On Tuesday," he said, "two days before school opened, we had faculty meetings. No official word had been received by anyone in Claymont."

"On Wednesday, our local Board of Education decided to enroll Negro children even though we had no mandate from the court. That day, eleven colored children appeared with their parents at the school. I talked with them myself. I told them they were welcome, but that this new experience would be difficult in many ways. 'I'm going to do everything I can to help you,' I said, 'but you will have to co-operate one hundred percent.'"

"They all—parents and children—agreed," Mr. Stahl added. "Every one of them promised complete co-operation. And every one of them has kept his promise."

The next day, school opened. The eleven Negro children were divided among five of the school's six grades. There were no high school seniors. In a total enrollment of about five hundred, the eleven Negro students were hardly noticed by the white children. "The next day," Mr. Stahl said, "I received telephone calls from the Attorney General and the State Superintendent of Schools. Both instructed me to drop the colored children from school because the case was going to be appealed to the United States Supreme Court. They felt their case might be prejudiced if the Negro children were already in the school."

"I refused flatly," Mr. Stahl said. "I told them the children had already been admitted and that we were dealing with human beings, people with feelings, not just a legal case."

A special meeting of the Claymont Board of Education upheld Mr. Stahl's refusal, and the faculty of the high school passed with only one dissenting vote a resolution expressing the conviction that the Negro children, having once been admitted, should not now be dropped. Four days later, Mr. Stahl received the official mandate of the State Supreme Court to admit Negro children.

About halfway between Wilmington and Claymont is a small community called Arden, settled originally in 1900. In 1922, and again in 1950, nearby plots of land became available, and first Ardentown and then Ardencroft, two similar communities, were begun. For the first time in 1950, a number of Negro families leased land in one of the three communities—Ardencroft. Four Negro families built homes. One of them was

Dr. Leon V. Anderson, a Wilmington physician, and his wife and six children.

When the State Supreme Court's decision was rendered, three of Dr. Anderson's children were enrolled in Wilmington's Negro High School. Two younger children had been attending a segregated Negro elementary school. The decision meant the three older children could now attend Claymont High School, which was closer to Ardencroft. Dr. Anderson called the trustees of Arden to see if his younger children could attend the Arden Elementary School.

None of the community's trustees objected, and the school principal agreed. But all were worried about integrating their school in defiance of the State Constitution and in the absence of a court mandate. The children were entered, and the trustees went to the State Capital to attend the next meeting of the State Board of Education. They explained what they had done and expressed their desire to allow the Negro children to remain in the school, at least until the U.S. Supreme Court's decision had been rendered. The State Board refused to approve the move, but there were indications that nothing would be done to oppose it.

Arden, thus, became the third community in a segregation state to integrate its schools. At the same time, it became perhaps the first community in history to integrate a school in direct violation of its State's Constitution. For Arden, that was the end of it. Integration has raised no problems whatsoever.

At Claymont High School, the situation is much the same. "Some friends of mine," Mr. Stahl said recently, "told me when we first admitted Negroes how sorry they were for me. They said we'd have race riots for sure. I said I didn't believe it. And, of course, I was right."

"Only one of our teachers had any opposition to integration, and she had taught in an integrated school in Philadelphia—a tough school in a tough area. It was hardly a fair example. And besides a united faculty, we had another tremendous advantage—Mrs. Dyson, the Negro teacher of the colored elementary school here in Claymont. I don't know what we would have done without her."

"Mrs. Dyson has taught the first six grades for colored children in Claymont since 1925. I believe she's missed exactly one week of school in that time. Three of her own grandchildren were among the eleven Negro children we admitted that first day. She's a real leader in the community, and to show you what the white community thinks of her, she was elected the outstanding woman of Claymont last year in a contest sponsored by the local American Legion and other groups."

"Mrs. Dyson talked to all the Negro children and their parents before they enrolled here. She told me, 'If any of my boys and girls cause you any trouble at all, you let me know, and I'll take care of it.' We have done that exactly twice in two years, and both times it was a child who just wasn't applying himself."

Merle Anderson is one of Dr. Leon V. Anderson's three children who entered Claymont High School in the fall of 1952. Mrs. Dyson, the teacher of Claymont's colored elementary school, is her mater-

nal grandmother. Merle's two-year experience at Claymont High School bears out Mr. Stahl's contention that there has been no trouble. Merle is an accomplished pianist and has served as the accompanist for the school chorus and glee club.

"From the first day," she said, "I've had a definite feeling of being welcome at Claymont. I've always felt perfectly free to go to any of the teachers about anything. I never had to."

Merle Anderson was graduated from the high school last June. In the graduating class with her was Nancy Stevens, a pretty, eighteen-year-old white girl. "I didn't have any particular feeling when I heard that Claymont would have colored kids," Nancy said shortly before her graduation.

"My father didn't see why they had to change things, but he didn't do anything about it. My mother had no feeling one way or another. Some of the Negro students have been real assets to the school—Merle Anderson is one. I think she's been accepted by everyone. The same is true of some others. But most of them don't mix much with the white kids. In the cafeteria, most of them eat together. I don't blame them. I think they feel a little lonely.

"Some of the white fellows were against having Negroes in the school last year, and some of them picked on the younger ones a little. It's died out pretty much this year. I think integrated schools will work, all right, and I certainly have no prejudice against Negroes. But I would hate to see the Negroes take over. You know, if there were more of them than us, they might take over in all the activities. And I think some of the colored girls would like to go out with white boys, and I don't agree with that. But so far, it's worked fine."

Spencer Robinson is one of the eight colored children in whose names the original court case was filed. Both he and Merle Anderson, each with a colored partner from another school, attended last year's Junior Prom. Merle attended the one the year before. Neither of them seemed to feel there was anything unusual about it.

"I was surprised when we won the court case," Spencer Robinson said. "Surprised and happy. I knew this was a nice school, and I wanted to go to an integrated school. Everyone has made us feel welcome here since the beginning. Oh, there have been a few remarks about my color—but nothing like what I expected. We all sit where we please, and we're all treated equally."

"There just haven't been any social problems at all," said John A. Stoops, a teacher of English, mathematics and civics. "The children—both white and colored—have adopted the social patterns of their parents. Dancing is an example. This community doesn't accept interracial dancing. At school dances, the children have just adopted that pattern."

Social dancing in the gym classes was a problem for Miss Claire Byler, the girls' physical education teacher at Claymont High School. "In classes where the colored boys and girls weren't evenly divided, I just eliminated social dancing," she said. "But we never stopped teaching square dancing. Basically, I think the white children have accepted integration. We have colored girls on the field hockey, softball and basketball teams—all teams that play against other schools, white schools. The one colored girl on the basketball team was so popular the other girls elected her captain.

"My own observation," Miss Byler said, "is that the colored students are all polite and co-operative, more so, usually, than the white children. And the credit for that goes to Mrs. Dyson, who taught them all in elementary school. She's a wonderful woman and a fine teacher."

The school where Mrs. Dyson teaches, State Line School—so-called because it is situated only a short distance from the Delaware-Pennsylvania line—is technically a two-room school, though only one room is used as a formal classroom for the 29 colored children who are Mrs. Dyson's students. In that one room, Mary Pauline Dyson, a short, stocky woman with graying hair and a warm smile, teaches the first six grades of school.

Recalling her meeting before the opening of the high school with the colored parents and children affected by the court's order, Mrs. Dyson said recently, "I told them all that the eyes of the whole world were on us here in Claymont. I told the children that their behavior in high school would affect all colored children, everywhere. It is our own attitude that is reflected by other people, I said. 'If you go to the mirror with a smile, you'll meet a smile. Expect everyone to be your friend until you find out otherwise.' And I told them to remember that the white children would have a problem of adjustment, too.

"After they started going to the high school, it got to be a habit for some of them to come back here to this little school every day to tell me about what happened that day. Sometimes, there were problems, a white boy who had punched one of the colored boys, maybe. I'd tell him we can't always hit back. But they really haven't had any problems that weren't problems all children have, whatever their color.

"I know some Negro teachers in the South are afraid they'll lose their jobs when the schools are integrated. I'm not worried about that. Whatever they do to the schools, we need all the teachers we can get, white or colored. I'm not worried about teaching white and colored children together. I've been teaching for 29 years, and I know that a child is a child."

On the road from the State Line School to Claymont High School is a small service station owned by Louis

Searpitti, a young white man. Many of the Negro families in the company houses nearby are customers of his. "I haven't seen anything you could call a problem in the integration at the high school," he said. "The court said do it, and they did it. That's all. If there've been any white people against it, and I'm sure there have, they've sure kept quiet about it.

"I have a boy in second grade over at the white elementary school. I suppose now that the United States Supreme Court has declared segregation illegal, they'll be integrating the elementary school, too. It doesn't bother me. I grew up with most of the fathers of those colored children up at Mrs. Dyson's school. I played baseball with them and went swimming with them. Nice people. I don't see why my boy shouldn't go to school with their children."

Harvey Stahl summed it up in his office at the Claymont High School. "Of course, integration works. It works if you want it to work. And maybe even if you don't.

"Children have no prejudice unless they're taught. We had a girl in a gym class who square-danced one day in a group that included a Negro boy. When she got home that afternoon, she told her mother what fun they'd had. She mentioned, in passing, that one of the boys in her set was colored. Her mother jumped on that, asked if she'd danced with him and then threatened to call me and object. The girl put her foot down. 'If you call anyone, Mother,' she said, 'I'll never tell you another thing.'" Harvey Stahl chuckled. "I learned about that incident much later," he said. "It shows you how far ahead of us our children can be."

On May 17, 1954, the United States Supreme Court handed down its historic unanimous decision barring segregation in public schools. This month, the Court will hear arguments on how and when that decision should be put into effect throughout the South. Sometime later, a decision on those questions will be rendered.

Meanwhile, the three schools in Delaware which jumped the gun on integration hold a lesson for the rest of Delaware and the 16 other states which require school segregation by law. None of the three schools can possibly duplicate exactly the situation in any other school. None of them can be considered representative of all or even a portion of the schools throughout the South. But if the experience of Hockessin, Arden and Claymont shows anything, it shows that integration can be accomplished, even where there is strong opposition.

And the experience of these three communities demonstrates one other important fact: Where there is real leadership in the schools, leadership which is responsible and willing to try, the job is much easier.

Negro and white children can go to school together in the South. Delaware has helped show the way. The Esu

BRIEF HISTORY OF CLAYMONT SCHOOLS

1802-1805—Old Stone School Building was erected at the corner of Darley Road and Philadelphia Pike. Land was granted by John Dickinson, founder of Dickinson College.

1905—One hundred years after the first room of the Old Stone School was constructed, a second room located to the south of the original building was added.

1911-1917—Period of great industrial expansion in the north area of Claymont. The increase in population was rapid. Portable school buildings were erected to house additional school children. Church buildings were used as schools. The different industries built their own small villages and schools to take care of their families. The villages of Worthland, National Aniline, and Overlook were developed. The school population increased by 350 during the year 1917.

1919—School Commissioners of Claymont petitioned the State Board of Education to become a Special School District. Request was granted under the new School Code of Delaware. Claymont Board of Education purchased ~~some~~ acres of land for \$3,500 at the head of Lawson Avenue—now the site of our Green Street School Building. The General Chemical Co. donated to Claymont Board of Education three acres of land for Green Street School Building adjacent to the land purchased for site.

1920—Claymont Board of Education erected a three room portable school building for grades 6, 7, and 8 at head of Franklin Avenue on Green Street.

1921-1922—The Delaware School Auxiliary constructed a two-room brick building near Delaware-Pennsylvania State Line for colored children of Claymont and donated it and site to our district. We housed pupils of grades 1 to 6 in this building. Pupils in grade 7 to 12 were transported to Howard High School in Wilmington until June, 1952. (In September, 1952 negro pupils of Junior-Senior High School ages living in the district were enrolled in Claymont Public High School following a mandate of the Supreme Court of Delaware, a decision given under date of August 28, 1952, in which the Supreme Court upheld the previous decision of the Court of Chancery. Both courts ruled that constitutional equality for the education of negro pupils in Claymont had not been provided.)

1923—A temporary school building was provided in Naaman's studio building for grades 5 and 6.

1924-1925—Green Street School Building was constructed at the cost of \$275,000 (local bond issue 5490 bond int.) by John E. Healy & Sons. Cornerstone was laid on September 6, 1924. Population of Claymont was approximately 4000—school enrollment was approximately 600.

1925—Original Green Street School Building was completed in August in time for opening of school in September.

1925. We kept grade 8 pupils in Claymont District to become grade 9 pupils in our school in September; thus we started our first high school department in Claymont.

We grew into a four-year high school by adding one advanced grade yearly. Before September 1925, we transported pupils of grades 9 to 12 inclusive to Wil-

Wilmington and Alexis I. duPont High Schools. Colored children were sent to Howard High School until June, 1952.

1928—The second School Building Program was started. The north and south wings of the Green Street School Building were added at a cost of \$100,000. Wm. F. Hadley was general contractor.

1929—Our first high school class of 11 members was graduated in June. Claymont High School was placed on the Accredited List of the Commission on Secondary Schools and Colleges of the Middle States Association in December, 1929. This commission is an accrediting organization which embraces the states of New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia. We have maintained our place on this accredited list since that time.

1934-1935—The west wing of the Green Street School Building was constructed at a cost of \$160,000. The State of Delaware and the Federal Government appropriated the necessary funds for this part of our building. This was a P.W.A. project. The general contractor was H. John Roman Co. of Philadelphia.

State Federal funds

During the summer of 1935 the Claymont Board of Education remodeled and re-decorated the Green Street Auditorium - gymnasium at a cost of \$20,000.

1945—The school cafeteria supply room was added to the Green Street School Building at a cost of \$2,100. George Moreton was the general contractor.

1949-1950-1951—The plans for a new twelve-room elementary school building were prepared with the help of the community of Claymont, the Delaware State School Building Board, the State Board of Education, and Claymont School Building Commission.

The local district raised \$160,000 through a local bond issue, in January, 1950, and the state appropriated \$240,000 for the first part of the new building. To complete this building at a later date, it will cost approximately \$560,000 more, or a total of \$960,000 for a twenty-five classroom building, with its service rooms. The architects are Massena and DuPont of Wilmington. The general contractor is D. M. Fontana Construction Company.

240 bond int. rate

240 int. rate

On Saturday, September 8, 1951, Claymont residents approved another school bond issue by a big majority vote of 336 "for" and 9 "against" the issue. The amount voted was \$224,000. The State of Delaware appropriated \$336,000 additional for completing the new building. The site, twenty-three acres of land upon which the school building will be constructed, is a gift of the General Chemical Division of Allied Chemical and Dye Corporation, Mr. H. O. C. Ingraham, president. The new building is located approximately 200 feet southwest of the Green Street Building. The school is expected to be completed and ready for use by September 1953.

This new Elementary School Building will meet the needs of our community for only a few years. Claymont is growing in population rapidly. A number of new housing developments are in different stages of completion, and others are being contemplated. The Claymont Board of Education is now studying the future building needs of the district. Furthermore, the board is planning to modernize the Green Street School Building using state and local funds. The total enrollment of pupils for school year 1952-53 Kindergarten to grade 12 inclusive will be 1250.

Some Claymont Public School Achievements - (Firsts)

1. Claymont High School - first ~~the~~ ^{special School Dist.} organized in Brandywine Hundred
1919 - also 1st H. Sch. organized in Brandywine Hundred in 1925.
2. Claymont District - first to introduce kindergarten in Brandywine
and in Delaware. 1931
3. Claymont High Sch. - first to offer automobile drivers' ^{Safety} course in Del.
4. Claymont High School - first High School to Integrate - 1951-'52
Decreed by Court of Chancery.
Elem. Schools completely integrated in 1957.
5. The General Chem. of Allied Chem. Co. donated to Claymont Dist.
40 A. for school sites on Green St. 1923-1956.
6. Claymont was first to open a kindergarten outside Wilm.
in Jan., 1931.

Claymont Special District Public Schools Have Had 152 years of Rich and Interesting History

Cut of
Old Stone School Bldg.
(original school in Claymont)

"Then" 1805.

Claymont's Public School System grew from a one-room school house, built in 1805 to a full-fledged modern Special School District comprising four separate buildings of approximately 70 classrooms in 1957. The original school building shown above is located at intersection of Darley Road and Wilmington-Philadelphia Pike, ^{near the geographical} the center of the Claymont School District. An extra room was added to the first building one hundred years later, (1905). Both rooms are in use today for our public kindergarten classes. This old building also serves ^{now} as the Claymont Public Library. Because of its antiquity and rich historical ^{interest and} value in the community and state, the Old Stone School should be kept and maintained for future generations. It can be used to advantage as a Public Library ^{building} and a museum for Claymont.

In 1805 John Dickinson deeded a quarter acre of land for the first school in Claymont. It was the same John Dickinson who represented the State of Delaware in the Continental Congress, who signed the Declaration of Independence, and after whom Dickinson College was named. The walls of the Stone School were built of native Brandywine granite. As far as our school records show this building accommodated children of Dist. # 1 in

New Castle Co., Delaware, now Claymont, for one hundred² years when an additional class room was built (1905). The two classrooms met the school needs of the district until nearly the beginning of World War I.

The years 1918 to 1920 ushered in the era of great industrial expansion in Claymont. The General Chemical Division of Allied Chemical & Dye Corp.; Worth Steel Co. - (now Claymont Steel Co. of Colorado Fuel and Iron Co.); ^{and} National Airliner Corp. constructed their large industrial plants during this period in the northern part of our school district along the Delaware River. By 1919 the Claymont School enrollment increased to 350 pupils. Each industry built its own school building in order to relieve the over-taxed facilities of the 2-room Stone School. The ^{Worth} Steel Co. built a portable 2-room structure in Worthland; General Chemical Co. built a 3-room, stucco-type building in Overlook; and a 2-room stucco ^{school} was built on the hill in National Airliner Village. None of these is in use for school purposes today (1957).

In 1919 the School Trustees petitioned the State Board of Education in Delaware to make Claymont School District a "Special School District." The request was granted by the State Board under the new School Code of our State. The Claymont Special School District was defined when incorporated as follows: beginning at the point where the arc of the 12-mile circle intersects the Delaware River - down the river to the mouth of Holly Oak Creek - thence northwesterly up this creek to the Baltimore and Ohio Rail Road - thence northeasterly up the center of tracks to arc of 12-mile circle (to Delaware-Pennsylvania State Line) thence following the arc of circle (northern boundary line of state and our district), to point of beginning. This school district covers an area of approximately 6 square miles.

Anticipating the future ^{population} growth of the area, the Claymont Board of Education in 1918 purchased 2 1/2 A. of land from Taylor tract for a new school site. The cost of land was \$3500. The present Green St. High School Building now occupies a part of this site. This is the only parcel of land the school district had to purchase for school purposes until the year 1956 when the Claymont Board of Education bought a 20 A. elementary school site on Darley Road from the Woodhaven School.

In 1918 the General Chemical Co. gave 3.92 A. of land adjoining the Taylor tract to the Claymont School District for a new school building. In 1920 a 3-room portable building was erected by the Board of Education on this site, now a part of the Green Street High School Athletic Field. The cost of this temporary school building was approximately \$3500. It housed pupils of grades 6, 7 & 8 until June 30, 1925. In September, 1925 the new and modern Green St. School Building was completed and ready for use of children of grades 1 to 9 inclusive.

In 1924 the General Chemical company donated to the Claymont Special School District 6.81 A. - additional land needed for a modern athletic field - (present football field).

Cut of
Green St. High
School Bldg.

"Later" - 1923 - 1925
Built exclusively from local funds
Still in use 1957

It took two years to construct the Green Street School Building (1923-'25). It was financed ^{wholly} by a bond issue of \$275,000 in the district. When this building was opened in Sept., 1925 it accommodated pupils of grades one to nine inclusive. Each year after 1925 another grade was added until a 4-year high school was organized. In June, 1929 Claymont graduated its first high school class of eleven pupils. ^{Previous to 1925} local high school pupils were transported ^{byrolley and public buses} to Wilmington and Alexis J. du Pont High schools for their secondary education. They traveled from 7 to 10 miles daily each way for their high school work. Transportation costs were paid by the state and local district. Negro children living in Claymont attended Howard High School in Wilmington until Sept., 1952 when

laware courts mandated the Claymont Board of Education enroll them in the green street High school.

In 1921-'22 the Delaware School Auxiliary Association, unded by Pierre S. du Font, purchased a 2 A. plot of land (bounded on the north by a part of the arc of the 12-mile circle - Delaware - Pennsylvania State Line) and constructed a room brick school house on it. Worth Steel Co. donated 1/2 A. additional land adjoining this site for the new state line school for Negro children of kindergarten to grade 6 inclusive wing in the district. This new building and site were deeded to Claymont special school District as a gift in time for the opening of school in September, 1922. The building has been in use 35 years. It has had only 3 teachers during this period. In June 30, ¹⁹⁵⁷ Mrs. Pauline Dyson, who served as teacher for 32 years, will retire from active service. This building will be abandoned ^{at school purposes} at the close of the current school year, June, 1957.

In 1923 before the green street School Building was completed it was necessary for the Claymont Board of Education rent additional classrooms in the district. The Church of tonement and the Church of ascension furnished one classroom each, another room was secured in Naamans Studio. In 1923 there were 9 small school buildings scattered ^{all} over the Claymont district. The Board of Education furnished the superintendent of schools a "model T. Ford" to travel from school to school. The office of the School Superintendent was then located in the cloak room of the Old Stone School.

In 1928 the north and south wings of the green street school Building were constructed providing 12 additional classrooms needed for increased school enrollments. The cost ^{of the district} was \$100,000. This money was raised by a local referendum in the Claymont School District.

In 1934-'35 the west wing of the green St. School was constructed at an approximate cost of \$160,000. all of this money was received from State and Federal appropriations. It was a W. P. A. or Government School Building Project for our district. The west wing included additional rooms for school vocational shops, a Play Room

State-line Sch. 1922 - June 1957 = 35 1/2 yrs

a new school gymnasium, locker and shower rooms for girls and boys, a school instrumental music room and a new school Cafeteria and kitchen.

During the summer of 1935 the green street ^{school} auditorium-gymnasium combination room was modernized. This room was re-decorated and changed to ^{the} school auditorium ^{only} with upholstered and stationary seats. The stage was enlarged and re-decorated too. This project cost approximately 18000 and was financed by local funds. The seating capacity of the re-decorated school auditorium was ^{approximately} 500. ^{The school opened in 1957 with this name.}
In 1945 a new cafeteria kitchen supply room was added to the green st. school building at a cost of approximately \$2500 to the district.

Cut of New
Elementary School Bldg.
(Constructed 1950-1953)

"Now" - 1957

In 1950 plans were made for the construction of the new modern Elementary School Building located at the head of Commonwealth ave. in Claymont. Once more the General Chemical Corporation proved its ^{deep} interest in public education in Claymont special School District. This time the company donated 22.7 A of land adjoining the southern and western boundaries of the green st. school site to the Claymont District for the new elementary school site. This modern building added 25 class and auxiliary rooms ^{for school purposes} at a cost of a million dollars. The local district contributed 40% of the cost of the building through two bond issues of \$160,000 and \$224,000 respectively; the State of Delaware appropriated 60% of the cost or 576,000. This building was opened in September, 1953 for use of grades K to 6 inclusive. This building was dedicated Oct. 27, 1953. After the opening of the new Elementary School Building, the green st. school building was used exclusively for high school purposes, grades 7 to 12.

In 1956 the Di Pinto 2-room store located on Commonwealth ave. near the new Elementary School Building was purchased by the Claymont Board of Education at a cost of \$26,500. This building provides 3 additional classrooms for elementary grades.
In ^{January} 1957 the Claymont Board of Education will complete the new 4-room Vocational Shop ^{building} located to the north ~~and~~

and west of the present Green St. School. The new shops will be ~~used~~ when Claymont High School opens in Sept. The cost of the new shops building will be approximately 198,189. The local district and the state share this cost on a 40% - 60% basis.

In 1957 the Claymont Board of Education purchased 20 A. of land from Woodshaven School in Claymont for a new elementary school site located on Darley Road. This new school building now in the blue-print stage of development when completed, will ^{accommodate} ~~accommodate~~ ^{all 20 classrooms and} pupils living in the northern area of the district. The cost of this new school site was 44,000. Anticipating further increases in school enrollments, the Claymont Board of Education in 1957 negotiated for another new school site in the southern section of the district. Many new houses are being constructed in this part of the district. The Board purchased approximately 10 A. ^{of} part of the Geo. Lodge farm, located south of Maple Lane and west of the Pike. This land was evaluated by the real estate commission at 63,000. This new building will have 16 to 20 classrooms to house children of elementary grades.

Still another building project is under consideration by the Claymont Board of Education - namely the modernization of the Green St. High School Building and adding some special ^{purpose} classrooms ^{and offices}. The Green St. Building has been in use for ^{part} 32 years. ^{To construct a new high school building of comparable size would cost approximately 3.0 million dollars.}

In 1931 Claymont High School was evaluated by a visiting committee of school leaders, men and women. As a result of this study the High School was approved for the accredited list of high schools in the Middle States ^{Region}. In 1948 Claymont High School was re-evaluated and recommended again for the accredited list. Next year, (1958) a third evaluation study of Claymont High School will be made by a committee of visiting educators. The high school faculty is now preparing data for this evaluation program. ^{Since the high school has been on the accredited list for 26 years} Claymont Special School District is proud of its public kindergarten program. This program started Sept. 1931 when the State of Delaware appropriated funds for public kindergartens. After two years of state support, the state discontinued its ^{state support} ~~state support~~ for kindergartens. The Claymont District, however, did not close its public kindergarten.

Since Sept., 1933 the local district ^{has} supported its public kindergarten completely from local taxes. Few school districts can boast of 26 years of public kindergarten service.

Miss Elsie Davis organized the first public kindergarten in Sept., 1931. She had 49 children. Next September, 1935 the kindergarten enrollment ^{in Claymont} will be approximately 250.

School pupil enrollments have increased by leaps and bounds during the past 152 years. During two periods the increase were more pronounced in the district - namely from 1911 to 1922 known as the period of great industrial expansion in Claymont - and from 1945 to present, (1957) designated as the period of great expansion in home building in the district. The ^{more} enrollments by periods follows:

| year | No. Enrolled | grades |
|----------|--------------|---------------|
| 1805-'0 | 20 (Est.) | grades 1-8 |
| 1905-'06 | 40 (Est.) | " " |
| 1915-'16 | 200 | grades 1 to 8 |
| 1917-'18 | 350 | " " " |
| 1930-'31 | 944 | " K to 12 |
| 1940-'41 | 1007 | " " " |
| 1950-'51 | 1022 | " " " |
| 1956-'57 | 1887 | " " " |

til all building sites are occupied by dwelling houses and all industrial sites are developed in Claymont Special School District, school enrollments will continue to increase.

In 1932 Archmere Academy, a private preparatory school for boys, opened in Claymont on the former John J. Raskob estate. It was founded by the Premonstratensian Fathers of the Roman Catholic Church. It enrolls pupils ^{boys} of high school ages in Claymont and ^{from} surrounding areas.

On September, 1950 the Holy Rosary Parochial ^{Elementary} School in central Claymont was organized. The first year 80 children in grades 1 to 4 were enrolled. Each succeeding year an additional grade was accommodated. Today, (1957) the school provides educational opportunities for 500 pupils ^{grades 1 to 8 inclusive} from Claymont and surrounding areas.

It is fortunate indeed that the total assessment valuation of property in Claymont special School District increased in similar ratios with school enrollment increases. This made it possible to give adequate financial support to the public school programs in the district. The two periods of most rapid increase in assessments, occurred in 1911 to 1920, (industrialization of northern part of Claymont), and from 1948 to present, (1957). In 1953 a re-evaluation of all property in the district was made resulting in higher assessments of properties, and in addition, a great boom in house construction took place in the district which is still in progress. Furthermore property improvements were made by Colorado Fuel and Iron Co. at Claymont Steel Plant.

| Year | Total assessment in District |
|------|------------------------------|
| 1805 | - no records available |
| 1905 | - " " " " " " |
| 1922 | - 5.6 million dollars |
| 1932 | - 7.4 " " " " |
| 1942 | - 8.1 " " " " |
| 1952 | - 12.3 " " " " |
| 1954 | - 22.0 " " " " |
| 1957 | - 29.9 " " " " |

Soon after Claymont became a special School District, the first school referendum election was held in the district (in August, 1921), for additional school maintenance ^{operator} support. This tax was for 38¢ on \$100 assessment. The school maintenance tax rates since 1921 have varied ^{yearly} according to the ^{financial} needs of the ^{district} schools from 5¢ in 1946-'47 to 50¢ in 1956-'57. These additional local taxes have made it possible to attract and keep good teachers and other school employees. Since 1921 the state salary schedules have been supplemented by the Claymont special School District. Furthermore local taxes have made it possible to finance a public kindergarten program since 1931, and furnish other needed services not financed adequately from state appropriations.

The school bond tax rates too have varied greatly in the district. The first school bond tax was levied in 1922-'23. The rate ^{was} 50¢ per \$100 assessment, the highest rate to date. The lowest rate was only 6¢ in 1940-'41. During the period 1931-'32 to 1941-'42 inclusive the State of Delaware re-tired all maturing school bonds in Claymont School District.

The present school bond rate of tax ^{for} (1956-'57) is 30¢. 9.

A recent appraisal of Claymont School Buildings, made in March, 1957 gives the insurable values of the two principal school buildings as follows:

| | |
|--------------------------------------|-----------------|
| Green Street High School - - - - | \$ 1,767,785.00 |
| Commonwealth Elementary School - - - | \$ 985,495.00 |

Grand total \$ 2,753,280.00

To replace these two large buildings today would cost approximately twice this amount, more than 5 million dollars.

The history of Boards of Education that served in Claymont during the past century and a half is interesting and unique. Prior to 1919 our school records indicate that school committees, commissioners, and trustees conducted the school business principally at annual school meetings in the district. When Claymont was incorporated a special school district, the State Board of Education appointed a school board of 3 members to serve the district. Provisions were made in Delaware's New School Code of 1919 for school board elections, ^{to be held} annually in the month of May. In May, 1920 the first school board election was held in Claymont. The elective system of school boards ~~that~~ continued until June 30, 1931. From July 1, 1931 to June 30, 1945 the resident judges of New Castle Co. appointed ^{Claymont} school board members, one yearly for a 4-year term. Starting July 1, 1945 Claymont ^{returned} to the elective system - electing one member yearly in May for a term of 4 years. The elective system is still followed today, 1957. Many faithful and efficient men have served as school board members during the 152 years - formulating school policies of the district and giving ^{distinguished} educational leadership. Their terms of office varied from less than one year to 23 years. These public servants have contributed much to educational progress of Claymont Public Schools. Their own generations have honored these public spirited men who served unselfishly and willingly.

Claymont Special School District has had only 4 school superintendents to date. Prior to 1919 when Claymont was created a special district, the New Castle County Superintendent

Schools
 supervised the Claymont public ~~school and~~ schools. 1
 W. A. Walls was Claymont's first school administrator. He served from Aug. 1919 to Nov. 1919 - resigned; J. T. Parsons was the second school superintendent. He served from Nov. 1919 to June 30, 1922. ^{resigned} H. E. Stahl was number 3 - he served 33 years from July 1, 1922 to June 30, 1955 when he retired from active service; Robert L. Durbee, is number 4. He began his administration of Claymont Public Schools on July 1, 1955 and is still in service (1957).

On July 1, 1956 the Claymont Board of Education secured the services of a school administrative assistant, Clyde D. Doo to supervise new school building construction and take care of related business affairs of the district.

The increase in the faculty of the Claymont Public Schools has kept pace with the increase of pupil enrollment in the district. Their prescient wisdom has sown the ^{educational} seeds in the minds of countless children in Claymont that are flowering now and ^{will flower in} the future years. They have worked willingly, creatively, and enthusiastically for better educational opportunities for Claymont's school children.

| School year | no. of teachers |
|-------------|-----------------|
| 1805-'06 | -- 1 teacher |
| 1905-'06 | -- 2 teachers |
| 1922-'23 | -- 15 .. |
| 1930-'31 | -- 30 .. |
| 1940-'41 | -- 35 .. |
| 1950-'51 | -- 46 .. |
| 1956-'57 | -- 74 .. |

a dual school system in Delaware until Sept. Page 12 of this report

In Sept. 1944 the Claymont Board of Education elected Hig Huppert ^{the first} High School Principal on a part-time basis. He also taught high school science classes. In Sept., 1948 he became a full-time high school principal. He is still serving in this position of trust and responsibility today, 1957.

In Sept., 1946 Mr. Martin Caulfield became the first principal of the Elementary Schools of Claymont. He is serving in this responsible supervisory position today, 1957.

In ^{Sept} 1920 Mrs. Amy Wood was appointed the first school nurse in Claymont district. She had supervision of the health of school children working on a part-time basis. The Claymont Community League cooperated with the Claymont Board of Education in sponsoring this health program in the schools. In Sept., 1937 Miss Mary Miller now Mrs. Mary Hill became the first school nurse to serve on a full-time basis in the Claymont Public Schools. Her office was in the Green St. Building. In Sept., 1953 Mrs. Hill became school nurse for the elementary grades only with her office in Commonwealth School where she is on duty today, 1957. In Sept., 1953 a second school nurse on full-time duty was appointed to serve in the Green St. High School. Mrs. Betty Dickinson, a graduate of Claymont High School and a registered nurse, has been serving as high school nurse for past 4 years. ^{The Claymont Parent teacher association has given valuable assistance to the school nurses and financing the annual health inspection of children for the past 4 years.} secretaries.

From 1805 to 1919 there were no secretaries provided for Claymont schools. From 1919 to 1927 part-time secretarial services were made available, not until 1927 was a full-time secretary hired for Claymont district. Today, 1957 four full-time office secretaries are at work in the different schools serving faithfully.

The history of school custodians in the district is interesting. Building additional classrooms necessitated extra janitorial service. From 1805 to 1924 each school building in Claymont, (there were 9 such buildings in use in the district in 1923), had a part-time school janitor. After the Green Street School was constructed it was necessary and desirable to hire full-time school custodians and janitresses. In 1953 when the Commonwealth ^{alt.} Elementary School was completed, additional janitors were hired. Today, 1957, there are a total of 16 custodians at work in the different schools of the district - 12 on a full-time basis and 4 on a part-time schedule. The chief school custodian, Wm. H. Hickman, has been in ^{continuous} service from May, 1929 to the present, 1957. Mrs. Agnes Wilkie ^{also} has served as school janitress in the Green St. School since July, 1930.

Claymont Special School District received ^{national} recognition and wide publicity during the period 1951 to 1954 for its pioneer work and contributions to the public school integration program of our state and nation. In October, 1951 a test school segregation case was tried in the Court of Chancery in Wilmington, Delaware. This case involved eleven negro high school students living in Claymont District who had been attending Howard High School for negro children in Wilmington and now, (1951), sought enrollment in Green Street High School in Claymont. ~~On~~ April, 1952 The Court of Chancery rendered its decision stating that the negro children of high school ages living in Claymont were not receiving equal educational opportunities with the white children in Claymont High School. On Aug. 28, 1952 the Delaware State Supreme Court handed down its decision up-holding the decision of the Court of Chancery in this school segregation ^{test} case. The Claymont Board of Education accepted the mandates of the Delaware State Courts and enrolled eleven negro pupils in the Green St. High School on Sept. 4, 1952 at the opening of school. On the following day, (Sept. 5), the Attorney General of Delaware and the State Board of Education appealed the school integration decision of the Delaware Supreme Court to the United States Supreme Court. Approximately 1 year 8 months later, (May 17, 1954), the United States Supreme Court in an unanimous decision ruled that, "in the field of public education the doctrine of 'separate but equal' has no place." As a result of this decision the Claymont Board of Education granted permission to negro pupils living in the district to attend the public school kindergarten and classes in the Commonwealth Elementary School. At the close of the current school year, June 30, 1957 the State Line School for negro elementary children which has been in use for the past 35 years will be abandoned. Mrs. Pauline ^{teaching} Dyan, after serving the district in this school so faithfully and nobly, is retiring from active duty on June 30, 1957. Starting Sept. 1957 the Claymont Public Schools will be completely integrated from the kindergarten through grade 12.

Negro pupils of Claymont High School - entered Claymont High Sch. - Sept., 1952 - mandated by Delaware Court of Chancery.

Claymont Public Schools were completely integrated in 1957.

A dual-school system in Del. until 1952.

There is much evidence available in the Claymont School records to prove that the people living in the district were always interested in public education. From 1805 to 1919 annual school community meetings were scheduled regularly to vote a school budget, hire teachers, and plan school programs. After Claymont was incorporated a Special School District in 1919, a local board of education was appointed by the State Board of Education to serve the district. School enrollments increased and a school building was needed. The first Claymont Board of Education had much business to transact. The board met often to formulate the policies of the schools and plan and supervise the construction of a new school. In 1919 there was organized in the district, "The Claymont Community League." This organization gave excellent and continuous support to the school programs of the district during its existence. The Community League Constitution defines its purposes as follows:

The purposes for which this League is formed are to improve civic and social conditions in and around Claymont, Delaware; to promote the moral, mental, and physical welfare of its members and of the community at large; to generally promote and advance matters pertaining to our Public Schools; to protect the persons and property of its members and their families from violence and injury; to secure to its members such rights and privileges as are guaranteed to the people under the Constitution of the State of Delaware; and generally to do all things to further the best interests of the community in any legal and proper manner."

The Claymont Community League disbanded in November, 1922. In the 3 years of its existence the new Green Street School Building was planned, built and occupied. The League had much to do in this program. It assisted the local Board of Education in voting the budget school bond issues in the district, and in passing the first school maintenance referendum in 1922 the same year.

Approximately eight years after the Claymont community disbanded, the Claymont Parent-Teacher Association was organized. This organization has cooperated with the Boards of Education and school faculties during the past years to increase public efforts, local, state, and national, to meet the rapidly expanding educational needs of children and youth. The local P.T.A. helped:

1. To determine what Claymont wants its schools to accomplish.
2. To find ways in which Claymont schools can be organized more efficiently and economically.
3. To determine school building needs of the district.
4. To get enough good teachers, to keep them, and to help them.
5. To finance Claymont schools adequately, providing for both new construction and operating costs.
6. To obtain a continuing public interest in education in Claymont through using the great human resources in the district for educational progress.

in Sept. 1942

During the early years of World War II, the Claymont P.T.A. became inactive. The most of the elected officers entered the armed service of our country. In March, 1946 the local P.T.A. was re-activated. It is now an active association (1957) in our community. It is serving nobly in bringing into closer relationships the home and school so that parents and teachers may cooperate intelligently and constructively in the training and development of children in Claymont Special School District.

The people of Claymont while proud of the progress and achievements of their schools during the past 152 years, they now want to know "where we go from here." What will the next century and a half bring in school growth and progress in Claymont? It costs much money today to finance our local schools. With the wise and devoted leadership that has characterized our pioneers in education since 1805, Claymont schools will move forward in the future. Our money for education will be spent with still more effectiveness for the best interests of our youth.

Prepared by H. E. Stahl, Supt. Emeritus, Claymont
Public Schools
Claymont, Delaware

(Prepared - May - 1957)

In January, 1946 the Claymont Board ^{purchased a new bus and} furnished school bus transportation for those children living a distance from school. ~~A new school bus was purchased.~~ Today 1957, the district owns and operates 3 school buses to transport 456 pupils daily to and from school. Each bus makes two trips daily both morning and afternoon. All elementary pupils (grades 1 to 6 inclusive), are eligible for bus transportation if they live a mile or more distant from school. Children of grades 7 to 12 must live 2 miles more distant from Glen St. High School to qualify for transportation. The school bus drivers also serve as school custodians a part of each day. The cost of operating the school buses is paid from state school appropriations. It amounts to approximately 35¢ per pupil per year. To date the school bus drivers have maintained excellent safety records in the district.

The history of the Claymont School Cafeteria dates back to Sept. 1928. When the first Cafeteria opened in the Queen St. School for serving wholesome lunches at cost to children. (From 1924 to 1928 hot soup and Coca Cola were served to pupils in the new school.) Mrs. Wm. Hickman was the first Cafeteria manager. In Sept.,

1953 a second school Cafeteria was opened in the Commonwealth Ave. Elementary School. Mrs. Hickman became ^{the} first manager of this new Cafeteria. ^{She retired from active duty in June, 1955 after paying full fare for 25 years.} Today, 1957, the two Cafeterias, ^{with 12 employees} are operated successfully by the Claymont Public Schools. They are financially self-supporting. Many pupils and school employees ^{now} eat their lunches daily in these modern cafeterias. The food is good and the ~~cost is~~ prices for lunches are kept low. The Home Making teachers in the Claymont High School have given valuable assistance and supervision of our school Cafeteria programs especially in the fields of menu-planning and purchasing of foods. The Claymont Parent Teacher Association, ^{and civic organizations in Claymont} ~~and the Claymont Com~~ ^{from time to time} have appropriated money to furnish ^{school cafeteria} wholesome lunches for children of indigent families in the community.

Year 1969--1970

Betty Wagner was a business teacher. This graduation program made a dedication to Betty Wagner as such a wonderful teacher. Betty Wagner 302 475-6725
2624 Point Breeze Drive
Barkley
Wilmington, De 19810

She confirmed the--dates as the first year in new building.

Betty McMullen 302 798 2572
She also had the graduation program for 1969-1970.
She read me the following from the graduation program:

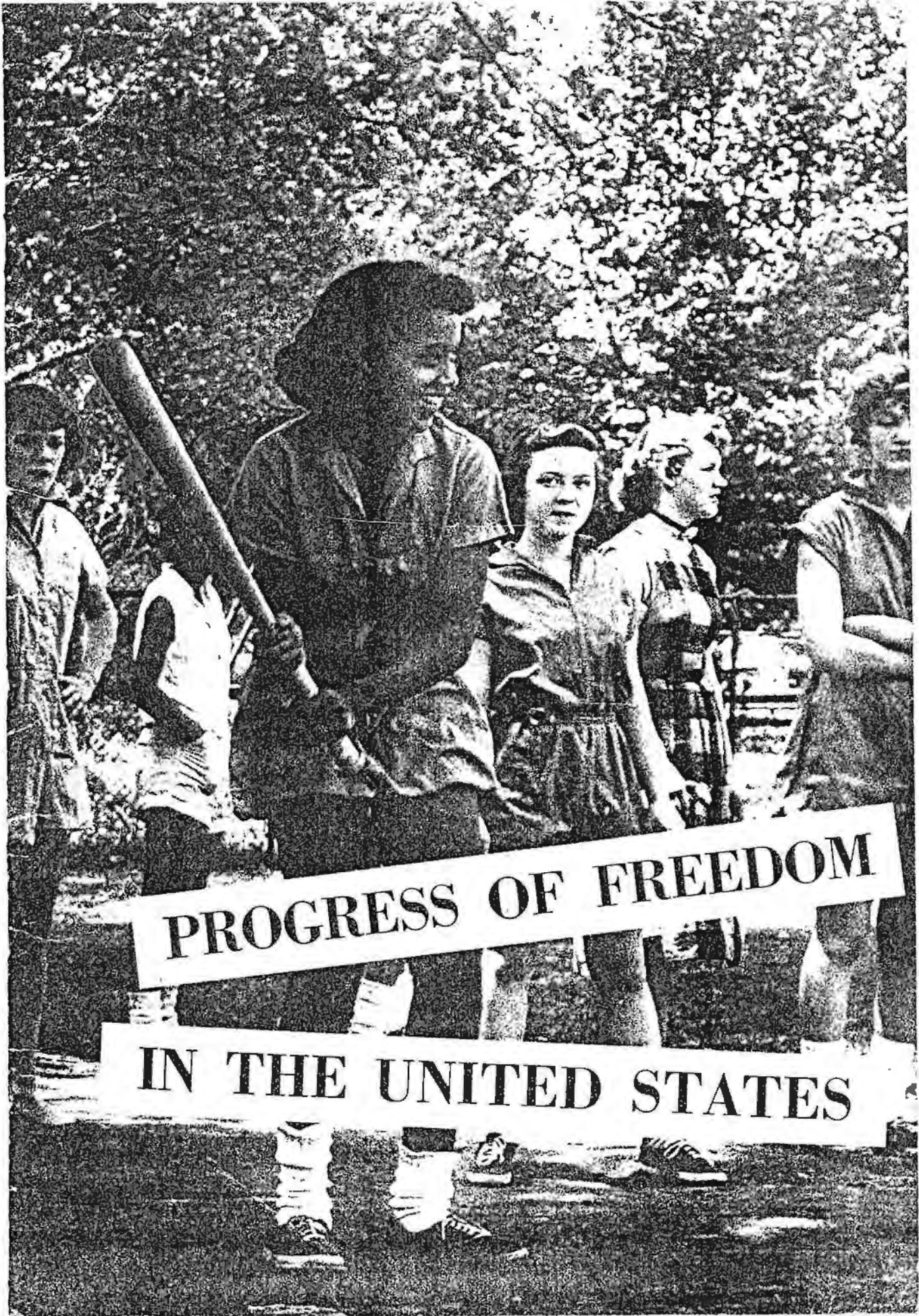
"We will remember you as the Senior Class that helped initiate a new Claymont tradition with the opening of a new school."

Mrs. Betty McMullen
2297 Lincoln Avenue
Greenmount
Claymont, DE 19703

**STEPS
TOWARD
RACIAL
INTEGRATION**

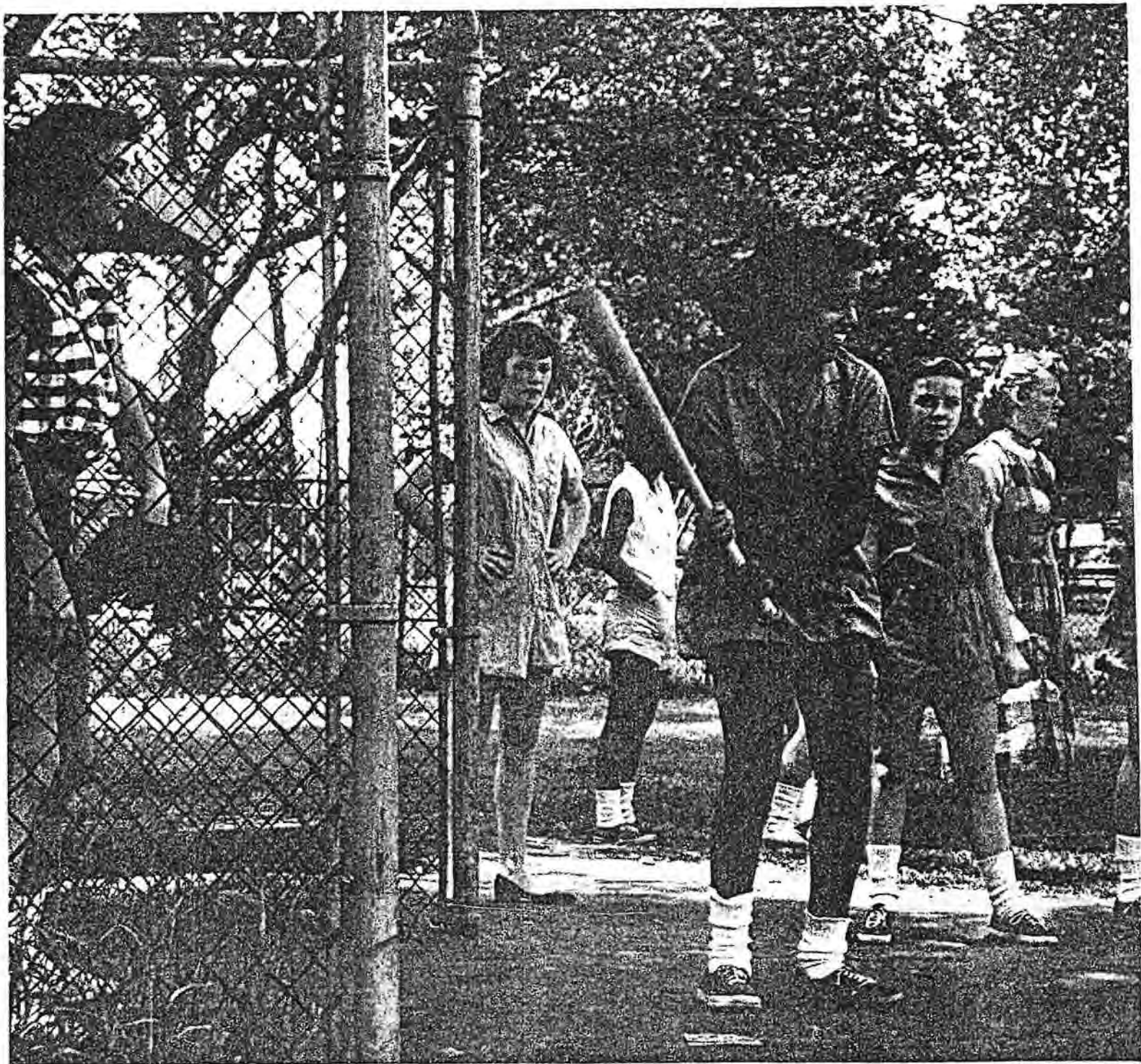


**Excerpts from the
23rd Annual New York Herald Tribune Forum
on the "Progress of Freedom in the United States"**



PROGRESS OF FREEDOM

IN THE UNITED STATES



Children in Delaware's first integrated schools get more than textbook learning. Important lessons come from studying and playing together.

Opening the Forum

Whitelaw Reid,
President and Editor

This is our twenty-third annual session, and we meet to discuss the Progress of Freedom in the United States. We've chosen this subject because in the past year there's been an event of really great importance to the course of freedom, the Supreme Court decision of May 17 on segregation in the schools—and because with the election just a couple of weeks off, it seems a good time for taking stock.

Tomorrow's meeting will give us a look at both the record of our national government for the past two years, and new objectives that are at stake in the country-wide elections. Tonight we take up the Supreme Court decision, possibly the most decisive step forward since the freeing of the slaves.

In examining it and the many accompanying problems, we shall consider the responsibility of individual citizens for helping to eliminate a condition

that was long condoned as a necessity, but has finally been ruled out by the court, as permanently damaging to the hearts and minds of our children.

Now that the court has spoken, there can be no disagreement as to the eventual outcome of the matter. The doctrine of separate but equal is no longer an issue. The issue now is how we can continue to live according to law. It is noteworthy that the court provided time for communities to work out their own adjustments to the basic change required by the ruling.

Yet in the five months that have elapsed there's been no national assembly to think through the ways of doing the job.

The New York Herald Tribune is glad, therefore, to be able to provide a forum in which you, the leaders of public opinion in your home towns, can meet with some of America's

most effective workers in the race relations field. With one exception, all of tonight's speakers were born below the Mason and Dixon Line, or they live and work there now. So the approaches they propose are practical, not theoretical, not academic.

In parts of our nation, opposition to the high court rule is intense, even violent. Many of our guests tonight live and work in a climate of threats. They must weigh every word and action, even their participation in this program, against the possibility of damaging their future effectiveness. It is a moment of crucial change, when all kinds of tolerance and understanding are at a premium. We are, as a consequence, very thankful that represented here tonight are some of the forces in America that can spearhead democratic action and evolution in a peaceful, intelligent way.

Democracy's New Test

Introduction by
Helen Hiatt Waller,
Forum Director

To provide a springboard for tonight's discussion, there is no better qualified man in America than Harry Ashmore, executive editor of the Arkansas Gazette. He is the author of the most timely and authoritative book on our subject. Entitled **THE NEGRO AND THE SCHOOLS**, it was published the day before the Supreme Court decision of May 17. The book summarizes research conducted over many months by 45 scholars with the support of the Fund for the Advancement of Education of the Ford Foundation. Mr. Ashmore directed their research.

Mr. Ashmore

Perhaps the only thing that all Americans can agree on in regard to the United States Supreme Court decision in the school segregation cases is that

it is a matter of great historic moment. It has evoked cries of jubilation and of despair. Some have looked upon it as the end of a golden era, and others as the dawn of a bright new day. Actually, it seems to me that the decision properly is no more than another milestone in the long and frequently painful journey Negroes and whites have traveled together since the founding of this republic.

I say this in no effort to minimize the significance of the decision. It has already produced profound consequences—some good, some bad—and it will produce others in the months and years ahead. But I doubt that any short-range results that flow from the Supreme Court ruling will justify the hopes of some Negroes, or the fears of some whites.

The court, after all, can deal only with the law. It can—as it did—reverse the previous interpretations of the Constitution under which seventeen American states had been permitted to build a dual school system to serve the two races separately, subject only to the test that it must provide substantial equality. Now the court has found

that separation in itself constitutes inequality, and it has proclaimed that henceforth no person may be denied access to a publicly supported educational institution solely on the grounds of race.

Moral Issue Noted

Changing the law, however, does not change the attitudes of those who have lived all their lives under the old dispensation, and who had defended it to the last against the long series of legal attacks made upon the institution of segregation. It is these attitudes—the product of history, of custom and tradition—that have buttressed the "peculiar institution," and it can only be assumed that the attitudes will survive the removal of legal sanction from the practice of segregation in education.

There is a deeply rooted moral issue involved in all this. Essentially it is the same issue that divided the nation in the first century of its existence and led us finally to a civil war—the issue that set the South apart and left it a political and economic province of the nation at large. There are those who insist that segregation in any form is a violation of God's will,

and is therefore evil—and it would appear that most churchmen, South as well as North, now concur in this proposition. It is worthy of note, I think, that all those Southern denominations which split off from their national church bodies on the issue of slavery have now taken occasion to approve the Supreme Court decision as being in the spirit of the Christian ethic. This is a matter of some consequence, for it means that in so far as organized religion is concerned, the moral view of segregation is now the same, South and North.

This may be taken as evidence, too, that attitudes in this matter are not static. Certainly they have changed drastically over the last generation, which has seen the status of the American Negro rising steadily everywhere in the nation. And along with that rise has come a steady crumbling of the walls of segregation which once deprived him of the ballot, denied him free movement, and confined him to an ordained economic role as the hewer of wood and drawer of water. These significant changes have been accepted by the white South with reasonably good grace—if not with approval, at least with recognition that they are accomplished facts, and that there will be no turning back.

Still a Segregated Society

Indeed, it is the rising status of the Negro that inevitably brought on the final assault upon the ramparts of the segregated schools—the last wall of segregation of any real consequence still left standing. So we have now come to the day when all the rights guaranteed any American citizen under the law in any state will soon be guaranteed the Negro in every state. Yet, even if this in fact is the dawn of a new day, the rising sun reveals very clearly an essential fact—ours is still a segregated society, not only in the South but everywhere in the nation.

The great tides of out-migration which have produced a significant drop in the proportion of Negroes to whites in the Southern states have produced an equally significant increase of Negroes in the great cities of the non-South. And everywhere these migrant Negroes have been herded into segregated neigh-

borhoods—which, of course, has had the effect of consigning the great majority of their children to wholly or predominantly segregated schools. So it is that, with only minor exceptions, the walls of social segregation stand outside the South as well as in it—even though most non-Southern states have not given legal sanction to the practice for many years and in many cases have specifically prohibited it.

I don't think this is the product of accident. I think it is fair to say—despite some significant differences in prevailing practices—that there is not now any essential difference in the white attitude toward the Negro in the two regions. In the North the moral fervor of the Abolitionist movement has long since waned, as has the dedicated resistance to change which once characterized the heirs of the Confederates. At the same time, the desire for greater equality of treatment has risen among Negroes and they have been given new means of obtaining it. Thus we come now to consideration of the practical problems bounded by two polar attitudes—that of the American white, who does not yet accept the Negro as his equal, and the American Negro, who is no longer willing to accept anything else.

Compromise Forecast

Is compromise possible in such an area of fundamental disagreement? I think it is, and I think we are already seeing its outlines emerge in the wake of the Supreme Court decision. Although it is not a final determinant, the most important single factor in race relations appears to be the proportion of the two races in a given community. Thus we see the border states, and even a few communities in the upper Southern states, going ahead with integration even though the Supreme Court deliberately granted a breathing spell by delaying its decrees.

Integration is not proceeding in all instances without incident—but I don't think anybody expects to see the process halted, with the possible exception of the reincarnated bedsheet salesman who has hired himself out to stir up trouble in Delaware. At the same time, however, there is real resistance to the prospect of any degree of inte-

gration in the deep Southern states, where the proportion of Negroes to whites is the heaviest in the nation.

The Expected Pattern

It would be unreasonable to expect vast and uniform change. The South is not a monolithic region where all persons view every problem in the same light. There is a tremendous variation in attitudes, and in the conditions that produce those attitudes. There is, for example, the significant fact that 40 per cent of the counties in the old South now have less than 10 per cent Negroes—and no community with so few Negroes to be accommodated in its public schools has any real problem of adjustment. There is also the fact that there are more than 11,000 school districts in the affected area—and that legal autonomy is vested in each one of them, so that none but voluntary change can result until thousands of lawsuits are filed and litigated.

What we may expect, then, is the gradual emergence of a pattern in which there will be pockets of integration in most of the Southern states, and pockets of "voluntary" segregation still existing in all of them. How gradual will the process be? I offer no firm estimate of time. Much will depend upon the manner in which the Supreme Court decrees are drawn. The South will plead—and plead in good faith—for flexibility in the manner in which it is required to undertake the process of transition, flexibility that will take into account not only the requirements of the new legal doctrine but the realities of the social situation that may exist in any given community. The task in many places will be, in the telling phrase of the North Carolina Institute of Government, to preserve the schools while still preserving the peace.

Finally, I think it must be recognized that what we are dealing with here is the most difficult task democracy ever faces—how to protect the declared rights of a minority while we still respect the desires of the controlling majority. This is not easy—it has never been easy—but it is possible, and as for myself, I remain an optimist, confident that our free institutions will meet the test and be strengthened by it.

Supreme Court Decision

Excerpts from the Supreme Court Decision read by Chief Justice Earl Warren on May 17, 1954.

"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 . . . To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

Desegregation: Many-Sided Issue

The first session of this year's Herald Tribune Forum, held Monday evening, opened up the problem of desegregation in the nation's schools in all its challenge and diversity. Last May 17 the Supreme Court announced that henceforth in the nation's law the doctrine of "separate and equal" has no place. How did the country respond? What is being done to translate basic law into the living practice of the community? These questions were answered by a variety of speakers, stressing the human side of the task, as well as the economic, legal and sociological aspects.

When much else will have become blurred, there will undoubtedly remain in the minds of those who attended the image of the two young girls, their names and home towns not revealed, who had wanted to play the flutes together in their high school orchestra but had found themselves under the ban of their color-conscious elders. The image will remain of the Negro school teacher whose common sense and inspired example helped make possible integration in one Delaware high school even before the Supreme Court had spoken. These were dramatic and human touches in the evening's program; but no one will underestimate the solid contribution of facts and comprehension

made by other speakers.

The changing economy of the South, which forms the context within which all other problems must be solved; the institutions, such as labor unions and the church, which provide channels of understanding among people; the educational press which gives objective information and the survey which reveals a community to itself—these were described and documented. The texts, to be printed in tomorrow's issue of this newspaper, will provide a lasting addition to the literature on this subject.

The record to date, needless to say, is mixed. There are places and examples that stand as bright threads in the pattern of American development. There are some others of a different and more somber hue. There is a Claymont and also (less happily) a Milford. Yet the advance already made is notable, and the next steps, as Mr. Thurgood Marshall indicated in his closing address, cannot but be forward—not alone in the field of education but wherever the practice of segregation remains. The advance of desegregation can already be seen as proof that democracy fosters those qualities of mind and heart which make the fulfillment of democracy a predestined fact.

*An Editorial reprinted from the New York Herald Tribune
Wednesday, October 20, 1954.*

Negro Teacher's Community Leadership

Mrs. Waller:

The two Delaware towns of Milford and Claymont are farther apart than the few miles that separate them on the map. School integration created a serious problem in one of these towns and none at all in the other. Why? The two most important reasons why integration worked in Claymont are here on the platform and I know you are eager to meet them. Here are Dr. Harvey Stahl, Superintendent of Schools in Claymont, Delaware, and one of his elementary school teachers, Mrs. Pauline Dyson.

Mr. Stahl: I came to Delaware thirty-five years ago from Indiana. I was a Hoosier school master for eleven years. I am now starting my thirty-third year as superintendent of schools in Claymont, Delaware. In Indiana I was never taught racial prejudices and I haven't any now. Two years ago, when our Delaware State Supreme Court ruled that Negro children be admitted to Claymont High School, I was determined that, with the help of the Board of Education, the faculty and parents, we would try to make integration work, and I think we have.

On the opening day of school in September, 1952, in an enrollment of about 500 high school pupils, the eleven Negro children were hardly noticed by the white children. The next day I received telephone calls from the State Attorney General and the State Superintendent of Schools. Both instructed me to drop the colored children because the case was going to be appealed to the United States Supreme Court. They felt their case might be prejudiced if the Negro children were already in Claymont High School.

Legal View Rejected

Their request was refused. I told them the children had already been admitted; that we were dealing with human beings, people with feelings and souls, not just a legal case. I am happy to report the local board upheld our decision and that the high school faculty agreed almost one hundred per cent.

But we had another tremendous advantage—Mrs. Dyson, the teacher of our colored elementary school. I don't know what we would have done without her. She is not only a master teacher; she is a real leader in the community. To show you what the white people think of her, she was selected the outstanding woman of Claymont last year in a contest sponsored by the local American Legion and other organizations. The people of her own race respect and love her. I present her to you now, Mrs. Pauline Dyson.

Mrs. Dyson: Twenty-nine years ago. Supt. Stahl hired me to teach all six grades of the Negro elementary school in Claymont, Del. He said he wanted some one who could not only teach, but who could solve most of her own problems and not send pupils two miles across town to the principal's office; and one who would work in the community. I have tried to do these things.

When the problem of integration came up two years ago, I felt that the teacher should take the leadership in the community; therefore I called a meeting of the parents and the children who would be first to enter the formerly white high school.

An Election Parallel

We talked about new problems that would probably confront them. I told these children new shoes never fit as well as old ones; they're bound to hurt or feel uncomfortable somewhere. Your own attitudes are reflected in the faces of other people. Remember that white children, too, will have a problem of readjustment.

All of the thirty Negro children now in the formerly all-white high school in Claymont are either my former pupils—or my grandchildren. I regard them all as my children. During the depression I started cooking lunch for my pupils on the big coal-burning stove in the school, so that they would have a hot meal at noon. We still cook lunch—now we have an electric plate.

When the first five children entered Claymont High School two years ago, I said to them, "Remember, boys and girls, the eyes of the whole world are on you. Your behavior will affect colored children everywhere. Be ladies and gentlemen."

It got to be a habit with some

of them to come back to my little school after their classes every day, to discuss their problems. One girl told me the others moved away from her when she sat down in class. I wouldn't sanction any feeling that they were being pushed aside because of color, so I said, "Look here, the President of the United States is the greatest man in the world, but during elections nearly half of the people don't want him. Do you think you are any better than he?"

Once there was an incident on the school bus. A Negro boy was being too boisterous. When I talked to him, his excuse was that the white boys were being noisy, too. I said, "No matter what others do, you do right. If the white boys tip the bus over, you help set it right again."

At another time one of the girls got into difficulty with one of our own race on her way home from school. I told her, "God isn't going to make two worlds—one for you and one for other people. He has made only one world for all of us, and we've got to live in it, so make up your mind to get along with others. I carried her to school every day in my own car until the trouble blew over. The girls then organized a club which gave them the opportunity to work together, thereby promoting tolerance and friendship.

Since the school has been integrated, the colored children are getting higher marks, because they are concentrating on their subjects. They are taking more pride in their personal appearance, and showing more interest in competitive sports. Even their parents have better attitudes, toward school and community problems.

Integration has worked smoothly in Claymont, because of Superintendent Stahl, and the wonderful faculty of the Claymont schools. Well do I recall when the first children applied for admission, how kindly they were received. Every parent and child, even the lawyer, had none other than the highest regard for our superintendent, his gracious manner made everyone feel at ease. He gave all the assurance that every problem would be given careful consideration. Because of this, the pupils seemed to realize that they were among friends who were willing to help in the adjustment to this new situation.

No major incident has occurred since the enrollment of these

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boys and girls. Parents, teachers and pupils have worked together toward one common goal, understanding our neighbors. Our mistakes were few, our progress astounding. We have allowed no little problem to develop into a big problem. So pleasant has been the school association that when a senior was asked, "What are your plans for the future?" she replied, "I wish I had another year at Claymont High School. School is really fun."

Some white teachers do not believe in integration. Neither do some negro teachers. I think every teacher should have too much professional pride to let personal feeling interfere with her job as an educator. As to Negro teachers, I know some in the South are afraid they'll lose their jobs when schools are integrated. I am not worried about that, for I believe that this country needs all the teachers it can get, white or colored. I am not worried about teaching white and colored children together. I've been teaching for thirty-three years, and I know that a child is a child, regardless of race, color, or creed.

I believe teachers are born. And I think that the greatest teacher who ever lived was Jesus Christ. His is the example we should follow, for He taught us love and understanding, that men are created equal, and that we must love our enemies, as well as our friends.



Morris Warman

Pauline Dyson

Integration can, and will work
successfully when this great
nation of ours forgets boundary

lines, and works whole heartedly
toward a peaceful solution of
its problems.

*Mrs Dyson, - received a standing ovation at the
close of her short address. It was a great tribute
to a master teacher, a humanitarian.*

H. E. Stahl

Oct. 18, 1954

Where Do We Go From Here?

Mrs. Waller:

Thurgood Marshall is special counsel for the National Association for the Advancement of Colored People. He presented the case which resulted in the Supreme Court's decision to outlaw segregation in public schools.

He has argued thirteen cases before the Supreme Court, losing only two, and has been consultant in eleven other Supreme Court cases, ten of which were victories.

He is recognized as one of America's top civil rights constitutional lawyers.

Before I read these few words, I'd like to take advantage of a personal privilege because at last I'm proud to admit that I'm a native Baltimorean, and with these students here on the platform, I think all Americans should be very proud of what they're doing and especially the fact that in Baltimore the good people of the city and the young people are solving their own problems. If we leave it to them, we won't have any trouble anyhow.

As to where we go from here, I have just a few words on it. The public school cases now in the Supreme Court, five in number, involving the states of Kansas, Delaware, South Carolina, Virginia and the District of Columbia, have been before the Federal courts since 1950. Already there have been two arguments in the Supreme Court on these cases. They are set for another re-argument during the week of Dec. 6.

Discussion of Issues

While some people might be-

come impatient at this time-consuming process, we must bear in mind that during all this period we have been having the fullest discussion of the issues involved throughout the United States, and even in countries abroad. We have been having public education in its truest sense, through the press, radio, television and other media, to a point that by now practically every American has been made aware of the problems involved. They know the true meaning of the 14th Amendment, as interpreted by our Federal Judiciary. Now they will begin to act. This is the democratic process.

As matters now stand in the Supreme Court, the lawyers representing the Negro children involved, lawyers representing the school boards involved, the United States government represented by the Attorney General and the Solicitor General, and the Attorneys General of several of the Southern states, will file briefs in the Supreme Court on Nov. 15. These briefs will give the conflicting views of the several parties in interest, so that the court will have the benefit of the widest divergence of legal opinions as to what should be included in the final decree of the court.

As I mentioned before, the arguments from all concerned will be heard during the week of Dec. 6. Some time subsequent thereto, the Supreme Court will issue its final judgment.

In the future lawyers involved in this type of work, this type of litigation, will no doubt prepare and file other cases, challenging racial discrimination and segregation in other areas of public life, such as transportation, recreation, housing and the like. This will continue until every vestige of race

and caste is removed from the laws and regulations of the several states of this union.

Community Work

At the same time, it is expected that good Americans in their several communities will begin to work toward removing race and caste from their official life, in their community, without the necessity of costly and prolonged litigations. It is hoped that in the communities throughout this country citizens of all races will be able to sit down with local officials and work out the method of conforming to the principles laid down in our Constitution and do so as rapidly as possible.

We can bring renewed strength to democracy at home and abroad by demonstrating that the demagogues and politicians who announce that Americans will not abide by the decision of our highest court, have misjudged our devotion to democracy and our respect for the law. America, both North and South, is ready for integrated schools, and America has always been ready to obey the law.

Finally, it should be realized that the equality of man as a principle, and the equal protection of the laws as a constitutional concept, are both based upon the moral responsibility of the individual, rather than on racial identity or group connection. There are still those who will continue to tell us that law is one thing and ethics another. However, I prefer to follow what one legal historian has stated: "Law and ethics, some men bluntly tell us, are separate fields. So indeed they are. But spare America the day when both together do not determine the meaning of equal protection of the laws."

Integration in Washington, D. C.

Mrs. Waller:

In recent weeks, news of the desegregation of schools in the Nation's capital has been of intense interest, and concern, to every American. So we thought you would like to meet some of the people who have been most deeply concerned in the change-over there from a dual to a single school system.

First, 28-year-old Jeanne Rogers, Education Reporter for the Washington Post-Times Herald. Jeanne comes from Independence, Missouri, took a degree in journalism from the University of Missouri, and worked on the Kansas City Star before coming to Washington. She knows this story inside-out. One proof is that she was selected over all of the newspapermen—and women—in Washington to report from the District for the *Southern Education News*.

Miss Rogers: The Washington school system was singled out by President Eisenhower to be a model for the end of racial segregation. One day after the Supreme Court decision, Mr. Eisenhower expressed his hope that the nation's capital would take the lead in the big job of integration.

District school officials set up a one-year program for combining the white and Negro divisions of the public schools. Under this step-by-step plan, new pupils and those who recently changed residence enrolled in the school nearest home—without regard to race. Children in overcrowded Negro schools were transferred to less populated white schools. Other students continued at the school they attended last year.

Some said the Board of Education was moving too fast. The

Federation of Citizens Associations, an organization limited to white membership, said the school board action was "precipitous and premature." The federation took its complaint to Federal court and unsuccessfully sought a restraining order to delay the start of integration this term.

Benefits Noted

At the same time, the National Association for the Advancement of Colored People and other organizations keen on civil rights said the plan was "too slow." It smacked of "gradualism," they said. Sharing this view was a member of the school board, Dr. Margaret Just Butcher.

When school opened last month, white and Negro pupils sat side by side in classrooms for the first time . . . and white and Negro teachers taught together in the same school buildings. The better utilization of teachers and buildings was reflected in fewer crowded classrooms and expanded services for children.

The end of segregation has not been without its heartaches. It placed some white students in schools predominantly Negro and Negro students in schools predominantly white.

Washington is a city with a Southern tradition. It is the city of Lincoln's Emancipation Proclamation, but it also is a city where slaves once were sold in its streets. Today, its make-up is unique among large cities of this nation. Its school population is 60 per cent Negro and 40 per cent white. There are nearly 300 more Negro teachers than there are white teachers.

Thinking the community ready, School Superintendent Corning several weeks ago speeded up his integration calendar and sent all senior and most junior high students to schools nearer home. It appears Washington schools will be integrated completely by February. Things went well for

three weeks. President Eisenhower expressed his pleasure with the performance in the nation's capital.

"Teen-Agers on a Lark"

Then trouble started in the farming town of Millford, Del. It spread to Baltimore and a few days later to Washington. Such is the infectious nature of mob psychology. It is interesting to note that turning up at each trouble spot was Bryant W. Bowles. This thirty-four-year-old segregationist is founder and president of the profitable—if not respectable—organization called the National Association for the Advancement of White People.

In Washington, the student demonstration against integration originated in a high school in a racially mixed neighborhood. The so-called strike through chain reaction spread to two other high schools and a half-dozen neighboring junior highs.

For four days, the young people marched around the buildings urging students still attending class to join them. At the most, 2,500 of the city's 104,000 students took part in this truancy. The attitude of the students was that of teen-agers on a lark. It did not smack of real racial bigotry. During the four days, police and school officials were very lenient. City officials, school officials, the school board and the community stood firm on the decision to go ahead with integration.

Finally, Superintendent Corning ordered students to return to class or forfeit all school honors and privileges, including membership on athletic teams. On the superintendent's deadline for return to class, attendance was back to normal. The students themselves organized bi-racial committees to try to work out integration problems.

We in Washington like to think of this as an example of maturing human relations.

How South's Churches Spread Democracy

Mrs. Waller:

George Mitchell was born and educated in Richmond, Virginia. After earning his Ph.D. from Johns Hopkins University, Dr. Mitchell studied at Oxford for three years as a Rhodes Scholar, taught economics at Columbia University for 5 years, and spent 8 years in the public service in Washington before assuming leadership of the Southern Regional Council a decade ago.

When he received the award of the Catholic Committee of the South last year, the citation spoke of his deep and selfless devotion to the ideal of the society in which all may find opportunity and justice, dignity and the warm hand of brotherhood.

His work as Director of the Southern Regional Council has been attacked by Southern conservatives who think he's going too fast, and by the N. A. A. C. P. which thinks he's going too slow.

Once he had to borrow on his insurance to keep his organization going. Now it enjoys substantial support, directed to the development of human relations councils in 12 Southern states.

I heard his name everywhere as the personification of the Souths' conscience.

Mr. Mitchell: The people in the Southern states have a tough job ahead of them. They carry a high responsibility for showing whether the democratic tradition of the Western World can accomplish by peaceful legal means a change which, as it has come to successive areas around the world, has brought in its train repression, violence, revolution, and war.

The change involved is in the relative status of two peoples racially distinct, but whose lots—economic and otherwise—are cast together. Be it noted also that this supreme test of the democratic tradition comes at one of the weak spots; for the Southern states, conceived as most of them were in slavery,

have throughout their history known only a foreshortened and limping democratic tradition.

What are the prospects of success? First, you need to know a little about the differences between various parts of the South. Extensive areas of hill country are populated with small and mainly land-owning white farmers, with a stout tradition of independence. Another whole belt of the South—the Piedmont—having also a sturdy farm population, contains the great bulk of the new industry of the region. In still another area—the Coastal Plain—the aftermath of the plantation system lingers on with wide inequalities in power and status between the mainly white land-owning population and the mainly Negro farm workers.

Segregation Expensive

It is a little known fact that 10 per cent of the counties in the South today have less than 1 per cent of the Negro population, and 40 percent of the counties have less than 10 per cent of the Negro population. It is in these counties that you will find the separate Negro school bus hauling a handful of Negro children ten, or thirty, or even fifty, miles to the extra, separate Negro school. Segregation is extremely expensive in this area; the habit of independence arms the local people with some disposition to reasonableness in meeting the new arrangements; and it is natural to expect that segregated schools will be dropped in such areas with comparative ease.

Even before the Supreme Court's decision, the State Superintendent of Schools in Kentucky was asking, officially, for a Kentucky law that would allow the mountain counties to get rid of segregated schools on their own.

In the industrial districts, cash money jingles in everybody's britches pockets. Television sets, and white paint on the houses, and white refrigerators in the kitchen, begin to come to all the homes. And people in their daily work are accustomed to being together—white and Negro, and where they are organized they are quite frequently in the same unions. Perhaps this situation is a little more difficult than in the mountain counties, but still

it is manageable, particularly because in most of the cities and towns residential segregation, as it exists, means that in any case there would be only a comparatively small number of children of one group in schools normally patronized by the other.

Almost inevitably matters will run more slowly in the old plantation areas. In scores of these old cotton counties, the white population is smaller than the Negro population. The almost feudal inequality of the old plantation system is breaking up rapidly, but the memory lingers of a time when all black people were wholly dependent, and when the annual need to make them make a cotton crop armed the white man's sense of superiority with economic necessity. To tell you the truth, the long-range remedy in all that area is a matter of economic organization—land ownership, secure land tenure, industrial opportunity, good opportunity, good education and technical education. These are the real cures for the problems of the older South. Unsegregated education would help and would speed the needed economic changes, but there is no use denying that it is going to be resisted in many of those counties tooth and nail.

Church a Factor

One great institution reaches all the counties and all the towns and cities, and that is the church. Religion in the Western World has been the taproot of democratic institutions. Time was when the parish and its vestry governed. And trade unionism in many parts of the South is still today visibly sprouting out of the people's experience of local church administration. Close your eyes and open your ears in a meeting of cast iron-pipe workers in Birmingham, and you would think you were in a country church. The church in the South reaches every participant in the legal and political struggle over what to do about the schools. If its message is conciliatory, if its modern representatives can walk in the path of its prophets, we are a long way nearer to agreement and integration. And church leadership in nearly all parts of the South has shown a high loyalty to religious duty.

The Southern Baptist Conven-

tion in June of this year, after recognizing the fact that the Supreme Court's decision is in harmony with American constitutional guaranties and with the Christian principles of equal justice and love for all men, urged its people and all Christians "to conduct themselves in this period of adjustment in the spirit of Christ." The Methodist Church as a whole years ago declared that there is no place in the Methodist Church for racial discrimination or racial segregation, and a good majority of those Southern Conferences of the Methodist Church which have met since the Supreme Court's decision have resolved in favor of peaceful implementation. The General Assembly of the Southern Presbyterian Church, meeting this June, urged that that church's own institutions of higher learning open their doors to members of all races and asked "in this time of crisis and concern . . . the earnest cultivation and practice of the Christian graces of forbearance, patience, humility and persistent good will."

The Southeastern Province of the Protestant Episcopal Church meeting the day after the Supreme Court's decision, agreed as a group that the decision of the Supreme Court was just and right, and urged on public authorities "proper support and direction toward putting this ruling into effect as best manifests our Christian heritage." The Catholic Bishops of the South last year spoke of the church as having "deplored the practice of racial segregation and the injustices that flow from it." And in diocese after diocese in the South, separation has disappeared in the Catholic churches and parochial schools.

Other Groups Agree

Similar statements could be quoted from the Disciples of Christ, from the Lutherans, and from various assemblies of church women in the South. B'nai B'rith, the oldest and largest Jewish fraternal organization, recently resolved, particularly for and in the South, that the American people, "working together in a co-operative and democratic spirit . . . can attain

this goal (of unsegregated schools) by orderly and legal adjustment consistent with both religious and democratic ideals."

It is easy to say that these brave pronouncements of religious bodies mean little when, by and large, prevailing Protestant Christianity in the South worships in strict segregation. But even that arrangement crumbles in more Southern places than most people know about.

If I might try to put the situation graphically: Here is a two-strand cotton rope. One strand is black and one strand is white. Because we have had so little twist, so little intertwining, of the rope, it is pretty weak. The name of the rope is democracy in the South. And on this rope comes today a fierce pull and stretch. The poor rope shows signs of breaking. Mercifully, there is an emergency rope which could be brought out to hold things together; the Christian Church. It reaches the conscience of almost the whole people of the South. The churches of the region could spin, if they would, in a matter of weeks, a rope that would hold.

It has fallen to my lot to have unique opportunities in recent months to sound out trade union opinion in the South. I can report that nearly everywhere the view is "it's coming." And white trade unionists have now, in a large majority, many years' experience within their own union movements of the friendly and fairly equal working together of the two races for a common purpose. Some of the unions in the South, considered among the more conservative ones, have already resolved against the plans of state government to break up the public school system. I do not argue that the labor movement in the South will be in the forefront in pressing for local integration. But I do think the prediction can be risked that as organizations they will not fight desegregation. And most of them will put their strength on the side of orderly enforcement of the law.

World-Wide Movement

I began by saying that the crisis which now grips the South

is the reflection on these shores of a world-wide movement of oppressed peoples for equality and status. I think the inner meaning of the demand for unsegregated schools in the South is the demand for recognition of the dignity and worth of every American without regard to color. The transition in the South will almost inevitably vary within each state, and sometimes within a county. The law is an inflexible instrument which rightly tries to get itself enforced without distinction of time and place. Truth is, I think, that in those parts of the South in which the white people will bring themselves to approach Negro citizens with full respect for their dignity and importance, agreement and adjustment to a program for unsegregated schools can be reached. Where white people are stiff-necked and say, "Never, nary a one," then the law will have to try at running its course unassisted by conciliation and public agreement.

Never was a time in the South when so small a thing would buy so much. For a heart's burden of a new respect for human dignity, any Southern town can accomplish this change with comparative tranquillity.

For the method: the best arrangement is opening the administration of the school system to courageous representative Negro citizenry. A dozen Southern cities and towns have done that within the last couple of years. A workable substitute is numerous local bi-racial discussion-meetings to agree on the issues, to find the facts, and to make a plan. Such meetings are occurring in many parts of the South. Most of them will succeed in their objective of finding a way to make the change. And in all of them the small flame which must burn, the spirit which must appear, is a new one of respect the people of the South can muster.

Lastly, for those who would organize resistance, I quote a textile worker in South Carolina, speaking a few weeks after the Supreme Court's decision: "Looks to me like," he said, "when a tree has done been cut and is falling over at you, ain't no time to holler, 'hold it back.'"

High School Has Human-Relations Idea

Mrs. Waller:

Learning to live together as Americans is not a Southern problem, only. All of us can help. As a current event in this connection I'd like you to meet two young men who will tell you about something that New Rochelle High School is doing. It is a new kind of student exchange across the Mason-Dixon Line. Perhaps it is one which other schools will want to follow.

Douglas Detrick: In the last few weeks we have all been reading about white students demonstrating against going to school with Negroes—in Milford, Del.; in Baltimore and in Washington. We were talking about it in our human relations class at New Rochelle High School. There we have never given a thought to how many of our students are Negro. We've found out since it is about one-quarter of the student body. Our teacher, Mr. Forbes, suggested that we might write letters to students in one of the Southern schools that was having trouble.

I raised my hand and said, "Well, isn't it pretty hard to get across to them in a letter the things we would like to show them? Wouldn't it be better if

a few students from those schools could come up here to New Rochelle to see for themselves?" Then the whole class started talking about it. Everybody approved, and added ideas. The next thing we knew, the idea was presented to the whole school in assembly. Robble Brown, the president of our Student Government, will tell you what happened next.

Robinson Brown: There was an ovation from our student body when Mr. Forbes asked if we liked the idea. Right after assembly I went to the principal's office. I knew we had to get going right away. So we sent two letters of invitation—one from me and one from our principal, Mr. Thompson, to the principals of five Southern schools. My letter said that the exchange of ideas has always helped us, and we would like to feel that we might also help others by sharing our daily school experience with them. I said we knew we would gain from a visit of some of their students, and we hoped they would get something from a visit with us.

I haven't gotten very much sleep since then. And we have been in the principal's office so much that they ought to put our name plates on a couple of the chairs. Four newspapers carried the story of the invitation, two wire services, and we

appeared on two television networks. Southern High School in Baltimore accepted the invitation by telephone, and three Washington high schools accepted by telegram last Thursday.

Money Is Contributed

The two of us have typed notes to sixty home room teachers asking them to collect money for travel expenses. In one morning we got \$202.75 from the students alone. Several clubs and organizations in town volunteered to contribute. Thirty-three local families volunteered hospitality. Councilman Teddy Green called the bank and said, "Why don't you help these kids out?" In a few minutes the bank called back to say they would cover any deficit. I don't think we'll need it, though.

Yesterday afternoon a whole contingent of New Rochelle students and parents welcomed our four guests from Baltimore at Penn Station. And this morning we drove out to La Guardia to meet six more student guests from Washington. The only thing that worries us at the moment is whether the publicity we never expected will detract from the simplicity of our idea. We also don't know how to limit the number of New Rochelle students who are eager to accept the invitation for a return visit.

The South's Economic Dilemma

Mrs. Waller:

Philip Hammer graduated in political science from the University of North Carolina, studied at Harvard as a Rockefeller Fellow in Training for the Public Service, and then for two more years as a Littauer Fellow in Public Administration. He now has his own economic consulting firm in Atlanta, Georgia, which specializes in market research and site location surveys for private business.

He is editor of the fourth book in the Ashmore series, an economic study of the public education system of the Southern states which will be published next year. It will combine a consideration of the economic factors involved in segregated and integrated schools, with a detailed examination of the population trends which have redistributed Negroes in the United States in one generation. His wife is Vice-President of the Georgia State League of Women Voters, and teaches philosophy in a Negro college in Atlanta.

Mr. Hammer: In the last twenty years, the South's economy has found new strength. It has shared in the staggering expansion of the total United States economy and it has also made significant relative gains.

In 1930, with 27 per cent of the United States population, the thirteen-state Southern region had only 15 per cent of the nation's income. In 1950, with the same population ratio, the South accounted for a 20 per cent slice of a much larger income pie.

The region's per capita income figure has climbed to where it is now two-thirds that of the rest of the nation. And there are dozens more indexes of the relative progress it has made—proportionate gains in electric energy, new housing units, bank loans and deposits, manufacturing output, to name a few.

Impressive changes have also taken place within the South's economy. There has been a shift away from dependence on agriculture, and within agriculture away from row crops to livestock. Southern factories have added nearly 1,500,000

workers since 1930. The heavy dependence on textiles has given way to a broad diversification that includes chemicals, paper, machinery, metal fabrication, automobile and aircraft assembly and other important industries.

Exporting Man Power

Getting behind these figures on progress, however, we find a startling fact: that at the time of the South's greatest economic expansion, the region has been exporting its most precious resource—man power—free. It has been making a sizable monetary investment in this resource before shipping it out, too. Up to now, this has not hurt the South. The region's farms and factories could not use all of this resource even if kept at home. In the future, however, the process could become extremely costly.

Nearly all of the man power exported from the South has been Negro. Between 1940 and 1950, the region had a natural increase of more than 1,500,000 in the Negro population, but a net gain of only slightly more than 100,000. And the white population gained thirty-three times as fast as the colored.

Among the Negroes who left the region were 600,000 able-bodied workers. (About the same number got non-farm jobs in the South!) Thus, during the period of the South's greatest economic and industrial expansion, one half of its new Negro work force moved out altogether. The migration is still going on.

What does this out-migration mean? From one angle, it reflects a vast improvement in the economic status of the average Southerner, white and black. The region has always had too many underemployed people, particularly in agriculture, and mechanization threatened to convert underemployment into unemployment on a large scale. But hundreds of thousands of Southerners (mostly white) were drawn into the South's new factories and hundreds of thousands more (mostly colored) left the region altogether. The farms became businesses instead of bunk-houses and the region as a whole was much better off.

Labor for the Nation

I think there is another, more important meaning to the heavy out-migration. The South has taken on a new role, the role once played by European immigration, of providing labor for

the expansion of the nation's industry. Between 1940 and 1950, the ten most industrialized states in the nation—none of which was in the South—were able to furnish only one-fifth of the needed expansion in their factory work force through the natural increase of their own populations. Other states (predominantly Southern) furnished about one-fourth. The rest came from reduction in unemployment, local farm-to-factory shifts and increased participation in the work force.

These latter sources cannot be counted on for much further expansion in the future. Where must the bulk of the new labor supply come from, then, if these big-industry states are to expand? The answer is clear: very largely from the South.

Think about this for a moment. Suppose a sort of wall were thrown up around the South so that the region's man power could not escape. What would happen to the United States economy? How could industry in the non-South normally expand?

Well, the wall will not be thrown up, of course, and the migration will continue. Industry will go on expanding elsewhere with the help of Southern labor—and the South will be better off, in the short run.

The South's Dilemma

But this does put the South in a strange dilemma. It must export its surplus man power because even its vast expansion is not creating enough jobs, but by shipping this labor out it is giving its non-South competition the most important missing economic ingredient. The result: non-South industry that would otherwise be hurting for man power is enabled to expand, and without moving South to find the labor.

Actually, of course, there has been relatively little southward movement of America's basic industry. As long as the South is willing and able to provide the non-South with much of the labor it needs—and the natural gas and the crude oil and the coal and the additional electricity and, praise be, now even the atomic energy—this movement is not likely to take place rapidly or on a large scale.

Up to now, there has been little shift in basic durable goods or machinery manufactures—for example, the vital parts of the automobiles assembled in the

South are made elsewhere. And although the South's over-all industrial growth has been marvelously impressive, we must recognize that a single new steel mill in Pennsylvania hires more people than the total annual gain in employment in several Southern states put together.

Now let us bring our focus down to the racial aspects of this problem. In narrow economic terms, it really has not mattered much that the man power shipped out from the South has been Negro—there were not enough jobs in the South, there was a strong demand elsewhere, and somebody had to go. From the broader vista of public policy, however, the fact that Negroes have been the principal human export is tremendously important.

The reason is that some day the South's economy may desperately need that labor. It may wish to check the outflow of this vital economic resource. But then the question is raised: will the South use this resource productively, as it is now being used elsewhere?

The truth is that Negroes have not been given a crack at the better-pay factory jobs in the South. The pattern of employment with respect to the use of Negroes in semi-skilled and skilled occupations is about the same today as it was thirty years ago. If a Negro gets a factory job at all in the South, it is likely to be in a manual, repetitive task.

The Negro has made marvelous economic progress in the South in recent years. He is currently employed most of the time and is making good money. But he is not getting semi-skilled or

skilled jobs in the region and he is finding them elsewhere.

If this pattern remains, the South may be hog-tied in its industrial development plans after the present expansion phase has passed. Its growth cannot proceed on a large and fundamental scale in the long-run future if most or all of its great labor force is not used. With current employment practices, the South will face a "shortage" of labor as serious as that now facing the non-South, but it will have no nearby "surplus" area that it can tap for the labor it needs. And except for those plants that must get close to Southern raw materials or markets, United States industry may do a lot more staying-put than most Southerners now realize.

In the short run, this employment-and-migration pattern of Southern Negroes has implications of another sort. The people who are leaving to produce wealth for other regions first get a few years of schooling at the South's expense. Do we accept this as a legitimate economic role of the South—to bear and educate a sizable part of the nation's labor force to be used outside the region? If so, is it a national responsibility to help pay for the cost of this service?

Cost of Education

I would estimate that Negro male workers leaving the South each year take with them at least \$60,000,000 worth of education paid for by the South. By 1960 this annual figure will be closer to \$100,000,000. This means that in the fifteen years between the end of World War II and 1960, the South will have

invested more than a billion dollars in the education of a labor force that works outside the region.

This investment in exportable resources is being made at a time when the South is laying out unprecedented sums for education. It is earmarking a much greater share of its income for public schools than the non-South. It is vigorously trying to get across - the - board dollar equality in school expenditures for both races. Are the South's economic resources adequate for continuing these heavy outlays? Will the region keep on making them?

I believe that the South has the necessary economic resources at hand to meet the challenge of good schools and that it will keep on trying to do so. I do not believe that the Supreme Court decision posed any new economic problems for the region. Integration could actually result in an outlay of fewer rather than more dollars for public schools in the South.

But the process of spending huge sums to educate people for export is something else again. The South must come to see the short-run cost and long-run danger of it. Actually, there is the hard possibility that the South's economy may be riding for a fall in the years ahead, that its economic progress might some day grind to a halt because of its man-power practices.

Once the South realizes how close that possibility is, it may take a sharp new look at the interrelated problems of economics, man power and education. At that point we can start to anticipate the New South that people have talked about for so long.

Hunger for Objective Information

Mrs. Waller:

C. A. McKnight is Editor of the *Charlotte (North Carolina) News*, a member of the Charlotte Urban Redevelopment Commission, the Charlotte Planning Board, the Board of Directors of the Charlotte Symphony Orchestra Society, the Charlotte Philosophical Discussion Club, and the Myers Park Presbyterian Church.

A few months ago, however, he took a year's leave of absence from his editorship of the *Charlotte News*, to become Executive Editor of the most exciting new development in American journalism in many years. With the help of 17 top journalists from 17 Southern states, he is publishing the *Southern Education News*. It reports the news of how communities are working out their own solutions to the Supreme Court directive. He is not an advocate in the controversy. He is the man above all others who is trying to ferret out the facts, so that those who are advocates can base their judgments and action on information rather than emotion. He has met the first test, for his reporting is already accepted by advocates on both sides.

Mr. McKnight: You have heard Mr. Ashmore place in its regional and national context the Supreme Court opinion in the school segregation cases. Mr. Mitchell has described the organizational resources within the Southern region for meeting peacefully and democratically the problems posed by the court ruling. Mr. Hammer talked about the expanding economic base for providing better educational facilities for all of the children in the South. I want to say a few words about the great reservoir of individual leadership in the South, and to stress the importance of providing those individuals with objective, trustworthy, factual information.

But first, I must make this "Declaration of Independence." The cardinal rule of the Southern Education Reporting Service, of which I am director, is its

complete objectivity. The Reporting Service is not an advocate in the segregation-desegregation issue. It is neither pro-segregation nor anti-segregation. It expresses no opinions of its own on any controversial phase of the issue. It is obvious, therefore, that my appearance on this forum in no way indicates agreement with any viewpoints which may be advanced by other speakers.

The story is told about a leading Southern newspaper which queried its correspondents on May 18 asking for reaction in their communities to the Supreme Court opinion. One Deep-South correspondent replied in these words: "In the wake of the historic Supreme Court segregation opinion, the appeals for calmness in this community were beginning to border on the hysterical."

The story may be apocryphal, but it illustrates a point that should not be overlooked in thinking about the Southern region, i. e., that the newspapers of the region and many other responsible voices were in close harmony in urging calmness, patience, dignity and the preservation of law and order in those first tumultuous hours after the court opinion was announced. The editorial pages of the Southern region—and there are many truly distinguished ones—met the challenge—and the opportunity—of the May 17 decision in the finest tradition of responsible journalism—even those which were in strongest and most conscientious disagreement with the court's reasoning.

I cannot say the same thing for the front pages of the newspapers within and without the region in the weeks that have followed.

As an editor, I have long been painfully aware of, and deeply concerned over, some of the inherent defects of high-speed, competitive American journalism. Newspapers are written and edited by human beings and they partake of all the faults of human nature, not the least of which is the imperfect judgment of the reporter and the desk man.

Moreover, news is gathered and processed at a fast speed—and haste sometimes gives rise to error, to wrong emphasis on facts, to overplaying or underplaying a story in such a way as to mislead the reader.

Problem of Space

Beyond that, there is the eternal problem of space in this day of high-cost newsprint. Somehow the enormous volume of news must be compressed and synthesized so that the reader who is in a hurry—and most people are in a hurry these days—can glean the important and pertinent facts. Newspaper reporters are trained to this task, but they are human and, hence, prone to err.

Finally, the American press all too often tends to single out the sensational and the controversial, to paramount the area of disagreement and either to ignore or to give but passing attention to the area of agreement, which is sometimes more significant. It is a journalistic truism that "the conflict is the news," and that is simply an inversion of the old proverb that "no news is good news."

And so it has happened that the news reporters, the competitive wire services and the managing editors of the nation have paid what I believe to be disproportionate attention to the areas of conflict, tension and disagreement in the desegregation story and not enough attention to the quiet, successful adjustments that many communities have already made.

News is also change. And if the emphasis on pickets and student strikes in Milford, Baltimore and the District of Columbia may be looked upon as one side of the coin, the other side is the frequency of front-page references to two relatively small, atypical communities in western Arkansas which accepted a handful of Negro students in white high schools in September without incident. If you read the front pages only, you get the impression that Arkansas has moved significantly toward desegregation—an impression that does not correspond to the facts.

The problem of reporting adequately the big story growing out of the Supreme Court opinion had been anticipated by Southern editors before May 17. In April, a group of them met in Washington with representatives of the Fund for the Advancement of Education, which had financed the Ashmore Project. These editors, whose own personal convictions about the segregation issue covered a wide range, agreed on this basic premise: that in the event of a court opinion declaring segre-

gation unconstitutional, there would be a need for objective, accurate and authoritative facts on developments arising in the wake of court action; that these facts should be made available to a wide audience of public officials, educators, newspaper men and interested lay citizens throughout the Southern region; and that the facts should be presented in greater volume and finer detail than the average newspaper, with its general readership, could afford to print them.

It was from this conference that the Southern Education Reporting Service came into being—a service that is unusual, if not unique, in the history of American journalism.

In May, a board of directors including Southern editors and educators was formed.

In July, a grant of almost \$100,000 was made to the Southern Education Reporting Service by the Fund for the Advancement of Education.

By the first of August a central office in Nashville had been staffed and top-flight newspaper men appointed throughout the region to serve as regular correspondents for the Reporting Service.

By the time the first issue of "Southern School News" was distributed on Sept. 3, requests for the publication numbered almost 10,000. By Oct. 1, when the second issue was published, the mailing list was pushing 20,000. These requests have come from all of the forty-eight states and several foreign countries.

A number of my friends have asked why I was willing to take a leave of absence from the relatively comfortable editorship of "The Charlotte News" to become director of a project that might become involved in controversy, in spite of our best efforts to maintain complete objectivity. The answer is an easy one.

First of all, I am an editorial writer by trade, and per se somewhat of a softhead.

Secondly, I am a native Southerner. I love the South, and I want to see the South adjust to this great new problem peacefully and without serious setbacks to public education.

Thirdly, I have long been convinced of the inherent collective wisdom of the American people

I am persuaded that the American people, or any part of them, can solve by democratic processes any problem they may face, provided they are given all the facts. I saw in the Reporting Service a unique opportunity to make those facts available to interested persons throughout the nation.

Flood of Mail

I did not miscalculate the intensity of interest and the depth of concern among the thoughtful people in the Southern region. The letters have come from people who work in all sections of the region, and who work at many trades and professions . . . a mother of five in Florida . . . a housewife in Etowah, Tenn. . . . a member of the American Association of University Women in Birmingham . . . the Albenmarle League of Women Voters in Virginia . . . the legislative chairman of a Texas Council for Parents . . . the chairman of a biracial study group in South Carolina . . . an open forum church class in North Carolina . . . a high school English teacher in Kentucky . . . a social science teacher in Mississippi . . . a lawyer in Mobile . . . the president of an aircraft corporation in Maryland . . . a school superintendent in Louisiana . . . a legislator in Arkansas.

The letters by now number in the thousands. They come from people on both sides of the controversy . . . the Virginia man who wrote that his "father fought in the Confederate army against the North and therefore I can never agree to the white and colored using the same school" . . . and the Birmingham minister who said "I sincerely hope that your paper will be a helpful instrument in the educational processes that must come about in this transition period. . . ."

They come from people like the Miami teacher who confessed that "being a native Georgian, I have a definite Southern viewpoint," but "I might modify this viewpoint by a better knowledge of the facts."

"Give Us the Facts"

For the most part, however, the letter writers have not put their thoughts on display. It is not clear whether they have convictions, or what those convictions may be. But what they

do say over and over, in different language, is this: "Give us the facts, and we will work out this problem."

An analysis of over 600 of the requests from individuals who wanted to receive "Southern School News" shows that more than half of them came from people who described themselves as "just an interested citizen," but who invariably showed an appreciation for a factual and objective account of what is happening in the South. These interested citizens most often were participating in local community groups—primarily civic and church groups. However, nearly one-fourth of them did not indicate any group affiliation but mentioned only their own deep concern and interest in the subject as a parent, a grandparent, or, again, just a citizen who wanted to know more about the subject.

From these thousands of letters I have concluded that there is another tremendous resource in the South, the size and power of which have been greatly underestimated. I know of no better term for describing this resource than "latent leadership." These people have been voiceless and faceless in the uncertain years of the past. They have listened with one ear to the voices of the white supremacists, and with the other ear to the appeals of the integrationists. Many of them are not yet irrevocably committed to either side of this great issue. But one thing they have in common—a great hunger for all the factual information they can devour—information that is not only trustworthy and complete but also in balanced perspective.

It is an axiom of the editorial-writing profession that one should never underestimate the intelligence of the reader, nor overestimate his information. The full meaning of that axiom has been firmly impressed upon me by these thousands of letters. With all due respect to the advocates and action groups on both sides of this issue, I venture the prediction that a new and highly effective leadership in meeting what is perhaps the American democracy's greatest challenge will come from this legion of thoughtful, studious individuals from whom we are just now beginning to hear.

Value of Community Self Surveys

Mrs. Waller:

The man who is doing more than anyone else in the country to help communities take a new look at their old prejudices, the discrimination they still practice, and plan together what they can do about it, is Dr. Herman Long, Director, Race Relations Department, American Missionary Association, with headquarters at Fisk University.

He will tell you something of the accomplishments of community self-surveys. There is one under way right now in Baltimore, for example. Every major organization in the city is cooperating. When the school trouble started there a few days ago, the cooperative work individuals and groups had already done together in the self-survey gave strong community backing to the forthright stand taken by school authorities and the chief of police.

Mr. Long: At the recent Milford, Del., disturbances over the admission of eleven Negro students to the previously all-white Park View School, a white student was asked about local community opinion.

"Sure," he replied, "there is more people against letting them in than there is in favor; but if every one in favor got organized and explained things, they would have most of the others on their side pretty soon."

The comment of this boy, himself the victim of adult racial prejudice and wishing that more responsible behavior had been demonstrated in his community, gives point to what I have to say.

The job before us now in every major community of the South is one of grass-roots, organized, positive action by the strongest and most responsible leadership available. From the experience we have had since World War II—as in Detroit's Sojourner Truth and Chicago's Trumbull Park Homes rioting, and as now in Milford, we have learned that "too little and too late" can be disastrous. The strength and organized good of the community have been allowed to waste, to stand immobile and inarticulate, while the unthinking and

hysterical elements seize the initiative. Our churches and organized religious bodies, our chambers of commerce, civic clubs, labor councils and professional bodies—these and others like them have defaulted too often.

It is not, I think, that they have lacked the will and conviction to act in the cause of decent race relations. But, rather, the need has not always been clearly felt and understood. A sense of direction and purpose has been lacking. The specific goals toward which people of good will can work have not been made clear. Leaders of both the so-called minorities and majorities have remained unknown to each other; and thus, they have failed to communicate the aspirations and objectives they hold in common. Where concerted group action has been needed, effort has been partial and limited.

Let me make clear that insofar as this describes the community situation in race relations, it is not a picture which is typical only for the South. Most of the major cities present this situation. There is, however, a special demand and urgency in the issue of public school desegregation as it confronts the community. And the weight of this demand falls heavily upon Southern localities. We are facing what is in essence a major social crisis which calls for the best resources which can be found in the community. It is a crisis that holds both challenge and opportunity. It is also one, if not met forthrightly with courage and strength, which can leave a deep moral scar upon the conscience and character of us all, both young and old.

I am, of course, urging the importance of mobilizing community organizations and leaders for the demanding tasks of social engineering which the opportunity of racial desegregation presents. This, it seems to me, is the singular task we are called upon to perform in place after place from Delaware to Texas. There is a special advantage at hand which we do not normally have in efforts to obtain group support in inter-racial matters. It is that the goal toward which co-operative effort can be made is a concrete one.

We are called upon not merely to support an abstract something called "interracial good will." It is the supreme constitutional law of the land which must be supported. The principle involved is by now a matter of widespread public knowledge. We are dealing with the specific case of the public school system. The need is to sustain this principle and aid its application to local school policies and procedures.

Possibilities for Action

The critical questions which logically arise are whether group resources can be mobilized for positive race relations goals and, if so, through what kind of vehicle or instrumentation. I happen to be optimistic enough to believe that most American communities have the resources to exert an organized, positive influence for desegregation. And this is not wishful thinking on my part, though I believe the possibilities are better in some communities than others. We have been adjusting to a series of far-reaching changes in race relations over the last few years. The process has not always been smooth and free of tension, but the adjustments have been made with a facility we did not expect beforehand. People have proved themselves to be not always hopelessly driven by prejudice. They have proved better, on the whole, than their politicians would apparently have them believe. When situations have changed, they have changed their behavior—and even their attitudes—to fit the new demands.

As to how local, organized groups can be welded together for positive action, let me cite as an example the community self-survey in human relations, which has been used by several strategic cities. San Francisco, Minneapolis, Pittsburgh, Baltimore, to mention only a few, have undertaken this project as an approach to the solution of racial problems confronting them. In these instances, the staff resources of our race-relations department have been contributed without charge by its sponsoring agency, the Board of Home Missions of the Congregational Churches.

Leaders in these cities have said to themselves, in effect: "We recognize that our fellow citizens of certain racial, reli-

gious and nationality identification are disadvantaged by local practices and policies. This seems generally the case in housing, employment, education and other areas. We are not certain of the extent of these problems, or in what areas the most crucial defections of undemocratic practice lie. Many people do not know of the existence of these problems, and many who determine the policies which complicate these problems are not aware of the effect of their own practices. Since we are all concerned with the betterment of our community, let us do in this case what we would do in facing any other issue. Let's get the facts and organize our resources for the job. The chips can fall where they may. But we will know our situation in definite terms and we will have a blueprint upon which we can base sound planning and action."

With this departure, outside technical assistance for the survey has been invited in—not to do the job for the community, but to assist community organizations in their own joint effort. Under the simple and reasonable objective of fact-finding, broad sponsorship for the project has been achieved. More than 150 individual and organizational sponsors launched the San Francisco project, and more than double this number supported the Pittsburgh and Minneapolis studies. At the present time in Baltimore, there are seventy community organizations sponsoring the study, with an additional 400 individuals working on survey committees and carrying out the

volunteer work of interviewing.

These groups are broad in representation, including the Chamber of Commerce, employers and the church councils, as well as the N. A. A. C. P., Urban League, and comparable leadership groups from other minority segments. So there is communication between so-called minority and majority leaders. Decisions must be made as to questions of study, what groups to cover. Purpose is clarified and supported in the interchange. New viewpoints come to be shared and appreciated. And this occurs usually for the first time in the life of the community, with such broad and representative participation by key leadership.

A New Dynamic

Once the facts are gathered, they become public possession. All persons feel a vested interest in them, for they have assisted in their discovery. They are presented to a wider public through mass meetings, discussion groups, and with newspaper, radio and television coverage. But changes in community practice do not wait upon this formal dissemination of knowledge and information. We have discovered that they begin to occur in the very process of self-study and evaluation.

And this is because a new dynamic has been created in the community. Things begin to move off of the equilibrium of usual practice. Old issues held in abeyance come to life again and become resolved in the process. San Francisco, faced with an impending race riot during the war, with the Negro population increasing

more than 370 per cent in three years and the forced evacuation of its Japanese, was able to avert a major catastrophe. It discovered its new migrants for the first time and no longer unrealistically wished they would return to their former homes. It began to employ Negro teachers, principals and policemen and social workers for the first time. The base of employment and housing widened. A process of successful and encouraging integration was begun and still continues.

In Minneapolis, a housewife volunteer influenced the entire employment policy of a major business establishment. A group of women volunteers have effected the use of Negro sales personnel in nineteen or more retail stores. The president of the Board of Realtors, who at first disclaimed responsibility in this area, became an active survey participant. He is now a member of the Mayor's Committee on Human Relations and one of the most effective advocates of housing without racial restriction.

Volunteer workers, in city after city, describe the experience of the survey as the most challenging and meaningful moment of their lives. The effects are deeply personal as well as organizational. People discover through participation some of the simple and direct things they can do to make democracy real and pertinent. This is an approach which I suggest can be made in facing the problems of school desegregation. Informed, organized support is needed, and this is one way of bringing it to bear.

How Soon Will Segregation End?

Mrs. Waller:

Dr. Charles Johnson is one of America's ablest and most creative sociologists. While head of Fisk University's social science department for 26 years, and, since 1946, as President of the University, he has both pioneered, and stimulated, the really fundamental investigations of America's racial problems.

The 18 books he has written include the first comprehensive text book on race relations, and the first community study of

racial conflict.

He has contributed volumes to two of the most significant studies of the Negro in America: (1) the American Council of Education's studies dealing with the effect of minority group status on personality development and (2) the Carnegie-sponsored studies of the Negro in America which includes Gunnar Myrdal's monumental work *The American Dilemma*.

I call your attention to the general theme of this Forum. "The Progress of Freedom." On the eighteenth of May, the day after the historic decision which we're discussing this evening, in a Southern town a distinguished and distinguished-looking gentleman of the Old South stepped into a taxicab that was driven by an undistinguished and undistinguished-looking elderly Negro. For want of conversation he asked, "What do you think of what the Supreme Court did yesterday?" and for many seconds he didn't get a reply. As a matter of fact he began to wonder if the old gentleman actually knew what the court had done. Then finally he did

get the answer. "I reckon, sir, a lot of freedom was turned loose in the world yesterday."

The Supreme Court decision is not a sudden leap out of the American tradition. It is in the current and context of recent developments affecting the entire nation in its relation with its own minorities and with the rest of the world.

Six years ago this court made race-restrictive covenants in housing unenforceable in law. Five years ago the Federal Housing Authority removed its official bans on interracial housing projects. Only a few years earlier the "white primary" had been declared unconstitutional. Within the last five years no less than two thousand Negroes have been admitted to Southern graduate and professional institutions where none were admitted before, and there has not been an unfavorable incident of enough importance to make newspaper headlines.

Army Desegregation

The second world war revealed the logistical as well as ideological untenability of racially segregated units in a war against racism. Ten years ago the American military forces were completely segregated. On July 21, 1951, the Army revealed that integration of fighting units was effected in Korea and by the end of the next year the Air Force had no all-Negro units. Today 98 per cent of the Negroes in the Army are in integrated units. Far from inciting criticism or revolt, this drastic action has brought commendation and satisfaction and even relief from old anxieties.

In 1951, following the Korean crisis, there came in swift succession a series of seven executive orders stimulating government agencies to eliminate racial discrimination in all government contracts. Today such contracts involve more than \$38,000,000,000.

Warnings Belled

With each movement forward in this process of the maturing of American democracy there have been warnings of great social catastrophe, mass rebellion and bloodshed. No such tragedies have followed. The strength of the fundamental American spirit of humaneness and fair play has simply been underestimated.

As a sociologist, I expect problems of a substantial character in this transition from a dual to a unified single school system. If segregation is unconstitutional in educational institutions, it is no less unconstitutional in other

institutional aspects of our national life. There will be involvement of the decree in a vast array of community segments, from residential housing sites to employment, from recreation to transportation, for it is manifestly impossible to desegregate classroom instruction and continue segregation in these extra-curricular factors of education.

The court can order desegregation, as it has done, but this is not integration. It merely clears the way by removing legal barriers. Integration must be achieved in the local setting and by the means best suited to accomplishing this end in each area.

The differentiation of the "separate-school" states by the nature of their compliance with the Supreme Court decision will be a significant first step in the disintegration of the Solid South.

Hostile Opposition

Four states—Georgia, South Carolina, Mississippi, Louisiana—provide one segment of direct and hostile opposition to the decree and will, in all likelihood, set themselves apart as the unchanging South. Five other states—Delaware, Maryland, West Virginia, Missouri, Kansas—and the District of Columbia have begun to comply with the decision in some degree. This segment will establish patterns that can be followed by the "middle states," which are reluctant, yet unwilling to withdraw themselves either legally or spiritually from the rest of the nation. In these states the official attitude is compliance, but the methods of implementation will take advantage of available contingencies calculated to measure the pace of change. Other examples to be drawn upon are the desegregated parochial elementary and secondary schools in the South and public schools in the marginally southern areas of such states as Missouri, Illinois and New Jersey.

Recent experience has disproved the common assumption that desegregation is easiest where the proportion of Negro population is smallest. Significant exceptions may be found in Wilmington, where Negro students constitute 13 per cent of the school population; in Baltimore, 37 per cent, and in Washington, 54 per cent. The most that can actually be said is that while the proportion of Negroes may influence the situation to some extent, it is not necessarily decisive.

Continued public school segregation will tend to be, particularly for the elementary schools,

more a function of racial segregation in residential areas than of law. This may well be the next most critical area of tension. Tacit agreements among white resident owners and more particularly real estate associations and chambers of commerce have tended to constitute an informal but highly effective zoning program. These have been buttressed by the growing development of illy-white suburban areas.

Problem of Teachers

Transition from a dual to a single system will be more easily accomplished in the beginning for students than for teachers. This has already been sensed by Negro teachers, many of whom have insisted upon removal of the segregation ban despite the prospect of decreased employment security. In at least six of the Southern states, however, Negro teachers have academic training superior to that of white teachers and in four other states they have at least as much. The range of professional and semi-professional occupations for Negroes, especially Negro women, has been so restricted that the most capable have entered the teaching field.

The most formidable factor in this transition, the economic, will affect by implication the economy of the entire Southern region. The cost of equalization of schools under the existing separate system exceeds \$2,000,000,000, a sum vastly in excess of what the Southern region can provide.

The present imperative is clearly to improve the educational provisions for all children within the framework of a single system, thus eliminating needless waste of dual overhead costs. Furthermore, the basic objection to Federal relief is removed by the mandate of identity in school facilities. It would indeed be a salutary measure if Federal funds were provided only where the spirit of this decision was being honored.

Fears and Assumptions

Certain fears and uncalculated assumptions have arisen.

(1) It is both feared and assumed by some that this transition will amount to immediate and total revolution. This is impossible even if it were universally desired. On the other hand, to aim at "gradualism" is itself one form of evasion.

(2) There is some likelihood that many Negroes will seek accustomed associations once their right has been established to enter an integrated institution. The impoverished condition of many of the Negro

schools, however, suggests that this practice will hold attraction for few students, white or Negro.

(3) The wretched inadequacy of many of the Negro schools in the deep South will make it inevitable that the process of integration will work in only one direction. On the other hand, where there are already superior Negro school facilities, there will not be such insurmountable emotional obstacles to overcome on the part of white children living near them.

(4) Perhaps the most unrealistic approach is the proposal to abolish public schools. There has been no indication on the part of the proponents of this drastic action as to whom those built by white and Negro tax funds would be given, what substitute there would be for various kinds of Federal funds now being received, what would become of teachers' tenure and salary security, or how a state would fare in accreditation with the

organized educational system of the rest of the nation.

(5) Most disregarded in the school discussion are the children themselves, who seem least concerned about the prospect of integration. Nevertheless, they will require for their wholesome personality development and basic education more thoughtful attention than they are now getting in this highly political phase of the desegregation process.

If carried through, the abolition of public school segregation will mark the greatest change in the social status of the Negroes since the emancipation of the slaves. The over-all opinion, even in the South, is that the mandate of the Supreme Court cannot in the end be evaded. There is seen an opportunity for a single school system to contribute to superior education for the Southern region and for the nation generally. It is increasingly difficult for industry to

absorb poorly educated people, who represent a waste of human resources for the nation as a whole.

Wise, educational statesmanship demands that we turn our attention to making good schools better, now; that we seek out and encourage useful young talent that would never otherwise be recognized or nurtured into intellectual and social maturity.

As the forces of this age bear in upon us as a nation and we quicken our alertness and our steps, out of an awakening conscience, the walls of segregation are crumbling. This crumbling is aided by a stern economic realism which even the most distorted attitudes must recognize. With the incentive of a new situation created by the most powerful and humane forces in the modern world, the South can and may yet so marshal its powers as to bring to education generally a new dynamic and to the nation a new spirit.



Harry S. Ashmore



Thurgood Marshall

Opposing Opinions on Capitol's Action

Mrs. Waller:

Mrs. Butcher is the daughter of a famous marine biologist. She has been a Rosenwald Fellow, a Fulbright lecturer in France, is a regular lecturer at the orientation center for foreign guests sponsored by the State Department, teaches American Literature at Howard University, and for the past year has been a member of the Washington D. C. Board of Education. Her concept of this last job is not just to attend meetings. She turns up with several sheets of searching questions—mimeographed—and then wears out her own shoe leather in school corridors checking up on the answers. Even a broken ankle last March couldn't slow her up much.

Mrs. Bartlett has been equally active in Washington this past year as President of the Federation of Citizens' Associations, the first woman ever to hold that job. When I complimented her, she gave me a wry smile and said, "I guess the men knew what we were in for this summer!"

Mrs. Bartlett has three small children, all attending Washington's integrated public schools, and yet finds time to be one of the most active, as well as one of the most sincere civic workers I have ever met.

Now Mrs. Bartlett, and Mrs. Butcher, I think Mr. Ashmore's concluding statement has given you the key for your discussion. He said "the most difficult task democracy faces is protecting the rights of a minority while respecting the desires of the majority."

There is some disagreement between you as to what the majority of Washington's citizens think of the desegregation program, and of course it's impossible to find out by ballot since Washington residents can't vote. To help us understand your points of view, would you answer some of our questions?

Mrs. Waller: Mrs. Bartlett, will you tell us first, what is the composition of the Federation of Citizens' Associations in Washington?

Mrs. Bartlett: The Federation of Citizens' Associations was founded in 1910. Its membership covers over 90 per cent of the District of Columbia area. It is made up of duly elected delegates from sixty-two neighborhood citizens' associations, professional groups and patriotic organizations. It grew out of a felt need of a voteless community for an organization to ascertain public opinion on matters of special interest to all citizens in the District, and to secure and make effective their united action.

Mrs. Waller: Thank you. Now what have you got to say about the group that opposed the Federation's point of view?

Mrs. Butcher: Well, of course, I have a rather peculiar position. I'm one of the three Negro members of our Board of Education in Washington, and I'm part of that 43 per cent population in Washington that is colored.

Actually, as a matter of fact, I was in rather a novel position last year, because I was in the position of having to support, ostensibly segregation, by virtue of my being a member of the school board. Now so far as the Federation of Citizens' Associations is concerned, it's quite true that that is a rather substantial organization. But by the same token, because we do have this overall segregated pattern in the District of Columbia, none of us as Negroes belong to that particular organization. We have our own separate civic association, and as far as I know, Mrs. Waller, not one civic association indorsed segregation. So that, in terms of the fact that we have 43 per cent Negroes in Washington, no one of whom—no one of us, as a matter of fact, can be a member of this particular association—I can hardly subscribe to the fact this was a representative reflection of a point of view.

I might point out, just for the record, too, that in our public school situation in Washington, we have 104,000 children of public school age, 54,000 of whom are colored, so that in terms of children's representation, we have more Negroes than whites, and we do have a substantial proportion of Negro population.

I think that will answer your question.

Mrs. Waller: Just a minute, Mrs. Butcher. In addition to the colored Citizens Federation, what are some of the other groups that opposed the Federation's point of view?

Mrs. Butcher: Well, of course, I'd have to begin with the National Association for the Advancement of Colored People, which I must say is a much more reputable organization, and one which is generally conceded to be the organization which has brought these cases to the proper tribunal. I'm not making any comment about our vis-a-vis, the National Association for the Advancement of White People, so-called, but that organization talked to the American Friends Service Committee, the American Veterans Committee and about eighteen other major organizations, including the Americans for Democratic Action, the Washington Ethical Society.

As a matter of fact, we have in Washington a Joint Committee on Education, on which there is representation in terms of at least twenty major organizations, both local and national, and not one of these organizations, or not one of the joint collection, ever supported either the idea of segregation or the initial plan of Superintendent Corning.

Mrs. Waller: Now Mrs. Bartlett, would you tell us how the Federation felt that the District ought to have proceeded with desegregation?

Mrs. Bartlett: In the matter of desegregating the schools, as in other community problems, we are determined that the welfare of the total community shall be considered. We believe that that can best be accomplished by utilizing the time allowed by the Supreme Court for community planning, for consideration of individual problems, for securing community acceptance, for amending the legislative framework within which our Board of Education functions.

The balance of power in the District government lies in the United States Congress. The President appoints our commissioners and our judges. The judges in turn appoint our school board, which appoints our school administrators. The Congress makes our laws and controls our budget. To assure consideration of individual

rights of citizens, the Congress has established a policy of public hearings, followed by public debate in Congress. All of this balance we forfeited when the school administration circumvented the Congress. Within hours after the Supreme Court's opinion was handed down, the school administration's desegregation plan was in operation.

This appears to have been contrived by pressure primarily from local branches of several national groups. Without impinging upon their motives, the question can be raised as to the appropriateness of these pressures in a governmental function.

Part of this contrivance was a pretense of affording community participation in planning for desegregation. This occurred one year and three months before the Supreme Court action on the matter, when the school administration gave community groups two weeks to submit their written plans for desegregation. This afforded no public hearing, no opportunity to evaluate or debate the aggregate planning, no assurance that our plans would be considered. Moreover, a strictly enforced policy of the Board of Education has long forbidden the discussion of any subject of a racial nature in school buildings, where many of our member bodies meet. How then could we possibly, within two weeks, reflect community thinking on so basic a change.

Along with most of the other substantial groups and individuals in the city, we declined to submit plans at that time and stated that we believed that when the Supreme Court made a decision, time would be allowed for community planning and that public hearings would be afforded by Congress in conjunction with amending the existing law to conform with the Supreme Court decision.

Mrs. Waller: Dr. Butcher, were the groups you represent satisfied in the way desegregation was handled?

Mrs. Butcher: Mrs. Waller, as a matter of fact, I never asked to be on our school board, and it was sort of an unexpected and unanticipated privilege. I was very happy to serve. So that I don't represent, legitimately or formally, pressure groups, but were it to be assumed that I did, so far as I'm concerned, there's nothing illegitimate or wrong about so-called pressure groups.

Gunnar Myrdal, some years ago, when he wrote his famous tome, "An American Dilemma," comments, I believe, in Volume

II, that pressure groups are dear to American society. And I believe that most of our most notable social advances and democratic advances have been in terms of pressure.

So far as I'm concerned, the Revolutionary War was a pressure war for civil rights—it was certainly a pressure war. And I think we've done some pretty high-powered pressuring in terms of selling democracy around the world in recent years. So that if we are to assume that there was a coincidence in terms of my point of view coinciding with so-called pressure groups, I have no apology for that. And I think that pressure is a very legitimate and typical American procedure.

"It Was Quite Proper"

So far as I'm concerned, I do believe it was quite proper that the Board of Education and the Washington Commissioners meet within hours after the Supreme Court decision. As a matter of fact, you may recall that within hours after that decision, the comments of that combined group were beamed overseas by virtue of the Voice of America.

So far as I'm concerned the best way to have achieved integration in the public schools of the district was to have us say the board, in terms of the superintendent's pronouncement, that as of September, 1954, that is this past September, every child of public school age would go to the school nearest to his home. It seems to me the problem of integration is very simple, and the thesis which impinges upon public school education is that, in terms of convenience, in terms of democracy and in terms of forthrightness, children should go to schools nearest to them.

The regional plan I found rather faulty and spotty. At the moment, as Miss Rogers pointed out, the plan is working very well. But I don't believe that the board was at all remiss, nor was it amiss in taking heed of Mr. Eisenhower's request and the corporation counsel's pronouncement that we were within our legitimate bounds when we did make a rather decisive statement of policy within hours after the decision, and within a matter of weeks we did have a desegregation plan in operation.

This, to me, is part of the democratic process at work.

Mrs. Waller: Now, since both of you are citizens of Washington, we'd like to ask how it feels to suddenly be made an example to the nation?

Mrs. Bartlett: Being held up as an example to the nation is a responsibility and a privilege. I believe that the citizens of the District of Columbia would have

been proud to have had the opportunity to meet such a challenge, but for political expediencies we were by-passed. Repeated appeals for consideration were ignored.

What we have now become an example of is what happens to a people when they are disenfranchised and the balance of power in government is discarded.

The Federation must now seek, through orderly and legal channels, redress from the precipitous and compulsory aspects of the present desegregation policies which abridge privileges and protections formerly secured for all the citizens of the District of Columbia by act of Congress and by rules and regulations adopted by former Boards of Education.

Mrs. Waller: One final question. What do you think is going to be the effect on the total community of the action which you, Dr. Butcher, approve on the whole, I gather, and which you, Mrs. Bartlett, describe as precipitous? Dr. Butcher, first.

Mrs. Butcher: Well frankly, I think that it is rather a pleasure to be a member of Washington society today. I was born in Washington more years ago than I choose to announce, and it has been a rather dramatic revelation to me and to my children to see what has happened in the interval. Washington has become really a test case for democracy, and I'm very happy that it has become a symbol, because, to resort to a rather familiar cliché, we are the nation's capital, we are the final capital of freedom.

And I think that the impact on the community will be that eventually people will realize that color is a matter of incident. One thing I've tried to teach my students, one thing I've tried to teach my daughters, is that color is a biological accident and that the separation of people in terms of color is a rather arbitrary and man-made dictate. And I think that eventually, though Washington has found these sort of pains difficult, eventually all Washingtonians who have been thinking in a forthright and democratic manner will realize that we, though we've had a rather hard time apparently at the outset, have made a rather tremendous and good sacrifice to the cause of democratic thesis.

Dr. Charles Johnson, who is sitting on this platform tonight, once observed that democracy means struggle and change. We've struggled and we've changed, and I take a great deal of pride in the fact that as an

American Negro I can say that I've struggled and changed the positive context of democracy. And I think in the years to come Washington will be very proud of itself for having taken the democratic lead.

Mrs. Bartlett: The success and acceptance of a social change must be judged by its ultimate impact on the economy and stability of a community. The capital of the nation is Hometown, U. S. A., to over 800,000 people. As in other home towns, the average families' savings and securities are vested in their homes; the local taxpayers support the community services, including educating their children.

Since the problem of desegregating the district has economic implication, certain facts must be recognized.

The District of Columbia residents are among the highest

taxed in the country. The fact that all of the revenues from local taxes are put into the U. S. Treasury and then paid out as Federal expenditures has created the erroneous impression throughout the states that the district residents pay no taxes, that we go along for a free ride. Not only do we pay for all of our own services, but we must subsidize many Federally incurred services in the district. The small Federal payment in lieu of taxes on over 40 per cent Federally-occupied land does not begin to pay for these Federal services.

Flight of Families

The phenomenal flight of solvent families and businesses from the district in recent years has already created an economic crisis:

The District of Columbia is part of a total metropolitan area which includes sections of

Maryland and Virginia, where community planning is being sought, not rejected. These areas are waiting for a final decree from the Supreme Court before integrating. The district's rush into a compulsory integration plan, which forces Negro and white children into schools where they are a minority, whether they want to be or not, which deprives whole communities of schools formerly serving them, which abridges privileges and protections formerly secured for all of the District of Columbia citizens, by act of Congress, and by formal Boards of Education, is greatly increasing the exodus into the Maryland and Virginia suburbs. The District of Columbia cannot expand its boundaries to encompass these substantial suburbs as other municipalities frequently do.

No part of any community is advanced by depreciating the whole community.



George S. Mitchell



Margaret Just Butcher



C. A. McKnight



Herman H. Long



Philip G. Hammer



Charles S. Johnson

The Integration of Salesianum

In 1950, Salesianum became the first "white" high school in Delaware to racially integrate its student body. This *Review* special report examines the hows and whys of integration at Sallies, what it was like being one of the first black students at Sallies, and an integrated Salesianum today.

By Brian Gempp '90

It may be difficult for students of this generation to comprehend that in 1950, within the State Constitution of Delaware, there existed a provision which prevented black students from attending the same classes as white students. One man, a short Irish man, was set on changing that. In 1950, four years prior to the Supreme Court ruling that stated that segregation was unconstitutional, Fr. Lawless, the principal at Salesianum, admitted five black students, Alfred and Thomas Connell, James Owens, Frederick Smith and William Jones into Salesianum.

There were no announcements made to either faculty or the student body when on November 14, 1950 these five black students forever changed Delaware history. Fr. Lawless ended a practice that had existed from our own nation's beginnings. Salesianum School had become the first school in the state of Delaware to integrate.

Fr. Lawless expected no withdrawals of other students and showed little concern that there may be community opposition.

"I see nothing to apologize for other than the fact that it wasn't done years ago. I think it's a case



Father Thomas Lawless, osfs

of reaching a point of either stopping the preaching of democracy or starting to practice it," he said.

Mr. Earl Carpenter, current Science Chairman at Salesianum, was a member of the class of 1952. He remembers, "We saw no reaction. Most students realized it was the right thing to do, and overall it was an acceptance of what needed to be done."

Fr. Lawless seems to have been a part of Salesianum from its start. He was a member of the first class when Sallies was located at 8th and West Sts. in Wilmington. In 1908 he went to Childs, Maryland to begin his studies which would

eventually lead to his ordainment. He traveled to Rome where he received his doctorate in theology.

Fr. Lawless was named rector of Salesianum in 1944. Directly after this appointment, Fr. Lawless began developing plans for a "new" Salesianum. Under his supervision the "new" Salesianum was constructed at 18th and Broom Sts.. During Easter week 1957 the transfer from the "old" Sallies to the "new" Sallies became a reality.

Fr. Lawless was hailed as a great humanitarian. He was a member of the board of directors of the Delaware Chapter of the Red Cross and was active in such organizations as the Delaware

Mental Hygiene Society and the Prisoners Aid Society. In his fifty years of priesthood he has held practically every office of trust or honor among Oblates. Though he has held many great offices and was hailed as the driving force being the construction of the new Salesianum his most distinguished accomplishment was in the field of interracial relations.

Dr. O.N. Smith who was President of the Wilmington branch of the National Association for the Advancement of Colored People at the time hailed Fr. Lawless saying, "The action of Salesianum in admitting Negroes has a double significance: first, it sets an example in Americanism for the public school system by providing equality of educational opportunity; second, it demonstrates a willingness to unite Americans at home and is a token of good faith in our national effort to unite other people in a United Nations organization."

To this day Fr. Lawless's portrait hangs valiantly in the lobby of our auditorium. It is a symbol of what Salesianum is all about, equality. It is a reminder for each of us, to have the courage to look within ourselves and act in the image and likeness of God.

One Of The "First" Looks Back

By Christopher Belles '90

On a Tuesday morning in the autumn of 1950, a Salesianum oblate priest was talking with five black Salesianum students. Just the day before, Salesianum had been a white school. Now, in just a few minutes, a bell would ring not just starting classes, but also something called racial integration.

The priest, Fr. Lawless, told these five students if they had any trouble during the day, they should not go to their teacher, but *directly* to him.

Perhaps somewhat surprisingly, his office was empty all day. Moreover, it was empty all year. So reflects Willy Jones, of these "original five", a 1954 graduate of Salesianum who is now the father of four children and a resident of Wilmington's East Side. Willy recalls integration at Sallies as quite, unlike such places a Little Rock, Arkansas. There was no need to have the National Guard patrolling past Fr. Birkenheuer's room with M14 rifles.

"At dances, I took my ladyfriend, and I danced with my

ladyfriend, but I also danced with my white friends," said Willy. "There were no racial problems, none whatsoever. If I ate somewhere, they would eat with me. We shared the same locker room. I had a good time and I enjoyed it and I got a good education."

Willy started his freshman year in high school at Howard. Being Roman Catholic and actively involved in C.Y.O. sports, Willy was well-known by the general Catholic community in Wilmington. It was this

involvement that resulted in a visit one day at Howard by Fr. Lawless, who asked Willy if he would like to transfer to Salesianum.

"My mother and father says it's your decision. I said O.K., no problem, I'll go with it. And my parents said we'll back you 100%. Fr. Lawless said I'll back you 150%, that's what he said. The conference really only lasted for about five minutes. It was no sweat."

Willy never experienced any ridicule from among his black

40 Years Later: What Black Students At Salesianum Think Today

By Christopher Belles

Today, Salesianum's number of black students—32, or 3% of its student body—is greater than anytime in the past decade. This number, however, is still far below what it is at most Delaware public schools. Essentially, Salesianum is still a "white" school, with blacks the exception, not the rule.

Yet, despite this imbalance, when Salesianum integrated in 1950, according to Willy Jones, prejudice and racism were not problems. But in light of recent racial incidents at such high schools as Brandywine, Friends, and Cardinal O'Hara in Philadelphia, is this still the case today?

To answer this questions, the *Review* interviewed nine black Salesianum students from all four grades. Overall, what the *Review* found was that being black at Sallies was not a major problem. No one interviewed said they ever experienced any kind of racism or prejudice that was a serious problem.

"There may be certain gestures or something that may imply some sort of racial discrepancy or whatever, but nothing really totally overt," said senior Daryl Ford, "Nothing really blatant, nothing like that."

But is Salesianum perfect as far

as race is concerned? Is being black at a school which is 97% white something that doesn't mean *anything*? The answer to this question, according to those interviewed, is no.

"Overall, it's not a big thing, but I think one problem is stereotyping - just because you are black, people think you're going to act in a certain way," said sophomore Ken Akala, "like not doing too well in school or all you'll care about is sports and you won't worry about your schoolwork or anything."

"I think a lot of white people either hide or don't really surface their racial attitudes," said Ford, "when it does surface, it's in a subtle way."

For most of its black students, Sallies is simply a continuation of a predominately white educational environment they've been in since elementary school. The fact that Salesianum is predominately white wasn't really a big concern. One exception to this rule, however, is Ford.

Ford attended Stamford Junior High, a school with a racial balance of about 50/50. Unlike other students, Salesianum's large white majority turned him off.

"It was definitely a deterrent, so to speak, in my total perception of the school," Ford said. "I knew

it was predominately white, and I wasn't used to that environment. I guess I was scared of making that adjustment and the reaction that I might have, or that people might have to me."

Ford's fears, however, turned out to be simply imagined and not real.

"It was a big shock to me, because the social atmosphere wasn't really prejudice against me or anything...it just was open, I wasn't faced with any kind of discrimination, as far as I could see."

Salesianum's 3% figure hasn't disturbed him since.

"I'm very comfortable now. The racial tension I felt during freshman year has evaporated now. It's like it's not even there, I don't think about it. I'm adapted."

On this last point, however, Ford doesn't speak for everyone.

"It's difficult with such a large majority of people not being black," said a student who wished to remain anonymous. "If you're black, there are some things that black people understand more than whites. Of course it would be easier having more blacks at Salesianum, but you just learn to accept people as people and you just go on. You get to the point you really don't think in terms of black and white, you just think in terms of people."

According to students Salesianum's 3% figure combined with the "white" background of most Salesianum black students tend to produce a homogeneous situation, where blacks lose at least some sense of racial identity.

"I think a lot more people have looked at me and have told me they see me as being white, and that kind of bothers me," said senior Nelson Brockenborough. "Not to the point I get upset about it, but still..."

If a limited amount of prejudice does exist at Sallies, why? Several black students put the blame on parental influence—a generation of parents who Brockenborough suggested grew up in the "racism generation".

"I think a lot of times parents of certain families try to instill a negative stereotype of black people," said Ford. "Of course, that's going to contribute to it—a lot of people have been programmed, so to speak."

Brockenborough agrees.

"It's in a lot of people's parents and you can see it coming out in some, saying like 'yeah, my parents hate black people'. They'll come right out and tell me that. But it's good to hear they say their parents hate black people, but they don't. So maybe we have made some progress."



Willy Jones, Sals class of '54 tells how it was.

(Continued From Previous Page)

ridicule—from among his black friends. Even though Willy claims he typically had too much homework to spend a great deal of

time around the neighborhood, he was not an outcast. "I didn't hang out much on the corners, but they still respected me, had they were glad, they were really glad. They

said you got a good opportunity for a good education. The looked up to me."

Though he stresses that racism and prejudice were nonexistent, during high school, Willy did experience a racial incident—outside of Sallies, however. The football team had just finished a game with Conshohocken High and the two teams went to a restaurant to eat. Or at least everybody except Willy did. He did eat, but in an isolated upstairs room, accompanied only by Fr. Birkenheuer.

Willy considers this one incident as insignificant, however, "I travelled with the team and they respected me. I didn't have to sit in

the back of the bus, I sat where I wanted to sit. I dressed the way I wanted to dress."

During his senior year in high school, Willy got injured playing football and was out for several games. His first game back at a game in Philadelphia, however, he received a standing ovation. Also, every time Sallies would play Howard in football, the same thing would happen—Willy would get a standing ovation.

Though Willy chose not to attend college, he considers his experience at Sallies as one of the best opportunities of his life.

(Continued On Page 10)



Father Thomas A. Lawless

CHAPTER 2

WILMINGTON, Del.

Photographer Bonham Cross and I met the little Catholic priest in the corridor of the Salesianum School for Boys.

"You're Father Thomas A. Lawless? We've come to chat with you about integration in parochial schools," I said.

"Oh, we don't talk about it much around here. We act," said the little man with a smile that seemed to belong more to a mischievous boy of 7.

"But I suppose I'll tell you what you want to know," said Father Lawless as he walked into his office and took a puff from a pipe that seemed large out of proportion to his 110-pound body.

"I HEAR ALL the Catholic schools in the Wilmington diocese are racially integrated," I said.

"They'd better be," said the priest, his large eyes widening as his snow-white hair got lost in a puff of pipe smoke.

"Around here the boys don't pay any attention to color. Children don't have any prejudices. It's only when parents indoctrinate them."

"What about those parents? Did you hear from them when you admitted colored children?" the rector was asked.

"Oh, yes, a few parents came to me and said, 'You bring a n--r boy in here and I'll take my boy out of school.' I said to each of them, 'All right, it's your boy but it's my school.' We integrated and we never lost a boy."

"OH, I'M A MEAN man in this town," said the priest as he sent up another puff of smoke, twinkled his eyes and showed faint traces of a smile.

Then he leaned back to tell the story of how a church integrated its schools in a state where, by law, custom and tradition, segregation was the pattern in most every area of life.

"I came to Wilmington from Philadelphia, Pa., 10 years ago," related Father Lawless. "We had no segregation there, and I felt something ought to be done in Wilmington."

"About five years ago I found me three colored boys and told them to come up in September and I'd work them into the school. I asked them to keep quiet. Those kids got excited and told everybody, and the storm broke.

"TO BE FRANK I had quite a bit of opposition when I first tried to integrate the school. I was ordered not to take in the colored boys, and had to send out letters telling them not to come.

The Author



Carl T. Rowan
He wrote the story

"You can imagine how I felt about that! Two years later, some of the objectors were replaced. I said nothing to anybody. I just got five colored boys and put them in the school.

"What happened? Were there riots? Were there strikes? NO!"

"Now we've got 22 colored kids in high school — oh, I'm a mean man in this town," continued Father Lawless.

HE PUT HIS PIPE on the corner of the desk, leaned forward and said in a lowered voice:

"We want to develop intelligent leadership among colored people around here, so we must educate them in Catholic schools.

"The neglect of colored children in public schools of this state has been terrible. Not second rate schools, but third and fourth rate — that's what they've given them.

"A colored child has had no chance to get a decent education, public or private.

the side of his mouth:

"Oh, no words about it. With us it is an all-out affair. Why, last year we had our full dress senior prom in the gold ballroom of the Hotel duPont. The colored fellows came with their girls, and I looked up and there the white boys were dancing with the colored girls and vice versa.

"Yes, I was kind of proud of the boys. That's about the last word in integration. I never thought the boys would go that far.

"What happened? Were there riots? Did they cut each other's throats? NOTHING!"

The 62-year-old priest, who was born in Delaware and was a student at the high school he now heads, gave the table a slap. Then with what appeared to be great personal satisfaction in his faint, boyish smile, he asked what else we wanted to know.

I TOLD HIM I wanted to know whether he thought the public school people could do what he had done.

"I know a lot of school officials here," he

integration, he said:

"Somebody wrote me asking what are the mechanics of integrating a school. I told them all you do is get some colored children and put them in the school. It's as mechanical as that."

He asked us to follow him. We walked into the dining room where young men of both races ate, chatted and joked together as if the two races never had lived any other way.

Father Lawless pointed to one colored boy and commented that he commutes from Baltimore, Md., because Catholic schools are not integrated there.

"We can't control Baltimore," he said, matter-of-factly. Then he went on to comment that Catholic schools now are integrated in Washington, D.C., North Carolina and St. Louis, Mo., among other places in the South.

It had not been easy everywhere. There was plenty of protest in North Carolina for awhile. In St. Louis, threats of excommunication were necessary to calm the furor.

"Always, somebody has to break the ice," said the priest, as if he were talking more to himself, or someone distant than to us. "I broke the ice around here."

THEN HE TURNED to Cross and me and pointed out that right on the heels of his action, the Hotel duPont and Wilmington theaters ended Jim Crow.

"The movies were having a fine financially," he explained. "They were tickled to have an excuse to open up to colored trade. They opened up and it wasn't even a seven-day wonder. Everybody said, 'so what?'"

I asked the rector why he was willing to break the ice. His large eyes stopped dancing. He stopped puffing his pipe. The boyish smile vanished.

"Because I think it's high time for all of us either to quit talking about democracy or to do something about it. It's high time we quit talking about religion unless we mean to do something about it," he said.

"I'll tell you why I'm interested," he went on. "It's because I think this problem outranks communism. It's the most important problem facing the United States today."

"One last question," I said to him. "What are the Protestant ministers of Wilmington doing?"

"Oh, we shamed a few of them into getting a little something. But they haven't gotten beyond the talk stage.

"But look at my boys," he said. "We don't like to talk about it around here. We act."

TO BE CONTINUED

(Copyright by the Minneapolis Star and Tribune Company)

Coming Chapters

- HOCKESSIN, Delaware—The story of one mother's fight which paved the way for integrated schools in Delaware.
- THE DIE-HARDS — Some colored professional people claim that they don't want conditions to change. One parent claimed they were "fetched in the head."
- FARMVILLE, Virginia—White Virginians claim that if the Supreme Court outlaws segregation in the schools, "It would set the south back 50 years in education."
- SUMMERTON, South Carolina—As one cab driver put it, "this town is the very center of the controversy." The people fear reprisals. Here's what has happened in this deep-south town, since the school segregation cases have become a national issue.
- TOPEKA, Kansas—How has this town been affected by the nation-wide interest in the school segregation cases?
- SEGREGATION RETREATS—In Washington, D.C. A look at the Capitol city and its progress in race-relations.

"Our schools are so overcrowded we can't take non-Catholics, but I make exceptions for colored kids. I know, too, that because of the employment situation in this state we can't throw a big tuition bill in the faces of colored parents.

They can't afford it. But I tell you, if a colored boy comes in here and says he wants to go to school, I'm not going to turn him down."

I ASKED the priest to tell me something about the reaction among the students.

He was relighting the pipe. With his eyes rolled upward so he could keep the pipe level and still look me in the eye, he said out of

said. "They want to see this thing settled; they want segregation ended once and for all.

"But they're hucking up against these 'southern gentlemen' and 'Kentucky colonels.' Their jobs depend on politics. If somebody in city hall says don't do it, they don't do it.

"The first thing I learned when I came back here is that we white men are 'southern gentlemen' and 'Kentucky colonels. You'd be surprised at how far they've carried that notion around here."

Asked if the public school people had contacted him now that they face the task of

The Photographer



Bonham Cross
He took the pictures

Claymont schools ex-staff sought

CLAYMONT — They couldn't help but call it a wake. They added "celebration" after that to soften the blow.

Two teachers at Claymont High have organized a reunion May 11 for former staff members.

"It's kind of just a last celebration for everybody that was ever involved with the high school and the old middle school," said Mike Downs.

Claymont High closes in June

after 184 years. The junior high next door on Green Street, closed in 1978, is a community center.

Downs is planning the reunion with English teacher Mike Roccia. Downs, who teaches marketing and distributive education, has been at Claymont High 20 years, his entire career except for two years in Pennsylvania. Roccia has taught there since the current building opened in 1969.

People who retired more than

10 years ago have made reservations, Downs said. He hopes to draw anyone who worked at the schools, custodians and cafeteria workers as well as teachers.

The party, which features a buffet and dancing, will be at the Wilmington Sheraton on Concord Pike. Tickets are \$22, and reservations must be made by Friday. Anyone interested should contact Downs or Roccia at the school.

— Sandy Dennison

2605 Lincoln Ave.
Claymont, Delaware 19703

Chief Justice E. Norman Veasey
Carvel State Office Building
820 North French Street
PO Box 1997
Wilmington, Del. 19899

April 26, 1997

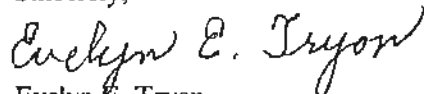
Dear Honorable Chief Justice Veasey:

It was with great pride and happiness that I read in the News Journal, April 7, 1997, about the honor that you are going to present to Chancellor Collins J. Seitz. Chancellor Seitz has been my hero for over forty years and greatly affected my life. Recently I have been trying to get others to recognize and honor him, as he is truly a great man. Perhaps you could assist me in getting the White House to recognize Chancellor Seitz with the *Presidential Medal of Freedom*. Previously, I wrote to the White House and received only a general letter in reply. It is my hope that with your prestige and knowledge that you could influence their decision and contact them regarding the *Presidential Medal of Freedom* for Chancellor Seitz. Not only has Chancellor Seitz influenced the social and legal history of Delaware more than any other living person, but he also influenced the social and legal history of the entire nation. Seitz should be honored by the nation for the positive contributions he made for our society as a whole.

Why have I been so affected by Chancellor Seitz? Seitz enabled our community to achieve a permanent place in history, but, more importantly, Seitz enabled our community to achieve a goal which, without his brave decision in 1952, we could not have accomplished. The Claymont Board of Education and Superintendent Stahl encouraged Black students to sue for enrollment in the high school and Seitz made it possible for us to integrate and to become the first Southern public high school to integrate - nearly two years before the Brown decision. I do not believe that even Chancellor Seitz was aware of all that was going on in Claymont and all that he brought about until I contacted him two years ago. More information about the current efforts to commemorate this achievement and about the actual events as they occurred are enclosed within this packet..

Again, I thank you for honoring such a truly great man. I do hope that you will contact the White House regarding the *Presidential Medal of Freedom* for Chancellor Seitz. I contacted the Special Assistant of the President, Director of Correspondence and Special Messages, from whom I did get a form letter reply, but perhaps you might have a more direct contact. Such an honor for Seitz would also honor the state of Delaware.

Sincerely,


Evelyn E. Tryon

► **CROSSROADS:**
Fire company
event offers
safety tips to the
public **B3**



Local

In the SPOTLIGHT

A weekly feature of The News Journal



The News Journal/CHUCK MCGOWEN
Judge Collins J. Seitz has been
named to receive the Devitt Award.

Distinguished jurist Collins J. Seitz saluted

By **JERRY HAGER**
Staff reporter

WILMINGTON — Collins J. Seitz didn't start a career in law to be a judge, but in 1946, six years after he left law school, he was appointed to Delaware's Chancery Court and has been wearing a black robe ever since — the last 30 years as a federal judge.

Now he is being honored for his service on the bench as this year's recipient of the prestigious Devitt Award from the American Judicature Society. The \$15,000 award is given each year to a federal judge for his or her lifetime achievements.

The award recognizes public service of federal judges who have contributed to the cause of justice. Delaware's Chief Supreme Court Justice Norman Veasey, who

A FITTING HONOR

Judge Collins J. Seitz, a legend in his own time, wins the Devitt Award

The Devitt Award is one of the most prestigious in the legal community. It is presented by the American Judicature Society to a federal judge for lifetime achievement.

WHERE WE STAND
Delawarean
Collins J. Seitz once
again brings honor to
his native state.

There are few American judges — living or deceased — who can match the record of Judge Collins Seitz. As a Chancery Court vice chancellor and later chancellor, he helped forge the case law that has

made Delaware so attractive to business interests throughout the world.

But the decision for which he is most widely known in that court was a matter of equity in education.

Chancellor Seitz wrote that segregation in education was illegal, and he ordered that two Delaware school districts and the University of Delaware be desegregated. His decision was not popular at the time. But his reasoning formed the basis of the 1954 U.S. Supreme Court ruling in *Brown v. Board of Education*, the landmark decision that ended racial segregation in the nation's public schools.

He has been a judge of the Third U.S. Circuit Court of Appeals since 1966. He was chief judge there for 13 years and now has senior status — but is still working and working hard, his colleagues say.

Often people who make substantial contributions to their country are not honored until long after death. We are delighted that Judge Seitz will be duly honored next month in his own time.

The award recognizes public service of federal judges who have contributed to the cause of justice. Delaware's Chief Supreme Court Justice, E. Norman Veasey, who

PROFILE

Name: Collins J. Seitz
Age: 83
Residence: Wilmington
Occupation: Senior judge of the Third Circuit Court of Appeals

nominated Seitz, wrote that Seitz "is without peer in meeting the criteria for this award." Previous recipients have included the late Warren E. Burger, chief justice of the U.S. Supreme Court from

1969 to 1986.

Seitz will receive the award May 17 in a ceremony during a judicial conference in Philadelphia.

Seitz began practicing law in Delaware in 1940, and worked for six years in private practice and as a New Castle County tax attorney, until appointed a vice chancellor in Chancery Court. In 1951, he was appointed chancellor, the court's chief judge, in which capacity he ordered the desegregation of two Delaware school districts and the University of Delaware.

He faced harsh criticism and opposition for his decisions, but the reasoning in his opinion was cited by the nation's highest court when it ruled in *Brown v. Board of Education* that segregation of America's public schools was illegal.

His opinions as a chancellor, wrote Dolores K. Sloviter, chief judge of the Third U.S. Circuit Court of Appeals, "became legendary," helping to keep Delaware as an attractive place for business.

Seitz was appointed to the appeals court by President Lyndon B. Johnson in 1966. He was chief judge of the court from 1971 until 1984, and during that time, he modernized the court, introducing computers and persuading the judges to circulate draft opinions by e-mail.

Seitz, 83, was attracted to the law at a young age and famed Chicago attorney Clarence Darrow was one of his early heroes.

"I grew up in a period when the Ku Klux Klan was very active," the son of a DuPont Co. factory worker said in a recent interview.

He's been a Delawarean all his life, attending Catholic schools and graduating from the University of Delaware. "I only left Delaware to go to law school at the University of Virginia," he said.

Seitz has arthritis now, and though he is not talking about retiring, he said he will stop being a judge when he is no longer able to walk to his seat at the bench.

"Judge Seitz is one of the very rare judicial heroes ... in his half century of ... service he has never failed to be the judge we [all] wish [we] could be," U.S. Supreme Court Justice David H. Souter wrote of Seitz's winning the Devitt Award.

2605 Lincoln Ave.
Claymont, Delaware 19703

The Honorable Joseph R. Biden, Jr.
844 King Street, Room 6209
Wilmington, Delaware 19801

May 23, 1997

Dear Senator Biden:

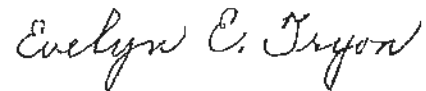
It was with great pride and happiness that I read in the News Journal, April 7, 1997, about the Devitt Award that was going to be presented to Chancellor Collins J. Seitz on May 17, 1997, by the American Judicature Society.. Chancellor Seitz has been my hero for over forty years and greatly affected my life. Recently I have been trying to get others to recognize and honor him, as he is truly a great man. After reading in the news article that Chief Justice Veasey had nominated Judge Seitz, I contacted Justice Veasey to see if he would assist me by nominating Seitz for the *Presidential Medal of Freedom*.. I have enclosed a copy of his response to me suggesting that I contact you, Senator Roth and Congressman Castle to assist in this nomination. I believe that further nominations, especially from individuals of renown, would greatly assist in bringing honor to Judge Seitz, and, through his award, also bringing honor to the state of Delaware.

Previously, in 1996, I wrote to the White House and received only a general letter in reply. I have no way of knowing the status of my nomination. It is my hope that with your prestige and knowledge that you could influence their decision regarding the *Presidential Medal of Freedom* for Chancellor Seitz. Not only has Chancellor Seitz influenced the social and legal history of Delaware more than any other living person, but he also influenced the social and legal history of the entire nation. Seitz should be honored by the nation for the positive contributions he made to our society as a whole. It seems important for this award to be made soon as Judge Seitz will be 83 in June.

Why have I been so affected by Chancellor Seitz? Seitz enabled my community, Claymont, to achieve a permanent place in history, but, more importantly, Seitz enabled our community to achieve a goal which, without his brave decision in 1952, we could not have accomplished. The Claymont Board of Education and Superintendent Stahl encouraged Black students to sue for enrollment in the high school and Seitz made it possible for us to integrate and to become the first Southern public high school to integrate - nearly two years before the Brown decision. I do not believe that even Chancellor Seitz was aware of all that was going on in Claymont and all that he brought about until I contacted him two years ago. More information about the current efforts to commemorate this achievement and about the actual events as they occurred are enclosed within this packet..

I do hope that you will contact the White House regarding the *Presidential Medal of Freedom* for Chancellor Seitz. I contacted the Special Assistant of the President, Director of Correspondence and Special Messages, from whom I did get a form letter reply, but perhaps you might have a more direct contact.

Sincerely,

A handwritten signature in cursive script that reads "Evelyn E. Tryon".

Evelyn E. Tryon

also contacted: Senator Roth and Congressman Castle
encl. Information 1952 integration in Claymont - summary
speech by Evelyn Tryon about Integration in Claymont
speech by Judge Seitz about desegregation
letter and nomination treatise by Chief Justice Veasey

Information: About the 1952 integration of Claymont
 About current efforts to commemorate the events and people of 1952
 and the entire history of Claymont

The first contact Claymont had with Chancellor Seitz was when he came to Claymont High School and 'Doc' Tryon showed him the school as part of deciding if Howard and Claymont were 'equal' facilities. I am sure Seitz would say that Doc Tryon was courteous and gracious that day but he had no way of knowing that Doc Tryon, the Board of Education, and Superintendent Stahl actually wanted integration. They were actively working with the Black students and their parents and with Louis Redding to accomplish the students' legal entry into the school. But in order to achieve this goal, the students had to sue for enrollment and then hope that Chancellor Seitz would decree that immediate integration was necessary, which he did. The students were legally enrolled Sept. 4, 1952. However, the very next day, the Delaware Attorney General ordered Claymont to send the students home. It was at this time that the Claymont teachers, School Board, and Superintendent were able to show their true desire to have these students in the school and refused to send them home. The students remained and Claymont became the first southern public high school to integrate - and graduated the first integrated class only one month after the Brown v. Board of Ed. decision was rendered. (The Delaware case had been appended to the Brown case.) Seitz's courageous decision was actually used in the wording of the Brown case.

Currently, the Delaware State Legislature has voted to place a historical marker at the front of the old Claymont High School building this fall. The high school has been enlarged over the years and is currently serving the community as a Community Center. The Community Center now houses over 30 organizations and provides services to over 15000 people each year. It offers one of the most comprehensive array of services in the state of Delaware and serves Northern Delaware. As part of the renovation of the Community Center there will be a schoolroom from the original high school set aside in its original configuration which will be used as a 'History' room. In this room there will be information about the total history of Claymont, about all the schools in the Brown case, and, of course, a copy of Seitz's 1952 decision will be the center of the display. This room overlooks the front of the old high school which is going to be landscaped again as it was in 1952. It is there in front where the historical marker will be placed. In addition an original mural remains by the front entrance and the old gymnasium retains its original appearance. Total renovation is ongoing at the Community Center and I am not certain when the historical aspects will be completed, however, the dedication of the newly renovated Center will occur in Sept., 1997.

For more detailed information regarding the events of 1951 and 1952, see the enclosed speech which Evelyn Tryon presented to AARP #175, October, 1995.

info: as per Evelyn Tryon



SUPREME COURT OF DELAWARE

May 15, 1997

E. NORMAN VEASEY
CHIEF JUSTICE

DELAWARE STATE OFFICE BUILDING
820 NORTH FRENCH STREET
P.O. BOX 1997
WILMINGTON, DELAWARE 19899

TELEPHONE: (302) 577-3700
TELECOPIER: (302) 577-3702

Ms. Evelyn E. Tryon
2605 Lincoln Avenue
Claymont, DE 19703

Dear Ms. Tryon:

Thank you very much for your letter of April 26, 1997, regarding Judge Seitz. My secretary informed me that you had called my office the other day to ask whether we had received your letter. I apologize for the delay in answering you.

I sincerely agree with your comments regarding the great contributions Judge Seitz has made not only to Delaware but to the nation. He truly is a leader among men. As you probably know, Judge Seitz will receive the Devitt Award from the American Judicature Society on May 17, 1997. Unfortunately, I am unable to attend the event as I will be out of town.

I believe your suggestion of getting the White House to honor Judge Seitz with the Presidential Medal of Freedom is excellent. I suggest you contact Senator Roth, Senator Biden and Congressman Castle. I certainly would support the nomination. I enclose for your information my nominating letter (without enclosures) of December 31, 1996, for the Devitt Award.

Again, thank you for writing to me.

Very truly yours,

ENV:cmm
Enclosure

SUPREME COURT OF DELAWARE

E. NORMAN VEASEY
CHIEF JUSTICE

DELAWARE STATE OFFICE BUILDING
820 NORTH FRENCH STREET
P.O. BOX 1997
WILMINGTON, DELAWARE 19899

December 31, 1996

TELEPHONE: (302) 577-3700
TELECOPIER: (302) 577-3702

The Honorable Anthony M. Kennedy
The Honorable Proctor Hug, Jr.
The Honorable Ralph G. Thompson
Selection Committee
Devitt Distinguished Service to Justice Award
180 North Michigan Avenue, Suite 600
Chicago, Illinois 60601-7401

**RE: Nomination of The Honorable Collins J. Seitz
for the 1996 Devitt Distinguished Service to Justice Award**

Dear Justice Kennedy, Judge Hug and Judge Thompson:

It is my honor to nominate The Honorable Collins J. Seitz of the United States Court of Appeals for the Third Circuit to be the recipient of the 1996 Devitt Distinguished Service to Justice Award. On February 1, 1996, Judge Seitz celebrated fifty years of continuous service on the bench, state and federal. He richly deserves the Devitt Award. It is deserved not for his longevity, however. It is richly deserved because his credentials are glittering and his judicial service has been of the highest substantive quality consistently over half a century.

Collins Seitz was originally appointed Vice Chancellor of the Delaware Court of Chancery on February 1, 1946, at the age of 32. His judicial career, including that initial judicial office, can be briefly sketched as follows:

| | |
|---|--------------|
| Vice Chancellor, Delaware Court of Chancery ¹ | 1946-51 |
| Chancellor, Delaware Court of Chancery | 1951-66 |
| Circuit Judge, United States Court of Appeals for the Third Circuit | 1966-71 |
| Chief Judge, United States Court of Appeals for the Third Circuit | 1971-84 |
| Circuit Judge, United States Court of Appeals for the Third Circuit | 1984-89 |
| Senior Circuit Judge, United States Court of Appeals for the Third Circuit | 1989-Present |

A copy of Judge Seitz' biography as of July 1994 is attached for more complete reference.

Judge Seitz is so deeply respected, so fondly admired and so extraordinarily accomplished that one hardly knows where to begin a catalogue of his qualities. Indeed, such a catalogue is impractical. I call your attention to the enclosed copy of the *Villanova Law Review* commemorating Judge Seitz' fifty years of judicial service. This issue contains articles about Judge Seitz written by Chief Justice Rehnquist, Justice Brennan, Chief Judge Sloviter and Professor Beth Nolan. My article is also included in this issue.²

As part of the preparation for my article, I reviewed three videos of in-depth biographical interviews of Judge Seitz. Two of these interviews were conducted by former Circuit Judge Leon Higginbotham of the Third Circuit Court of Appeals. The third is by Historian David V. Stivison analyzing some of Judge Seitz' decisions. If you wish, I believe I can obtain a copy of the videos for the Committee to view.

Judge Seitz' judicial career has been marked by extraordinary scholarship, intellectual honesty, courage, civility, integrity, strong work ethic, an abhorrence of injustice, and an enormous contribution to

¹ During the period from 1949 to 1951 (prior to the constitutional amendment creating a separate Delaware Supreme Court), Judge Seitz also served from time to time with other state judges on the Delaware Supreme Court.

² *Villanova Law Review*, Volume 40, Number 3 (1995), pages 545-573.

jurisprudence at the state and federal levels. Rather than elaborating on all those accomplishments, I will highlight only a few aspects of his service on the Delaware Court of Chancery and on the United States Court of Appeals.

In the Delaware Court of Chancery, Judge Seitz achieved national renown in the complex and intellectually challenging field of corporation law. Delaware jurisprudence in the corporate field is internationally preeminent (today well over half of the Fortune 500 companies are Delaware corporations), and that reputation is earned primarily by the Delaware Court of Chancery and the Delaware Supreme Court. Most of the corporate disputes are resolved at the Chancery level, so it is that Court to which business leaders and investors look as the primary arbiter. During his twenty-year tenure on that Court, Judge Seitz rendered over four hundred reported opinions, many setting forth enduring corporate teachings.

A well-known New York lawyer, who had appeared before Chancellor Seitz in major corporate litigation described Judge Seitz' handling of litigation by using terms such as "serenity," "enthusiasm," "lucid," "learned," "great concentration," "incisive," "patient" and the like.³ From my vantage point as Chief Justice of Delaware for nearly five years, and as a corporate practitioner for thirty-four years prior to investiture in this office, I can verify these accolades and I can state with confidence that Delaware's reputation for solid corporate jurisprudence was burnished magnificently during Collins Seitz' tenure on the Delaware Chancery bench.

As an equity judge on Delaware's Court of Chancery, Judge Seitz contributed to the national jurisprudence in manifold dimensions other than the corporation law. One notable and historic example of his courage, vision and intolerance of injustice particularly stands out: Before the United States Supreme Court's landmark decision in *Brown v. Board of Education*, Collins Seitz, sitting in the Court of Chancery, desegregated the University of Delaware⁴ and the Delaware public schools.⁵ In his comments on this

³ See Louis Nizer, *My Life in Court* (1961) at 581-82.

⁴ *Parker v. University of Delaware*, 75 A.2d 225 (Del. Ch. 1950).

notable contribution by Judge Seitz. Chief Justice Rehnquist stated on the occasion of the Bicentennial celebration of the Delaware Court of Chancery on September 18, 1992:

In the eyes of many, Chancellor Collins Seitz' 1952 decision in *Belton v. Gebhart* is the Court of Chancery's "proudest accomplishment." *Belton* was one of the four cases consolidated in the United States Supreme Court in *Brown v. Board of Education*, and the only one of the four lower court decisions to be affirmed. In *Belton*, Chancellor Seitz courageously held that black schoolchildren suffered from state-imposed segregation. Although he had no power to overrule the separate-but-equal doctrine established by the United States Supreme Court fifty-eight years earlier in *Plessy v. Ferguson*, he nonetheless found that the state was not providing equal facilities. Most importantly, he used the broad equitable powers of the Court of Chancery to order immediate relief. The schoolchildren gained admission to the formerly all-white schools. As you know, after twenty years on the Court of Chancery, Chancellor Seitz joined the bench of the United States Court of Appeals for the Third Circuit, becoming chief judge and once again distinguishing himself in the performance of his judicial duties.⁶

This quotation from the Chief Justice provides a graceful segue to one of the other principal dimensions of the rich mosaic of Collins Seitz' judicial career. It is plain to any experienced observer of Judge Seitz' life that his legacy of state and federal judicial decisions stands out as a tower of jurisprudential superiority. Most of all, however, his humanity trumps all. What does not appear in the law books (or in computerized legal research) are his outstanding administrative accomplishments, to some extent as Delaware's Chancellor, but primarily as Chief Judge of the United States

⁵ *Belton v. Gebhart*, 87 A.2d 862 (Del. Ch. 1952), *aff'd* 91 A.2d 137 (Del. Sup. 1952), *aff'd sub nom. Brown v. Board of Education*, 349 U.S. 294 (1955), discussed *Brown v. Board of Education*, 347 U.S. 483 (1954)..

⁶ William H. Rehnquist, *The Prominence of the Delaware Court of Chancery in the State-Federal Joint Venture of Providing Justice*, 48 Bus. Law. 351, 353-54 (1992).

Court of Appeals for the Third Circuit during his thirteen-year tenure in that demanding office.

His skill at organizing a great and busy court, and his accomplishments in accelerating the pace of judicial decisionmaking without sacrificing quality are well known throughout the bench and bar of the Third Circuit and nationally. As Delaware's Chief Justice, I believe I am in a good position to admire these accomplishments because I, too, have heavy system-wide administrative responsibilities imposed (in my case) by the Delaware Constitution. One quote from Judge Seitz on this subject struck me as truly remarkable:

I love court administration because I can see what it means in terms of efficient disposition of cases and so forth. So it's been no burden to me. Twenty-seven years I've been chief of one court or another.⁷

I find this remarkable to some extent because it understates his superlative administrative acumen. But I think it is particularly remarkable because many chief judges and chief justices around the country *tolerate* one side of their job (usually it is the administrative side which is tolerated) and *enjoy* the other side (usually it is the judicial work of hearing arguments and writing opinions which is enjoyed). In Collins Seitz we have a person who not only has enjoyed all major aspects of his grand and noble career, but who has achieved a level of excellence in all these areas which places him in a class by himself.

Recently I was invited to visit Australia to give eight lectures in six Australian cities on corporate governance. I had the honor during that tour to meet in Canberra with members of the High Court of Australia. On that visit, I happened to have with me a copy of Judge Seitz' Menzies Lecture on *Judicial Review and the American Constitution* which was presented in Australia ten years ago, October 7, 1986. I left a copy of that lecture with Chief Justice Brennan of the High Court. This topic and Judge Seitz' insightful analysis in his Menzies lecture is very timely because of hotly

⁷ "Judge Seitz Remembers"—An Interview conducted by Bruce M. Stargatt, Esquire. *The Delaware Lawyer* (Spring 1984) at p. 43.

debated issues involving judicial review which are currently going on in Australia today. I enclose for the Committee's review a copy of Judge Seitz' lecture.

* * *

I understand that the Devitt Distinguished Service to Justice Award "recognizes the dedicated public service of members of the federal judiciary ... that have contributed to the cause of justice." Since Collins Seitz is, in my view, without peer in meeting the criteria for this award, I respectfully suggest that it would be most appropriate if the Committee were to bestow it upon him now since he has just completed his fiftieth year of preeminent judicial service.

Thank you for your consideration of this nomination.

Respectfully submitted,

A handwritten signature in cursive script that reads "E. James Veasey". The signature is written in dark ink and is positioned to the right of the typed name "E. James Veasey".

ENV:cmm

Enclosures

H. E. Stahl, Sp.
Claymont, Pa.

IMPORTANT DATA CONCERNING THE COMMUNITY OF CLAYMONT
FOR RE-EVALUATION COMMITTEE (March 9 - 11, 1948)

Claymont is one of oldest inhabited territories in this part
of country.

- 1638 When Swedes arrived in Delaware this community was occupied by Unami or Turkey Clan of the Leni-Lenape Indians. The Swedes built the Block House still standing back of Naaman's Tea House.
1654
- 1674 Gov. Rising built a grist mill on Naaman's Creek (Swedes).
- 1688 The Dutch under Peter Styvesant took over this community.
- 1674 The English under Duke of York took control of this section and made land grants.
- 1680 In 1680 the King's Highway was laid out. This site is now known as Wilmington - Phila. Pike or Route #13.
- 1701 Grist Mill - built by Samuel Hendrickson - now Naaman's Station of P.R.R.
- 1723 Alexander Robinson built colonial mansion at junction of Naaman's Road and Phila. Pike - now known as Naaman's Tea House. Washington stayed in this house several days in 1777.
- 1750 Practical Farmer Inn erected at Harvey Road and Phila. Pike. Stage coach horses changed here.
- 1778 Settlement developed at Grubb's Landing along the Delaware River.
- 1802-1805 Old Stone School Building was erected at corner of Darley Road and Phila. Pike. Land granted by John Dickinson, founder of Dickinson College's Ice Cream Plant.
- 1820-1830 Farmers Fair grounds for produce from Penna., New Jersey and Delaware - to east of Practical Farmer.
- 1835 Saw Mill erected along Naaman's Creek near Pike.
- 1911-1917 Point of rapid industrial expansion in north area. Increase in population was rapid. Portable school erected to house additional school children.

- 1837- Penna. Rail Road line was constructed. Baltimore and Ohio R. R.
1838 used this line until 1881.
- 1854 Church of Ascension was built and consecrated by Bishop Lee. In
1922 this church was moved across Pike to present location.
- 1866 Church of Atonement erected on McCoomb's estate. Land was donated.
- 1870 A Select Girls' Finishing School was organized by Rev. Clemenson
in an old stone house along Phila. Pike opposite the entrance to
Northland.

A boys' private school was started on Ridge Road north of Naaman's
Road at same time. (not alone)
- 1885- Baltimore and Ohio R.R. line was built.
1886
- 1898 Brick yard was built on Naaman's Creek along Pike. The yard ceased
operation in 1898 or 1899.
- 1890- Vernon's Grove was developed - now site of Aniline Village.
1898
- 1898- Chester Traction Line built through Claymont. Present bus
1899 system replaced traction line 1936.
- 1899 Ammonia (Chemical) Plant built on Naaman's Creek - Plant burned
1900. Claymont ceased to be an industrial center of note until the
advent of World War I.
- 1900- Vernon's Ice Cream plant existed on Naaman's Road and Ridge Road.
1933
- 1905 One hundred years after the first room of ^{Old} Stone School was
constructed a second room to south of original building was
constructed.
- 1911- Period of rapid industrial expansion in north area of Claymont. The
1917 increase in population was rapid. Portable School buildings were
erected to house additional school children. Church buildings were

used as schools. The different industries built their own small villages and schools to take care of their families. (The villages of Worthingland, National Aniline and Overlook were developed). The School population increased by 250 during the year 1917.

- 1911 Modern industry started in Claymont when Texas Co. located in north section of community.
- 1912 The General Chemical Co., Delaware Works' Plant was erected in extreme north area of Claymont at Delaware - Penna. State Line - east of Pike.
- 1914 National Aniline Chemical Co. Plant was built at Delaware - Penna. State Line - west of Pike. This plant closed in 1922.
- 1915 Delaware Industrial School for Girls was established on Darley Road in Claymont.
- 1916 Worth Steel Co. entered Delaware - built its plant.
- 1919 School Commissioners of Claymont petitioned State Board of Education to become a Special School District. Request was granted under new School Code of Delaware.

Claymont Board of Education purchased 3 Acres of land for \$3500.00 at head of Lawson Ave. - now the site of our Green Street School Building. The General Chemical Co. donated to Claymont Board of Education 3 Acres of land for Green Street School Building - adjacent to land purchased for site.

- 1920 Claymont Board of Education erected a 3 room Portable School Bldg. for grades 6-7 & 8 at head of Franklin Ave. in Claymont.

Coffin & Coffin, school building architects began preparing plans for a new school building on Green St. site.

- 1921-1922 Constructed by Delaware School Auxiliary a two-room brick school building at Delaware - Penna. State Line - for Colored Children of Claymont - donated to our District. We house pupils of grades 1 to 6 in this building. Pupils of grades 7 - 12 are transported to Howard High School in Wilmington. (In Sept. 1952 - Court of Chancery and St. Supreme Court mandated Bd. of Ed. to enroll negro H. S. pupils in Claymont Green St. N. School.
- 1921 School Bond election (Jan. 28th). Carried for \$250,000 to erect a school on Green St. site. (Del. School Auxiliary withdrew its offer of \$125,000 to Claymont District. School plans were abandoned.) July 20, 1920

- 1922 Second Bond referendum election to raise \$275,000 for a school building on Green St. site, (July 22nd) carried. Bonds sold (Nov. 15) at 5 $\frac{1}{2}$ % int. Dec. 4 - advertised for construction bids for Green St. School. All bids were too high and were rejected.
- 1923 A temporary school building was provided in Naaman's studio building for grades 5 & 6.
- 1924 Advertised second time for construction bids on present Green St. School Building (Jan. 7).
- 1924- Green St. School Building was constructed at cost of \$275,000
1925 by John E. Healy & Sons. Cornerstone was laid Sept. 8, 1924. Population of Claymont was approx. 4000 - School enrollment approx. 600.
- 1925 Original Green St. School Building was completed in Aug. in time to open school in September 1925. We kept our grade 8 pupils in Claymont to become Grade 9 pupils in our school in Sept. - thus we started our first high school unit in Claymont. We grew into a four year high school adding one advanced grade yearly. Before September 1925, we transported pupils of grades 9 to 12 inclusive to Wilmington High School or to Alexis I. duPont High School.
Colored children to Howard High School - Wilm. - until Sept. 1935 when D.C. Court mandated them to attend Green St. H. Sch. for white children)
- 1927 Present Atonement Church - Sunday School Building was erected.
- 1928 Second School Building Program started. The North and South Wings of Green St. School Bldg. were added at a cost of \$100,000. Wm. F. Hadley, Claymont, General Contractor. This addition was necessary to take care of increased pupil enrollments. Population of Claymont - approx. 5000. School enrollment about 800.
- 1929 Graduated in June our first High School Class of 11 members.
- 1931 Claymont High School was placed on the accredited List of Secondary Schools of Assoc. of Colleges and Secondary Schools of Middle States and Maryland. We have maintained membership to present (1949).
Claymont organized a Public Kindergarten in the Stone School Building (Miss Elsie M. Davis, teacher) in Sept.

- 1935 Present School Auditorium was re-decorated and re-furnished during summer months. Cost - approx. \$18,000.
- 1935-1936 Third School Building Program completed. The West wing of our Green Street Bldg., was added at an approx. cost of \$150,000 - a State and Federal grant to our district.
- 1936 Claymont High School was chosen to represent State of Delaware in Cooperative Study of Secondary School Standards. In Sept. 1936 a committee of educators made an intensive and extensive study of our high school, one of 200 scattered over the U.S.
Objectives of the study:
1. What are the characteristics of a good secondary school?
 2. What practical means and methods may be employed to evaluate the effectiveness of a school in terms of its objectives?
 3. By what means and processes does a school develop into a better one?
 4. How can regional associations stimulate secondary schools to continue growth?
- 1943 Baker & Adamson Division of the General Chemical Co. re-opened the buildings formerly closed by the National Aniline Co.
- 1943 Name of Delaware Industrial School for Girls was legally changed to "Woodshaven School".
- 1946 A supply room added to school cafeteria - new equipment purchased.
Constructed garage for housing a school bus - cost of approx. \$600
- 1948 Population of Claymont - approx. 7000 - School enrollment - approx. 1000 from grades K to 12 inclusive.

1948 Claymont High School was re-evaluated by visiting committee - (May.) - 5 -

ADDRESS BY COLLINS J. SEITZ

UNIVERSITY OF VIRGINIA SCHOOL OF LAW
NOVEMBER 1990

SEGREGATION - "WHAT IS PAST IS PROLOGUE"

I am delighted to be in Charlottesville once again at Dean Jackson's gracious invitation. I express my deep appreciation once more to all involved in selecting me to receive the Thomas Jefferson Award in Law. As you may know, part of the quid pro quo is that I make this pleasant appearance.

I have always revelled in an academic setting over the years. Perhaps this is because it is not unlike the judicial ambience. Both have been large and satisfying parts of my life.

Dean Jackson suggested that the faculty and students would be interested in my reminiscences on the school desegregation cases I handled in Delaware in the 1950's as a state judge, as well as some of my reflections on the subject some forty years later. This is the first time I have spoken on the subject.

Any real appreciation of my desegregation decisions requires some understanding of the social attitude toward blacks and their legal status in Delaware at the time of those decisions.

In 1950 Delaware's constitution required segregated public schools. Statutes and custom also helped to make segregation a way of life for blacks living in Delaware. It was not dissimilar to the black-white relationships in the southern states: separate dining facilities, separate lodgings, separate social conditions, and, of course, separate public schools at every level. Indeed, the same situation existed in the private schools. Delaware was accurately described as a northern state with a southern exposure.

Thus, those educated in the white Delaware public schools had no real contact with blacks. Whites lived in a society largely content with the status quo. My own background was not dissimilar.

I was reared in a practically all-white suburban environment and had almost no personal contacts with blacks. I never attended school with a black person, whether in parochial school, public school, the University of Delaware or this law school. Indeed, I never heard the race issue discussed during that period in an educational setting. Thus, you will not be surprised when I tell you that when I took the Delaware Bar examination in 1940, no blacks were present.

When I was growing up, our family was preoccupied with obtaining an education and surmounting the Great Depression. Racial justice was not a concern in the white community.

Given my background, I have frequently been asked how I account for my subsequent sensitivity to the "white" man's problem in America.

There is no ready explanation. I was not converted by a flash of light. It is true that I was the youngest of five boys and a child of the Great Depression. Both helped to qualify me for underdog status.

In addition, I witnessed two injustices in Charlottesville which are still vivid in my mind over 50 years later. The first involved an intersection collision. A white driver went through a stop sign and struck a car driven by a black. The white policeman arrested the black.

The second recollection is of a bus ride from this University to downtown Charlottesville. It was early evening and the bus was filled with students who had taken all the seats and jammed the aisle from front to back. These, of course, were the days when blacks were required to go to the back of the bus. A black woman entered the bus and paid her fare. There was no way she could physically get to the back. Nevertheless, the white driver stopped the bus and castigated her mercilessly because she was forced to remain standing in the front.

How much these fragmentary experiences contributed to my outlook on racial justice is a matter for psychologists to answer.

My wife has a simple answer. She says my support for the underdog all stems from the fact that when I was growing up I was a devoted fan of the perpetually losing Philadelphia Phillies baseball team. She insists I thereby developed a strong empathy for the loser. Who can gainsay that such was the status of blacks in America.

In 1940, when I joined the Delaware Bar, my first priority was to make a living. I plunged into the practice of law with great vigor and small remuneration. On the side, I was a volunteer attorney for the American Civil Liberties Union. Later I became active in the Democratic Party. These associations may also tell the psychologists something about me. After a few years, I moved to one of the larger law firms in Wilmington which was engaged mostly in the practice of corporate law. That experience provided me with invaluable exposure to corporate law, which I thoroughly enjoyed.

About three years later I was appointed Vice-Chancellor in the Delaware Court of Chancery, a state-wide trial court with no jury that handled litigation involving Delaware corporations and general equity matters. I was all of 31 years of age at that time. The Vice-Chancellor was then appointed by the Chancellor and served at his pleasure. I expected to serve for about four years and then return to my law firm. But fate intervened and, three years later, the office of Vice-Chancellor was made a constitutional position and I was given a full 12-year term. The rest is history.

The equity jurisdiction of that court was particularly enjoyable to me because I had been Professor Garrard Glenn's student instructor for his equity class at the law school. I also admired and tried to emulate in my opinions his rapier-like use of the simple declarative sentence. I readily acknowledge his great contributions to my career on the bench. Parenthetically, in the 1950's the state provided no law clerks for its judges. Everything was pure Seitz.

In 1950, one would not have imagined that desegregation cases would be commenced in state courts. Nevertheless, in 1950, several black plaintiffs filed suit in the Delaware Court of Chancery after being denied admission to the white University of Delaware. They alleged, inter alia, that it was vastly superior to Delaware State College for blacks and thus they were being deprived of an equal education. The Chancellor was a named defendant because he was a trustee of the University and so the case came to me. At that time, I had been Vice-Chancellor for about four years.

After a trial and review of the two institutions, I first determined in Parker v. University of Delaware, that because of Supreme Court precedent I could not say that the trustees' action was unconstitutional per se. I next compared the two institutions and concluded that the black college was grossly deficient in almost every meaningful element. To cap the comparison, the college was unaccredited.

I, therefore, determined that the plaintiff class was being deprived of an equal education by the State.

The Attorney General's real defense in Parker was that, if the court should find the black institution unequal to the University, it should adopt the traditional approach and order that the black college be made equal but not permit admission of the black plaintiffs to the University of Delaware. The plaintiffs obviously contended to the contrary.

The relief requested by plaintiffs had not, so far as I knew, ever been granted at the undergraduate level in this country. I was nevertheless unpersuaded that the black plaintiffs should be denied the fruits of their victory. To countenance delay was to deny them relief. I therefore enjoined the University and the trustees from considering race in processing applications for admission to the University. The Trustees did not appeal. Thus, in 1950, my undergraduate alma mater became an all-American University in fact and in law.

I well remember handing a copy of my opinion to the Chancellor and saying, "Here, Chancellor, I have just enjoined you." He said he was not surprised. I later regretted my youthful brashness. After all, the Chancellor was in his seventies and I was all of 36, and he had appointed me originally. You may be surprised to be told that the adverse public reaction to my decision was minimal despite deep community bias. I believe the general population did not appreciate the significance of Parker because the University touched only a small number of white Delaware families. Moreover, the trustees had not even appealed to the state Supreme Court.

But a cloud no larger than a man's hand was looming over the segregated elementary and secondary school systems in Delaware. Thus, in 1952, after I had become Chancellor, Belton v. Gebhart and Bulah v. Gebhart were filed in the Delaware Chancery Court seeking desegregation of an elementary and a secondary public school.

I heard the cases together and was again confronted with the claim that legal segregation was per se unconstitutional and, if not, that the status of these schools nevertheless violated the separate but equal doctrine. After a protracted trial and review of the schools, which are described in detail in Richard Kugler's masterful book entitled Simple Justice, I came to the moment of truth. I first stated that I believed segregation was per se unconstitutional under the Equal Protection Clause. I then wrestled with the profound issue as to whether, despite my affirmative finding as to the psychological harm suffered by black children as a consequence of segregated schools, I was free to implement such a conclusion in view of Supreme Court precedent, which, of course, was binding on me. As my opinion states, I finally decided that I was not free to so rule in light of certain Supreme Court precedent. However, I went on to say that the declaration of invalidity should come from the United States Supreme Court. I never could see how the equal protection clause could be read any other way.

I next considered whether the segregated schools met the separate but equal test. The facts in these two cases are compelling almost forty years later.

The black plaintiffs in Belton lived in Claymont, Delaware, and sought to attend the white high school in their home area. In order to implement its segregation position, the Board of Education denied them admission to the white school. They were told, in effect, that they could go by bus to the black high school in Wilmington, some nine miles away.

I shall not recite the dreary facts that resulted in my determination that the black high school in Wilmington was grossly inferior to the Claymont school.

The facts concerning the grade school involved in Bulah were even more disturbing because of the ages of the children involved. The comparison between the white and black schools left no room for doubt that separate was in all respects unequal, as my visit confirmed.

The incident that triggered the Bulah lawsuit teaches a lesson for all embryonic lawyers. I quote from my opinion:

"School bus transportation is provided those attending No. 29 (White) who, except for color, are in the same situation as this infant plaintiff. Yet neither school bus transportation, nor its equivalent is provided this plaintiff even to attend No. 107 (Black). The State Board ruled that because of the State Constitutional provision for separate schools, a Negro child may not ride in a bus serving a white school."

Mrs. Bulah, the child's mother, testified that she originally had no intention of bringing suit to desegregate the white school. All she wanted was to have the "white" bus, which came by her house, pick up her seven-year-old child and deliver her to the black school. The Board of Education's refusal to grant Mrs. Bulah's modest request triggered a much more pervasive demand which resulted in the complete legal desegregation of the white school.

The lesson to be learned from this reaction of the school board to Mrs. Bulah's modest request is simple yet profound. Indifference or callousness to small problems often generates massive ones. When I was Chancellor, I had more than one major corporate case that grew out of a slight or demeaning treatment of another executive. Concern and civility are never out of style.

Returning to Belton and Bulah, having determined that the schools were not equal, I was confronted, once again, with a frontier issue in America as to whether the students should be admitted at once to the white elementary and secondary schools or be deprived of their established rights by giving the State time to correct the inequalities at some future date.

As in Parker, I felt that a declaration of rights without providing plaintiffs with a remedy would amount to a Pyrrhic victory for plaintiffs. I therefore ordered their immediate admission.

This again apparently was the first time, after a finding of inequality, that blacks were admitted at once to the white schools at the elementary and secondary levels.

Because of its obvious implications, the decision was controversial and deeply resented. You may find a small incident of interest. I vividly remember that a young teacher at the white elementary school came to see me after my decision. She had been teaching some type of dancing at the time of my visit to the school. She told me in the bitterest terms that she would not have conducted the class that day had she known I was going to take cognizance of it in my opinion. I felt sorry that a young teacher could entertain such bitterness. That remains my greatest disappointment with too much of the younger generation today.

My judgment on the application of the separate but equal doctrine and the admission of the plaintiffs to the "white schools" was affirmed by the Supreme Court of Delaware in 1952. My refusal of a stay was also affirmed and thus black students

attended the so-called "white" elementary and secondary schools involved in the lawsuits. Thereafter, the United States Supreme Court granted a writ of certiorari in both cases and consolidated them for argument with Brown v. Board of Education and two other cases, all in federal courts.

In 1954 the Supreme Court handed down its memorable opinion in Brown v. Board of Education and the other cases, including the Delaware case. Simply put, it concluded that in the field of public education the doctrine of separate but equal has no place. Chief Justice Warren, speaking for a unanimous court, said the result was dictated as a matter of "simple justice" under the equal protection clause of the fourteenth amendment. Plessy v. Ferguson was legally interred.

It is a matter of great satisfaction to me that my judgments were the only ones affirmed by the Supreme Court that day. More to the point, the United States had come somewhat closer to keeping faith with its Declaration of Independence.

Much of the later litigation across the country took place in the federal courts. As a state judge, my judicial involvement in these controversies ceased and I continued for many years deciding the classic corporate and equity struggles that constituted the Chancery Court's bill of fare. All of this I thoroughly enjoyed.

After I moved to the Court of Appeals in 1966, after 20 years in Chancery, I sat on the famous Girard College case in Philadelphia, where the attack was on the "white" limitation on applicants for admission to the college created by Mr. Girard's will. Our court held that state action was involved and struck the white limitation. We were roundly accused of violating the sanctity of wills. The United States Supreme Court denied certiorari.

Has the promise of Brown v. Board of Education been realized? Certainly it has as to de jure segregation in public education and otherwise. But de facto segregation continued and that was no surprise.

First, the Supreme Court ruled that the schools were free to act with "all deliberate speed" to implement Brown. That language soon became a device to maintain the status quo. Furthermore, there was the fact of segregated housing, local schools districts and the white flight to the suburbs.

The resulting disenchantment caused blacks to seek integration through the courts. Busing became a highly controversial remedy along with other changes designed to balance educational opportunities. Those issues continue, of course, to this day.

It is far from clear from the viewpoint of either the blacks or the whites that the judicial remedies have meaningfully accomplished their benign objectives. After all, those remedies really amount to social experiments whose merits cannot be measured with precision. Certainly, the jury is still out as to their long-range efficacy.

In addition, history teaches that, despite the most legitimate grievances, long-range solutions in race relations must ultimately be found in the hearts of the people, rather than in the courts. But, this is cold comfort to those experiencing injustice. Nevertheless, good will and the relentless striving toward racial justice in our society remain vitally important charges on all of us if our deeds are to match our words. In Robert Browning's eloquent words: "man's reach should exceed his grasp, or what's a heaven for?"

CLAYMONT

A STORY NEVER TOLD

A RECOGNITION NEVER GIVEN

A STORY ABOUT CLAYMONT

Today, I wish to tell you a story about Claymont. It is a very special town that some of you know very well - others of you, not so well. But there is a special story about Claymont that I would like to talk to you about - and some of this story has never been shared before today.

But before I tell you the story, I need to give you a little historical information so that you will understand why our story is important. The first event happened in 1896. How many of you were living then? I know we have at least one AARP member that was living in 1896. (hands up)

The 1896 event occurred in Louisiana, a state that was adjusting to changes made by the American Civil War. Racial relationships were still unsettled because, although Negroes had been given full citizenship rights in 1866, the state was still segregated. One day, Mr. Homer Plessy, a light-skinned Negro decided to ride in a 'white' designated railcar. No one would have known he was not 'white' except he let it be known that he was a Negro (1/8th Negro). He was told that he would have to move to another railcar, but he refused. Mr. Plessy was arrested, tried and convicted. He appealed his case to the Supreme Court of

Louisiana and then to the U.S. Supreme Court. In a landmark decision, Plessy vs. Ferguson, the U.S. Supreme Court ruled that "Separate but Equal Accommodations" were constitutional and that each state could decide for its self what to do. The Northern states were integrated, but there were seventeen Southern states that already had - or now - officially made "Separate but Equal" part of their state constitutions.

This Plessy vs. Ferguson decision directly affected Claymont. Up until this time Claymont had had only one school at the Old Stone School, which was built in 1805. This school was for everyone who lived in the Claymont area. On the table, if you look at some of the old photos from the Old Stone School, you will see there were Negroes attending. After the decision, since the Commonwealth of Delaware was one of the states which accepted segregation as it's law, Claymont had to build separate schools for the Negro students. Claymont built new schools for 'white' students on Green Street and the State Line School was built for the Negro students. In 1929, our first high school class of eleven members graduated from Claymont High School. (Do we have any members who graduated in the 1929 class?) By 1952, Claymont had an enrollment of 1250 students kindergarten through high school. This number included the students at the State Line School, but the high school Negro students went to Howard High School.

And this is where my story really begins in 1951. In 1951, Delaware's public schools were segregated and Negro children had to be bussed past or walk past schools near their homes because these schools were for 'white' students. One mother decided it was unfair that her daughter should have to travel long distances when there was a good school near her home. Mrs. Bulah, with the help of Mr. Louis Redding, brought a suit (Bulah vs. Gebhart) against Hockessin to allow her daughter, Shirley, to attend their elementary school. At about the same time, with encouragement from the Claymont Board of Education, twelve Negro students applied for admittance to Claymont High School. Even though the school board and Superintendent Stahl wanted to admit the students, they knew according to the state laws, they would have to refuse. So the students were refused admittance. Now the parents were able to bring suit against Claymont and the State Board of Education, with Mr. Louis Redding as their attorney. Even though there were many plaintiffs and many defendants, the case became known by the first name listed alphabetically on each list - Belton vs. Gebhart. (Louise Belton was a student and Gebhart was a member of the State Board of Education.)

The members of the Claymont School Board at this time were:
A. Eugene Fletcher, President; Sager Tryon (Doc), Vice Pres.,
E. Edward Rowles, George Brown, and H.E. Stahl, Secretary. Mr. Harvey Stahl was also the Superintendent of the schools. (How many of you remember our dry cleaning service here in Claymont and

Mr. Fletcher who owned it? Probably you do not have him in mind as a hero of the desegregation struggle, but he was very active during this time.)

The two cases (Bulah vs. Gebhart and Belton vs. Gebhart) were argued before Chancellor Collins Seitz in the Court of Chancery of Delaware. Elsewhere, with the help of the NAACP, headed by Mr. Thurgood Marshall, cases had been brought forward in South Carolina, Kansas, and Virginia. In all three of these states, the doctrine of 'Separate but Equal' was upheld to be lawful, and even though the existing schools were not equal, since there were plans to upgrade the Negro schools in the future, then the Negro children had to continue attending the lesser facilities. However, in Delaware, we had a different and courageous judge in Chancellor Seitz. In April 1952, although declaring that he did not have the right to declare 'Separate but Equal' unconstitutional, Chancellor Seitz did state: (now quoting) "I ... conclude that while state-imposed segregation in lower education provides Negroes with inferior educational opportunities, such inferiority has not yet been recognized by the United States Supreme Court as violating the Fourteenth Amendment..." and then he took a dramatic step forward, and declared that Howard and Claymont were not equal, that Hockessin and School No. 29 were not equal, and that the plaintiffs must be admitted to the better

schools immediately. Even though arguments had been made that the schools would soon be made equal, Chancellor Seitz stated that to make the plaintiffs wait until equality could be met was to deny them their constitutional rights.

I find it very interesting that one of various reasons Seitz decided the schools were not equal was that attending a school which required long hours of "bus travel, increased fatigue and irritability, thereby impairing the learning process." This bussing factor is interesting in light of all the current bussing being required of our grandchildren and great grandchildren - especially right here in this area.

It was April 1, 1952 when Chancellor Seitz rendered his decision. Of course, this was immediately appealed to the Delaware Supreme Court by the State Board of Education and their attorney, M. Albert Young. On August 28th, 1952, the State Supreme Court upheld the decision.

School was to open on September 4th. Claymont could not legally admit the students without receiving a 'mandate' - the legal documents which would require Claymont to admit the students. The decision was known - the papers had published the decision, but Claymont had officially heard nothing. But Claymont did everything it could to get ready: Mrs. Dyson, the teacher at the State Line school since 1925, spoke to the students and their parents:

"I told them all that the eyes of the whole world were on us here in Claymont. I told the children that their behavior in high school would affect all colored children , everywhere.... and I told them to remember that the white children would have a problem of adjustment too."

The Claymont faculty met and prepared for school and the new students. Everyone had agreed to keep this calm, not to speak with the newspapers, to just make it as much like every other day as possible. And still Claymont had not heard anything officially.

On September 3rd, the day before school was to start, the school board called a special meeting with the children, their parents, and Mr. Redding, their attorney. The board had decided to enroll the students with or without a mandate. They preferred, of course, to have the mandate, but they were prepared to enroll the students without the legal documents. Mr. Redding had all the legal paperwork for the enrollment ready - but still the board had not heard. All day on September 3rd, Doc and others constantly called Dover asking for this person and then that person - just trying to get anyone to help get either Assistant Attorney, Aaron Finger and/or Superintendent of the State Schools, Mr. George Miller to call. Mr. Stahl had several phone calls placed. And

still they did not hear - not even a verbal affirmation that would make it legal to admit the students. Finally a call came in that said a call would come in that evening.

So about 6:30 pm, all the students and their parents, Mr. Redding, and the school board went back up to the school to wait and wait and wait. The waiting finally came to an end - a phone call came in giving them the verbal mandate, and within a half hour all the papers were signed and the students were legally enrolled and everyone was ready for school to begin the next day.

The next day, September 4th, school opened. Eleven Negro students were there with the other 500 or so students. There were no incidents. Everyone thought their goal had been reached - these students were now Claymont High School students. However, this quickly became questionable.

Early, the very next morning, September 5th, Mr. Stahl received a call from State Attorney Young and another from State Superintendent Miller instructing him to drop the students because the case was being added to the Brown vs. the School Board of Topeka case now being tried in front of the U.S. Supreme Court. They felt that their cases might be prejudiced if the Negro children were already in the school.

"I refused them flatly," Mr. Stahl said. "I told them the children had already been admitted and that we were dealing with human beings, people with feelings, not just a legal case."

Another special meeting of the Claymont School Board was called and they upheld Mr. Stahl's decision. The high school faculty met and passed with only one dissenting vote a resolution that the students should not be dropped. The students stayed in the school.

Hockessin had admitted Shirley Bulah and she remained in their school. Arden, who now had three of their Negro children attending the Claymont High School, met and decided to allow the younger brothers and sisters of that family to attend their elementary school in Arden. They did this on their own on September 7th - no lawsuit. But the State Board of Education did not like Arden making their own decision and asked the Trustees of Arden to meet with them on September 11th when Claymont and Hockessin were meeting with them. The topic was whether the Negro children would be allowed to remain in the schools, and, who had the right to determine when schools are not equal. At this September 11th meeting, although the final decision was not made, it laid the groundwork for the decision made in October by the State Board and the Attorney General. The final decision was: only the State Board of Education could make the determination that schools were not equal, that no other schools were allowed to integrate without State Board permission, but that Claymont, Hockessin, and Arden could remain as they were - until facilities could be made equal.

Essentially, Claymont took a stand and allowed themselves to be sued. Then they defied the State Board of Education and refused to make the children leave the school.

WE THANK CHANCELLOR COLLINS SEITZ. WE THANK MR. LOUIS L. REDDING.

BECAUSE OF THEM

CLAYMONT HIGH SCHOOL
WAS THE
FIRST INTEGRATED HIGH SCHOOL

of all the public High Schools in the seventeen segregated Southern States. We had only a window of 36 hours in which to accomplish this, from Sept. 3rd at 6:30 pm to the morning of Sept. 5th. No other school would find it possible to integrate until after the May 1954, Supreme Court decision of Brown vs. Topeka. This would be twenty months later. Actually, it would be two years later, September of 1954, before another Delaware school could admit any black students.

Of the twelve students who originally applied to Claymont, only eleven actually attended. Louise Belton, whose name was on the case, never did come to Claymont. I cannot find any reference to her in Mr. Stahl's notes, other than that she was not in attendance. My understanding was that she felt she would be more comfortable at Howard. Still she takes her place as a heroine in the desegregation struggle.

I want to pause here to recognize another in the desegregation struggle in our community - the larger Wilmington community. I

guess the state segregation school laws did not control 'private' schools. None the less, most of the private schools were segregated. Yet, Father Thomas Lawless, principal of Salesianum, enrolled five Negro students on November 14, 1950. He felt that integration was the right thing to do and if people did not like it they did not have to attend Salesianum. So this private school integrated November 14, 1950, and Father Lawless is another desegregation hero. I have three pages dealing with Salesianum over on the table.

In Claymont, we had so many people to help and the natural attitude of acceptance was so great, that the integration of Claymont High School moved ahead without any problems for the next two school years. However in June of 1954 there was a problem. A student from another area had transferred into Claymont and he did not like Negroes and he certainly let it be known. For baccalaureate and commencement it was the tradition that senior boys and senior girls would line up separately by height and then walk in, meeting at the middle in the back, and then march in boy and girl, side by side. The class had voted to continue this tradition. Baccalaureate came and it was on Sunday, It just happened that this one student had to walk next to a Negro student. He stepped out of line and walked to the back of the line. The next young man thought quickly and just moved up and things moved along smoothly - without interruption.

Monday, they began rehearsing for commencement. The young man was called for a conference and asked what he intended to do. He was informed that he could march in the procession and get his diploma or he could not march and he would still get his diploma. However, he could not deliberately disobey instructions. He refused to agree to stay in his place and was suspended and was sent home. He did not go home, instead he just hung around the school. By Tuesday, the school authorities decided not to have any more processional rehearsals but just to start with the seniors sitting on the stage. Much discussion was taking place behind closed doors. After all, the school could have insisted on the procession as always and arranged for help from the police. However, this could/would have caused trouble and perhaps even a riot as the boy's father would have been very angry. Claymont certainly did not want this to happen. So Doc Tryon came up with an idea and the school authorities agreed to it. He always said he was not sure he was proud of the idea, but I was and I still am proud of him.

Commencement night came. The father of the boy had come early and had seated himself on a movable chair near where the boys and girls would meet in the middle. He had photographers there and told them where to stand and what pictures to take. The students were only told to line up as usual - according to height. Then the leaders were told how to march in and the others were only told to

follow the leaders. The students went in the side entrances, up the side aisles, and across the stage toward the middle, but each side turned down an aisle on the stage about six feet apart. So the boy was in line opposite a Negro student, but they were never closer than six feet. The father just grinned. He thought he had won, and in a way he did. But Claymont authorities won too. This was one of life's very rare 'WIN-WIN' situations, where both sides win. The student had not walked in beside a Negro student yet Claymont's tradition of marching in according to height and the seating order on stage had been preserved. Commencement went forward without problems. It was a good commencement program. One of the class orations was on race prejudice and did she hit it!! The best pianist in the class was Black and she accompanied all four vocal numbers as well as playing a solo. The audience really clapped for her after the solo. They told me afterwards that the boy's father was in the back booing throughout the program, but it could not have been too loud as I did not hear it. I was sitting in the 2nd or 3rd row at the front. We did have a policeman watching the father as well as eight plain clothes policemen sitting near him. The diplomas were given out at the end of the evening. Mr. Stahl spoke very very briefly, there was a class song, and it was over. The School Board and all concerned were greatly pleased, for they had gotten through with no public disturbance, and had not really given in on fundamental issues.

Doc's attitude was that if you gave in on one score, next time someone might even refuse to sit on the same stage, etc. etc. and that we could not have.

However, there really is more to this story. The school did not feel that they could let the boy get away with defying them. It had long been the custom of Claymont to let students who still needed to complete their work and would complete it over the summer to go through the ceremony as if they were graduating, only they received a blank diploma. There were two girls in that class that were doing this. When the young man opened up his diploma he found only a note, "The School Board is considering your case." Then the fireworks began. That night our phone was ringing well up to 2:00 AM. Sager tried to tell the editors and reporters that it would be a disservice to Claymont if they published the story. We made the front page for two days and then the stories went into the second section. Sager had told the reporters that there was nothing that could not be worked out if the father and son met with the School Board. A special meeting was called for the following Monday night. In the meantime, Mr. Fletcher received anonymous calls of the general tone and character that we ought to be tarred and feathered and chased out of town. My youngest daughter was called names. Strange cars sat in front of our house and I told my girls to stay in the house or stay in the back. I received my first anonymous call on Sunday morning. This lady wanted to know if I

were going to church today. I said "Yes." She asked me several more times. Then she asked me if I expected to play the organ. "Yes" I responded again. "After the dirty trick your husband tried to play on that boy!" she said and hung up. As I looked over the church that Sunday morning, I was more convinced the disturbed group was small.

The meeting occurred on Monday night. A joint statement was issued. The father claimed the trouble was due to a misunderstanding. They said they had thought he had to take part in the commencement in order to get his diploma. Nothing more was said. I am not sure the Board believed this but this matter was better settled than not settled for both parties. He had completed his work and had earned his diploma. So he received it.

By the fall of 1954, the students and community had forgotten this incident and there were no real problems in all the years that followed. I tell you this incident just to reveal the tremendous skill Superintendent Harvey Stahl and his Board showed in working around this problem and not to let other problems develop, all without publicity.

While all this was going on at Claymont, the U.S. Supreme Court had rendered the now famous decision: Brown vs. Topeka, in May 1954. It would be the next fall before other Delaware schools would begin enrolling Black students in their schools.

Those of you who lived in or around Claymont during the time I have just told you about, 1951- 1954, may remember a few newspaper articles, but not too many. How many of you were aware then or are even aware today that Claymont was one of the cases involved in that famous decision. There were five states: Virginia, South Carolina, Kansas, Washington DC, and Delaware. Of all those, only Delaware had had a judge willing to take a stand and schools such as Claymont willing to do whatever they could to integrate their schools. I will never forget the thrill of having placed in my hand at my own front door a paper informing my husband that our case had been made part of the Brown vs. Topeka court case in front of the U.S. Supreme Court.

Although Thurgood Marshall (who later became a famous U.S. Supreme Court Justice), lead this case, when the case about Claymont was heard, Louis Redding and State Attorney General Young were the lawyers that were heard. In the decision, read by Chief Justice Earl Warren, on May 17, 1954, Chancellor Seitz's decision was indirectly quoted: "We conclude that in the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

Segregation of all facilities, not just schools, was declared as unconstitutional, in violation of the Fourteenth Amendment.

During the months following there were many headlines about "Wilmington' being the first school district to integrate ... this school made the claim, and then that school made the claim all getting headlines. But Claymont never got a headline! Claymont just quietly moved ahead continuing what they had started a full two years before - now integrating all the grades. It is very sad that Claymont High School has recently been closed but its place in History is there for All Time, for all to see... although the twist is that if someone were casually reading about integration it might seem that Claymont was against integration. After all, didn't the school have to get sued to let the Negro students in? But if history is really read, then it would be known that Claymont was willing to go through anything for the rights of all their students. In October, 1954, Redbook magazine wrote an article about Claymont and Hockessin and Arden. Mr. Stahl and Mrs. Dyson were widely quoted. Claymont was cited as an example of how integration can be done well. Also, in October 1954, Mr. Stahl and Mrs. Dyson were invited to the "Progress of Freedom in the United States" forum in New York city. There the topic was "Steps toward Racial Integration". Both gave speeches and were again quoted in reports and were received with much admiration and respect. Other noted people such as Mr. Thurgood Marshall were also at this conference. Some of the reports from this conference were sent to other states as well as sent overseas.

Claymont is a good community and has been a good community. We have a place in history not only because we were the first Southern public high school to integrate but because we wanted to do what was the best for all our citizens. Our nation owes gratitude to the courageous people involved: Chancellor Collins Seitz, Mr. Louis Redding, the Negro students and their families, Mrs. Dyson, the Claymont School Board and Mr. Harvey Stahl. These people helped change history not just in Claymont but in America....they were all willing to take a stand for what they believed in.

prepared by Virginia Smilack and Evelyn Tryon
presented by Evelyn Tryon
September 14, 1995
AARP meeting, Claymont, Del.

sources: various books about Brown vs. Topeka
and the other cases
Redbook: OCT 1954 'Schools that Broke the Color Line'
Newspaper articles - Wilmington
Claymont School Board meeting minutes
Mr. Stahl's personal notes
Evelyn Tryon's personal notes

THE CIVIL RIGHTS MOVEMENT

AN EYEWITNESS HISTORY

SANFORD WEXLER

Introduction by Julian Bond

 Facts On File

CHRONICLE OF EVENTS

1865

January 31: The U.S. House of Representatives passes the 13th Amendment to the Constitution, abolishing slavery, by a two-thirds majority. It was previously adopted by the Senate in April 1864.

February 1: The first black, John S. Rock, is admitted to practice before the United States Supreme Court.

March 3: The Freedmen's Bureau is established by Congress to aid former slaves.

April 14: President Abraham Lincoln is assassinated while watching a comedy at Ford's Theater in Washington by actor and Southern patriot John Wilkes Booth.

April 15: President Lincoln dies at 7:22 A.M. Three hours later, Vice-President Andrew Johnson takes the oath of office as president.

May 29: President Johnson grants amnesty to the Confederates, with a few exceptions. It is one of the first acts in the long struggle for what Johnson calls "restoration" and Congress calls "reconstruction."

Fall: Black Codes are enacted by all-white legislatures in former Confederate States. The Black Codes forbid blacks from testifying against whites; blacks without work can be arrested for vagrancy; public schools will be segregated. Blacks cannot serve on juries, bear arms or hold large meetings.

December 18: The 13th Amendment to the U.S. Constitution abolishing slavery is declared in effect by Secretary of State William Seward after it is ratified by 27 states.

1866

July 9: The Civil Rights Act is passed by Congress over President Johnson's veto. It grants full citizenship to all persons born on U.S. soil (except Indians). All citizens are to have equal rights to enforce contracts, to sue, to give evi-

dence, to buy property—in effect, to have all the civil rights a full citizen is entitled to.

July 30: Race riot in New Orleans results from effort to introduce black male suffrage into the Louisiana Constitution. Thirty-four blacks are killed, and more than 200 are injured. Four whites are killed; 10 policeman are injured.

1867

January 8: Blacks' suffrage in the District of Columbia is established by an act of Congress over President Johnson's veto.

March 2: The First Reconstruction Act is passed by Congress over Johnson's veto. It is designed to protect blacks politically and economically. Constitutional conventions are ordered, with blacks participating fully in elections.

May: The Ku Klux Klan is formed in Nashville, Tennessee. It is one of the many secret societies organized to terrorize blacks in the South.

Hiram R. Revels was elected to the U.S. Senate from Mississippi in 1870 to fill the unexpired term of Jefferson Davis. He was the first black American to serve in the U.S. Senate. Courtesy of the Library of Congress.



1868

January: Constitutional conventions begin to meet in Southern states, with blacks fully participating.

March 5: The impeachment trial of President Johnson begins.

May 26: President Andrew Johnson is acquitted.

July 28: Secretary of State Seward announces ratification of the 14th Amendment, granting full citizenship to blacks and all others born or naturalized in the United States (except Indians).

1869

December 6: National Labor Convention of Colored Men meets in Washington, D.C., creating a national black labor union.

1870

February 25: Hiram R. Revels, the first black to be elected to the U.S. Senate, takes his seat.

March 30: Secretary of State Hamilton Fish proclaims ratification of the 15th Amendment to the Constitution, which guarantees suffrage to all citizens born or naturalized in the United States.

December 12: The first black to be elected to the U.S. House of Representatives, Joseph H. Rainey of South Carolina, takes his seat.

1871

April 20: The Ku Klux Klan Act is enacted by Congress to enforce the 14th Amendment. It authorizes the president to suspend the writ of habeas corpus and to use military force to suppress disturbances in Southern states.

1872

April 15: Frederick Douglass presides over the Colored National Convention in New Orleans.

June 10: The Freedmen's Bureau is discontinued by an act of Congress, effective June 30.

1875

March 1: The Civil Rights Act is passed by Congress. It states that no citizen can be de-



Joseph H. Rainey of South Carolina was elected to the U.S. House of Representatives in 1870. He was the first black American to serve in the U.S. House of Representatives. Courtesy of the Library of Congress.

nied equal use of public facilities such as conveyances, inns or restaurants on the basis of color.

1877

February: Rutherford B. Hayes makes a secret agreement to withdraw troops from the South in exchange for Southern electoral votes.

April 24: The last federal troops are removed from Louisiana and the last Southern state is returned to control of its citizens. Although Reconstruction helped rebuild the war-torn South, it failed to achieve its primary goal of securing black civil rights.

1881

July 4: The Tuskegee Normal and Industrial Institute in Alabama is founded by black leader Booker T. Washington. It becomes the foremost institute for vocational training for blacks in the country.

1883

January 22: Sections of the Ku Klux Klan Act of 1871, penalizing individuals who conspire to impede provisions of the 14th and 15th Amendments, are declared unconstitutional. The Supreme Court rules that these Amendments apply to states and not to individuals.
October 15: U.S. Supreme Court declares the Civil Rights Act of 1875 unconstitutional on the grounds that individual business rights to choose their own clientele are violated by giving blacks equal access.

1895

September 18: In a speech at the Cotton States and International Exposition in Atlanta, Booker T. Washington calls for an end to black agitation for equality in return for gaining economic prosperity. His address becomes known as the Atlanta Compromise.

1896

May 6: The separate but equal doctrine is held constitutional by the Supreme Court in the *Plessy v. Ferguson* case, known popularly as the Jim Crow Car Law. The Court rules that as long as facilities are equal, the fact that they are separate does not constitute infringement of civil rights. The doctrine will remain intact until May 17, 1954, when it is unanimously overturned by the court.

1905

July: Harvard-educated W. E. B. Du Bois gathers together 29 black leaders at Niagara Falls, Canada to form what becomes known as the Niagara Movement. Its goal is to reaffirm the necessity for achieving black rights. The orga-

nization disbanded in 1910 due to lack of financial support.

1909

June 1: W. E. B. Du Bois founds the National Association for the Advancement of Colored People (NAACP). He advocates equality and equal opportunity for blacks.

1920

August 26: The 19th Amendment to the Constitution, which gives women suffrage, is enacted.

1931

March 25: Nine young black boys are arrested in Scottsboro, Alabama and are charged with raping a white woman. In the course of three trials, they will be found guilty, but the Supreme Court will overturn their conviction on April 1, 1935. "The Scottsboro Boys" will become a cause célèbre for all determined to obtain justice for black Americans.

1941

June 25: President Franklin Roosevelt establishes the Fair Employment Practices Committee by executive order to prevent discrimination due to race, creed or color in defense plants. It is formed partly in response to a proposed mass demonstration on Washington, which was to be led by A. Philip Randolph, president of the Brotherhood of Sleeping Car Porters.

1947

April: Jackie Robinson signs with the Brooklyn Dodgers. He becomes the first black baseball player in the major leagues.

1948

January 12: A U.S. Supreme Court decision, *Sipuel v. Board of Regents of the University of Oklahoma*, rules that no state can discriminate

against a law school applicant on the basis of race.

February 2: President Truman introduces a civil rights package to Congress in which he calls for an end to segregated schools and employment discrimination.

July 15: Some Southern delegates at the Democratic National Convention in Philadelphia walk out in protest against the addition of a civil rights plank to the party platform.

1948

July 17: The States' Rights Party (Dixiecrats) is

formed by dissident members of the Democratic Party. Governor Strom Thurmond of South Carolina is their nominee for president.

July 26: President Truman issues an executive order banning segregation in the U.S. armed forces and calls for an end to racial discrimination in federal employment.

November 2: Harry S Truman is elected president in a surprise victory over New York Governor Thomas E. Dewey by 2.2 million popular votes and 114 electoral votes. The Dixiecrat candidate, Strom Thurmond, receives 39 electoral votes and a little over one million popular votes.

CHRONICLE OF EVENTS

1949

March: Thurgood Marshall, NAACP special counsel, and a delegation of top state and national NAACP officials meet with a small group of Clarendon County blacks in Columbia, South Carolina. It is agreed that the NAACP will file a test case against segregation in public schools if 20 Clarendon County plaintiffs are assembled.

November: Reverend Joseph DeLaine, a Clarendon County schoolteacher, enlists 20 plaintiffs for a class-action suit against the Clarendon County School Board. Heading the list in alphabetical order is Harry Briggs a 34-year-old gas station attendant and father of five. The case is known as *Briggs v. Elliot*, after Briggs and Roderick W. Elliot, chairman of School District No. 22 in Clarendon County.

1950

June 5: The U.S. Supreme Court issues decisions in the *Sweatt* and *McLaurin* cases. It upholds black Americans' rights to attend state graduate schools and receive full educational benefits from such schools.

June: Thurgood Marshall holds a meeting in New York City with legal scholars of the NAACP Legal Defense Fund. It is agreed that in all of their future education cases they will seek to obtain schooling on a nonsegregated basis.

August 25: Lucinda Todd, secretary of the Topeka, Kansas NAACP branch, writes to NAACP executive secretary Walter White that the segregated school situation in Topeka has grown "unbearable" and the branch is prepared to go to court to test the Kansas law.

1951

February 28: *Brown v. Board of Education of Topeka* is filed in the U.S. District Court of Kan-

sas. The lawsuit is named after Oliver Brown, the father of eight-year-old Linda Brown.

May: Dr. Kenneth Clark, a psychologist, performs black and white doll tests with 16 black school children between the ages of six and nine in Clarendon County, South Carolina. Eleven of them respond that the black dolls look "bad," and nine of them consider the white doll "nice." Seven of the 16 children pick the white doll as the one most like themselves. The NAACP uses this study as part of their argument for outlawing segregation in public schools.

May 23: NAACP attorney Spottswood Robinson files a lawsuit in federal court in Richmond, Virginia on behalf of 117 Moton High School students who ask that state law requiring segregated schools in Virginia be overturned. The case is titled *Davis v. County School Board of Prince Edward County*. The first name on the list of plaintiffs is Dorothy E. Davis, daughter of a Prince Edward County farmer.

May 28–29: *Briggs v. Elliot* trial is held in U.S. District Court for the Eastern District of South Carolina in Charleston, South Carolina.

June 21: Opinion is handed down in *Briggs v. Elliot*. Two of the three judges presiding over the case uphold segregation in public schools, based upon the separate but equal doctrine.

June 25: *Brown v. Board of Education of Topeka* trial opens in U.S. District Court of Kansas.

August: U.S. District Court of Kansas hands down a unanimous opinion in *Brown v. Board of Education*. It finds that "no willful, intentional or substantial discrimination" exists in the operation of Topeka public schools. But attached to the opinion is a "Finding of Fact" that states that "segregation of white and colored children in public schools has a detrimental effect upon colored children." This is used as a basis for appeal to the U.S. Supreme Court by the NAACP.

October: The house belonging to the Rev. Joseph DeLaine, who had led the case against the Clarendon County School Board of South Carolina, goes up in flames. Although no one

is charged for arson, there is circumstantial evidence that the blaze was set in reprisal for the minister's civil rights activities.

October 21: *Belton v. Gebhart* and *Bulah v. Gebhart* trials open in U.S. district court in Wilmington, Delaware. Ethel Louise Belton and Shirley Barbara Bulah, black parents of elementary school-age children, are plaintiffs in a case against the Delaware State Board of Education. Francis B. Gebhart is one of the members of the Delaware State Board of Education.

1952

February 25: *Davis v. County School Board of Prince Edward County* trial opens in U.S. district court in Richmond, Virginia.

March: Opinion is issued in *Davis v. County School Board of Prince Edward County*. The court upholds the doctrine of "separate but equal."

April: Opinion is issued in *Belton v. Gebhart* and *Bulah v. Gebhart*. Collins Seitz, chancellor of Delaware, who presided over the trials, rules that the plaintiffs are entitled to immediate admission to the white schools in their communities.

June 9: The U.S. Supreme Court announces it will hear arguments in *Briggs* and *Brown* during the fall term, which begin in October.

July 12: NAACP Legal Defense Fund files an appeal in the Virginia case of *Davis v. County School Board of Prince Edward County* with the U.S. Supreme Court.

August: NAACP Legal Defense Fund attorneys at Thurgood Marshall's offices in New York City begin working around the clock in drafting briefs for the *Briggs* and *Brown* Supreme Court cases.

August 28: Supreme Court of Delaware upholds Chancellor Seitz's decision outlawing segregation in public schools in *Belton v. Gebhart* and *Bulah v. Gebhart*.

October 8: U.S. Supreme Court postpones oral arguments to be heard in *Briggs* and *Brown* until December 8. The Court will also hear *Davis v. Prince Edward County*.

November: U.S. Supreme Court will hear argu-

ments in *Bolling v. Sharpe*, the District of Columbia school-segregation lawsuit, and also in *Belton v. Gebhart*. The school segregation cases will be known collectively as *Brown v. Board of Education of Topeka*.

November 4: The U.S. Supreme Court rules in favor of a lower court decision barring segregation in interstate railway travel.

December 9–11: Oral arguments in *Brown v. Board of Education* are heard before the U.S. Supreme Court. Thurgood Marshall is the chief counsel for the plaintiffs, and John W. Davis, representing the State of South Carolina, is the chief counsel for the defense.

1953

June 8: U.S. Supreme Court defers judgment in all five school-segregation cases, known as *Brown v. Board of Education of Topeka*. They are scheduled for oral reargument on October 12.

June: The NAACP Legal Defense Fund puts 100 lawyers, scholars and researchers to work in preparation for the reargument of *Brown v. Board of Education of Topeka*.

October 5: President Dwight D. Eisenhower appoints California governor Earl Warren as interim chief justice of the Supreme Court. He replaces Chief Justice Fred M. Vinson, who had died of a heart attack in September.

December 7–9: Oral rearguments in *Brown v. Board of Education of Topeka* are heard before the U.S. Supreme Court.

1954

March 1: The Senate unanimously confirms Earl Warren as chief justice of the Supreme Court.

May 17: In a landmark ruling, the U.S. Supreme Court rules unanimously, in *Brown v. Board of Education of Topeka*, that separate but equal educational facilities are "inherently unequal" and that segregation is therefore unconstitutional. The decision overturns the separate but equal doctrine that since 1896 (*Plessy v. Ferguson*) legitimized segregation.



Spectators in the lobby of the Supreme Court, December 7, 1953, awaiting the second round of arguments in Brown v. Board of Education. Courtesy of the Moorland-Spingarn Research Center, Howard University.

May: There is widespread reaction to this ruling across the country. In the North the decision is applauded, but it outrages segregationists in the South.

July 11: The Citizens' Council, part of a collection of groups sometimes referred to as the White Citizens' Councils, is organized in Mississippi. Civil rights activists dub them the "white-collar Klan," after the Ku Klux Klan.

August 31: The Defense Department announces that all-black units no longer exist in the Armed Forces.

Fall: One hundred fifty formerly segregated school districts in eight states and the District of Columbia integrate. But a number of groups opposing integration emerge in the South.

October: The U.S. Supreme Court hears arguments in how *Brown v. Board of Education of Topeka* should be implemented.

November 15: In response to the U.S. Supreme Court's order for reargument on how the Court should implement *Brown*, the NAACP files its brief, stating that the Court should require desegregation by September 1955.

Daily Crossroads

Brandywine Hundred

Old Claymont High to mark desegregation

CLAYMONT — Friends of the old Claymont High School today will celebrate the school's role in breaking down segregation with dedication of a historic marker at the building, now the Claymont Community Center, 3301 Green St.

In September 1952, Claymont

was the first public high school in the 17 segregated states to be legally integrated. That occurred because 12 black students applied for admission to the school and Delaware Chancellor Collins J. Seitz upheld their request, saying opportunities for blacks were not equal to those afforded white students. School administrators followed his ruling, though the state Board of Education and Attorney General advised against it.

Seitz and some of the original students are expected to be present at the 11 a.m. ceremony at the school, which is now the Claymont Community Center. At that time,

Russ McCabe of the Division of Historical and Cultural Affairs will dedicate an historic marker explaining the school's role in Delaware integration.



CROSSROADS:
Warner Elementary
students bridge
generation gap at
Kentmere Center

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Local & Business

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Commemoration of color in Claymont

For 6 years, she was the only black in her class

By **ESTEBAN PARRA**
Staff reporter

CLAYMONT — Bernice Byrd, who stepped through the doors of Claymont High School more than 30 years ago, wishes her walk through history had served as a model for integrating public schools.

Byrd, now Bernice Couch, was one of the first black students to attend an integrated public school in Delaware. Her experiences were a sharp con-

trast to what she was reading and hearing at the time about integration in other states.

"I used to hear about [the problems] and I used to say, 'What's the big deal?' We did it," she said of Claymont. "This should have been an example."

At a ceremony commemorating that event Tuesday, Couch, now the director of an Atlantic City detoxification center, said she was terrified to step into the formerly all-white school Sept. 4, 1952 — two years before federal courts ended segregation throughout the country.

"I was scared," said Couch, who was 11 years old at the time. "I was in the seventh grade, and I was the only black

in my class."

As it turned out, Couch was the only black student in her class from seventh through 12th grade, but she and other Claymont students said they knew of no racial problems such as those plaguing schools in the South.

"I remember hearing the grown-ups in my house talk about what this was going to mean," Couch said Tuesday. "But I had no idea what impact this was going to make."

Couch spoke to about 50 people who gathered at the former high school, now the Claymont Community Center, to watch the unveiling of a marker. See **CLAYMONT — B6**



Special to The News Journal/DON BLAKE

Bernice Couch reads a plaque at Claymont Community Center commemorating desegregation at the former Claymont High.

Claymont: Integration came early

FROM PAGE B1

commemorating the start of the desegregation movement. She was the youngest of the 12 black students who attended Claymont High in 1952.

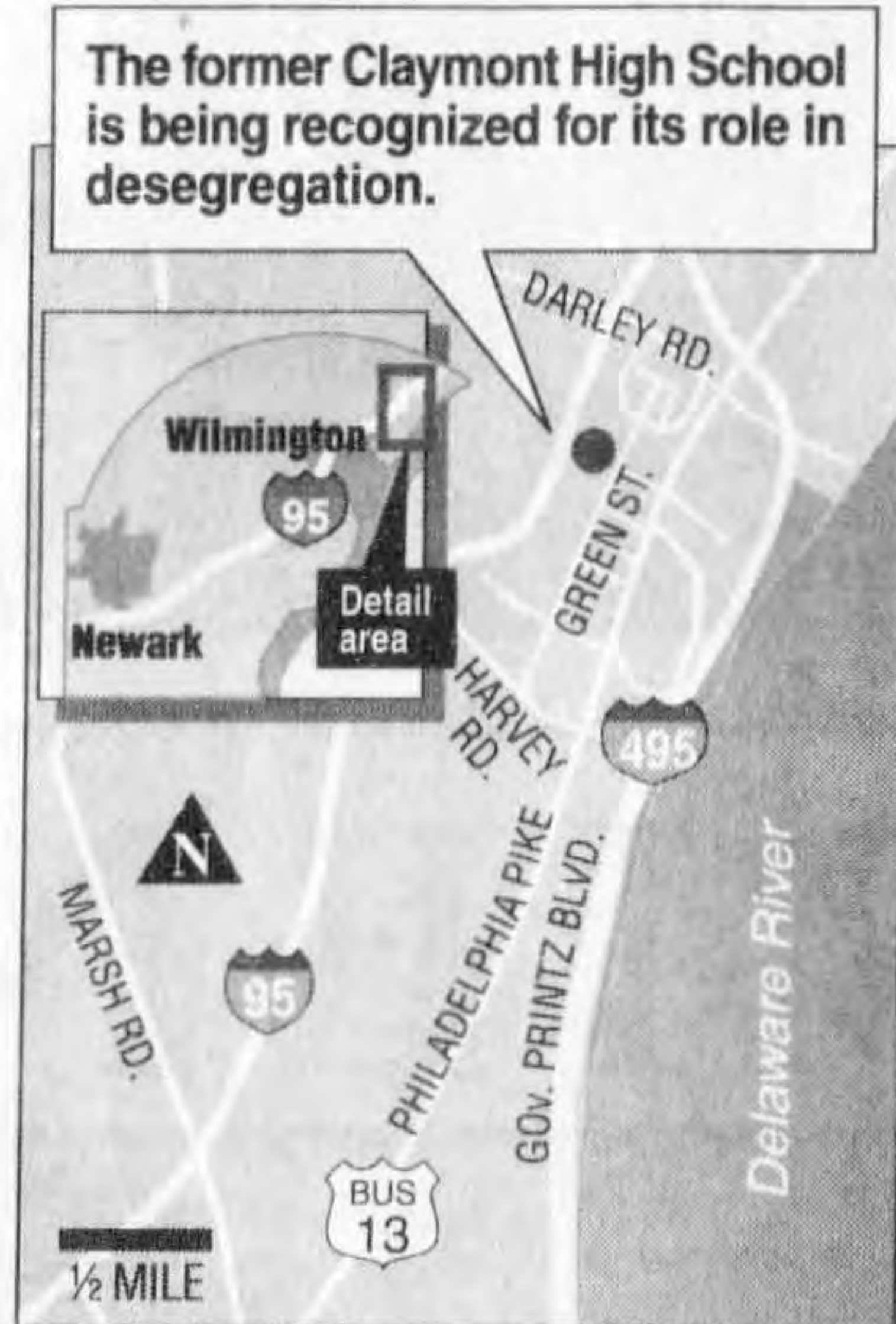
Couch, who graduated at age 16, easily made friends with two white students, Eileen "Doodles" Seagraves and Kitty Conn.

She said the three would play together and became inseparable. Couch managed the field hockey and basketball teams.

The move to integrate the school started when black students and parents sued the Delaware Board of Education and the Claymont Board of Education to permit them to attend Claymont High.

On April 1, 1952, Chancellor Collins J. Seitz of the Court of Chancery ruled that the students should attend the high school immediately.

The state's Supreme Court upheld the ruling and, in September, students in grades seven through



The News Journal/LESLIE UDRY

10 attended the school that year. And in June 1954, Claymont High graduated its first black stu-

dents, a month after the U.S. Supreme Court ended public school segregation in the Brown v. the Board of Education decision.

"I don't think my opinion represented the majority of the people's view," said 83-year-old Seitz, now a senior judge with the Third U.S. Circuit Court of Appeals.

"The decision was easy for me because I've always known justice has always meant justice for all."

Seitz, who was present at the gathering, also helped desegregate the University of Delaware two years earlier.

Couch said her five years at Claymont taught her to be more aware of what other racial problems people have to face.

"I think I'm a little more literate, I think I'm a little more aware of what's going on in the world," she said. "I'm more in tune with integration and segregation and the world racial strife."